

# CREIGHTON UNIVERSITY BULLETIN

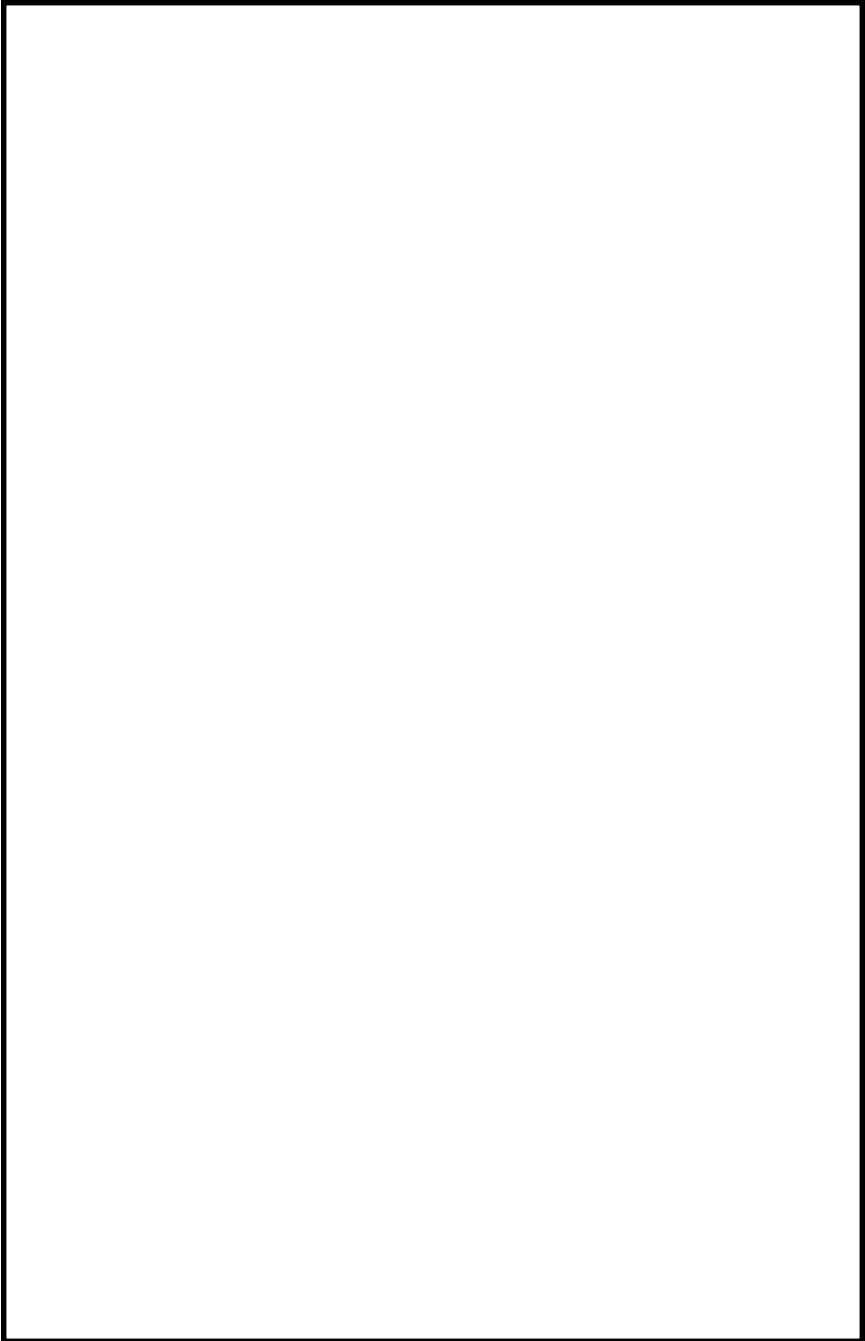
## *1997-99 ISSUE* *SCHOOL OF PHARMACY* *AND* *ALLIED HEALTH PROFESSIONS*

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*Photographs of School of Pharmacy and  
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H. G. Lohman, D. W. Mackey, B. Bidrowski, and J. Wells.

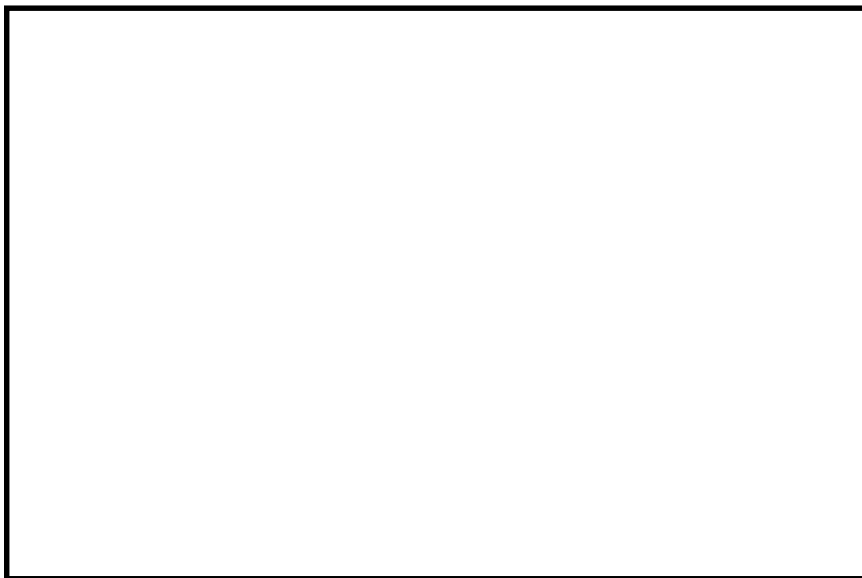
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*An overview of the Creighton campus with the  
Omaha skyline in the background.*

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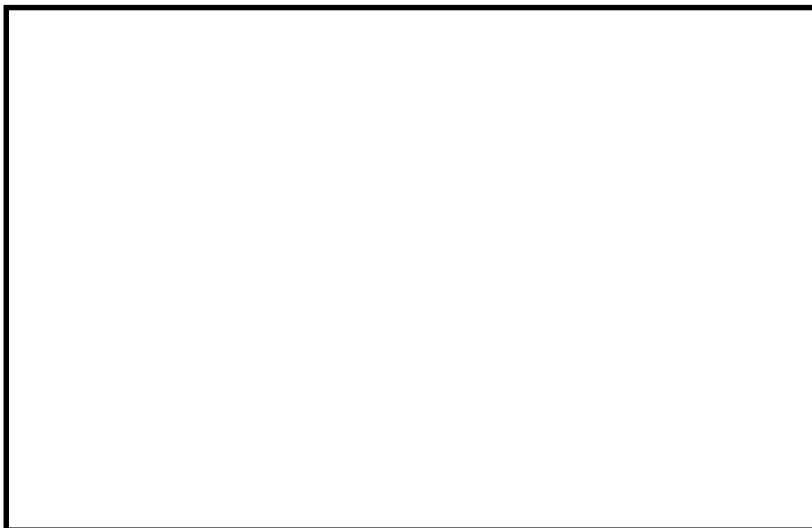


*Your future friends and professional colleagues welcome you to the School of Pharmacy and Allied Health Professions.*

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# CALENDAR

## FIRST SEMESTER, 1997-98

1997

|           |                          |  |
|-----------|--------------------------|--|
| August    | 18-19, <i>Mon.-Tues.</i> | Orientation for first year professional students.  |
|           | 20, <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.   |
|           | 27, <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.   |
|           | 20-Sept. 2               | Class Schedule Changes and Late Registration. Dean's Office.   |
| September | 1, <i>Monday</i>         | Labor Day. Holiday—no classes.   |
|           | 2, <i>Tuesday</i>        | Nontraditional Pharm.D. enrollment period begins for Fall 1997. 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. |
|           | 10, <i>Wednesday</i>     | 11:00 A.M. Mass of the Holy Spirit. St. John's Church.   |
|           | 18, <i>Thursday</i>      | Last day to change from credit to audit. Last day to apply for Pass/No Pass status.  |
|           | 30, <i>Tuesday</i>       | Last day for filing applications for degrees to be conferred at the end of the First Semester.   |
| October   | 18, <i>Saturday</i>      | Fall Recess begins after last class or laboratory.   |
|           | 20, <i>Monday</i>        | 9:00 A.M. Mid-semester grade reports from instructors due in Registrar's Office.   |
|           | 24, <i>Friday</i>        | Clinic ends for fourth year Physical Therapy students.   |
|           | 27, <i>Monday</i>        | 7:30 A.M. Classes resume.  |
| November  | 31, <i>Friday</i>        | Last day to withdraw from courses with a "W."  |
|           | 3, <i>Monday</i>         | Clinic begins for fourth year Physical Therapy students.   |
|           | 21, <i>Friday</i>        | Didactic classes end for second year Physical Therapy students. Fall clerkships end for most fourth year Pharmacy students.  |
|           | 25, <i>Tuesday</i>       | Thanksgiving recess begins after last class, clinic or laboratory. Fall fieldwork ends for most third year Occupational Therapy students.  |
| December  | 27, <i>Thursday</i>      | 9:00 A.M. Thanksgiving Day Mass. St. John's Church.  |
|           | 1, <i>Monday</i>         | 7:30 A.M. Classes resume. Clinic begins for second year Physical Therapy students.   |
|           | 15-19, <i>Mon.-Fri.</i>  | Final semester examinations.   |
|           | 19, <i>Friday</i>        | Christmas-Mid-Year Recess begins. Clinic ends for second year Physical Therapy students.   |
|           | 20, <i>Saturday</i>      | Mid-year Commencement.   |

## **SECOND SEMESTER, 1997-98**

**1998**

|          |                          |  |
|----------|--------------------------|--|
| January  | 1, <i>Thursday</i>       | Nontraditional Pharm.D. enrollment period begins for Spring 1998.  |
|          | 5, <i>Monday</i>         | Clerkships begin for most fourth year Pharmacy students. Fieldwork begins for most third year Occupational Therapy and second year Doctor of Occupational Therapy students.                  |
|          | 12, <i>Monday</i>        | Didactic classes begin in the School of Pharmacy and Allied Health Professions.  |
|          | 14, <i>Wednesday</i>     | Classes begin for all students enrolled in courses taught by undergraduate colleges.   |
|          | 12-20, <i>Mon.-Tues.</i> | Class Schedule Changes and Late Registration. Dean's Office.   |
|          | 23, <i>Friday</i>        | Clinic ends for fourth year Physical Therapy students.   |
| February |                          | Mass for Founders' Week: Past, Present, Future. St. John's Church. Date and time to be announced.  |
|          | 2, <i>Monday</i>         | Clinic begins for fourth year Physical Therapy students.   |
|          | 12, <i>Thursday</i>      | Last day to change from credit to audit. Last day to apply for Pass/No Pass status.  |
|          | 16, <i>Monday</i>        | Last day for filing applications for degrees to be conferred at end of Second Semester.  |
| March    | 7, <i>Saturday</i>       | Spring recess begins after last class or laboratory.   |
|          | 9, <i>Monday</i>         | 9:00 A.M. Mid-semester grade reports from instructors due in the Registrar's Office.   |
|          | 16, <i>Monday</i>        | 7:30 A.M. Classes resume.  |
|          | 23, <i>Monday</i>        | Last day to withdraw from courses with a "W."  |
| April    | 9, <i>Thursday</i>       | Holy Thursday — classes suspended from 5:00 P.M. April 9, to 5:00 P.M., Monday, April 13.  |
|          | 12, <i>Sunday</i>        | Easter Sunday.   |
|          | 13, <i>Monday</i>        | Easter Monday—Classes resume at 5:00 P.M.  |
|          | 17, <i>Friday</i>        | Didactic classes end for third year Physical Therapy students.   |
|          | 20, <i>Monday</i>        | Clinic begins for third year Physical Therapy students.  |
|          | 24, <i>Friday</i>        | Clinic ends for fourth year Physical Therapy students.   |
| May      | 1, <i>Friday</i>         | Nontraditional Pharmacy enrollment period begins for Summer.   |
|          | 4, <i>Monday</i>         | Didactic classes begin for fourth year Physical Therapy Students   |
|          | 8, <i>Friday</i>         | Clerkships end for most fourth year Pharmacy students.   |
|          | 11, <i>Monday</i>        | Final semester examinations begin.   |
|          | 14, <i>Thursday</i>      | Final semester examinations end.   |
|          | 15, <i>Friday</i>        | School of Pharmacy and Allied Health Professions Graduate Recognition Ceremony.<br>3:00 p.m. Baccalaureate Mass. St. John's Church.<br>Clinic ends for third year Physical Therapy students. |
|          | 16, <i>Saturday</i>      | University Commencement.   |

## **SUMMER SESSION, 1998**

|        |                      |   |
|--------|----------------------|---|
| May    | <i>18, Monday</i>    | On-campus registration for Pre-session: 8:00-10:00 A.M. Registrar's Office. Pre-Session classes begin 10:00 A.M.  |
|        | <i>19, Tuesday</i>   | Last day for Pre-Session registration and course changes.   |
|        | <i>25, Monday</i>    | Memorial Day—No classes.  |
|        | <i>26, Tuesday</i>   | Classes begin for second and third year Physical Therapy students.  |
| June   | <i>1, Monday</i>     | Clerkships begin for most fourth year Pharmacy students.  |
|        | <i>5, Friday</i>     | Pre-session final examinations; Pre-session ends.   |
|        | <i>8, 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 scheduled for 6:00 p.m. on Monday begin on June 8. All other classes begin at regularly scheduled times beginning June 9. |
|        | <i>10, Wednesday</i> | 9:00 A.M. Pre-Session final grade reports from instructors due in Registrar's Office from instructors.  |
|        | <i>11, Thursday</i>  | Last day for late registration and course changes for Term 1.   |
|        | <i>18, Thursday</i>  | Last day for filing applications for degrees to be conferred at end of Summer Session.  |
| July   | <i>3, Friday</i>     | Independence Day Holiday—no classes   |
|        | <i>10, Friday</i>    | Term 1 ends.  |
|        | <i>13, 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 13 at 7:30 A.M.  |
|        | <i>15, Tuesday</i>   | 9:00 A.M. Term 1 final grade reports from instructors due in Registrar's Office from instructors.   |
|        | <i>24, Friday</i>    | Didactic classes end for second and third year Physical Therapy students.   |
| August | <i>3, Monday</i>     | Clinic begins for second and third year Physical Therapy students.  |
|        | <i>14, Friday</i>    | Term 2 ends. Degrees conferred for August graduates.  |
|        | <i>17, Monday</i>    | 9:00 A.M. Term 2 final grade reports from instructors due in Registrar's Office from instructors.   |
|        | <i>21, Friday</i>    | Clinic ends for second year Physical Therapy students.  |



## ***FIRST SEMESTER, 1998-99***

**1998**

|           |                               |  |
|-----------|-------------------------------|--|
| August    | <i>16-18, Sun.-Tues.</i>      | Orientation and registration for first year professional students.   |
|           | <i>19, 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. |
|           | <i>26, 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.                       |
|           | <i>19-Sept. 1, Wed.-Tues.</i> | Class Schedule Changes and Late Registration. Dean's Office.   |
| September | <i>1, Tuesday</i>             | Nontraditional Pharmacy enrollment period begins for Fall 1998.  |
|           | <i>7, Monday</i>              | Labor Day. Holiday—No classes.   |
|           | <i>8, Tuesday</i>             | Classes begin for second year Physical Therapy students.   |
|           | <i>9, Wednesday</i>           | 11:00 A.M. Mass of the Holy Spirit. St. John's Church.   |
|           | <i>17, Thursday</i>           | Last day to change from credit to audit. Last day to apply for Pass/No Pass status.  |
| October   | <i>5, Monday</i>              | Last day for filing applications for degrees to be conferred at the end of the First Semester.   |
|           | <i>17, Saturday</i>           | Fall Recess begins after last class or laboratory.   |
|           | <i>19, Monday</i>             | 9:00 A.M. Mid-semester grade reports from instructors due in Registrar's Office.   |
|           | <i>23, Friday</i>             | Clinic ends for third year Physical Therapy students.  |
|           | <i>26, Monday</i>             | 7:30 A.M. Classes resume.  |
|           | <i>30, Friday</i>             | Last day to withdraw from courses with a "W."  |
| November  | <i>2, Monday</i>              | Clinic begins for fourth year Physical Therapy students.   |
|           | <i>24, Tuesday</i>            | Thanksgiving recess begins after last class, clinic or laboratory.   |
|           | <i>26, Thursday</i>           | 9:00 A.M. Thanksgiving Day Mass. St. John's Church.  |
|           | <i>30, Monday</i>             | 7:30 A.M. Classes resume. Clinic begins for second year Physical Therapy students.   |
| December  | <i>14-18, Mon.-Fri.</i>       | Final semester examinations.   |
|           | <i>18, Friday</i>             | Christmas-Mid-Year Recess begins. Clinic ends for second year Physical Therapy students.   |
|           | <i>19, Saturday</i>           | Mid-year Commencement.   |

## **SECOND SEMESTER, 1998-99**

**1999**

|          |                          |  |
|----------|--------------------------|--|
| January  | <i>1, Friday</i>         | Nontraditional Pharmacy enrollment begins for Spring 1999.   |
|          | <i>11, Monday</i>        | Didactic classes begin in the School of Pharmacy and Allied Health Professions.  |
|          | <i>13, Wednesday</i>     | Classes begin for all students enrolled in classes taught by undergraduate colleges.   |
|          | <i>11-19, Mon.-Tues.</i> | Class Schedule Changes and Late Registration. Dean's Office.   |
|          | <i>22, Friday</i>        | Clinic ends for fourth year Physical Therapy students.   |
| February |                          | Mass for Founders' Week: Past, Present, Future. St. John's Church. Date and time to be announced.  |
|          | <i>1, Monday</i>         | Clinic begins for fourth year Physical Therapy students.   |
|          | <i>11, Thursday</i>      | Last day to change from credit to audit. Last day to apply for Pass/No Pass status.  |
|          | <i>15, Monday</i>        | Last day for filing applications for degrees to be conferred at end of Second Semester.  |
| March    | <i>6, Saturday</i>       | Spring recess begins after last class, clinic or laboratory.   |
|          | <i>8, Monday</i>         | 9:00 A.M. Mid-semester grade reports from instructors due in the Registrar's Office.   |
|          | <i>15, Monday</i>        | 7:30 A.M. Classes resume.  |
|          | <i>22, Monday</i>        | Last day to withdraw from courses with a "W."  |
| April    | <i>1, Thursday</i>       | Holy Thursday — classes suspended from 5:00 P.M. April 1 to 5:00 P.M., Monday, April 5.  |
|          | <i>4, Sunday</i>         | Easter Sunday.   |
|          | <i>5, Monday</i>         | Easter Monday—Classes resume at 5:00 P.M.  |
|          | <i>16, Friday</i>        | Didactic classes end for third year Physical Therapy students.   |
|          | <i>19, Monday</i>        | Clinic begins for third year Physical Therapy students.  |
|          | <i>23, Friday</i>        | Clinic ends for fourth year Physical Therapy students.   |
| May      | <i>1, Saturday</i>       | Nontraditional Pharmacy enrollment period begins for Summer.   |
|          | <i>3, Monday</i>         | Didactic classes begin for fourth year Physical Therapy students   |
|          | <i>10, Monday</i>        | Final semester examinations begin.   |
|          | <i>13, Thursday</i>      | Final semester examinations end.   |
|          | <i>14, Friday</i>        | School of Pharmacy and Allied Health Professions Graduate Recognition Ceremony.<br>3:00 p.m. Baccalaureate Mass. St. John's Church.<br>Clinic ends for third year Physical Therapy students. |
|          | <i>15, Saturday</i>      | University Commencement.   |

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| MICHAEL E. LEIGHTON, B.A.  | <i>Vice President for University Relations</i>   |
| CONRAD P. DIETZ, M.S.  | <i>Vice President for Information Systems</i>  |
| JOHN C. CERNECH, M.Ed., Ph.D.                                      | <i>Vice President for Student Services;<br/>Dean of Students</i>   |
| REV. DAVID G. MATZKO, S.J., B.S.,<br>M.Div., Prof. Dipl. Edu. Adm. | <i>Vice President for University Ministry;<br/>Director of Campus Ministry</i>                           |
| LEROY A. GALLES, M.B.A., C.P.A.                                    | <i>Associate Vice President for Finance</i>  |
| WILLIAM H. HILL, M.A.  | <i>Associate Vice President for Administration<br/>and Director of Human Resources</i>                   |
| LEROY F. KOZENY, B.S.  | <i>Associate Vice President for Administration<br/>and Director of Purchasing</i>                        |
| STEPHANIE R. WERNIG, M.A., Ph.D.                                   | <i>Associate Vice President for Student<br/>Services</i>   |
| WILLIAM L. PANCOE, JR., Ph.D.                                      | <i>Associate Vice President for Health<br/>Sciences</i>  |
| FRED H. SALZINGER, M.S.  | <i>Associate Vice President for Health<br/>Sciences</i>  |
| PATRICIA R. CALLONE, M.A., M.A.Rel.Ed.                             | <i>Assistant to the President</i>  |
| GREG D. JAHN, J.D.   | <i>General Counsel</i>   |
| REV. WILLIAM F. KELLEY, S.J., M.A.,<br>Ph.L., S.T.L., Ph.D.        | <i>Vice President, Creighton University<br/>Foundation</i>   |
| JAMES R. RUSSELL, B.A.   | <i>Associate Vice President for Administration</i>   |
| JAMES G. WILLETT, M.S.   | <i>Associate Vice President for Administration<br/>and Director of Facility Planning/<br/>Management</i> |
| RICHARD E. ROSSI, M.A., Ph.D.                                      | <i>Assistant Vice President for Student<br/>Services/Residence Life</i>                                  |
| DANIEL E. BURKEY, B.S.B.A., C.P.A.                                 | <i>Controller</i>  |
| JODY I. CONWAY, M.A.   | <i>Assistant Dean of Students</i>  |
| JOHN A. KRECEK, M.B.A.   | <i>University Registrar</i>  |
| KATHLEEN J. DETRICK  | <i>Risk Manager</i>  |
| FRED J. NESLER, M.B.A.   | <i>Budget Director</i>   |
| RICARDO M. ARIZA, M.S.W.   | <i>Director of Multicultural Affairs</i>   |
| DANA L. ANDERSON, B.A.   | <i>Director of Campus Recreation</i>   |
| LYOYD E. BEASLEY, M.S.   | <i>Director of Educational Opportunity<br/>Programs</i>  |
| A. JAMES BOTHMER, M.A.   | <i>Director of Health Sciences Library</i>   |
| REV. JAMES F. CLIFTON, S.J.  | <i>Director of Pastoral Care, St. Joseph<br/>Hospital</i>  |
| CHARLES T. DICKEL, B.A., M.S., Ed. D.                              | <i>Director of Teacher Placement</i>   |
| CHARLENE G. ERSKINE, M.Ed., Ph.D.                                  | <i>Director of Counseling and Psychological<br/>Services</i>   |
| Laurie R. Galeski, M.S.  | <i>Director of Admissions</i>  |
| DAVID C. HIGGINSON, M.S., Ed.D.                                    | <i>Director of International Programs</i>  |
| TROY E. HORINE, M.B.A.   | <i>Director of Development</i>   |
| BRUCE HOUGH, M.A., Ph.D.   | <i>Director of Center for Instructional<br/>Technology</i>   |

|                                    |   |
|------------------------------------|---|
| ROWLAND W. HUGHES, B.S.            | <i>Director of Student Center</i>                                     |
| URBAN A. KENKEL                    | <i>Director of Printing Services</i>                                  |
| STEPHEN T. KLINE, B.A.             | <i>Director of Public Relations</i>                                   |
| MICHAEL J. LACRIOX, M.L.S., M.B.A. | <i>Director of Reinert Alumni Memorial Library</i>                    |
| AUDREY A. LARKIN, M.S.             | <i>Director of Academic Computing Center</i>                          |
| ROBERT J. LEAHY, B.S.B.A.          | <i>Director of Student Accounts</i>                                   |
| CHARLES A. LENOSKY, B.A.           | <i>Director of Biomedical Communications</i>                          |
| RICHARD J. MCAULIFFE, M.S.         | <i>Director of Public Safety</i>                                      |
| MICHELLE MILLARD, M.S.             | <i>Director of Peer Education</i>                                     |
| CARL L. MORELLO                    | <i>Director of Environmental Services</i>                             |
| PAUL A. NICHOLS, B.S.              | <i>Director of Environmental Health and Safety</i>                    |
| T. PAUL TOMOSER, B.S.              | <i>Director of Internal Audit</i>                                     |
| JACQUELINE R. PERRYMAN, B.S.       | <i>Director of Minority Affairs</i>                                   |
| GERRY A. PHANEUF, M.ED.            | <i>Director of Career Services</i>                                    |
| JOHN E. PIERCE, M.S.GUID., J.D.    | <i>Director of Affirmative Action</i>                                 |
| RUTH B. PURTILO, Ph.D., FAPTA      | <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 Center</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>                            |
| CONNIE J. SHONKA, B.S.             | <i>Director of Child Care Center</i>                                  |
| MASON E. SMITH, M.A.               | <i>Director of Alumni Relations</i>                                   |
| KATHLEEN J. TAGGART, B.S.          | <i>Director of Grants Administration</i>                              |
| JOHN D. WALKER, B.P.S.             | <i>Director of Mail Services</i>                                      |
| ROBERT D. WALKER, M.S.             | <i>Director of Student Financial Aid</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>                             |
| AMY M. HADDAD, Ph.D.          | <i>Associate Dean for Administration</i>                               |
| RAYLENE M. ROSPOND, Pharm.D.  | <i>Assistant Dean for Student Affairs</i>                              |
| CHARLOTTE B. ROYEEN, Ph.D.    | <i>Associate Dean for Research</i>                                     |
| SUNDAY E. OHIA, Ph.D.         | <i>Chair, Department of Pharmaceutical and Administrative Sciences</i> |
| DANIEL E. HILLEMANN, Pharm.D. | <i>Chair, Department of Pharmacy Practice</i>                          |
| CLAUDIA G. PEYTON, M.S.       | <i>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>             |

## **COMMITTEES**

*Executive*

*Administrative*

*Rank and Tenure*

*Admissions*

*Curriculum*

*Program Evaluation*

*Strategic Planning and Implementation*

*Special Needs Assessment*

*Faculty Development*

*Academic Environment*

*Native American Program*

*Continuing Education*

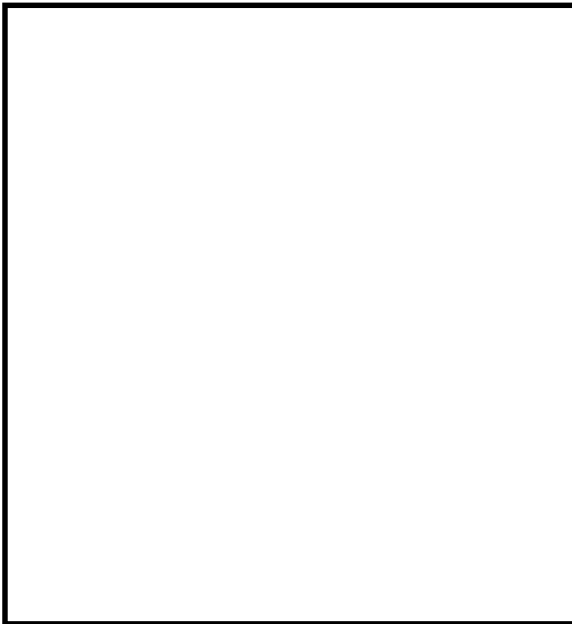
*Grant Review*

*Scholarship and Awards*

*Student Assistance Network*

*Academic Misconduct*

*Grade Appeal*



*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 appreciation of Creighton University's excellence.

With an enrollment of 6,158 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 349,012 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 670,322 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, the Omaha Ballet Company, 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. New 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 nineteen laypersons and ten 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. In 1995 the School initiated one of the first post-baccalaureate Doctor of Occupational Therapy (OTD) programs in the country.

## *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 1992, and is scheduled for reaccreditation in 1998-99. 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 1998-99. 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 development of each student's talents to assure that he or she can meet both material and spiritual needs.

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

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

The School of Pharmacy and 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 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.

The curriculum leading to the Bachelor of Science in Occupational Therapy (B.S.O.T.) degree is intended to prepare students to effectively and confidently assume the duties associated with any one of the many different roles within the profession.

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.

Academically qualified students are strongly encouraged to continue their study in graduate school. 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, emphasis now is 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. Several phases of the mall project have been completed which provide 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 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 ac-

cess 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, which opened in the summer of 1977. 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. Omaha students are encouraged to apply for on campus living but may live at home. A request to be exempt from the residency requirement must be made in writing to the Office of the Assistant Vice-President for Student Services by July 15th prior to the beginning of the student's classes. Only the Assistant 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 six residence halls. Four are traditional style with common bathroom facilities. Most rooms are double occupancy. One hall, Kenefick, is a residence for junior and senior level students and is an efficiency or one bedroom apartment style hall. Another hall, Towers, 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 Towers, students must sign a twelve-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 Towers 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 Assistant Vice-President for Student Services for his review. Generally, the dining service is able to meet most dietary needs. Students may elect either a 19, 15 or 12 meal plan per week. Students in Kenefick or in Towers may elect any of the standard meal plans or the Flex Plan. The Flex Plan allows the student to eat any 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 room and board rates per semester in University residence halls effective August 1997, based on double occupancy (except Towers Lease Plan) are:

**Board Plans per Semester:**

|  |            |
|--|------------|
| Plan A: 19 meals per week + 40 Bonus dollars .....           | \$1,100.00 |
| Plan B: 15 meals per week + 100 Bonus dollars .....          | \$1,100.00 |
| Plan C: 12 meals per week .....                              | \$1,035.00 |
| Flex Plan: 60 Meals per semester and 200 Bonus dollars ..... | \$450.00   |

**Room Rate (Rates are shown per semester except for Towers)**

**Degelman, Gallagher, Kiewit and Swanson Hall**

|   |            |
|---|------------|
| Campus--Double Room .....                   | \$1,370.00 |
| Campus--Private Room (when available) ..... | \$2,060.00 |

**Kenefick**

|   |            |
|---|------------|
| Efficiency Apartment .....                | \$1,475.00 |
| One Bedroom Apartment .....               | \$1,530.00 |
| Private Efficiency (when available) ..... | \$2,205.00 |

**Towers**

|                                       |                    |
|---------------------------------------|--------------------|
| Towers--Efficiency Lease .....        | \$445.00 per month |
| Towers--Small One Bedroom Lease ..... | \$490.00 per month |
| Towers--Large One Bedroom Lease ..... | \$510.00 per month |
| Towers--Two Bedroom Lease .....       | \$580.00 per month |

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 the Towers are required to pay a deposit equal to one month's rent for the Towers 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 94).

Room and board rates are subject to change without notice. Any unusual circumstances related to age or physical condition requiring special housing arrangements will be given full consideration by the Assistant Vice President for Student Services. Questions regarding housing services and facilities may be directed to the Department of Residence Life, 104 Swanson Hall; telephone (402) 280-3016.

*Family Housing*

Creighton University has limited space in the apartment-style Towers residence hall for families. A twelve-month lease is required on all apartments from all students 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 the Towers. Family housing is available on a first-come, first-served basis.

*Off Campus Housing*

The Department of Residence Life, 104 Swanson Hall, posts information on rentals in the area of campus. The actual arrangements for housing are left to 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 Creighton 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. The Center also offers summer care for school-aged children. 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 Palms 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 AND LEADERSHIP**

### *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.

Every year since 1977, more than 80 individuals have participated in the ILAC experience. 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 firsthand 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. 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 class 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.

### ***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.

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

*Outstanding Occupational Therapy Faculty Award* is presented by the occupational therapy student body to a faculty member who has been of great service to the students, and has been an exemplary role model and teacher.

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

*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.



*These Pharmacy and Allied Health students prove that studying  
can be fun as well as academically rewarding.*



## 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 Chaplain for the School of Pharmacy and Allied Health Professions is Fr. Donald D. Driscoll, S.J. He can be reached in his School office (Criss 483) or by calling (402) 280-2160.

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

Potential employers visit the School of Pharmacy and Allied Health Professions throughout the year to 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 one or more of the following criteria must be met: first-generation student status (when neither parent(s) graduate from a four-year college with a baccalaureate degree); low-income, according to Federal guidelines; or disabled.

Enrolled program students 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 students based on unmet financial need.

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

### *STUDENT HEALTH SERVICE*

The Student Health Service is committed to promoting the physical and mental health of the Creighton student through provision of quality health care services. Public health measures to prevent infectious disease are implemented. Student Health Service also provides programming in health promotion and disease prevention to the University community. All of these services are based on research and evaluation of college students' health needs and lifestyle issues. Appropriate use of the health care delivery system is necessary to keep health care accessible. Therefore, our goal is to prepare students to be their own health advocates and informed consumers of health care services.

The Student Health Service provides health care to all students attending the University. A complete statement of the extent and limits of health service benefits is contained in the Student Handbook.

Student Health Service hours are 9:00 a.m. to 5:30 p.m., Monday through Friday, throughout the year. Students are encouraged to make an appointment because students with appointments will be seen before students who walk in. Full-time students are not responsible for the charge for an office visit if not paid by the student's health insurance. However, charges for x-rays, laboratory work, or special procedures are the responsibility of the student if not paid by health insurance. Prescriptions can be filled at the St. Joseph Hospital Outpatient Pharmacy at a discounted cost. If it is necessary to refer a student for consultation to a physician or surgeon outside of Student Health Service, the cost is the responsibility of the student or the student's health insurance.

The student is under obligation to pay any indebtedness to Student Health, any physician or surgeon consulted outside of Student Health, and to the hospital prior to pre-registering for the coming semester.

Student Health Service is located in the Kellom Valley Shops, 2530 Cuming Street. Telephone: (402) 280-2735; Worldwide Web: <http://www.creighton.edu/StudentHealth>; FAX: (402) 280-1859; e-mail: [student-health@creighton.edu](mailto:student-health@creighton.edu)

#### *Immunizations*

Students are required to submit to the Student Health Service a confidential health record on the form sent to prospective students. Included on this form is an immunization record that **must** be completed. Registration will be delayed if documentation

for immunity to measles, mumps, and rubella is not received prior to registration. The documentation must comply with the following standards which are based upon recommendations of the Centers for Disease Control. **Measles:** All Creighton University students, full and part time, born after 1956, 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 1979. **Mumps:** Immunization must be after 12 months of age. **Rubella:** Immunization must be given after 12 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) you were born before 1957, and presumed to have had the disease; or (3) reports of a titer proving 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. Proof of vaccination against Hepatitis and other communicable diseases as well as documentation of a negative Tuberculin test or chest x-ray may be required by fieldwork, and/or clerkship preceptors before accepting students at educational practice sites. Students who fail to comply with these health requirements risk not being allowed to participate in clerkships, and/or fieldwork activities.

### *STUDENT HEALTH AND ACCIDENT INSURANCE*

Health insurance that covers both inpatient and outpatient medical services is required. Students who do not provide annual proof of other health insurance will be assessed on the tuition statement for the Student Health Insurance Plan. A copy of your health insurance card must be submitted to the Office of Academic and Student Affairs in the School of Pharmacy and Allied Health Professions as proof of coverage prior to or at the time of registration in order to comply with this policy. (Please see the Section of this *Bulletin* entitled **Requirements for Participating in Experiential Programs.**)

A complete announcement of the Student Health Insurance Plan will be sent to each student and prospective student during the summer. You can also obtain further information by contacting Student Health at (402) 280-2735.

### *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.

## **GENERAL ADMISSIONS**

*(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 17.

### **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, and proven scholastic ability 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. 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 coursework 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 Non-traditional Doctor of Pharmacy program must submit certified copies of their Foreign Pharmacy Graduate Equivalency Certificate (FPGEC) and current state pharmacy license.

### *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 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 1997-98 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 1997-98 will be about \$980 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 and Accident Insurance, page 27.)



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

## 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 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. 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.

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 professional 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.

*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 pre-professional 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.

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.



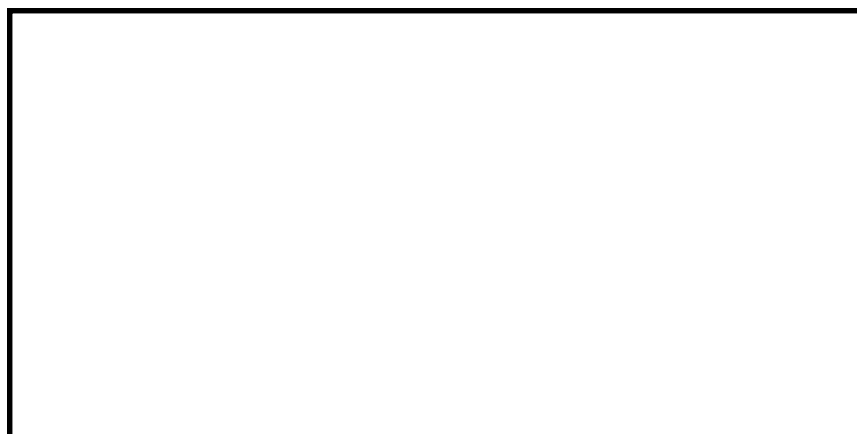
*To request application forms, or for further information, write:*  
**Admissions Office**  
**School of Pharmacy and Allied Health Professions**  
**Creighton University, 2500 California Plaza, Omaha, NE 68178**  
**Telephone: 1-(800) 325-2830 or (402) 280-2662**  
**Fax: (402) 280-5739**  
**e-mail: phaadmis@creighton.edu**  
**Internet: <http://www.creighton.edu/pahp>**

### ***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 the equivalent 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.



*Opportunities to participate in research are available to all students in the  
School of Pharmacy and Allied Health Professions.*

*PRE-PROFESSIONAL COMPONENT (for students entering in Fall 1997)*

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            |
| Electives** .....                                   | <u>18-24</u> |
| <b>TOTAL</b>  | <b>63</b>    |

*PRE-PROFESSIONAL COMPONENT (for students entering in or after Fall 1998)*

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** .....                                   | <u>15-21</u> |
| <b>TOTAL</b>  | <b>63</b>    |

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

\*\* 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 permit immediately 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 permit, 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.

### *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.

### *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 1992, and is scheduled for reaccreditation in 1998-99.

### *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 Univer-

sity Student American Pharmaceutical Association, which had organized in 1935, and 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 groups of 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. Alpha Alpha Chapter was recognized by the National Rho Chi Society for outstanding contributions to the profession in 1994.

*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. In 1995, members of Beta Nu Chapter were recognized by the National Fraternity as the top Scholars in the nation.

*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 honor 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. Special attention is given to the development of leadership qualities in students. 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 AND LEADERSHIP**

### *Honors and Awards*

*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, personality and leadership.

*Other 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 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 spring awards banquet. 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 through the Pharmacy Scholarship 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 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 annually based on availability of funds through university and non-university sources.

## **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 54 credit hours of didactic and clinical course work. Students must complete all 30 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 for a 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.

## **Master of Science Degree 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 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.

## Doctor of Pharmacy Degree

### *PROFESSIONAL CURRICULUM—TRADITIONAL*

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

### *PROFESSIONAL CURRICULUM—NONTRADITIONAL*

The Nontraditional Doctor of Pharmacy degree requires successful completion of 54 semester hours of didactic and clinical course work. Thirty 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 for a 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.

### *GOALS AND OBJECTIVES*

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. Pharm.D. graduates will have the ability to:

1. **Participate in the drug use decision making process**—assist physicians, other prescribers and patients to establish therapeutic or diagnostic objectives; compile and evaluate patient specific information, including socioeconomic factors; recommend and/or prescribe, where allowed, appropriate drug entities to use in specific patients with specific diseases; participate in pharmacy and therapeutic committee deliberations; prepare and deliver drug information and educational programs regarding drug therapy; and participate in and perform drug use evaluations.
2. **Select the appropriate dosage form, formulation, administration and/or delivery system of specific drug entities**—assist physicians, other prescribers and patients to select the appropriate dosage form of specific drug entities which are to be used in the therapy or diagnosis of specific patients with specific diseases. Select the route and method of, or device for, medication administration.
3. **Select the drug product source of supply**—judge the quality of products and select manufacturers based on appropriate data, such as biopharmaceutical, economic and quality control information.
4. **Determine the dose and dosage schedule**—apply the principles of pharmacokinetics to the determination and recommendation of appropriate doses and dosing schedules for patients; assess existing dosage schedules and recommend modifications.
5. **Prepare medication for patient use**—compound drug products that meet specific patient care needs.

6. **Provide drug products to patients**—develop and supervise management systems to ensure that adequate supplies of drug products are available to meet patient care needs; ensure that drug products are stored under appropriate conditions; ensure that products are delivered to patients in a timely, safe and efficient manner; ensure the security of the drug product inventory; ensure that medications are labeled appropriately.
7. **Provide medical goods and devices**—assist patients or their agents in the selection and proper use of appropriate medication administration devices and health aids and accessories.
8. **Counsel patients**—negotiate therapeutic plans with patients or their agents and ensure: an understanding of the importance, nature and scope of the therapeutic plans being implemented; that they are appropriately informed about the benefits and risks of such plans; an understanding of the appropriate use of medication included in the plans; and that they are referred, when necessary, to the proper health care practitioner.
9. **Monitor patients to detect or prevent unwanted drug effects and/or interactions**—follow patients throughout the course of their therapeutic plans, detect incipient adverse consequences to drug therapy and develop recommendations to revise therapeutic plans to reverse, prevent or manage these adverse events.
10. **Monitor patients' progress with regard to therapeutic objectives**—follow patients and judge the continuing effectiveness of their therapeutic plans in achieving the outcomes of pharmaceutical care: 1) cure of a disease; 2) elimination or reduction of symptoms; 3) arresting or slowing a disease process; 4) preventing disease; 5) diagnosing a disease; and 6) desired alterations in physiology.
11. **Monitor patients to maximize compliance**—determine the extent to which patients comply with their therapeutic plans, reassess the therapeutic plans where appropriate, and influence patients to become compliant.
12. **Provide general health education**—serve as a source of advice and information on health issues, including: the importance of proper nutrition to good health; the importance of the nutritional state on disease pathology and drug therapy; the hazards of substance abuse and chemical dependency; self-care and wellness; and other public health issues.
13. **Articulate ethical values and principles**—analyze ethical implications of therapeutic plans and work with patients and other health care professionals in resolving ethical dilemmas; reach and render decisions when personal and professional values conflict; resolve ethical conflicts while assuring that patients are afforded optimal care; and exert leadership in adhering to ethical standards of quality patient care.
14. **Apply the principles of law**—follow all of the laws which govern the practice of pharmacy and the provision of pharmaceutical care.
15. **Solve problems and make decisions**—examine issues rationally, logically and coherently; conduct inquiry, abstract logical thinking and critical analysis to separate real from illusory problems; make judgments and decisions based on available data or identify data that may be required; gather, organize, interpret and analyze data and information pertinent to specific patients under their care.



16. **Manage**—plan, organize, direct and control pharmaceutical care systems and resources utilizing management theory and information technology.
17. **Learn**—learn from problem-solving experiences and retrieve, evaluate and utilize the health-related, scientific, and professional literature as a means of acquiring a continuing flow of new knowledge and for the improvement of patient care.
18. **Communicate/Teach/Educate/Collaborate**—acquire, develop and convey ideas and information; conduct patient interviews and drug histories; communicate the results of problem-solving activities to colleagues, other health professionals and patients; have the confidence, attitudes and skills to read, write, listen and speak in an effective manner; be able to deal effectively with dissent; and identify and utilize psycho-social factors to optimize communication outcomes.
19. **Integrate**—integrate ideas, information and skills to provide optimal pharmaceutical care in concert with other health care professionals.
20. **Participate in policy formation/professional governance**—be aware of shaping change in the profession through policy formation in both the public and private sectors, working through local, state and federal governments, private organizations and institutions, and professional associations and groups.

### *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 pre-pharmacy 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 pre-pharmacy, 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).

## 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<br>Drug Products                          | 3                |
| PHA 317 Introduction to<br>Pharmaceutical Science<br>Principles    | 1                | PHA 325 Dosage Forms and Drug<br>Delivery Systems                  | 2                |
| PHA 318 Introduction to<br>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 141 Microbiology   | 4                | PHR 242 Pharmacology II  | 5                |
| PHR 241 Pharmacology I   | 5                | PHA 442 Pharmacy Practice<br>Management                            | 4                |
| PHA 334 Parenteral Drug<br>Delivery Systems                        | 3                | PHA 443 Basic Pharmacokinetics                                     | 2                |
| PHA 337 Chemical Basis of<br>Drug Action I                         | 2                | PHA 444 Biostatistics and Research<br>Design                       | 3                |
| Electives  | <u>4</u>         | PHA 447 Chemical Basis of Drug<br>Action II                        | 2                |
|  | 18               | Electives  | <u>2</u>         |
|  |                  |  | 18               |
| 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<br>Health Care Professions                   | 3                |
| PHA 452 Pharmacotherapeutics<br>Case Studies I                     | 1                | <b>or</b>  |                  |
| PHA 454 Pharmacy Practice Law                                      | 3                | PHA 458 Drug Information Manage-<br>ment and Literature Evaluation | 2                |
| PHA 456 Ethics in the<br>Health Care Professions                   | 3                | PHA 460 Pharmacotherapeutics II                                    | 6                |
| <b>or</b>  |                  | PHA 462 Pharmacotherapeutics<br>Case Studies II                    | 1                |
| PHA 458 Drug Information Manage-<br>ment and Literature Evaluation | 2                | PHA 466 Dispensing Laboratory                                      | 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<br>Seminar                        | 1                |  |                  |
| Clerkships (4)   | <u>16</u>        |  |                  |
|  | 17               |  |                  |

\* Students who began the pharmacy program prior to Fall 1996 completed 5 credit hours of Physiology.

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. Seven 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 514 Clinical Pharmacokinetics Clerkship
- PHA 515 Drug Information Clerkship
- PHA 516 Ambulatory Care Clerkship

The remaining three 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

**Specialized computer programs** will be used in Pharmacy Calculations, Introduction to Pharmaceutical Science Principles, Introduction to Drug Information, Biostatistics and Research Design, Clinical Toxicology, Drug Information Management and Literature Evaluation, Dispensing Laboratory, and Clinical Pharmacokinetics. **Word Processing** is required for Health Care Systems, Communication Skills, Non-Prescription Drug Products, and Parenteral Drug Delivery Systems. **Substance Abuse** will be included in Health Care Systems, Communication Skills, Patient Assessment, Pharmacology, Pharmacy Practice Law, Ethics in the Health Care Professions, and Dispensing Laboratory.

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 210 total semester hours (including pre-pharmacy courses), including not less than eleven semester hours of electives taken while enrolled in the professional program.

### *NONTRADITIONAL DOCTOR OF PHARMACY CURRICULUM*

| <b>Required Didactic Courses</b>                                | <b>Required Clerkships</b>                           |
|---|--|
| NDP 326 Patient Assessment 3                                    | NDP 512 Adult Acute Pharmaceutical Care Clerkship 4  |
| NDP 334 Parenteral Drug Products 3                              | NDP 515 Drug Information Clerkship 4                 |
| NDP 458 Drug Information Management and Literature Evaluation 3 | NDP 516 Ambulatory Care Clerkship 4                  |
| NDP 459 Immunopharmacology 3                                    |  |
| NDP 444 Biostatistics and Research Design 3                     | <b>Elective Clerkships**</b>                         |
| NDP 464 Clinical Pharmacokinetics 3                             | Three elective clerkships of the student's choice 12 |
| NDP 450 Pharmacotherapeutics I* 3                               |  |
| NDP 451 Pharmacotherapeutics II* 3                              |  |
| NDP 460 Pharmacotherapeutics III* 3                             |  |
| NDP 461 Pharmacotherapeutics IV* 3                              |  |

\* 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 the 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 141 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 students acquire compounding and patient counseling skills in the Dispensing Laboratory course.*

## *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 310 Survey of Alternative Medicine (2)**  
This elective class introduces the student to several disciplines frequently termed "alternative medicine" or "non-traditional 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 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 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 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 328 Principles and Practice of Pain Management (3)**  
The successful management of pain requires the systematic collection of subjective and objective data. This course will address the principles governing pain management and discuss treatment options available for acute and chronic pain.
- PHA 329 Foundations of Pharmaceutical Care (2)**  
This course provides the student with the foundation, principles and skills necessary for the provision of pharmaceutical care to patients. Problem-solving skills related to designing, recommending, and monitoring patient-specific pharmacotherapy are developed by familiarizing the student with the organization of a patient medical record, building and assessing the pharmacist's patient database, designing a therapeutic regimen, and designing, recommending and revising the monitoring plan.
- PHA 334 Parenteral Drug Delivery Systems (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, biological, and specialty solutions. Electronic delivery devices and other related equipment are also covered. P: PHA 315.
- 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 369 Pharmacocybernetics V: Computer Technology for Patient Education and Counseling (1)**  
This course is an introduction to the utility of computer technology, on-line information resources, hardware peripherals, CD-ROM databases, programs, and multimedia computing systems that pharmacists can use in their practice environments to educate and counsel their patients.
- PHA 370 Gerontology in Pharmacy Practice (1)**  
This course is designed to introduce pharmacy students to implications and problems encountered in the geriatric population.



- PHA 371 Pharmacocybernetics I (2)**  
This course allows pharmacy students to use microcomputers for professional, educational, and business problem-solving. Designed to enable the student to utilize a variety of software applications on MS-DOS PCs in the School's microcomputer laboratory. Students will be predominantly introduced to the Windows Graphical User Interface.
- PHA 372 Pharmacocybernetics II: Telecomputing and Telecommunications (1)**  
Exploration of the fundamental aspects of telecomputing and the myriad on-line database systems available to pharmacists. Discussions on computer telecommunications, microcomputer communications hardware and software. In-depth examination of local and national information databases.
- PHA 373 Desktop Publishing for the Pharmacist (1)**  
Introduction to an advanced word processing program (Microsoft Word for Windows) and how it may be used for desktop publishing. Instruction in the basics of desktop publishing.
- 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 378 Theory and Treatment of Addictive Disorders (3)**  
This course presents substance abuse theory, various treatment approaches, and intervention strategies which are currently in use in chemical dependency treatment and prevention programs. Students will have the opportunity to explore several theoretical approaches, incorporate these approaches into their own ongoing developmental body of knowledge, and to develop an integration plan as to how their own personal theory of counseling might be utilized in a program of treatment for chemical dependency.
- 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 383 Introduction to Consultant Pharmacy Practice (1)**  
This course instructs on the evolution of consultant pharmacy practice, environments for consultant pharmacists, regulations and long term care, and consultant pharmacist services.
- 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)**  
This course provides 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 (4)**  
 This course introduces students to management techniques applicable to the contemporary practice of pharmacy in community and institutional settings.
- PHA 443 Basic Pharmacokinetics (2)**  
 Pharmacokinetics is the study of the mathematical timecourse of drug absorption, distribution, metabolism and excretion (ADME) in the body. The biological, physiological, and physicochemical factors which influence the transfer processes of drugs also influence the rate and extent of ADME. In many cases pharmacological action, as well as toxicological action, is related to the plasma concentration of drugs. Through the study of pharmacokinetics, the pharmacist will be able to individualize drug therapy for patients. P: PHA 313.
- PHA 444 Biostatistics and Research Design (3)**  
 This course is an introduction to statistics and research design. The course covers basic statistical concepts, techniques, notations and computations including descriptive and inferential statistics with an emphasis on statistical methods, computerized data analysis and data assessments most commonly associated with pharmaceutical and medical research. Basic descriptive and inferential statistical processes and procedures are presented as well as topics on the development of research protocols, survey research, clinical drug investigations, and grant development . P: PHA 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 first course of a two semester course sequence provides in-depth instruction on the management of the major medical afflictions of man. Emphasis is placed on the efficacy, safety, and comparative value of drug therapy in a variety of pathological conditions affecting all major human organ systems. Combined with the Pharmacotherapeutics Case Studies course (PHA 452), this course provides the foundation of knowledge pharmacists require to provide patient care. P: PHR 242; CO: PHA 452.
- PHA 452 Pharmacotherapeutic 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, pharmaceuticals, 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 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 Clinical Toxicology (1)**  
This course will introduce students to the clinical toxicology of commonly encountered poisons. Emphasis is placed on underlying toxicologic mechanisms, as well as on clinical evaluation and management of poisoned patients. P: PHR 242.
- PHA 458 Drug Information 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 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.
- PHA 462 Pharmacotherapeutics Case Studies II (1)**  
A continuation of PHA 452. P: PHA 450, 452; CO: PHA 460.
- PHA 464 Clinical Pharmacokinetics (2)**  
Application of basic pharmacokinetic principles and patient-specific variables to develop patient-specific drug regimens including the monitoring of side effects and drug toxicities. P: PHA 443, PHA 450.
- PHA 466 Dispensing Laboratory (3)**  
This course will instruct students on the proper techniques and skills required to safely and accurately distribute drug products to patients. Emphasis will be on the dispensing of those prescription drugs commonly dispensed by community and hospital pharmacies, computerized patient record-keeping, patient counseling, finding errors and omissions in prescriptions, communication with other health care providers, and extemporaneous compounding. P: PHA 450, 452, 454. CO: PHA 460, 462.
- 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 470 Pharmacoeconomics and Pharmacoepidemiology (3)**  
Pharmacoeconomics is the study of the costs and contributions of drug therapy to health care systems and society. Pharmacoepidemiology (postmarketing drug surveillance) is the study of the use of the effects of drugs in large numbers of people. This course will present a theoretical and practical perspective on the role of pharmaceuticals in health care as well as various strategies to evaluate the clinical and economic contributions of drug therapies at a policy level and for individual patient needs. This course will acquaint students with the breadth of studies and provide them with “hands on” experiences in solving problems, both from a “consumer” of research and from the perspective of a researcher. P: PHA 316, PHA 444.
- PHA 471 Principles of Pharmacoeconomics (3)**  
Pharmacoeconomics is the study of the costs and contributions of drug therapy to health care systems and society. The purpose of this course is to present a theoretical perspective on the role of pharmaceuticals in health care as well as various techniques, tools, and strategies to evaluate the economic contributions of specific drug therapies at a policy level and for individual patient needs. The course will rely heavily on review and critical analysis of existing pharmacoeconomic studies. P: PHA 316, PHA 444.

- PHA 472 Community Practice Management (3)**  
Management techniques applied 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 477 Rational Drug Design and Discovery (2)**  
This course describes current aspects of drug development which have been assisted by the development of receptor theory and biochemical/biopharmaceutical based approaches to drug therapy. The rational design, synthesis, and development of recent drugs is described.
- PHA 480 Theory of Solid Systems in Pharmaceutics (3)**  
This course uses a physical-chemical approach to solving the problems associated with practical design of solid dosage forms, as well as those associated with their evaluation.
- PHA 481 Theory of Disperse Systems in Pharmaceutics (3)**  
This course uses a physical-chemical approach to solving the problems associated with practical design of disperse-system dosage forms, as well as those associated with their evaluation.
- PHA 482 Macromolecular Systems (3)**  
This course uses a physical-chemical approach to solving the problems associated with the manufacture, evaluation, and utilization of polymers in the design of drug delivery systems and the consideration of macromolecules as drugs.
- PHA 483 Principles of Modified Drug Delivery (3)**  
This course addresses the critical aspects of dosage forms modified to deliver an active drug in accordance with the therapeutic need. The format consists of lecture and discussion, laboratory, preparation of selected dosage forms, and evaluation of manufactured dosage forms.
- PHA 487 Drug Metabolism and Disposition (2)**  
An in-depth consideration of the various factors which influence the metabolism and disposition of drugs and foreign elements. The influence of physiological factors, physico-chemical factors, genetic factors, pathological factors, inducers, activators, inhibitors, co-oxidation, regioselectivity and stereoselectivity on drug metabolism will be addressed. The importance of various cytochrome P-450 isoenzymes and their metabolic specificities will be considered.
- PHA 489 Monoclonal Antibodies in Drug Development (2)**  
This course provides instruction in the modern concepts of drug development as it relates to the use of monoclonal antibodies as therapeutic agents. Discussion of the application of monoclonal antibodies and their drug conjugates in the treatment of neoplastic diseases, autoimmune diseases, immuno-deficiency disease states and in tissue transplantation.
- 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 514/NDP 514 Clinical Pharmacokinetics Clerkship (4)**  
A clinical pharmacokinetics experience which will develop the student's ability to apply pharmacokinetics to drug therapy in the patient care setting. The student will acquire basic knowledge in applied pharmacokinetics and laboratory drug analysis necessary to provide consultative assistance to physicians in developing appropriate drug dosage regimens, including exposure to and utilization of computer programs for pharmacokinetic purposes. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.
- PHA 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, inter-organizational affairs, government affairs, health and education policy, institutional research, and related programmatic fields. P: Successful completion of all didactic coursework in the Pharm.D. curriculum.

**PHA 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.

***NONTRADITIONAL DOCTOR OF PHARMACY  
DIDACTIC COURSES (NDP)***

**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.

**NDP 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, biological, and specialty solutions. Electronic delivery devices and other related equipment are also covered.

**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.



**NDP 450 Pharmacotherapeutics I (3)**

This is the first of a four course sequence which provides in-depth instruction on the management of the major medical afflictions of man. Emphasis is placed on the efficacy, safety, and comparative value of drug therapy in a variety of pathological conditions affecting all major human organ systems. Incorporated into these four courses are therapeutic case studies that require integration of knowledge in the clinical, administrative, and pharmaceutical sciences to solve therapeutic problems. Participants will evaluate cases and answer questions by drawing upon information gained in the foundation courses of pharmacology, chemistry, pharmaceutics, ethics, therapeutics and pharmacokinetics.

**NDP 451 Pharmacotherapeutics II (3)**

A continuation of NDP 450. P: NDP 450

**NDP 458 Drug Information Management and Literature Evaluation (3)**

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

**NDP 459 Immunopharmacology (3)**

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 immunoaugmentive agents, and the role of monoclonal antibodies in drug development.

**NDP 460 Pharmacotherapeutics III (3)**

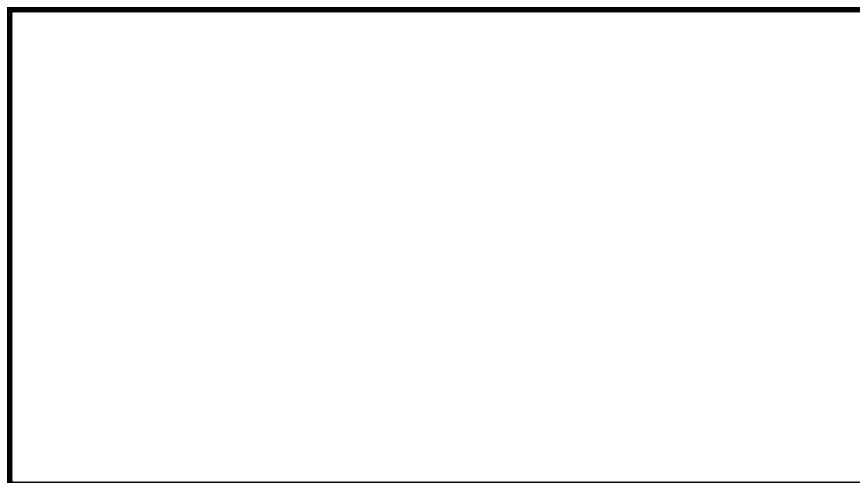
A continuation of NDP 451. P: NDP 451.

**NDP 461 Pharmacotherapeutics IV (3)**

A continuation of NDP 460. P: NDP 460.

**NDP 464 Clinical Pharmacokinetics (3)**

Application of basic pharmacokinetic principles and patient-specific variables to develop patient-specific drug regimens including the monitoring of side effects and drug toxicities.



*Actively monitoring the impact of drug therapy on health status is an integral part of providing pharmaceutical care.*

## 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.
- 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.
- MANASHI BAGCHI, *Research Associate Professor of Pharmaceutical and Administrative Sciences* (1992).  
B.S., Jadavpur University (Calcutta), 1973; M.S., 1977; Ph.D., 1984.
- 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.
- THERESA M. CALIENDO, *Assistant Clinical Professor of Pharmacy Practice* (1993).  
Pharm.D., University of Nebraska Medical Center, 1987.
- 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.
- EDWARD M. DESIMONE II, *Associate Professor of Pharmaceutical and Administrative Sciences* (1989; 1992); *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.



\* 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.

- 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.
- 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.
- 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); *Chair, Department of Social and Administrative Sciences* (1992); *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. HILLEMAN, *Chair, Department of Pharmacy Practice* (1991); *Professor of Pharmacy Practice* (1981; 1994); *Professor of Pharmaceutical and Administrative Sciences* (secondary appointment) (1997).  
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, *Assistant Professor of Pharmacy Practice* (1992).  
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, *Associate Professor of Pharmaceutical and Administrative Sciences* (1990). 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.
- MICHAEL C. MAKOID, *Professor of Pharmaceutical and Administrative Sciences* (1980; 1997). B.S.Pha., University of Wisconsin, 1968; M.S.Pha., 1972; Ph.D., 1975.
- MARK A. MALESKER, *Associate Professor of Pharmacy Practice* (1990; 1997). B.S.Pha., Creighton University, 1986; Pharm.D., 1988.
- PATRICK M. MALONE, *Associate Professor of Pharmacy Practice* (1990). 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.
- SYED MOHIUDDIN, *Professor of Pharmacy Practice* (secondary appointment) (1984). M.B.B.S., Osmania University (India) (1996); M.S., Creighton University (1967); D.Sc., University of Laval (Canada), 1970.
- MICHAEL S. MONAGHAN, *Associate Professor of Pharmacy Practice* (1996). Pharm.D., Creighton University, 1989.
- JULIE A. NACK, *Assistant Professor of Pharmacy Practice* (1997). B.S., Northeast Missouri State University, 1992; Pharm.D., Creighton University, 1996.
- WILLIAM NOSEK, *Instructor of Pharmaceutical and Administrative Sciences* (1993). B.S.Pha., Creighton University, 1960.
- S. EDET OHIA, *Chair, Department of Pharmaceutical and Administrative Sciences* (1992); *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.
- CRAIG A. PEDERSEN, *Assistant Professor of Pharmaceutical and Administrative Sciences* (1994).  
B.S., Pha, University of Washington, 1989; Ph.D, University of South Carolina, 1995.
- FAITH M. PRANNO, *Assistant Professor of Pharmaceutical and Administrative Sciences* (1995).  
B.A., Luther College, 1984; B.S., Drake University, 1990; Pharm.D., 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); *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.
- RAYLENE M. ROSPOND, *Assistant Dean for Student Affairs* (1996); *Associate Professor of Pharmacy Practice* (1988; 1994); *Associate Professor of Pharmaceutical and Administrative Sciences* (secondary appointment) (1997); *Vice Chair, Department of Pharmacy Practice* (1994-1996).  
B.S.Pha., Creighton University, 1984; Pharm.D., University of Texas, 1987.
- 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); *Associate Professor of Pharmacy Practice and Pharmaceutical and Administrative Sciences* (1996).  
B.S., University of Nebraska-Lincoln, 1968; Pharm. D., University of Tennessee Health Sciences, 1973.
- JANICE D. SECCIA, *Assistant Professor of Pharmacy Practice* (1995).  
B.S., Ferris State University, 1993; Pharm.D., 1994.
- 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.

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.

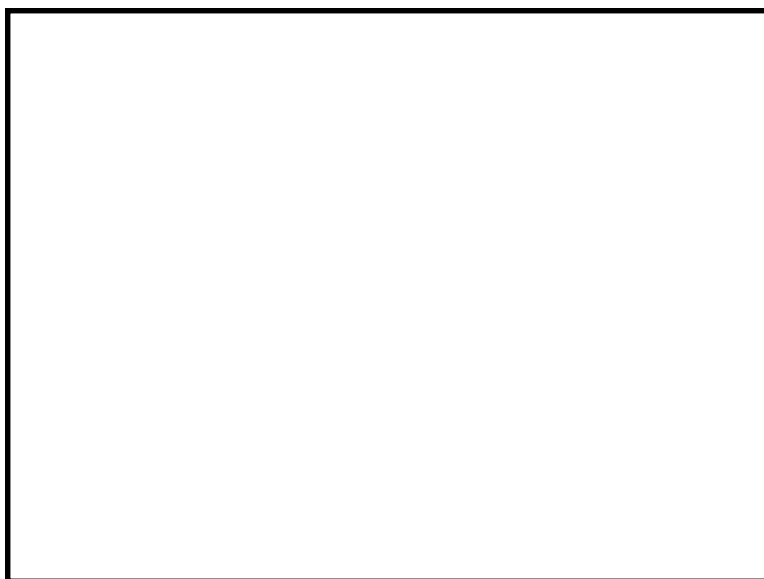
KAREN A. THEESEN, *Associate Professor of Pharmacy Practice* (1985; 1991); *Vice Chair, Department of Pharmacy Practice* (1996).  
Pharm.D., University of Nebraska Medical Center, 1980.

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., Creighton University, 1992; Pharm.D., 1994.

W. WAYNE YOUNG, *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.



*Pharmacy students are encouraged to interact with faculty  
both inside and outside of the classroom.*

# OCCUPATIONAL THERAPY PROGRAM

## *THE PROFESSION*

Occupational therapy is the art and science of directing an individual's participation in selected tasks 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. Reference to occupation in the title is in the context of an individual's goal-directed use of time, energy, interest, and attention. Its fundamental concern 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, its concern is with 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 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 therapy serves a diverse population 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 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.

Entry-level professional education is the foundation for other roles of the experienced therapist, e.g., administrator, consultant, educator, researcher, and health planner.

## *ADMISSION*

Applications are accepted between September 1 and February 15, and files are reviewed when complete. Applications and all supporting materials must be received no later than February 15 in order to be considered for enrollment in the following

fall semester. Enrollment is limited, and meeting minimum requirements does not guarantee admission to the professional program. All prerequisite course work must be completed by the end of the spring semester of the year in which application is made.

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://www.creighton.edu/pahp>**

## ***ADMISSIONS POLICY FOR CREIGHTON UNIVERSITY STUDENTS***

Students meeting the following criteria may be granted early admission to the Bachelor of Science 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 the equivalent of 15 semester hours each semester.
3. Complete at least 11 of the 14 required courses, including one semester each of biology and chemistry, 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 Occupational Therapy Program are outlined below. Electives should be selected to emphasize a liberal arts foundation. Students are encouraged to complete CPR (Cardiopulmonary Resuscitation) training prior to matriculation and must be certified within three months of entry into the program.

| <i>Program Prerequisites</i>                | <i>Sem. Hrs.</i> |
|---|------------------|
| Philosophy—Introductory Course              | 3                |
| Biological Sciences                         | 8                |
| Survey Chemistry                            | 3                |
| Mathematics—College Algebra or higher level | 3                |
| Introductory Statistics                     | 3                |
| English—Composition                         | 3                |
| Speech                                      | 3                |
| Art   | 3                |
| Introductory Sociology                      | 3                |
| Introductory Psychology                     | 3                |
| Developmental Psychology                    | 3                |
| Abnormal Psychology                         | 3                |
| Anatomy or Combined Anatomy/Physiology      | 3                |
| Theology*                                   | 6                |
| Electives                                   | <u>10</u>        |
|   | 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 social and behavioral sciences and humanities include history, anthropology, foreign language, and other courses that will help to broaden student interest and understanding of themselves and other people. Recommended elective courses include introduction to computers (word processing). The semester of courses listed above should be taken by Creighton pre-occupational therapy students in place of ordinary Arts and Sciences general education requirements.

### *BACHELOR OF SCIENCE IN OCCUPATIONAL THERAPY DEGREE*

The baccalaureate curriculum in occupational therapy emphasizes the development of critical thinking skills, an understanding of research literature, and clinical competence. The degree Bachelor of Science in Occupational Therapy (B.S.O.T.) is granted to students who successfully complete a program consisting of two years of prerequisite course work followed by six semesters in the professional curriculum. Students contract to complete one of two degree tracks: traditional or accelerated. In the traditional track, an occupational therapy student finishes the six-semester professional curriculum in three academic years. In the accelerated track, the student may finish the six-semester professional curriculum in two calendar years by using the summers to complete Level II Fieldwork requirements (see below). Students must select their program track no later than the second week of the first professional year.

In addition to didactic course work students in the Bachelor of Science 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 the areas of Mental Health, Physical Rehabilitation, Pediatrics and Special Interest. 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 Fieldwork Coordinator.

Two of the six professional semesters required for the awarding of the B.S.O.T. 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. A QPA of 2.0 or higher is required for Fieldwork II placement.

If the student is in the traditional track, Fieldwork II assignments are completed during the Fall and Spring semesters of the third academic year. Traditional students complete Fieldwork II rotations in Physical Rehabilitation (usually in the Fall term) and Pediatrics (usually in the Spring term). This track has been specifically designed to assist students interested in pediatric practice. If the student is in the accelerated track, Fieldwork II assignments are completed during consecutive summers which follow academic years one and two. Students electing the accelerated track will complete a Fieldwork II rotation in Mental Health during the summer between academic year one and two, and either a Physical Rehabilitation or Pediatrics rotation in the summer following the second academic year. Accelerated track students should be aware that Fieldwork II site availability in the pediatrics area during the summer months can be limited.

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

### *DOCTOR OF OCCUPATIONAL THERAPY DEGREE*

The School initiated a 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 students with advanced clinical, practice management, teaching, and administrative skills. The OTD curriculum is based on a model of neuro-occupational sciences and focuses on the complex relationship between neurologic capacities, occupational meaning, and function in the treatment and prevention of disability. 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.

The purposes of the Doctor of Occupational Therapy Program are to prepare:

1. occupational therapists to serve as primary health care providers.
2. graduates for leadership roles at the local, state and national level in occupational therapy and in the health professions.
3. occupational 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. occupational therapists who will participate in educative roles for patients, peers, students and others.

Graduates of the Doctor of Occupational Therapy Program will be able to:

1. demonstrate in-depth knowledge of the basic and clinical sciences relevant to occupational therapy, both in their fundamental context and in relationship to the discipline of occupational 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 occupational therapy.
4. utilize and facilitate the process of critical thinking and inquiry, particularly as focused on the improvement of the practice of occupational therapy and the delivery of health care. (i.e., the scholar 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 occupational therapy and health care practice and policy.
7. incorporate and demonstrate positive attitudes and behaviors to all persons, showing sensitivity to culture and ethnic backgrounds.
8. recognize the need for and importance of lifelong learning behaviors.
9. define their role in occupational therapy and in the health care spectrum.
10. contribute to the advancement of occupational therapy practice.
11. demonstrate in-depth knowledge in occupational therapy practice from integrating neurologic capacities with occupation and function to the prevention of disability.
12. demonstrate mastery of advanced knowledge of occupational therapy practice across the life span.
13. correlate occupational science with the practice domains of occupational therapy.
14. utilize knowledge of how humans ascribe meaning and seek adaptation when encountering disease or disability.
15. demonstrate advanced skills in practice management and administration with a strong foundation in current trends in the health care delivery system.

The two-calendar year, five-semester curriculum provides 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 meth-

odologies 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 specialties including pediatrics, industrial rehabilitation, hand rehabilitation, neonatal intensive care, private practice, psychiatry, home health, gerontology, academia, clinical ethics and health policy.

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

### ***REQUIREMENTS FOR GRADUATION***

**In order to satisfy the requirements for graduation with the Bachelor of Science in Occupational Therapy degree, the student must successfully complete:**

- all requirements for admission, including a minimum of 60 semester hours;
- all required courses in the Occupational Therapy curriculum;
- a total of not less than 151 semester hours, including not less than 60 semester hours of pre-occupational therapy, 67 semester hours of didactic courses, including four semester hours of Fieldwork I, and 24 semester hours (940 clock hours minimum) of Fieldwork II.

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

**In order to satisfy the requirements for graduation with the Doctor of Occupational Therapy degree, the student must successfully complete:**

- the requirements for admission;
- all required courses in the Doctor of Occupational Therapy curriculum; and
- a total of not less than 72 semester hours, including 36 semester hours of didactic coursework and 36 semester hours of clinical rotations.

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

A candidate for either the B.S.O.T. or the O.T.D. 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).

### ***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.

## *PROFESSIONAL CERTIFICATION*

Graduates of the program 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.

## *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.

## *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. Graduates of the program will be able to sit for the national certification examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in or-

der to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

## *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 AND LEADERSHIP*

### *Honors and Awards*

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

*Other 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 School's awards banquet 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.



*Occupational Therapy students lay a strong foundation in biomedical science and occupational therapy theory before beginning Fieldwork.*

## *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<br>Therapy Theory II | 3               |
| OTH 301 Introduction to<br>Occupation                 | 3                | OTH 322 Human Development<br>Through Occupation II     | 3               |
| OTH 311 Psychosocial Occupational<br>Therapy Theory I | 3                | OTH 331 Therapeutic Media I                            | 2               |
| OTH 321 Human Development<br>Through Occupation I     | 3                | OTH 340 Anatomy Laboratory                             | 2               |
| OTH 341 Neuroanatomy With<br>Laboratory               | 2                | OTH 370 Level I Fieldwork—<br>Mental Health            | 1               |
| OTH 370 Level I Fieldwork—<br>Mental Health           | 1                | <b>or</b>  |                 |
| <b>or</b>   |                  | OTH 371 Level I Fieldwork—<br>Pediatrics               | 1               |
| OTH 371 Level I Fieldwork—<br>Pediatrics              | 1                | BMS 404 Physiology                                     | 4               |
| OTH 303 Professional<br>Foundations I                 | <u>2</u>         | OTH 304 Professional<br>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<br>Effects on Human Performance      | 2                | OTH 362 Ethics in Health Care<br>Professions                      | 3                |
| OTH 372 Level I Fieldwork—<br>Physical Rehabilitation            | 1                | OTH 373 Level I Fieldwork—<br>Special Interest                    | 1                |
| OTH 413 Physical Rehabilitation<br>Occupational Therapy Theory I | 3                | OTH 414 Physical Rehabilitation<br>Occupational Therapy Theory II | 3                |
| OTH 423 Human Development<br>Through Occupation III              | 3                | OTH 432 Therapeutic Media III                                     | 3                |
| OTH 431 Therapeutic Media II                                     | 2                | OTH 463 Occupational Therapy<br>Organization and Administration   | 3                |
| OTH 441 Kinesiology  | 3                | OTH 495 Independent Study<br>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> | <i>Second Semester (Spring)</i>           | <i>Sem. Hrs.</i> |
|--|------------------|---|------------------|
| OTH 483 Level II Fieldwork—<br>Physical Rehabilitation | 12               | OTH 485 Level II Fieldwork—<br>Pediatrics | 12               |

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.

**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<br>Therapy Theory II | 3                |
| OTH 301 Introduction to<br>Occupation                 | 3                | OTH 322 Human Development<br>Through Occupation II     | 3                |
| OTH 311 Psychosocial Occupational<br>Therapy Theory I | 3                | OTH 331 Therapeutic Media I                            | 2                |
| OTH 321 Human Development<br>Through Occupation I     | 3                | BMS 340 Human Anatomy<br>Laboratory                    | 2                |
| OTH 341 Neuroanatomy With<br>Laboratory               | 2                | OTH 370 Level I Fieldwork—<br>Mental Health            | 1                |
| OTH 370 Level I Fieldwork—<br>Mental Health           | 1                | <b>or</b>  |                  |
| <b>or</b>   |                  | OTH 371 Level I Fieldwork—<br>Pediatrics               | 1                |
| OTH 371 Level I Fieldwork—<br>Pediatrics              | 1                | BMS 404 Physiology                                     | 4                |
| OTH 303 Professional<br>Foundations I                 | <u>2</u>         | OTH 304 Professional<br>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—<br>Mental Health | 12               | OTH 351 Pharmacotherapeutic<br>Effects of Human Performance      | 2                |
|  |                  | OTH 372 Level I Field Work—<br>Physical Rehabilitation           | 1                |
|  |                  | OTH 413 Physical Rehabilitation<br>Occupational Therapy Theory I | 3                |
|  |                  | OTH 423 Human Development<br>Through Occupation III              | 3                |
|  |                  | OTH 431 Therapeutic Media II                                     | 2                |
|  |                  | OTH 441 Kinesiology  | 3                |
|  |                  | OTH 451 Introduction to Research                                 | <u>3</u>         |
|  |                  |  | 17               |



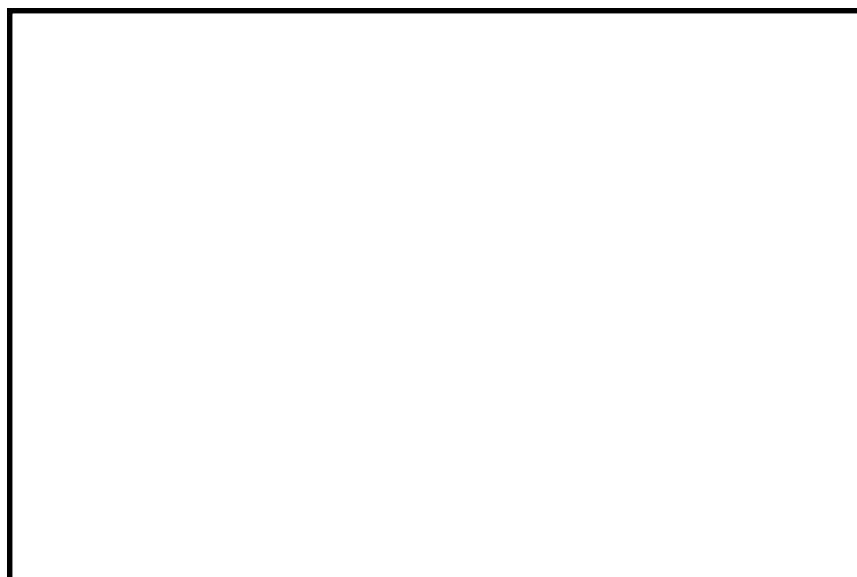
Third Professional Year

| <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—<br>Physical Rehabilitation | 12               |
| OTH 373 Level I Fieldwork—Special Interest                     | 1                | or<br>OTH 485 Level II Fieldwork—<br>Pediatrics        | 12               |
| OTH 414 Physical Rehabilitation Occupational Therapy Theory II | 3                |  |                  |
| 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.



*Occupational Therapists use a variety of tools to assist patients in learning to live life to the fullest.*

## 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 522 Occupation-Based Practice                            | 3                |
| OTD 511 Neuro-Occupation I   | 3                | OTD 551 Applied Research Methods                             | 3                |
| OTD 521 Occupational Science Theory                                  | 3                | OTD 512 Neuro-Occupation II                                  | 3                |
| OTD 565 Instructional Methods and Evaluation                         | 3                | OTD 516 Health Care Management                               | 3                |
| OTD 562 Advanced Clinical Ethics                                     | 3                | OTD 541 Movement Analysis and Assessment of Human Occupation | 3                |
| OTD 552 Introduction to Qualitative Research for Reflective Practice | <u>3</u>         | OTD 517 Health Care Policy                                   | <u>3</u>         |
|  | 18               |  | 18               |

### Second Professional Year

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

## COURSE DESCRIPTIONS

(See Key to Symbols on Page 45.)

### *FOUNDATION COURSES*

The following courses are required in the 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.

### *OCCUPATIONAL THERAPY (OTH)*

**OTH 301 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.

**OTH 303 Professional Foundation I (2)**

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.

**OTH 304 Professional Foundations 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: OTH 303.

**OTH 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.

**OTH 312 Psychosocial Occupational Therapy Theory II (3)**

Continuation of OTH 311. P: OTH 311.

- OTH 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.
- OTH 322 Human Development Through Occupation II (3)**  
 Continuation of OTH 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: OTH 301, 321.
- OTH 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.
- OTH 331 Therapeutic Media 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. Course allows the student to explore and develop skill in structured, unstructured, and tool-based media. Course provides an overview of the activity analysis process as related to media applications. P: OTH 301, 311.
- OTH 340 Anatomy Laboratory (2)**  
 This course is a dissection-based anatomical study of the human body.
- OTH 341 Neuroanatomy With Laboratory (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. CO: BMS 311.
- OTH 351 Pharmacotherapeutic Effects on Human Behavior (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. Designed to develop an understanding of the pharmacological basis of drug interactions, substance abuse, drug compliance, age and dosage recommendations. P: OTH 311, 341; BMS 404.
- OTH 362 Ethics in the Health Care Professions (3)**  
 Examination of the ethical dimensions of the role of occupational therapists in contemporary society. Emphasis on the therapist's obligations to recipients and society. Specific ethical problems and decision-making strategies are highlighted.
- OTH 370 Level I Fieldwork—Mental Health (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, 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 Interest (1)**  
Participation in a variety of supervised clinical 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)**  
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.**
- OTH 413 Physical Rehabilitation Occupational Therapy Theory 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 Theory II (3)**  
Development of knowledge of the theory of specific intervention techniques related to physical clinical conditions. 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 viewing elders as a heterogeneous group, dispelling myths and stereotypes, exploring relevant community resources, understanding public policy, and providing structured clinical 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)**  
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. P: BMS 311; OTH 340, 341.
- OTH 451 Introduction to Research (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.
- OTH 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: 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, 443, 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, 443.
- 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, 403, 414, 423, 432, 443.

## *DOCTOR OF OCCUPATIONAL THERAPY (OTD)*

### **OTD 501 History of Occupation (3)**

This course will focus on the study of the occupational nature of the human being and how human beings realize their sense of life's meaning through purposeful activity. Students will explore a historical view of occupation and the development of neuro-occupation as a new theoretical paradigm through literature review and case studies to evaluate its effectiveness as a unifying theme for 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 (3)**

Using a systems theory perspective this course will examine management techniques, program planning and productivity in the current practice environment. Interfacing with state and community systems and developing effective models of communication will be an area of practice focus. Models of service provision development within the boundaries of community systems and the constraints of the health care environment will be discussed.

### **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 521 Occupational Science (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 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 Movement Analysis and Assessment of Human Occupation (3)**

This course is an advanced study of the movement of the neuromusculoskeletal system and instructs on how deficits and interventions affect functioning of life tasks for the infant, child, and young and older adult. A reflective process is utilized to critically assess evaluation tools and therapeutic interventions.

### **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.

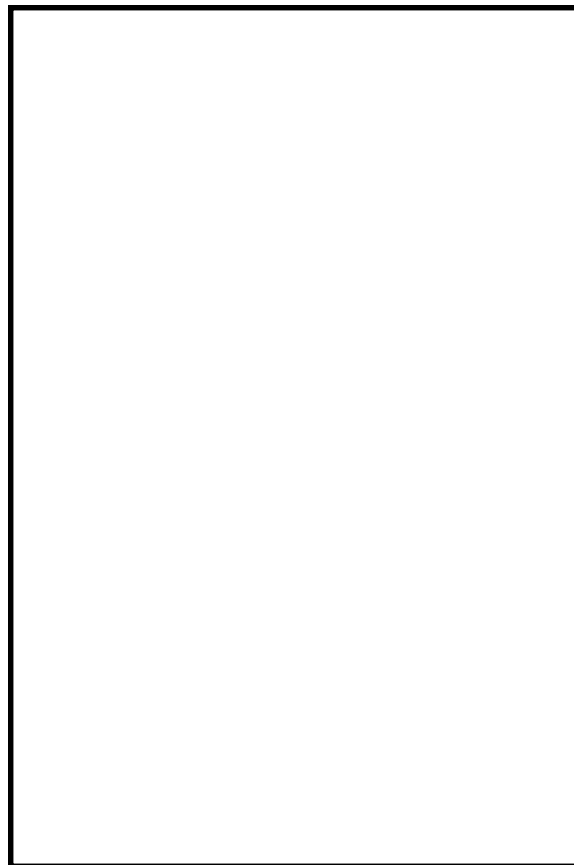
### **OTD 552 Introduction to Qualitative Research for Reflective Practice (3)**

This course examines the relevance of qualitative methodology to Occupational Therapy research and practice. The course presents an advanced review of the theoretical premises underlying participant observation and narrative.

- OTD 562 Advanced Clinical Ethics (3)**  
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)**  
The major content areas of this course will be: learning theory, adult learning, instructional design, instructional methods, skills, media, and evaluation. Content will be applied to academic, clinical, patient or community, in-services and continuing education settings. An introduction to the use of multimedia and computer-based instructional aides to learning and teaching at the college level will also be included. Assistive technology and its application to the school and home settings will also be discussed.
- 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. 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 theories of occupational science, advanced 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 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 alternate 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 which requires application of 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 college of university setting, or with an agency focusing on continuing education inservice training. In the college 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.



*Occupational Therapy students learn how to maximize performance capabilities in individuals with motor disabilities.*

## 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).  
B.A., Creighton University, 1989; M.S.O.T., Rush University, 1991.
- 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, *Assistant Professor of Occupational Therapy*  
(1987; 1990).  
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).  
B.S.O.T., University of Puget Sound, 1976; M.H.R., University of Oklahoma, 1995.
- 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.
- RENÉ L. PADILLA, *Assistant Professor of Occupational Therapy* (1994).  
B.S.O.T., San Jose State University, 1984; Certificate of Marriage, Family and Child  
Counseling, Facultad Latinamericana di Terapia y Pastoral Familiar, 1986; M.S.O.T., 1993.
- CLAUDIA G. PEYTON, *Chair, Department of Occupational Therapy* (1987); *Assistant  
Professor of Occupational Therapy* (1987).  
B.S.O.T., Loma Linda University, 1980; M.S.Ed., University of Southern California, 1985.
- 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., Tuffs 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.
- 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.



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

## **PHYSICAL THERAPY PROGRAM**

### *THE PROFESSION*

Dramatic changes in the health care system have influenced the way health professionals, including physical therapists, practice. The physical therapist has become increasingly knowledgeable and skilled in evaluation and patient care, consultation, research and administration. 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 evaluation, prevention and treatment. The physical therapy evaluation 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 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. Along with this comes the 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.

### *ADMISSION*

Applications 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 prerequisite 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, 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://www.creighton.edu/pahp>**

### ***ADMISSIONS POLICY FOR CREIGHTON UNIVERSITY STUDENTS***

Creighton University students meeting the following criteria will be granted admission to the physical therapy program in the School of Pharmacy and Allied Health Professions. Each student must:

1. Be enrolled and complete the pre-physical therapy requirements at Creighton University prior to entry into the program.
2. Complete the equivalent of 15 semester hours each semester.
3. Complete biology, chemistry and at least one semester of physics by the end of the semester in which application to the program is made.
4. 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: 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.

Students may wish to support their plan of study by selecting courses from the following list: psychology, mathematics, anatomy, histology, physiology, exercise physiology, organic chemistry, biochemistry, statistics, and medical terminology. The most common fields of pre-physical therapy study have been biology, exercise sciences, or psychology. Students with alternative backgrounds such as sociology, humanities, business, or biomedical engineering are also 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.
8. recognize the need for and importance of lifelong learning behaviors.
9. define their role in physical therapy and in the health care spectrum.
10. contribute to the advancement of physical therapy.

The course of study is intensive in the basic sciences, the clinical sciences associated with physical therapy, and the experiences to produce an analytical, problem-solving physical therapist capable of serving patients in a wide variety of settings. Clinical internships are dispersed throughout the program with longer blocks of time scheduled in the last year. Clinics will include general and specialized practice in a wide variety of settings. Clinics in many different locations will be used for 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.

### ***REQUIREMENTS FOR GRADUATION***

To satisfy the requirements for graduation, the student must successfully complete all courses in the physical therapy curriculum (including 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.

### *PLACEMENT*

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

### *PHYSICAL THERAPY STUDENT ORGANIZATIONS*

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

### *RECOGNITION OF SCHOLARSHIP AND LEADERSHIP*

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 School's awards banquet 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.

The following annual scholarship is awarded to a senior Doctor of Physical Therapy student through the School of Pharmacy and Allied Health Professions.

*The Barbara Augustyn Physical Therapy Scholarship:* is awarded to a physical therapy student with high academic standing and financial need. Preference is given to students who graduated from a Loup City, Nebraska high school.

## DOCTOR OF PHYSICAL THERAPY CURRICULUM

### First Professional Year

| <i>First Semester (Fall)</i>             | <i>Sem. Hrs.</i> | <i>Second Semester (Spring)</i>                     | <i>Sem. Hrs.</i> |
|--|------------------|---|------------------|
| PTD 310 Human Anatomy                    | 7                | PTD 320 Human Neurobiology                          | 3                |
| PTD 312 Seminar in<br>Physical Therapy I | 1                | PTD 324 Clinical Correlates I                       | 1                |
| PTD 315 Histology                        | 3                | PTD 437 Physical Therapy<br>Procedures I            | 3                |
| PTD 319 Kinesiology/<br>Pathomechanics I | <u>6</u>         | PTD 329 Kinesiology/<br>Pathomechanics II           | 2                |
|  | 17               | BMS 404 Physiology                                  | 4                |
|  |                  | PTG 105 Introduction to Disease                     | 3                |
|  |                  | PTD 311 Human Embryology and<br>Development Biology | <u>1</u>         |
|  |                  |   | 17               |

### 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<br>Neurobiology                                      | 3                | PTD 442 Seminar in Physical<br>Therapy III                   | 1                |
| PTD 447 Musculoskeletal<br>Physical Therapy I                              | 3                | PTD 431 Pharmacotherapeutics                                 | 2                |
| PTD 438 Physical Therapy<br>Procedures II                                  | 3                | PTD 436 Clinical Medicine and<br>Physical Therapy Management | 2                |
| PTD 433 Psychological and<br>Sociocultural Aspects<br>of Human Interaction | 3                | PTD 444 Clinical Correlates III                              | 1                |
| PTD 432 Seminar in<br>Physical Therapy II                                  | 1                | PTD 448 Neuromuscular Physical<br>Therapy I                  | 4                |
| PTD 434 Clinical Correlates II   | <u>1</u>         | PTD 557 Musculoskeletal Physical<br>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<br>Therapy II   | 4                | PTD 559 Cardiopulmonary Physical<br>Therapy II   | 1                |
| PTD 449 Cardiopulmonary Physical<br>Therapy I  | 3                | PTD 553 Physical Therapy<br>Management Systems   | 2                |
| PTD 435 Ethics in<br>Physical Therapy Practice | 3                | PTD 445 Health and Human Behavior:<br>Educational Strategies for Health<br>Professionals | 2                |
| PTD 443 Health Care Systems                    | 3                | PTD 564 Directed Study   | 2                |
| PTD 566 Critical Inquiry II                    | 2                | PTD 569 Physical Therapy Practice I<br>(Aug/Sept/Oct)                                    | <u>12</u>        |
| PTD 552 Seminar in<br>Physical Therapy IV      | 1                |  | 19               |
| PTD 554 Clinical Correlates IV                 | <u>3</u>         |  |                  |
|  | 19               |  |                  |

### Fourth Professional Year

| <i>First Semester (Fall)</i>                          | <i>Sem. Hrs.</i> | <i>Second Semester (Spring)</i>                        | <i>Sem. Hrs.</i> |
|---|------------------|--|------------------|
| PTD 679 Physical Therapy<br>Practice II (Nov/Dec/Jan) | <u>12</u>        | PTD 689 Physical Therapy<br>Practice III (Feb/Mar/Apr) | 12               |
|   | 12               | PTD 688 Problems in Physical<br>Therapy                | <u>2</u>         |
|   |                  |  | 14               |



## COURSE DESCRIPTIONS

(See Key to Symbols on Page 45.)

### *FOUNDATION COURSES*

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.



*Thorough patient assessment prior to the initiation of treatment is a hallmark of contemporary physical therapy practice.*

## *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 (6)**

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 on the motor and sensory systems. Recent research involving repair and regeneration of nervous tissue will be introduced. The format of the course includes lecture, discussion, and laboratory experience.

### **PTD 324 Clinical Correlates I (1)**

A first level, on-site experience to help students prepare for clinical practice. The ICDH classification system is introduced and students are encouraged to integrate the system when practicing evaluating patients, forming diagnostic impressions, planning treatment, documenting, and consulting. Material presented in courses taken to date is reinforced and complemented by selected new material. Presentations and discussions cover clinical decision-making, patient advocacy, and federal laws.

### **PTD 328 Applied Human Neurobiology (3)**

In-depth analysis of those areas of clinical neurobiology most relevant to the field of physical therapy. The topics include the study of normal and abnormal human movement and muscle tone/posture, 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 (2)**

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

### **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.
- PTD 436 Clinical Medicine and Physical Therapy Management (2)**  
An overview and introduction to the pathophysiologic mechanisms of human diseases seen in current health care practice with a focus on those encountered by physical therapists. The student learns to recognize signs and symptoms of diseases that may cause movement impairment or dysfunction. Psychosocial aspects of the disease or condition are included as appropriate. The recognition of patient problems that may require other professional attention in addition to that from a physical therapist is emphasized.
- PTD 437 Physical Therapy Procedures I (3)**  
Development of fundamental physical therapy procedures, including evaluation skills, applications of physical agents and introductory manual therapy 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)**  
Continuation of PTD 442. Discussions of interactions with patients seen in Clinical Correlates II. Patient management relative to musculoskeletal, neuromuscular, and cardiopulmonary disorders is the primary focus. Psychosocial, cultural considerations, and ethical issues relative to patient management are included.
- PTD 553 Physical Therapy Management Systems (2)**  
Principles of organizations, administration, management and health policy applied to physical therapy practice. Includes concepts of organizational behavior, personnel supervision, consultation, quality assurance, marketing, fiscal management, ethical aspects of management, independent contracting, and administrative, business and regulatory law applied to practice.
- 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 (3)**  
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 (3)**  
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 projects.
- PTD 689 Physical Therapy Practice III (12)**  
A 12-week clinical education experience.



*Physical Therapy students learn the fundamentals of neurobiology in preparation for the clinical assessment and treatment of movement disorders.*

## FACULTY—PHYSICAL THERAPY PROGRAM

- EDWARD D. ADICKES, *Associate Professor of Physical Therapy* (secondary appointment) (1996; 1997).\*  
B.S., Albright College, 1971; D.O., College of Osteopathic Medicine and Surgery, 1977.
- J. 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.
- 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.
- DIANE R. GIVENS, *Assistant Professor of Physical Therapy* (1995).  
B.S., University of Nebraska College of Medicine, 1982; M.S., University of Nebraska at Omaha, 1992.
- KELLI A. GREGERSON-BENTLEY, *Instructor of Physical Therapy* (1996).  
B.S., University of Nebraska Medical Center, 1986; M.A., University of Nebraska-Omaha, 1991.
- 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.
- KAREN A. PASCHAL, *Assistant Professor of Physical Therapy* (1994).  
B.A., University of South Dakota, 1972; M.S., Duke University, 1974.
- RUTH PURTILO, *Professor of Physical Therapy* (1993).  
B.S., University of Minnesota, 1964; M.T.S., Harvard University, 1975; Ph.D., 1979.
- ROBERT SANDSTROM, *Associate Professor of Physical Therapy* (1995; 1996).  
B.S., University of Wisconsin, 1979; M.S., University of Nebraska Medical Center, 1986; Ph.D., 1989.
- 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.



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

## 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 session<sup>1</sup> (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 .....   | 6,499.00 |
| Tuition per semester for Occupational Therapy students (O.T.D.) ....   | 6,499.00 |
| Tuition per semester for Occupational Therapy students (B.S.) .....  | 6,123.00 |
| Tuition per semester for Physical Therapy students .....   | 6,449.00 |
| 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 (See Tuition Assessment—page 108): ..... | 382.00   |
| Student Health Insurance Premium for six months <sup>2</sup> .....   | 490.00   |
| Hepatitis B vaccination fee .....  | 180.00   |
| Tuberculosis PPD Test Fee .....  | 10.00    |
| University Fee .....   | 255.00   |
| 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.

### NONTRADITIONAL STUDENTS

|   |         |
|---|---------|
| 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 .....   | 250.00  |
| Student Health Insurance Premium for 6 months .....   | 490.00  |

<sup>1</sup> Registration is not complete until financial arrangements have been made.

<sup>2</sup> 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.

|  |               |
|--|---------------|
| <b>Hepatitis B vaccination fee</b> .....       | <b>180.00</b> |
| <b>Tuberculosis PPD Test fee</b> .....         | <b>6.00</b>   |
| <b>University Fee, per course</b> .....        | <b>25.00</b>  |
| <b>Special Challenge Examination fee</b> ..... | <b>200.00</b> |

*Extra Fee:*

|   |              |
|---|--------------|
| <b>Video tape deposit and rental</b> , added for courses delivered in<br>video format ..... | <b>75.00</b> |
|---|--------------|

(\$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 \$72 for the first month and an additional \$36 for each subsequent month that the account remains unpaid. Accounts with unpaid balances under \$500 will be subject to a \$72 fee the first month, and \$26 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 enrollment<sup>1</sup></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 enrollment<sup>1</sup></i> | <i>Percent of the session 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 enrollment<sup>1</sup></i> | <i>Percent of the session 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 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.**

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

Nontraditional Doctor of Pharmacy 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.

In general, students enrolled in the nontraditional Doctor of Pharmacy 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.

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.

### ***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 if the student wishes to accept the aid offered.

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.
3. May 1—First day to apply for Stafford Student Loans for the fall semester.

### ***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 bachelor's degree program in Occupational Therapy may receive financial aid up to 135 credits or a bachelor's degree, whichever comes first. 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 to six weeks, a Student Aid Report (SAR) will be received by the student. The grant award may be as high as \$2,700 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, who demonstrate academic promise, and are capable of maintaining good academic standing.

*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.D.S., D.P.T., J.D., M.D., M.A., M.B.A., M.C.S.M., M.S. M.Min., 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.

Interest shall not accrue on the loan, and installments need not be paid during the following periods: (1) while serving on active duty as a member of a uniformed service of the United States for up to three years; (2) while serving as a volunteer under the Peace Corps Act for up to three years; and (3) while pursuing advanced professional training, including internships and residencies.

### *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 is usually 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 will be sent from Creighton with the award notice. This application and

the accompanying instruction sheet must be returned to the Financial Aid Office 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.

**NOTE: The Stafford Student Loan takes a minimum of two weeks to process. Applications should be submitted to the Financial Aid Office at least ten weeks prior to registration to ensure that the check is available at that time.**

#### *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 1996/97 was 7.66%. 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.

#### *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 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.

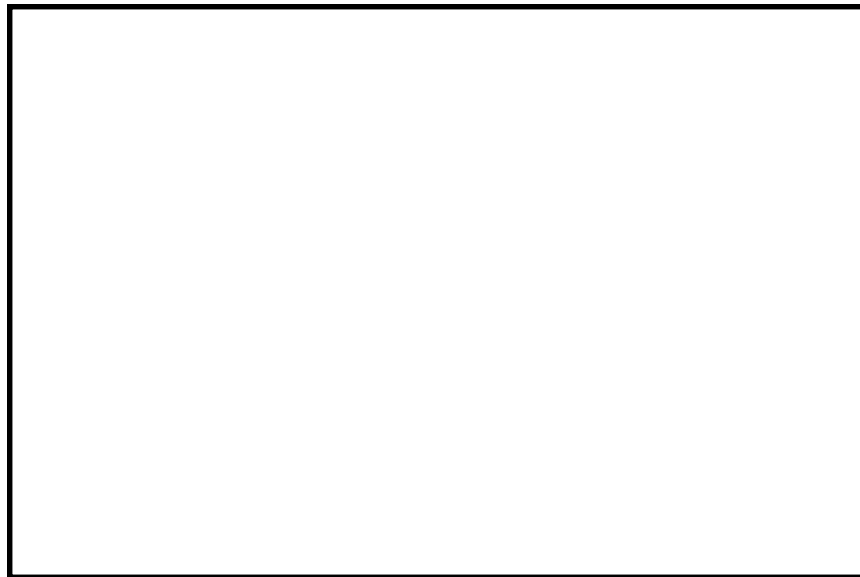
#### *Student Employment Services*

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.



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



# 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) 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. 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 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)

#### Doctor of Occupational Therapy

500-599 Courses Offered in the First and Second Year

#### Doctor of Physical Therapy

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

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 (withdrawal).

## **Section II: Registration**

Registration is conducted at the beginning of each semester, summer session, or other term on the days specified in the University Calendar. Early registration for continuing students is conducted in March-April for the Fall semester and in October-November for the Spring semester.

Students in Arts and Sciences, Business Administration, Nursing, Pharmacy and Allied Health Professions, and full-time students in University College and Graduate School receive a Schedule of Courses, Course Request Forms, and other related materials.

Each traditional student completing Early Registration receives a hard copy of his/her specific course/class schedule for the next semester. Students who thus have their specific class assignments in advance proceed rapidly through Final Registration, unless they seek to make changes in their course selections. For this reason, final validation at Early Registration is strongly encouraged for traditional students in the School of Pharmacy and Allied Health Professions.

Each traditional student must accomplish his or her registration in person. Registration by proxy will not be permitted under any condition. Nontraditional Doctor of Pharmacy students should refer to the Participant Handbook for registration instructions.

### *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. In the event a change in registration is initiated by the University authorities, no fee is charged.

### *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, PTD, 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 Nontraditional Doctor of Pharmacy program (nontraditional students) 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 Director of the Nontraditional Doctor of Pharmacy program 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 pre-professional credit hours, the waived credit hours will need to be made up. The student may make up these hours by taking any course offered at Creighton University.

If a student entered the professional program with more than the minimum number of hours necessary, the waived hours will not need to be made up if the difference between the total number of accepted pre-professional hours and the waived hours equals or exceeds the minimum pre-professional 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 an Add/Drop Form. Add/Drops will only be accepted during the first few days of the semester, must be initialed by the faculty advisor, 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 Nontraditional Doctor of Pharmacy program (nontraditional pharmacy students). After the first week of class (the period for late registration and change of schedule) the Assistant/Associate Dean for Academic Affairs or the Director of the Nontraditional Doctor of Pharmacy program 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 Director of the Nontraditional Doctor of Pharmacy program 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                      |
| 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; however, UN (Unsatisfactory) functions as a failure in computing the quality-point average.

#### *Incomplete and Absence from Final Examination*

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

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 who are not on academic probation 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.

#### *Grade Reports*

Grade reports are made available to students each midsemester and at the end of each term (semester or summer) via Creighton's touch tone telephone grade reporting system. Access to the system may be gained by calling the special phone number and entering the student's ID number (usually the social security number) followed by the special access code number assigned by the Registrar's Office. Midsemester grades are available only through the 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) or 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. After grades are submitted by the instructors, grade reports are assembled and issued by the Registrar's Office.

#### *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 Nontraditional Doctor of Pharmacy program (nontraditional pharmacy students). Permission will be granted only if the external course is judged equivalent in both breadth and depth to the course offered at Creighton. The student must submit documentation of course content to the Assistant/Associate Dean for Academic Affairs (traditional students) or the Director of the Nontraditional Doctor of Pharmacy program (nontraditional students) 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 Director of the Nontraditional Doctor of Pharmacy program (nontraditional pharmacy students) 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 Dean 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 97.*

#### *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 Director of the Nontraditional Doctor of Pharmacy program (nontraditional pharmacy students) 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 the regular 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 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 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 Honor Roll*

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 Honor Roll 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 Honor Roll if a 3.5 quality-point average is earned in the graded courses. Honor Roll designation appears on the student's report card.

### *Graduate Recognition Ceremony*

Each year on the day preceding May Commencement, the School of Pharmacy and Allied Health Professions holds a Graduate Recognition 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 and plan to complete all requirements by the date for conferral of degrees in the following August. The respective deans of the Schools and Colleges of the University shall have the responsibility for clearing all participants in the Commencement. Those participants in the May ceremony who have not completed all degree requirements shall be so designated in the Commencement program.

## **Section VI: School Policies**

The School of Pharmacy and 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.

#### *Scholastic Standing Policy*

**Academic Probation** occurs when one or more of the following criteria are met:

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.

Academic probation shall be handled by the Assistant/Associate Dean for Academic Affairs of the Creighton University School of Pharmacy and Allied Health Professions. The student will be notified in writing by the Assistant/Associate Dean for Academic Affairs that he/she has been placed on probation along with the reason(s) for the probation. In addition, the student will be warned of the outcomes of future unsatisfactory performance. However, failure to receive this warning will not excuse the student from compliance with any of the provisions of this policy.

Students who are on probation for a second semester should schedule an appointment with the Assistant/Associate Dean for Academic Affairs to discuss ways to improve academic performance and receive additional advising and counseling.

**Academic Dismissal** occurs when one or more of the following criteria are met:

1. The student has received 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 full faculty which will vote on whether or not to reinstate the student. This meeting 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 this faculty meeting. The decision of the faculty is final, and no future appeal to the School of Pharmacy and Allied Health Professions faculty may be made. The student may apply for readmission through the regular admissions process.

If the student is reinstated by the faculty, he/she should schedule an appointment with the Assistant/Associate Dean for Academic Affairs for additional advising and counseling.

Any student who is reinstated by the School of Pharmacy and Allied Health Professions faculty, as set out 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. There will be no appeal to the School of Pharmacy and Allied Health Professions faculty after being dismissed a second time.

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.

#### *Grade Appeals Policy*

The instructor has jurisdiction in determining grades; however, the student has the right to appeal a grade that the student believes to be in error. 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.

For all students enrolled in the School of Pharmacy and Allied Health Professions the following is the next step:

3. The student appeals in writing to the Grade Appeals Committee 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 Committee. This is an informal proceeding. 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 Misconduct Hearing Board. The Hearing Board is composed of three faculty and four students (two pharmacy and two allied health) who are selected by the Dean. 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 Director of Student Support Services, 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. To achieve equal access to the educational experience, some reasonable accommodations may be necessary to ensure adequate preparation of students for professional practice or other career alternatives for which they may be qualified; and
5. 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 but no later than ten weeks prior to the beginning of course work. 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 on 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 and outpatient 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 School students are required to obtain and maintain certification in CPR life support techniques while enrolled. 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 training.

Students who fail to comply with all of the above health requirements will not be allowed to participate in clinical clerkships, externships, and/or fieldwork activities.

## **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, local and permanent address(es), 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, 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 1996 the completion or graduation rate for first time undergraduate freshman students who entered Creighton University in Fall 1990 was 66.3 percent. This includes students who later entered professional school programs of Dentistry, Law, Medicine, and Pharmacy and Allied Health Professions at Creighton University.