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UNIVERSITY GENERAL INFORMATION

About Creighton

There is no university in the country like Creighton University in terms of size, the array of professional and graduate programs offered, and the strong commitment to Catholic and Jesuit ideals and values. Founded in 1878 and one of 27 Jesuit colleges and universities in the United States, Creighton is a vibrant and diverse learning community that offers its students more than an education.

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

Creighton offers 140 academic programs in nine colleges and schools (arts and sciences, business, nursing, law, dental, medicine, pharmacy, OT, PT and other health professions, graduate school, and adult learning and degree completion). Creighton study abroad programs take students to dozens of locations around the world annually.

Creighton University made its inaugural appearance in the prestigious National Universities category of U.S. News & World Report's 2020 list of "Best Colleges." Out of approximately 1,900 four-year colleges and universities nationwide ranked by U.S. News, universities in the National Universities category are recognized for offering a full range of undergraduate majors, plus master's and doctoral programs, as well as for producing groundbreaking research. A top-ranking National University classification marks an elevation in Creighton's reputation. For 16 years in a row, Creighton had been recognized as No. 1 in the Midwest category. View more details.

Location

Omaha, with a metropolitan area population of nearly 1 million, is Nebraska's largest city. It is located on the western bank of the Missouri River, which serves as the Nebraska-Iowa border, and is home to four Fortune 500 companies and five Fortune 1,000 companies. The city is the major urban area between Chicago and Denver and between Kansas City and Minneapolis. Creighton's 120-acre campus is within walking distance of downtown and riverfront business, sports/recreational, cultural and entertainment districts. Creighton also is conveniently located close to hotels and the airport.

Omaha is on a number of "best" lists, as reported by the Greater Omaha Chamber of Commerce, including: No. 1, Best Cities for College Grads *(ZipRecruiter, 2018)*; No. 1, Beyond Silicon Valley: 5 Up-and-Coming Tech Hotspots *(Livability, 2018)*; and No. 5, 10 U.S. Cities Where Employees are the Happiest *(Fortune, 2019)*; among others.

In addition to the main campus in Omaha and online education accessible from anywhere in the world, Creighton has a College of Nursing campus in Hastings, Nebraska, and a health sciences campus in Phoenix, Arizona.

History

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

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

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

Edward and Mary Lucretia's generosity is credited with establishing Creighton College, while John and Sarah Emily's philanthropy enlarged it to a five-school university. Today, Creighton University consists of the main campus in Omaha, a health sciences campus in Phoenix, a satellite nursing campus in Hastings, Nebraska, online and partnership educational programs, and nine schools and colleges:

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

Creighton Colleges and Schools

College of Arts and Sciences (https://ccas.creighton.edu)

The College of Arts and Sciences is the oldest and largest of Creighton's nine colleges and schools. The college offers more than 60 majors and minors; an 11:1 faculty-to-student ratio; and research opportunities for undergraduates in all disciplines. Creighton encourages student involvement in research through the Center for Undergraduate Research and Scholarship (CURAS); almost 400 undergraduate students present research at national and regional scholarly conferences annually. These efforts and others have resulted in Creighton being named among only 90 universities in the nation for undergraduate research opportunities by *U.S. News & World Report*. Excellence in research is one reason Creighton has produced 20 Goldwater Scholars in the last 14 years, ranking first among Catholic universities for success in this prestigious undergraduate scientific research scholarship.

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

Heider College of Business (https://business.creighton.edu)

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

For 2019, Heider College was ranked a Top 100 business program by *U.S. News & World* Report; undergraduate finance ranked 17th; undergraduate accounting ranked 15th; graduate finance ranked 15th; and graduate accounting ranked 25th. The college reports 99 percent of recent graduates were employed or in graduate school within six months of graduation, and accounting majors have had a 100 percent placement rate for the past 10 years.

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

College of Nursing (https://nursing.creighton.edu)

Creighton University's College of Nursing has achieved a national reputation for innovative curricula and programs that keep pace with the ever-changing field of nursing. Creighton's accelerated BSN degree program was one of the first in the nation. Creighton was the first nursing program in Nebraska to offer a Doctor of Nursing practice (DNP) degree and preparation for one of the newest nursing roles, the clinical nurse leader (CNL). Creighton nursing faculty are nationally and internationally known for both clinical research and the scholarship of teaching and learning.

Education is delivered at three campuses, in Omaha and Hastings, Nebraska, and Phoenix, and is supplemented by select online courses and tracks. In addition to BSN, MSN and DNP degrees, the College of Nursing offers post-graduate certificates in a number of areas, including adult-gerontology acute care nurse practitioner, family nurse practitioner, neonatal nurse practitioner, pediatric acute care nurse practitioner, psychiatric mental health nurse practitioner and clinical nurse leader.

Creighton BSN graduates meet or exceed the national average for first-time pass rates on the National Council Licensure Examination (NCLEX-RN). In addition, annual pass rates on the certification examination for nurse practitioner-track graduates generally range from 90 to 100 percent for first-time test-takers.

College of Professional Studies (https://adultdegrees.creighton.edu)

For over 35 years, Creighton University's College of Professional Studies has been helping adult students fulfill their dreams of completing their college degrees. The College of Professional Studies provides on-campus and online undergraduate degrees, certificates and noncredit programs. Through bachelor's degree programs in leadership, Emergency Medical Services and Healthy Lifestyle Management, students develop the skills needed to enhance their careers or change course in their professional lives. In 2019, Creighton's online bachelor's degree programs were ranked No. 33 nationally by *U.S. News & World Report.*

Transferring into the College of Professional Studies puts students on the fast track to reaching their goals. The college generously accepts up to 80 hours of transfer credits. Students are assisted in creating a Prior Learning Passport, which can allow them to earn credits based on their professional certifications and licenses, military service and standardized national exam results.

Graduate School (https://gradschool.creighton.edu)

Since 1926, Creighton University's Graduate School has been teaching students to have the wisdom, judgment and faith to work for a more just society. Currently, more than 1,500 students are developing their skills and unleashing their potential through 45+ master's and doctoral degree programs in fields such as business, health care, leadership, conflict resolution, education, ministry, science and more. Over two-thirds of students are enrolled in an online program, allowing them to work toward a graduate degree wherever and whenever it's convenient for them.

Students come from across the country and around the world to earn their degree from Creighton University. For example, 45 states and 10 countries are represented in the online Doctoral Program in Interdisciplinary Leadership (EdD).

In addition to master's and doctoral degree programs, the Graduate School also offers 22 graduate certificates and over 25 dual degree options. No matter students' passions or interests, they find a graduate program at Creighton to help them reach their goals.

School of Dentistry (https://dentistry.creighton.edu)

The School of Dentistry, which opened in a new technology-rich education and clinic building in 2018, has a reputation for excellence; faculty members serve in leadership and advisory roles with local, regional and national organizations. Graduates become general dentists or pursue residency programs, advanced degrees and specialty training in nearly all 50 states; 20 to 25 percent of Creighton dental graduates achieve post-doctoral training. Creighton is considered to have one of the most affordable private dental schools in the United States.

Hands-on clinical experience as well as community service are hallmarks of a Creighton dental education: the dental clinic serves more than 12,000 patients annually; students and faculty volunteer through OneWorld

Community Health Center, "Give Kids a Smile," Heart Ministry Clinic, Special Olympics, outreach in the Dominican Republic, and more. Creighton's Healthy Smiles program provided preventive dental services for approximately 2,500 elementary school children last year.

Forty-one percent of Creighton dental students come from states without dental schools; Creighton has contracts with Idaho and Wyoming and offers Western Interstate Commission for Higher Education (WICHE) seats for dental students from New Mexico and North Dakota. Creighton is a dental pipeline school for Native American students interested in dentistry

School of Law (https://law.creighton.edu)

The School of Law was established in 1904. Today, the 296 students in the School of Law are taught by 28 full-time professors and 45 adjunct faculty members who are prosecutors, public defenders and other practicing attorneys. Last year's graduates accepted offers of employment in 16 states.

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

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

The School of Law assists students interested in public-interest law by offering summer grants to first- and second-year students for otherwise unpaid externships with government and nonprofit law offices. Students also gain experience through the Abrahams Legal Clinic, which gives free legal services to low-income individuals, especially victims of domestic violence, and the Immigration and Refugee Clinic, which assists clients in cooperation with the nonprofit Immigration Legal Center, an affiliate of the Justice for Our Neighbors network.

School of Medicine (https://medschool.creighton.edu)

The School of Medicine was established in 1892 as the John A. Creighton Medical College. The medical school's primary Omaha clinical partner, CHI Health, has 15 hospitals throughout Nebraska and Western Iowa, including the two campuses in Omaha for CHI Health Creighton University Medical Center. In 2018, Creighton announced it is constructing a health sciences campus in Phoenix – expanding existing relationships, providing new opportunities for students, and meeting a critical need for health care professionals in the Southwest.

Creighton graduates' medical licensing scores and pass rates consistently exceed the national average and 96 percent of 2019 graduates matched with their specialty of choice. One hundred percent of Creighton medical students perform community service while in medical school. Creighton was the first Catholic university to receive the prestigious Community Service Award from the Association of American Medical Colleges (AAMC); the award recognized the student-founded and student-run Magis Medical Clinic, which provides free health care for uninsured and underinsured people in Omaha.

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

School of Pharmacy and Health Professions (https://spahp.creighton.edu)

Established in 1905 as the Creighton College of Pharmacy, the School of Pharmacy and Health Professions (SPAHP) expanded over the years to include other health professions. The school is an academic pioneer, offering the first entry-level occupational therapy (OTD) and physical therapy (DPT) doctorates in the nation; the first accredited online pharmacy program in the nation; the first post-baccalaureate Doctor of Occupational Therapy program in the country; and more than 40 years of emergency medical services (EMS) education. SPAHP also has innovative partnerships with the University of Alaska Anchorage (OTD and PharmD) and Regis University in Denver (OTD).

SPAHP faculty are renowned: the school has one of the largest OT faculties in the nation, with more than 20 faculty members holding terminal degrees. For more than 25 years, faculty members in the Center for Drug Information and Evidence-Based Practice have provided evidence-based, timely and unbiased information to health care professionals (fewer than 15 percent of pharmacy schools in the U.S. offer as much drug information expertise to the professional community), and the Center for Health Services Research and Patient Safety is recognized nationally for its work in patient safety, research and education.

First-time national licensure pass rates in pharmacy, OT and PT have been nearly 100 percent the past several years, and more than 80 percent of the school's students receive one to three job offers before they graduate. They have access to an expanse of clinical training sites in every health care discipline, including pediatrics, geriatrics, mental health, acute and long-term care and more. Service to others is a hallmark of the school, with students giving more than 8,500 hours of community service last year.

Mission, Learning Outcomes, and Goals and Objectives

Mission Statement

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

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

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

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

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

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

University Assessment of Learning Outcomes

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

All Creighton graduates will demonstrate:

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

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

Goals and Objectives

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

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

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

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

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

Accreditations and Approvals

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

Higher Learning Commission
230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411
Phone: 800.621.7440 / 312.263.0456 | Fax: 312.263.7462 | info@hlcommission.org

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

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

The Baccalaureate degree in Nursing, Master's degree in Nursing, Doctor of Nursing Practice, and post-graduate APRN certificate at Creighton University is accredited by the Commission on Collegiate Nursing Education (www.aacnnursing.org (https://www.aacnnursing.org)).

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

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

The program in predoctoral dental education is accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611-2678.

The Commission's web address is: ada.org/en/coda (https://www.ada.org/en/coda).

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

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

The School of Medicine is also accredited by The Accreditation Council for Graduate Medical Education (ACGME (https://www.acgme.org)) for the training of medical residents.

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

> The Pharmacy program, accredited by the Accreditation Council for Pharmacy Education (ACPE (https://www.acpe-accredit.org)), is a member of the American Association of Colleges of Pharmacy.
>
> The program in Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE (https://www.aota.org/education-careers/accreditation.aspx)) of the American Occupational Therapy Association Inc.
>
> The program in Physical Therapy is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE (http://www.capteonline.org/home.aspx)).

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

Creighton University is authorized to provide online education (https://online.creighton.edu). See creighton.edu/state_authorization for current listing.

University Libraries

Library

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

Campus Facilities

Creighton's 120-acre urban campus encompasses more than 50 buildings, providing excellent facilities for the University's academic, residential, spiritual, athletic and recreational activities. The beautifully landscaped, pedestrian-friendly campus has been recognized by the Arbor Lodge Foundation as a Tree Campus USA University for 11 straight years and has been named a "green college" by *Princeton Review* for a strong commitment to the environment and sustainability. In 2019, *USA Today* named St. John's Church one of "51 amazing university and college buildings" in the U.S.

Recent facility projects include a new pharmacy skills lab, the relocation and renovation of the Clinical Assessment and Simulation Center, upgrades to several undergraduate science labs, an expanded dining facility, and renovated occupational therapy and physical therapy labs. A new 200,000-square-foot School of Dentistry building opened in 2018, featuring the latest in classroom, laboratory and clinical technology and accommodating larger class sizes and expanded community dental health outreach.

Recognition of Scholarship and Leadership

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

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

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

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

The Alumni Association

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

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

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

Non-discrimination Statement

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

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

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

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

Ms. Allison Taylor
Executive Director
Title IX Coordinator/Section 504 Coordinator
Creighton University
Office of Equity and Inclusion
Creighton Hall Suite 340
Omaha, NE 68178
Phone: 402.280.3189
Email: allisontaylor@creighton.edu
Web: www.creighton.edu/oei

The United States Department of Education's Office for Civil Rights (OCR) enforces Title IX. Information regarding OCR may be found at www2.ed.gov/about/offices/list/ocr (https://www2.ed.gov/about/offices/list/ocr).

Diversity and Inclusion Policy

Creighton University, inspired out of a Catholic and Jesuit tradition, treasures the innate dignity of each member of our community and upholds the sanctity of each human being as a profound gift of God. Finding the resplendence of the divine reflected in the uniqueness of every person, we seek, acknowledge and celebrate diversity at Creighton because our Catholic and Ignatian heritage inspires and impels us to do so.

Diversity in principle is the "service of faith in the promotion of justice." Diversity enhances our social selves and intellectual lives by exposing all of us to methods, styles and frames of reference that challenge our unexamined assumptions helping us unmask personal, cultural, institutionalized, and organizational discrimination and stigmatization, recognizing that ignorance and stereotypes create and sustain privileges and preference for some, while creating and sustaining marginalization and oppression for others.

In a truly Catholic context, diversity at Creighton commends inclusion as a prudential, virtuous, and practical principle. Celebrating diversity at Creighton is an invitation to incarnate our mission to educate lifelong learners who will be agents for change in our local communities and in the world. Diversity at Creighton animates our varied intellectual pursuits and enriches our mission to "seek Truth in all its forms."

To this end, Creighton faculty, staff, students and administrators seek to foster an environment of awareness, inclusion, and compassion for everyone in our community and our guests, regardless of age, culture, faith, ethnicity, immigrant status, race, gender, sexual orientation, language, physical appearance, physical ability, or social class. Our caring, hospitable community, our attention to those who are underserved, our academic and co-curricular offerings, and our admissions, hiring, and promotion policies all give testimony to our desire to make Creighton a welcoming, inclusive community. We do this by constant vigilance and reassessment of our campus climate, reaching out to those who are marginalized and whose voices are muted by the mainstream.

Services for Students with Disabilities

Services for students with disabilities are provided to qualified students to ensure equal access to educational opportunities, programs, and activities in the most integrated setting possible. Students must make timely and appropriate disclosures and requests at least five weeks in advance of a course, workshop, program, or activity for which accommodation is requested or such other reasonable time as the

particular circumstance of a request for accommodation warrants. Students are encouraged to make requests for appropriate academic adjustments as soon as possible after acceptance. Each student may be required to submit medical or other diagnostic documentation of disability and functional limitations. Students may be required to complete additional evaluation of limitations by Creighton University's Center for Health or Counseling or other appropriate agencies prior to receiving requested accommodations. The University reserves the right to provide services only to students who complete and provide written results of evaluations and recommendations for accommodations to appropriate University personnel. For more information, contact the director of the Office of Disability Accommodations (http://www.creighton.edu/disabilitysupportservices) at 402.280.2166 or email leclair@creighton.edu.

Email as Official Means of Communication

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

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

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

Graduation Rates

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

Degree Policies

Undergraduate Degrees

Creighton University does not award dual (two) or multiple undergraduate degrees, whether concurrently or consecutively. Undergraduate students may complete more than one major, but may not earn more than one degree. The student will choose which major will be primary, which is what will determine the type of degree (B.A., B.S., B.S.Chm., B.S.B.A., B.F.A., or B.S.Evs.

Joint and Dual Degree Definitions

Dual Degree

A dual degree program is an integrated program of study designed to result in students earning two distinct University degrees in parallel by completing the requirements of two full degree programs, typically over a period of time shorter than would otherwise be required to complete both programs sequentially. It requires the completion of all requirements for each degree, but allows students to count designated credits to fulfill the requirements for both degrees. Students must be accepted and meet the requirements for each degree and follow the rules for the transfer or use of credit from one program to the other. Dual degree programs are primarily designed for the degrees to be earned concurrently, however may be earned consecutively. When one of the degrees is a bachelor's degree, the degrees will normally be earned consecutively. Undergraduate degrees describe a full program of study, which includes the core, major requirements, and credit hour requirements. Dual degrees can be any combination of Undergraduate degree and Graduate degree or two Graduate degrees, however, a student may not earn two Undergraduate degrees, whether concurrently or consecutively.

Joint Degree

A joint degree is a single academic degree jointly conferred by two or more accredited institutions, or two or more schools/colleges, within a single, accredited institution. Both institutions, or schools/colleges, would participate in the joint degree program.

The Jesuit Order

The Society of Jesus is a Roman Catholic religious order of men known as the Jesuits. It was founded in Paris by St. Ignatius of Loyola over 460 years ago. In addition to their work in parishes, primary and secondary education, the Jesuits sponsor twenty-eight colleges and universities in the United States.

The Jesuits are the founding order of Creighton University and turned the governance of Creighton over to the Board of Trustees in 1968. While the main focus of the Jesuits in the United States is on education, the order is primarily a missionary order which is also involved in spiritual direction, retreat centers and social justice work. There are presently 40 Jesuits at Creighton, including faculty, staff, administrators, chaplains and students.

The Jesuit tradition strives to form women and men to be of service for and with others. The hallmarks of a Jesuit education are excellence, service, leadership and faith. St Ignatius of Loyola saw the world as manifesting God's goodness, and graduates of Jesuit universities and colleges are called upon to "set the world on fire" by studying it, engaging with it, and changing it so that all people recognize their true identity as beloved sons and daughters of God.

American Jesuit Colleges and Universities

Alabama	Spring Hill College, Mobile
California	Loyola Marymount University, Los Angeles
	University of San Francisco, San Francisco
	Santa Clara University, Santa Clara
Colorado	Regis University, Denver

Connecticut	Fairfield University, Fairfield
District of Columbia	Georgetown University, Washington
Illinois	Loyola University Chicago
Louisiana	Loyola University New Orleans
Maryland	Loyola University Maryland, Baltimore
Massachusetts	Boston College, Chestnut Hill
	College of the Holy Cross, Worcester
Michigan	University of Detroit Mercy, Detroit
Missouri	Rockhurst University, Kansas City
	Saint Louis University, St. Louis
Nebraska	Creighton University, Omaha
New Jersey	Saint Peter's University, Jersey City
New York	Canisius College, Buffalo
	Fordham University, Bronx & Manhattan
	Le Moyne College, Syracuse
Ohio	John Carroll University, Cleveland
	Xavier University, Cincinnati
Pennsylvania	Saint Joseph's University, Philadelphia
	University of Scranton, Scranton
Washington	Gonzaga University, Spokane
	Seattle University, Seattle
Wisconsin	Marquette University, Milwaukee

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

ASSOCIATION OF JESUIT COLLEGES AND UNIVERSITIES
One Dupont Circle, Suite 405
Washington, D.C. 20036
phone: 202.862.9893 fax: 202.862.8523
www.ajcunet.edu (http://www.ajcunet.edu)

UNIVERSITY ADMINISTRATION

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as of July 1, 2019

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Ms. Ann Schumacher	President, CHI Health Immanuel & CHI Health Mercy Council Bluffs
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as of July 1, 2019

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TBD	Director, Military and Veterans Affairs; Business Office
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Duey Heffelfinger, B.S.	Director, Data Architecture
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David Ramcharan, Ph.D.	Assistant Vice Provost, Digital Transformation
Institutional Diversity & Inclusion	
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Debra J. Ford, Ph.D.	Associate Vice Provost, Teaching and Learning Center
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Rev. Lawrence D. Gillick, S.J.	Associate Director, Office for Faculty and Staff Mission Formation and Ministry
Amy Hoover, M.A.	Director, Creighton University Retreat Center
Kyle Lierk, M.Div.	Director, Campus Ministry

TBD	Associate Director, Graduate Programs for Ministry Formation
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Internal Audit	
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University Communications and Marketing	
Pam Mortenson, B.S.B.A.	Interim Chief Communications and Marketing Officer

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as of July 1, 2019

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TBD, Associate Dean, Clinical Affairs (Phoenix)
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Stephen Cavalieri, Ph.D., *Assistant Dean, Medical School Admissions (Omaha)*
TBD, *Assistant Dean, Medical School Admissions (Phoenix)*
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School of Pharmacy and Health Professions

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Alekha K. Dash, Ph.D., *Associate Dean for Research*
Keli Mu, Ph.D., *Associate Dean for International Relations*
Shawn Cook, MPA, *Assistant Dean for Student Affairs*

PHARMACY AND HEALTH PROFESSIONS

2019-2020 Issue

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

Academic Calendar-School of Pharmacy & Health Professions

First Semester, 2019-2020

July	31	Wednesday	Alaska Occupational Therapy Professionalism Ceremony
July / August	29-2	Mon-Fri	Welcome Week for first-year Alaska Doctor of Occupational Therapy Students
August	5-9	Mon - Fri	Welcome Week for first year Regis Creighton Doctor of Occupational Therapy Students
	7	Wednesday	Regis Creighton Occupational Therapy Professionalism Ceremony
	11-16	Sun-Fri	Welcome Week for first-year campus/distance Pharmacy students, campus/GO Occupational Therapy students, and campus Physical Therapy students
	14	Wednesday	Fall term begins (For all but first-year students)
	16	Friday	Campus/distance Pharmacy, campus/GO Occupational Therapy, and campus Physical Therapy Professionalism Ceremony
	19	Monday	Fall term begins for all first-year Doctor of Pharmacy, Occupational Therapy, and Physical Therapy students
	21	Wednesday	Classes begin for all students enrolled in courses taught by undergraduate colleges
	27	Tuesday	Last day for registration and adding course(s) to schedule; Last day to drop individual courses
September	2	Monday	Labor Day - no classes
	11	Wednesday	11:00 a.m. Mass of the Holy Spirit
	17	Thursday	Last day to change from credit to audit. Last day to apply for Pass/No Pass status
October	13	Sunday	Fall Recess begins
	15	Tuesday	Last day for filing on-line degree applications for December degree

	21	Monday	Classes resume
November	8	Friday	School of Pharmacy and Health Professions Career Fair
	8	Friday	Last day to withdraw from courses with a "W"
	26	Tuesday	Thanksgiving recess begins after last class, clinic, or laboratory
December	1	Monday	Classes resume
	9-13	Mon-Fri	Final semester examinations
	13	Friday	Christmas - mid-year recess begins after last exam

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

Second Semester, 2019-2020

January	6	Monday	Spring term begins in the School of Pharmacy and Health Professions for most classes and programs[1]
	15	Wednesday	Classes begin for all students enrolled in courses taught by undergraduate colleges
	21	Tuesday	Last day for registration and adding courses to schedule; Last day for dropping individual courses.
February	11	Tuesday	Last day to change from credit to audit. Last day to apply for Pass/No Pass status
	15	Friday	Last day for filing on-line degree applications for May degree
March	8	Sunday	Spring recess begins
	16	Monday	Classes resume
April	3	Friday	Last day to withdraw from courses with a "W"
	9	Thursday	Holy Thursday - classes suspended at 5 p.m.
	12	Sunday	Easter Sunday
	13	Monday	Easter Monday. Classes resume at 5 p.m.
May	4-8	Mon-Fri	Final semester examinations
	15	Friday	Baccalaureate Mass, St. John's Church
	15	Friday	SPAHP Graduate Recognition and Hooding Ceremony
	16	Saturday	University Commencement

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

Summer Session, 2020

May	18	Monday	Summer term begins in the School of Pharmacy and Health Professions for most classes and programs[1]
	25	Monday	Memorial Day - no classes
June	15	Monday	Last day to file Degree Application for August degree conferral
July	3	Friday	Independence Day (observed) - no classes
August	14	Friday	Summer Session ends
	15	Saturday	Degrees conferred for August graduates

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

School of Pharmacy and Health Professions

Vision Statement

Serving, leading, and advancing health for all.

Mission Statement

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

Goals and Objectives

Creighton University exists to educate its students with a view to their intellectual development, social consciousness, physical and emotional well-being, cultural awareness and appreciation, and spiritual enrichment. Creighton contributes to the public good through teaching and research, and offers numerous opportunities to serve and lead.

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

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

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

The School of Pharmacy and Health Professions gives its students a broad education in pre-clinical 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 graduates of the Doctor of Pharmacy, Doctor of Occupational Therapy, and Doctor of Physical Therapy programs at Creighton University represent the highest level of professional practice that the educational resources of the University are capable of providing. Graduates must also possess all technical, professional, moral and ethical capabilities prescribed for practitioners by each accrediting agency.

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

University Learning Outcomes

The University Assessment Committee has articulated six university-level outcomes (p. 5) that are common to all undergraduate, graduate, and professional student experience.

School of Pharmacy and Health Professions Assessment Goals

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

Administration

School of Pharmacy and Health Professions Officers of Administration

as of July 1, 2019

Evan T. Robinson, R.Ph., Ph.D.	Dean
Paul L. Price, Pharm.D.	Senior Associate Dean
Amy F. Wilson, Pharm.D.	Associate Dean for Academic Affairs
Brenda M. Coppard, Ph.D.	Associate Dean for Assessment
Victoria F. Roche, Ph.D.	Special Assistant to the Dean
Samuel C. Augustine, Pharm.D.	Special Assistant to the Dean
Keli Mu, Ph.D.	Chair, Department of Occupational Therapy; Associate Dean for International Relations
Michael S. Monaghan, Pharm.D.	Chair, Department of Pharmacy Practice
Alekha K. Dash, Ph.D.	Chair, Department of Pharmacy Sciences; Associate Dean for Research
Kirk Peck, Ph.D.	Chair, Department of Physical Therapy
James V. Lynskey, PT, Ph.D.	Chair-Phoenix, Department of Physical Therapy

Tracy L. Monahan, M.B.A.	Senior Administrator
Jeff Davis, CPA	Finance Manager
Brigid E. Bidrowski, B.S.	Director of Alumni and School Relations
Mackenzie L. Stick, M.P.A.	Director of Admission
Shawn M. Cook, M.P.A.	Assistant Dean of Student Affairs
Katie Wadas-Thalken, Ed.D.	Director of Academic Success
Diane Jorgensen, M.A., M.S.W.	Director of Chaplain Services
Karen O'Brien, Pharm.D.	Director, Pharmacy Skills Laboratories
TBD	Director, Faculty and Staff Development
Marion Russell, OTD	Director, Post Professional Doctor of Occupational Therapy Program
Alfred Bracciano, Ed.D.	Coordinator, Doctor of Occupational Therapy Alaska Pathway
Helene Lohman, OTD	Coordinator, Doctor of Occupational Therapy Greater Omaha Pathway
Lou Jensen, OTD	Coordinator, Doctor of Occupational Therapy Regis Pathway
Lisa Bagby, OTD	Director, Office of Occupational Therapy Clinical Education
Maryann Skrabal, Pharm.D.	Director, Office of Pharmacy Experiential Education
Lisa Black, DPT	Director, Physical Therapy Clinical Education and Residency Program
Somnath Singh, Ph.D.	Director, Master of Science in Pharmaceutical Sciences Program
Kim Begley, Pharm.D.	Director, Doctor of Pharmacy Distance Pathway
Zara Risoldi Cochrane, Pharm.D.	Director, Pharmacy Drug Information Center
Kevin Fuji, Pharm.D.	Director, Center for Health Services Research & Patient Safety
Daniel E. Hilleman, Pharm.D.	Director, Continuing Education
Julie Peterson, DPT	Director, Creighton Pediatric Therapy and Creighton Therapy and Wellness Clinics; Director, Physical Therapy residency programs
Craig Kessler, Pharm.D.	Director, Creighton University Campus Pharmacy
Molly Goessling, Pharm.D.	Director, Center for Medication Therapy Management
Jessica J. Skradski, Pharm.D.	Director, Community Pharmacy Residency Program, Assistant Director, CUMC Clinic Pharmacy
Joy Doll, OTD, OTR/L	Executive Director, Center for Interprofessional Practice, Education and Research (CIPER) - University Appointment
Naser Alsharif, Pharm.D.	Coordinator, International Program - Middle East
Angela Patterson, OTD	Director, Master of Occupational Therapy Program

Accreditation

In addition to full accreditation by The Higher Learning Commission (https://www.creighton.edu/accreditation) of the North Central Association of Colleges and Schools, programs in the School of Pharmacy and Health Professions have the following accreditation:

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

  4720 Montgomery Lane, Suite 200
  Bethesda, MD 20814-3449
  Accreditation Phone: 301.652.6611 Ext. 2042
  Accreditation Email: accred@aota.org
  ACOTE (https://www.aota.org/Education-Careers/Accreditation.aspx) Web Page: https://www.aota.org/Education-Careers/Accreditation.aspx

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

  135 South LaSalle Street, Suite 4100
  Chicago, IL 60603-4810
  Phone: 312.664.3575
  Fax: 866.228.2631
  www.acpe-accredit.org (https://www.acpe-accredit.org)

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

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

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

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
Phone: 800.621.7440
Fax: 312.263.0456
www.hlcommission.org (https://www.hlcommission.org)

Policy and Procedures for Handling Student Complaints Related to Accreditation Standards

The faculty, staff, and administration of the SPAHP are committed to maintaining educational programs that meet or exceed accreditation standards. The Occupational Therapy Program, Pharmacy Program, and Physical Therapy Program are committed to correcting those areas where standards are not being met and encourage student participation in assuring that accreditation standards are being adhered to. Students are

encouraged to voice and discuss concerns they have about a Program's adherence to its accreditation standards. In cases where a formal complaint is deemed necessary, established procedures will be followed.

Procedures:

1. Students with complaints alleging that a Program is not adhering to its accreditation standards must present their complaints in writing on an Accreditation Standards Complaint Form obtained in the Office of Academic and Student Affairs or online (https://spahp.creighton.edu/sites/spahp.creighton.edu/files/accreditation-complaints-3-1-18.pdf). A complaint must identify the specific accreditation standard that is not being adhered to, include evidence to support the complaint, and be signed by the student(s) making the complaint.
2. Written complaints must be submitted to the Assistant/Associate Dean in the Office of Academic and Student Affairs.
3. The Assistant/Associate Dean in the Office of Academic and Student Affairs will review each complaint and forward it to the respective Department Chair(s). The Department Chair(s) will investigate the complaint, make a determination on the validity of the complaint, determine the appropriate course of action, and provide a written report to the Dean, Senior Associate Dean, and Assistant/Associate Dean in the Office of Academic and Student Affairs.
4. The Department Chair(s) will provide a written response to the student(s) making the complaint.
5. Complaints that result in a corrective action will be shared by the Department Chair(s) with the respective program's faculty.
6. The Assistant/Associate Dean in the Office of Academic and Student Affairs and the Department Chair(s) will maintain a complete file of all complaints received and their disposition. Each accrediting body is to have access to this information as part of its routine accreditation review process.

Health Sciences Facilities

The **Doctor C. C. and Mabel L. Criss Health Sciences Complex** provides health science classrooms, multipurpose laboratory spaces, and seminar rooms and is the main facility for the research activities of the faculty of the School of Medicine. In addition, the Criss Health Sciences Complex accommodates the administrative support area for the School of Pharmacy and Health Professions as well as lounge and meeting space dedicated to the students. The administrative offices of the School of Medicine and School of Nursing are also located in the Criss Health Sciences Complex.

The **Hixson-Lied Science Building** is connected to Criss Health Sciences Complex and provides expansion space for functions of the health sciences programs. The Hixson Lied Science Building is comprised of heath science classrooms, undergraduate science departments, and administration and faculty offices of the School of Pharmacy and Health Professions.

The **CHI Health Creighton University Medical Center Bergan Mercy** was established in 2017 and is a place where patients are at the heart of our patient-focused care. The campus is designed to heal the body, mind, and spirit of every person in a more comfortable, less stressful hospital environment. A full range of medical services include heart and vascular care, emergency services, surgery, maternity, cancer care, and diagnostic imaging. The facility serves as the major affiliated teaching hospital for the Creighton University School of Medicine, School of Pharmacy and Health Professions, and College of Nursing.

The **CHI Health Creighton University Medical Center University Campus** is a new, 80,000 square foot community health center that serves the health care needs of the downtown and northeast Omaha communities. Planned and designed in collaboration with the neighborhoods the facility will serve, a full complement of health professionals are ready to care for patient needs. Care teams work together to provide the right kind of care, and the center serves as a model for Creighton University's interprofessional education (IPE) for health care program.

The **Dr. Harry H. & Maude Boyne Building** is a 150,000 square foot facility that houses the School of Pharmacy and Health Professions Occupational and Physical Therapy programs. The Boyne Building consists of student services, classrooms, Physical Therapy/Occupational Therapy administrative offices, clinics and research laboratories.

The **Creighton Bio-Information Center** (BIC) brings to the health sciences campus a focal point for modern and innovative learning and research. The services provided are available to all distance and campus students, affiliated faculty and staff, and are a resource for the Creighton medical community. The Health Sciences Library is housed in the Bio-Information Center and includes the School of Pharmacy and Health Professions' Center for Drug Information and Evidence-Based Practice and Center for Medication Therapy Management. These centers serve as training sites for students in the Doctor of Pharmacy program. In addition, the BIC contains dedicated classroom space for students in the Occupational Therapy, Physical Therapy and Pharmacy programs.

Student Services

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

School of Pharmacy and Health Professions Service Offices

Office of Academic and Student Affairs

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

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

The staff also coordinates new student orientations, graduation activities, annual employment fair, class schedules, leadership development,

academic advising. They also monitor student CPR compliance, work with student organizations to coordinate events, communicate newsworthy information to students via email, complete applications for licensure, register students and process registration changes, maintain the school calendar, monitor academic achievement, post scholarship and employment opportunities, advise students on proper school procedures and guidelines, maintain and enforce school policies and procedures, and update the school's website and the school's issue of the Creighton University Catalog.

MyIT Technology Support

MyIT provides technology support for all students, faculty, and staff. Offices are located in Criss III, Boyne, Reinert Alumni Library, and on-site at Bergan Mercy Hospital . Services include assistance with Creighton network connections, mobile devices, computer hardware, software, and academic technologies.

Other Services

Veterans' Service—is provided by the Office of Military and Veterans Affairs. Veterans and others eligible for educational benefits administered by the Veterans Administration are given assistance concerning proper and advantageous use of their benefits and to simplify and expedite transactions with the government.

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

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

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

Student Support Services Program

Services for students with disabilities are provided to qualified students to ensure equal access to educational opportunities, programs, and activities in the most integrated setting possible. For more information, contact the Assistant/Associate Dean of Academic Affairs at 402.280.2950 or the Office of Disability Accommodations (p. 8) at 402.280.2166.

Living Accomodations

The annual room and board rates in University residence halls effective August 2019 are:

Building Type	Room	Annual Rate
Deglman, Kiewit & Gallagher Halls (Freshmen)[1]	Double Occupancy	$6260
Swanson Hall (Freshmen and Sophomores)[1]	Suite Double Occupancy	$6600
McGloin Hall (Sophomores)[1]	Suite Double Occupancy	$6900
Kenefick Hall (Sophomores)[2]	Efficiency Double Occupancy	$6920
	One Bedroom Double Occupancy	$7120
Heider Hall (Sophomores)[2]	Efficiency Double Occupancy	$6920
	Small One Bed Double Occupancy	$6920
	Large One Bed Double Occupancy	$7120
	Double Suite Occupancy	$6900
	Two Bedroom Double Suite Occupancy	$7120
Davis Square / Opus Hall - Twelve Month (Juniors and Seniors)	2/3/4 Bedroom Apartment	$750/month
Davis Square / Opus Hall - Nine Month (Freshmen and Sophomores)	2/3/4 Bedroom Apartment	$7020

Board Plans Type	Annual Rate
Standard Meal Plans:	
Dining Hall All Access + $150 Dining Dollars + 5 guest passes per semester	$5014
15 Meals per week + $360 Dining Dollars + 5 guest passes per semester	$5014
12 Meals per week + $460 Dining Dollars + 5 guest passes per semester	$5014
9 Meals per week + $550 Dining Dollars + 5 guest passes per semester	$5014
Flex Plans:	
Flex 100-Any 100 meals + $485 Dining Dollars per semester	$2624

Flex 75- Any 75 meals + $420 Dining Dollars per semester	$2096
Flex 50-Any 50 meals + $350 Dining Dollars per semester	$1570

[1] Students living in Deglman, Gallagher, Kiewit, McGloin and Swanson must have a standard meal plan.

[2] Students living in Heider or Kenefick must have at least a Flex 100 meal plan.

On-Campus Living

The University operates nine residence halls. Deglman, Kiewit, and Gallagher Halls are traditional-style freshman residence halls with common bathroom facilities. Rooms are double occupancy. Space in Swanson Hall is available to freshman students as well. Swanson is a suite-style hall with four freshman or four sophomore students per suite. McGloin Hall is also a suite-style hall with four sophomore students per suite. Kenefick Hall is an apartment-style hall for sophomores with double-occupancy efficiency and one-bedroom apartments. Heider Hall is an apartment-style residence with double and quad-occupancy efficiency, one-bedroom, and two-bedroom apartments open to sophomore undergraduates. Davis Square and Opus Hall, apartment complexes for junior and senior-level students, house students in two, three, or four-bedroom apartments. A small number of sophomore may reside in Davis Square. Residents of Davis Square and Opus Hall sign a 12-month lease. All other students contract for the full academic year, beginning in August and continuing until the end of exams the following May.

The residence hall agreement is for room and board. All freshman and sophomore residents are required to have a meal plan. Residents living in Deglman, Gallagher, Kiewit, Swanson, and McGloin must purchase either the All Access, 15, 12, or 9 meal plan. Sophomore residents of Kenefick Hall, Heider Hall and Davis Square must purchase the All Access, 15, 12, 9 or Flex 100 meal plan option. Exemptions (for example, for religious or medical reasons) to meal plan requirements may be requested electronically to the Director for Housing & Auxiliary Services or their designee, via email at Living@creighton.edu. Generally, the University Dining Services is able to meet most dietary needs. Board plans are also available to off campus and commuting students.

Meals are served in the Brandeis and Harper dining halls located adjacent to the campus residence halls. More information about dining opportunities is available from Sodexo at https://creighton.sodexomyway.com.

Child Development Center

Creighton University Child Development Center was established in 1982 to meet the childcare needs of the parent who is a student, staff, or faculty member of the University. Children ages six weeks to five years are served in an atmosphere of care and learning. The Center assists Creighton's educational mission by providing an opportunity for students to work directly with the children, and for others to observe children as an element of their course work. The Center is committed to this three-fold mission: to serve young children, to serve their parents, and to serve the students of the Creighton community.

Children from the age of six weeks to five years receive tender, loving care at the Center, which is licensed by the State Department of Health and Human Services and operates from 6:30 a.m. to 6:00 p.m. Monday through Friday with the exception of university holidays. Call 402.280.2460 or access the Child Development Center webpage (http://www.creighton.edu/childdevelopmentcenter) for information.

Center for Health and Counseling

Health and Counseling (https://studentlife.creighton.edu/wellness/health-and-counseling) services include:

- **Student Health Education and Compliance** office provides health education and wellness resources to students, with the mission of enhancing well-being and academic success. This office also monitors immunization and health insurance compliance in accordance with University policy.
- **Student Counseling Services** provides understanding, acceptance, practical help and treatment for day-to-day challenges and personal growth and development.
- **CHI Health Clinic-Student Care Clinic** provides clinical health care to students. This modern facility is staffed with primary care providers and sub-specialists providing comprehensive care all under one roof.

These services are dedicated to promoting healthy life choices and serving the health and counseling needs of Creighton students.

Student Counseling Services

Student Counseling Services (https://studentlife.creighton.edu/wellness/health-and-counseling/student-counseling-services) provides counseling support to all full-time Creighton students. Counseling services are intended to assist all students in their growth, their adjustment to academic and life challenges, and their development of healthy strategies for living. Our services encourage positive health and wellness practices. The staff is sensitive to the cultural and life-style uniqueness of all students. We work in concert with Student Health Services to provide a holistic, collaborative care setting for students. Student Counseling Services maintains all mental health records for Creighton University students in its Electronic Health Record.

Offers a variety of services to assist with the choices in college life:

- Individual counseling
- Group Therapy
- Consultations
- Psychiatry
- Assessments and Evaluations

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

Student Health Services

Student Health Services includes:

1. The CHI Health Clinic-Student Care Clinic
2. The Student Health Education and Compliance Office

CHI Health Student Care Clinic

Services are available to all currently enrolled Creighton University students at the clinic, located at **24th and Cuming Streets**, for their medical needs.

Board-certified physicians, nurse practitioners and physician assistants will provide the following services from the CHI Health Clinic-Student Care Clinic:

- Onsite X-rays and CT scans
- Specialty care on-site: endocrinology, cardiology, neurology, women's health
- Additional services: Registered dietitians, diabetes educators, population health coaches, physical and occupational therapists, and pharmacists

It is essential that a current health insurance card, photo ID and a form of payment to each health visit. CHI Health sets its fee schedule for services. Your health insurance plan will determine whether payment is to be collected at the time of visit. If a health insurance plan requires a co-pay, payment must be made before checking in for an appointment.

How to Obtain Student Health Services

Students can schedule an appointment by calling 402.280.2735. Clinic hours are 8:00am to 8:00pm Monday through Thursday and 8:00am to 5:00pm on Fridays. Walk-in and same-day appointments are also available. The clinic will also be open the first and third Saturdays of each month.

Emergency Services

24/7 full-service community emergency department located at the CHI Health clinic at 24th and Cuming Streets. Severe conditions/injuries are transferred to the Level 1 Trauma Center at CHI health Creighton University Medical Center-Bergan Mercy.

Student Health Education and Compliance

The Student Health Education and Compliance Office (https://studentlife.creighton.edu/wellness/health-and-counseling/student-health-education-and-compliance) provides health education and wellness resources to students, with the mission of enhancing well-being and academic success. You may contact the office at 402.280.2735, located in Markoe Hall.

Services include:

- Management of student, faculty and staff immunization requirements.
- Administration of University-sponsored student health insurance plans and monitoring of insurance requirements.
- On-campus health education and programming, Campus Health Aide supervision, Shoo the Flu vaccinations, WellFest health fair, and more.
- Care coordination with CHI Health and campus partners for students navigating the complex healthcare system.

University Health Insurance Requirements

University Health Insurance Requirement:

Comprehensive Health Insurance is required for **ALL Full-time students**[1] and must include the following:

- National Coverage for inpatient and outpatient **medical** care. (Emergency only coverage does not satisfy this requirement).
- National Coverage for inpatient and outpatient **mental** health care. (Emergency only coverage does not satisfy this requirement).
- Coverage is currently active and maintained for the entire school year, including summers.
- Offers an unlimited lifetime maximum.

[1] Full-time status = Undergraduate: 12 credits/semester; Graduate: 8 credits/semester

Creighton University Student Health Insurance Plan

- New and returning students are auto-enrolled in the University-sponsored Student Health Insurance Plan (https://www.uhcsr.com/creighton).
- If a student already has a comprehensive insurance plan, he/she must waive the coverage through the NEST (https://thenest.creighton.edu/PROD/twbkwbis.P_GenMenu?name=homepage). International students (on an F-1 or J-1 visa) are not eligible to waive the health insurance coverage.
- The on-line waiver process begins each July 1st and continues through the deadline of September 7th. This information is required on an annual basis.
- The premium for the University-sponsored Student Health Insurance Plan will remain on the student's account unless the waiver process is completed before the deadline.
- When the Health Education and Compliance Office becomes aware of a lapse in the student's insurance coverage, the student will be automatically enrolled in the University-sponsored Student Health Insurance Plan (https://www.uhcsr.com/creighton) and the tuition statement will reflect a charge for the entire premium.

For additional information please contact the Student Health Education and Compliance Office:

Phone: 402.280.2735
Fax: 402.280.1859
Health Insurance Requirements (https://studentlife.creighton.edu/wellness/health-and-counseling/student-health-education-and-compliance/insurance-requirements)

University Immunization Requirements

All Creighton University students are required to comply with the University's immunization requirements. Students receive approval for course registration upon the completion and verification of their immunization records as coordinated by the Student Health Education and Compliance Office. Failure to meet these requirements will result in denial of class registration privileges. The requirements follow CDC guidelines and are reviewed annually. Immunization requirements

apply to all students. International students, health science students and residential students (living in campus housing) have specific requirements. The Student Health Education and Compliance Office is the official record keeper for Creighton University regarding student immunizations and University immunization requirements. Please consult the Student Immunization Requirements website (https://studentlife.creighton.edu/wellness/health-and-counseling/student-health-education-and-compliance/immunization-requirements) for additional details.

Residential Students:Students must have immunization requirements completed and immunization records verified by Student Health Education and Compliance prior to registering for classes and prior to receiving a housing assignment. Students who are in process of completing immunization requirements (i.e., have started a series for the first time) may be granted class registration and/or housing assignment privileges at the discretion of Student Health Services.

Immunization Exemptions: Exemptions to the University immunization requirements are considered for students who have a documented medical contraindication to receiving immunizations. Religious exemptions are not accepted. Students may request an exemption form from Student Health Services. Completed exemption forms are reviewed by the Student Health Services Medical Director. Students are provided written notification of the acceptance or denial of the immunizations exemption request.

ALL STUDENTS attending classes on campus:

Measles, Mumps, & Rubella (MMR)

- 2 doses MMR vaccine given after the 1st birthday and at least 30 days apart are required of all students born in 1957 or later OR
- Positive titers showing immunity for Measles, Mumps and Rubella.
- History of disease does NOT meet the requirement

RESIDENTIAL STUDENTS (living on campus):

- **Measles, Mumps, & Rubella (MMR)** (*See Above under ALL STUDENTS*)
- **Meningitis Vaccine** - 1 dose Meningitis vaccine given after 16 years of age. Applies to ages 21 and under
- **Tdap Vaccine -** 1 dose Tdap vaccine (Tetanus, Diphtheria, Pertussis)
- **Varicella (Chicken Pox)** Two (2) doses of Varicella vaccine OR Verification of chickenpox disease

INTERNATIONAL STUDENTS:

Must meet requirements for ALL STUDENTS (see above).
If living on campus, must also meet requirements for ALL STUDENTS LIVING ON CAMPUS.

Tuberculosis Screening
QuantiFERON or T-SPOT (IGRA testing) within the previous 12 months; Chest x-ray completed within the previous 12 months for students with a history of a positive PPD skin test or IGRA blood test (QuantiFERON Gold or T-Spot) who have not completed tuberculosis treatment

ALL Health Science Students (Dentistry, EMS, Medicine, Nursing, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant):

Measles, Mumps, & Rubella (MMR)
2 doses MMR vaccine given after the 1st birthday and at least 30 days apart **OR**
Positive blood tests showing immunity for Measles, Mumps and Rubella; History of illness does NOT meet the requirement

Tetanus-Diphtheria-Pertussis (Tdap) Vaccine
One (1) does of adult Tdap; If last Tdap is more than 10 years old, provide date of last Td and Tdap

Hepatitis B
3 dose series AND a positive blood test showing immunity (Hepatitis B surface antibody test). A positive blood test alone meets the requirement. If lab titer is negative, additional doses of vaccine and repeat titer will be necessary.

Varicella (Chicken Pox)
Two (2) doses Varicella vaccine **OR** positive blood test showing immunity; History of illness does NOT meet requirement for Health Science Students

Tuberculosis Screening

- Initial two (2)-step screening - 2 separate PPD skin tests given and read at least 1 week apart OR 2 tests in a 12 month period.
- Annual PPD screening after two-step requirement is met
- QuantiFERON or T-SPOT is also acceptable
- Students with a positive skin test and subsequent positive IGRA testing: Chest x-ray done in the past 12 months
- Annual Provider Review

Annual Influenza Vaccine
Due before December 1st each year.

Meningitis Vaccine (IF LIVING ON CAMPUS)
1 dose Meningitis vaccine given after 16 years of age. Applies to ages 21 and under.

Additional vaccine information can be found at www.cdc.gov/vaccines/hcp/vis (https://www.cdc.gov/vaccines/hcp/vis)

Professional Liability Insurance

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

Opportunities for Involvement and Recognition

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

Student Organizations

Academy of Managed Care Pharmacy: The Academy of Managed Care Pharmacy (AMCP) student chapter partners with the national

organization to help student members be exposed to managed care and develop medication management principles to provide the best possible health care to all. Members of AMCP will gain information and education about managed care, professional networking, professional development, advocacy, and the opportunity to compete in the unique P&T competition. In addition, members will gain access to information about IPPE's, APPE's, and residencies in managed care, listen to prominent guest lecturers in the field of managed care, and participate in many networking opportunities.

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

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

American Society of Consulting Pharmacists: The American Society of Consultant Pharmacists (ASCP) was established at Creighton University to promote awareness of consultant pharmacy practice in health care institutions. ASCP empowers pharmacists to promote health aging through the appropriate use of medications. The mission of ASCP is to provide opportunities for the leadership and personal/professional growth for students with a passion for consulting pharmacy and serving our geriatric population. ASCP strives to provide members with education and information through guest speakers, presentation of the latest groundbreaking research, community service, and extensive networking.

Creative Occupations: Creative Occupations was recognized as an official student organization for occupational therapy students in 2014. The purpose of the organization is to embrace occupational therapy's founding interventions. Through creative mediums, students promote occupations that connect to didactic coursework. The organization encourages community outreach and enhances education through service experiences and creative program activities for individuals across a lifespan.

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

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

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

Interprofessional Geriatric Organization (IGO): The Interprofessional Geriatric Organization (IGO) was created in 2008 to promote awareness and understanding of geriatric population within the university community. It encourages students from various disciplines to work together for the betterment of the aging community. Student education is enhanced through service, the presentation of new research reported in the literature, and community programs for older adults.

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

The *Kappa Psi Pharmaceutical Fraternity* was founded at the Russell Military Academy in New Haven, Connecticut in 1879. Creighton's Beta Nu Chapter was revitalized in 1978 after having been inactive since World War II and continues to be very active locally, regionally and nationally. Membership is open to all Pharmacy students, both male and female. This group sponsors many professional and social activities throughout the year.

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

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.

Neurological Rehabilitation Organization: The Neurological Rehabilitation Organization is an interprofessional organization created in 2015. The purpose of this organization is to promote awareness and foster a basic understanding of neurological conditions that affect movement and function, advocate for individuals in the community with neurological conditions, provide service to this population within the greater Omaha area, and to enhance education beyond the classroom learning environment.

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

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

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

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

Student College of Clinical Pharmacy: Student College of Clinical Pharmacy (SCCP) is a student chapter of the American College of Clinical Pharmacy (ACCP). As such, members are able to participate in and enjoy the benefits of membership in the national ACCP organization, including curriculum vitae review, PRN memberships, and annual meetings. The SCCP chapter exposes students to clinical practice through service learning, annual clinical competitions, and career development opportunities. SCCP strives to prepare student for a career in clinical pharmacy by providing member with resources and support.

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

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

National Societies

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

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

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

Faculty Awards

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

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

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

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

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

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

Occupational Therapy Faculty Awards are presented by each Doctor of Occupational Therapy class to faculty members who have been of great service to the students, and exemplary role models and teachers.

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

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

Military and Veterans Affairs

As an approved institution for federal education benefits from the U.S. Department of Veterans Affairs (VA), Creighton University welcomes active duty service members, veterans and their dependents. Creighton's Office of Military and Veterans Affairs provides services and support to our Veterans, Service members, Dependents and Spouses (VSDS) while promoting a culture of success, well-being and trust. In addition to student support and advocacy, we serve the University community by providing expertise in military affairs relative to ongoing and future educational, research and outreach efforts. The office serves as the primary conduit to military institutional and community partners, as well as maintaining memberships in military professional organizations and associations. We also offer resources and support to faculty and staff to equip them with beneficial knowledge and valuable tools to better serve our VSDS students.

The Office of Military and Veterans Affairs assists students with the use of their veterans educational benefits by acting as their liaison with the VA and certifying their enrollment each term and/or semester to ensure proper receipt of their applicable benefits. Currently we have students in all nine of our schools and colleges using the following benefit chapters:

- Chapter 30 – Montgomery GI Bill® – Active Duty (MGIB-AD)
- Chapter 31 – Vocational Rehabilitation & Employment Program (VR&E)
- Chapter 32 – Veterans Educational Assistance Program (VEAP)
- Chapter 33 – Post-9/11 GI Bill® (including the Yellow Ribbon Program)
- Chapter 35 – Survivors & Dependents (DEA)
- Chapter 1606 – Montgomery GI Bill® – Selected Reserve (MGIB-SR)

Creighton University is very proud of our commitment to our VSDS including our participation in the Yellow Ribbon Program. Chapter 33 students with 100% entitlement are eligible to participate in the Yellow Ribbon program with the exception of students currently on active duty or spouses of active duty service members. Per VA guidelines, they are not eligible for the program. The Yellow Ribbon program is a financial supplement to Chapter 33 that helps students using the benefit bridge the financial gap between the Chapter 33 benefit and the actual cost of tuition and fees. For the 2019-2020 academic year, our Yellow Ribbon program provides eligible students with the following:

- Undergraduate students up to $20,000 additional tuition dollars per academic year ($10,000 from Creighton with a $10,000 match from the VA)
- Graduate School up to $10,000 per academic year ($5,000 from Creighton with a $5,000 match from the VA)
- School of Law up to $10,000 per academic year ($5,000 from Creighton with a $5,000 match from the VA). Maximum of twelve awards each academic year.
- School of Pharmacy and Health Professions up to $10,000 per academic year ($5,000 from Creighton with a $5,000 match from the VA). Maximum of twelve awards each academic year.

The exact amount of Yellow Ribbon dollars received is based on the student's tuition and fees balance after Chapter 33 benefits and institutional aid are applied. Yellow Ribbon awards may reduce, or be reduced by, other institutional aid awarded. The university reviews its Yellow Ribbon commitment annually.

The Office of Military and Veterans Affairs is located in the Hixson-Lied Science Building, Room G-06. Our contact information is (402) 280-4063 or veterans@creighton.edu.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

Admission

It is the admission policy of Creighton University to accept qualified students within the limits of its resources and facilities. See also the University's Nondiscrimination Policy (p. 8).

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

Admission to Pharmacy Programs

Distance and Campus Pathway Admissions

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

The final deadline for pharmacy applications is in the spring prior to the desired term of entry; however, applicants are strongly encouraged to apply in the fall prior to the desired term of entry. The preferred deadline for admission, including Creighton undergraduate students, is October 1. Applicants are encouraged to apply early. Please see our website for the most current deadlines (https://spahp.creighton.edu/future-students/doctor-pharmacy/admissions-information). Qualified applicants are invited to interview on a first-come, first-served basis. Once interview seats and entering class seats are filled, the admission committee will no longer consider remaining applicants. To apply for admission, students must apply online through PharmCAS, a pharmacy college application

service, at www.PharmCAS.org (http://www.pharmcas.org) and submit the following:

- An official transcript from each U.S. and Canadian institution the applicant has attended and/or is currently attending. Official transcripts must be sent directly from the issuing institution(s) to PharmCAS.
- Personal statement.
- Two letters of recommendation. We prefer that your letters of recommendation come from college professors and employers who can attest to your ability to enter a competitive professional program. Do not submit letters from family members or friends. Letters of recommendation must be submitted through PHARMCAS.
- The Admission Committee will not review candidates who have not earned a "C" or better in at least one semester of organic chemistry by the end of the fall semester prior to the desired term of enrollment.
- Interviews are required in the admission process. Qualified applicants will be notified if they are selected for an interview. Interviewees will be scheduled from November through May.

Early Assurance for Pharmacy

The Doctor of Pharmacy Program offers an Early Assurance program designed for high school students interested in early admission to the Creighton University Doctor of Pharmacy Program. Students admitted to a Creighton University undergraduate college are given assurance of acceptance to the Doctor of Pharmacy program if they meet certain criteria for admission and progression. If these criteria are met, no additional PharmCAS application is required prior to entry to the Doctor of Pharmacy Program and students will experience a different type of interview than the rest of the applicant pool.

Pre-Professional Component Admissions

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

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

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

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

To request information, contact:

Admission Office
School of Pharmacy and Health Professions
Creighton University
2500 California Plaza
Omaha, NE 68178
Telephone: 402.280.2662
Fax: 402.280.5739
e-mail: phaadmis@creighton.edu
Internet: spahp.creighton.edu

Admission to Occupational Therapy Program

Entry-Level Program

Students begin the entry-level program in the fall semester. The preferred deadline for applications is October 1. The final deadline for applications is March 1. The deadline for Creighton undergraduate students is October 1. Interviews are required in the admission process. Qualified applicants will be notified if they are selected for an interview. Please see our website for the most current deadlines (https://spahp.creighton.edu/future-students/doctor-occupational-therapy/admissions-information).

To apply, submit an online application through OTCAS (including the Creighton-specific OTCAS questions), an Occupational Therapy Centralized application service, and submit the following:

- 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).
- Three letters of recommendation (submitted via OTCAS). We prefer that one letter come from a college professor who can attest to your ability to enter a competitive professional program. If you have been out of school for some time, letters from a work setting can be helpful. Do not submit letters from family members or friends.

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

Applicants can find application information at spahp.creighton.edu/future-students.

Creighton Preference

The Occupational Therapy Admission Committee gives preferential admission consideration to Creighton undergraduate students who meet certain criteria, and who actively participate in the Creighton EDGE program. For more information on the Creighton Preference or the Creighton EDGE, please contact the School of Pharmacy and Health Professions Office of Admission.

Pre-Professional Component

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

The courses listed below should be taken by pre-occupational therapy students. These courses are reflective of a liberal education essential for occupational therapy professional practice. The pre-occupational therapy course sequence introduces students to the various traditional liberal arts and empirical sciences which are later extended in the OTD program. Together, the prerequisites and the OTD curriculum contribute to a broad understanding of human culture and prepare students to respond to the needs of society through professional practice.

The School of Pharmacy and Health Professions will make the final determination regarding courses satisfying requirements.

All curricula in the SPAHP undergo constant review and refinement. Questions regarding prerequisites may be directed to the School of Pharmacy and Health Professions Admission Office, 402.280.2662, phaadmis@creighton.edu.

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

Post-Professional Program

Students accepted to the post-professional OTD pathway must have completed a bachelor's or entry-level master's degree in occupational therapy at an Accreditation Council for Occupational Therapy Education (ACOTE) accredited institution in the United States. International applicants to the Post-Professional Doctor of Occupational Therapy program must possess an entry-level degree in occupational therapy from an educational institution recognized by the World Federation of Occupational Therapy (WFOT).

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

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

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

Admission to Physical Therapy Program

Process

The preferred deadline for applications is October 1. The final deadline for applications is January 15. The deadline for Creighton undergraduate students is October 1. Personal interviews are required in the admission

process. Qualified applicants will be notified if they are selected for an interview. Applicants are encouraged to apply early. Qualified applicants are invited to interview on a first-come, first-served basis. Once interview seats and entering class seats are filled, the Admission Committee will no longer consider remaining applicants. Please see our website for the most current deadlines (https://spahp.creighton.edu/future-students/doctor-physical-therapy/admissions-information).

To apply for admission, students must submit the following:

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

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

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

Creighton Preference

The Physical Therapy Admission Committee gives preferential admission consideration to Creighton undergraduate students who meet certain criteria, and who actively participate in the Creighton EDGE program. For more information on the Creighton Preference or the Creighton EDGE, please contact the School of Pharmacy and Health Professions Office of Admission (information below).

Pre-Professional Component

- A minimum of 90 semester hours or 136 quarter hours are required before entering the program. Pre-physical therapy courses may be completed at any regionally accredited university or college.
- All prerequisite coursework must be completed with a grade of "C" or better.
- Students applying to the program who do not hold a bachelor's degree must identify their major emphasis of study and satisfactorily complete three upper-level courses (nine semester credit hours) towards that major prior to matriculation. Strong academic performance is considered paramount; the degree of emphasis is secondary.
- Graduate Record Examination (GRE) scores from the general test must be submitted.

Prerequisite courses:

Prerequisite Courses	Semester Hours	Quarter Hours
General Biology I and II with labs (Coursework in botany, ecology, entomology, or combined anatomy/physiology will not fulfill the biology requirement.)	8	12
General Chemistry I and II with labs[1]	8	12
General Physics I and II with labs[1]	8	12
Physiology (Human or Mammalian) (If the student is enrolled in a combined human anatomy/physiology course, six semester hours will be required.)	3	4.5
English (including composition)	6	9
Statistics	3	4.5
Electives (Creighton undergraduates must complete 6 hours of Theology among the elective hours)	54	82
Total	**90**	**136**

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

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

To request information, contact:

Admission Office
School of Pharmacy and Health Professions
Creighton University
2500 California Plaza
Omaha, NE 68178
Telephone: 402.280.2662
Fax: 402.280.5739
e-mail: phaadmis@creighton.edu
Internet: spahp.creighton.edu

Communication Skill Requirement

Ability to speak and write grammatically correct English is imperative. This is essential to ensure academic progress and to enable the student to communicate clearly with patients and other health care professionals. Remediation is mandatory if communication deficiencies are identified and later confirmed by an assessment conducted by Creighton University Intensive English Language Institute (IELI) faculty. Individual student remediation programs will be developed by the Assistant/Associate Dean for Academic Affairs as recommended by the IELI.

Any student who completes a mandatory English language remediation program will undergo a follow-up assessment through the Intensive English Language Institute to determine if deficiencies still exist. Those students identified by this process as deficient in oral and/or written English communication skills must continue remediation through Intensive English Language Institute, or agencies to which they are referred by Intensive English Language Institute. In addition, non-native English speaking students identified by Intensive English Language Institute as deficient in oral communication skills must score a minimum of 80 on the Test of English as a Foreign Language (TOEFL®IBT) or they will not be allowed to register for clinical rotations.

Student Policy Applying to Non-Discrimination on the Basis of Disability

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

Federal law prohibits Creighton University from making inquiries regarding disability or handicap prior to admission. Information regarding disability, voluntarily given or inadvertently received, will not affect any admission decision. However, if a student requires special services because of a disability, upon acceptance he or she is given the opportunity to declare the disability and request accommodations. The accepted student may also directly contact the Assistant/Associate Dean in the Office of Academic and Student Affairs or the Creighton University Office of Disability Accommodations (ODA). This voluntary self-identification allows Creighton University to prepare for the effective delivery of all programs, activities, and services to students with disabilities. If provided, this information will be kept in strict confidence. Creighton University will not provide accommodations without verification of disability by the Office of Disability Accommodations.

Enrollment Reservation Deposit

A $400 enrollment reservation deposit is required for each prospective student within thirty days following the date of the letter initially informing the student of acceptance for admission by the Admission Committee. The deposit will be credited toward the first semester's tuition. The deposit is forfeited if the accepted student fails to register. The tuition deposit is non-refundable.

Criminal Background Check

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

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

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

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

Admission of Transfer Students

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

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

Admission of International Students

Creighton University is authorized under Federal law to enroll non-immigrant alien students.

Previous Study

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

Admission Credentials

The School of Pharmacy and Health Professions welcomes applications from international students. In order to receive full consideration all international applicants must begin the application process at least nine months prior to the desired term of entry. Certified transcripts bearing seals and original signatures must be sent directly to the School of Pharmacy and Health Professions. Photocopies are not acceptable.

Students whose first language is not English, have less than 2 years of full-time coursework in the U.S. and are non-U.S. citizens, must present a TOEFL score or IELTS score. A minimum TOEFL score of 80 on the IBT or a minimum IELTS band score of 6.5 is required. Applicants should enter the Creighton University School of Pharmacy and Health Professions TOEFL / IELTS Code number 6126 on their answer sheets when they sit for the examination and/or when completing a TOEFL / IELTS Score Report Request Form. To arrange to take the TOEFL, please visit the following website Education USA (https://educationusa.state.gov/find-advising-center).To arrange to take the IELTS, please visit the following website www.ielts.org (https://www.ielts.org). For questions about Visa status please contact the Global Engagement Office at 402.280.2221 or www.creighton.edu/geo.

Post-Professional Doctor of Occupational Therapy

International applicants to the Post-Professional Doctor of Occupational Therapy program must possess an entry-level degree in occupational therapy from an educational institution recognized by the World Federation of Occupational Therapy (WFOT). Students must also submit a notarized photocopy of current NBCOT certification or NBCOT Confirmation of Examination Application Eligibility Notice. International students requiring more information should contact the School's Office of Admission at 402.280.2662 or spahp.creighton.edu.

Degree Candidate Status

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

Financial Aid

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

Certificate of Eligibility (I-20)

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

Illness or accidents requiring medical services and hospitalization can cost many thousands of dollars. Creighton University requires all registered students who are not permanent U.S. residents or U.S. citizens to carry the health and accident insurance plan offered on a group basis to Creighton students. (See Tuition and Fees (p. 31)) for a single student. The insurance covers expenses arising from both accident and sickness, whether sustained at the University or elsewhere, during the entire policy term. The policy has few limitations, but these should be noted carefully. Creighton has set this requirement in line with the majority of other universities in the United States to relieve parents or students of the financial strain that normally accompanies unanticipated medical expenses.

If a student is sponsored by any agency that provides its students with health and accident insurance, Creighton insurance may not be required. Evidence of this coverage must be submitted to Student Health Service in order to qualify for a Creighton insurance waiver (See University Health Insurance Requirements (p. 22)).

Tuition and Fees - School of Pharmacy and Health Professions

Entry-Level Students

Students are responsible for full-time tuition for all semesters in which they are enrolled and completing required didactic or clinical course work. Tuition for entry-level students is assessed for each semester of required study (including summers) on a flat-rate basis. If a student is permitted to take fewer than the number of semester credit hours prescribed by the curriculum for a given term, he/she will be required to pay the full semester's tuition. No student will be allowed to pay tuition on a per-credit-hour basis without the written permission of the Assistant/Associate Dean in the Office of Academic and Student Affairs.[1] Only in unusual circumstances will part-time status be approved by the Assistant/Associate Dean in the Office of Academic and Student Affairs.

Tuition and fees and board and room charges are payable in advance for an entire semester or summer session [1] (see Financial Arrangements). All rates are subject to change without notice.

2019-2020 Academic Year (Fees per semester)

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

Enrollment reservation deposit, non-refundable, payable when admitted to Pharmacy and Health Professions (credited to tuition)	$400
Tuition per semester[2] (Entry-level pathway students)	
Occupational Therapy	$17,873
Occupational Therapy Regis Pathway	$17,873
Pharmacy (Year 1-3)	$18,804
Pharmacy (Year 4)	$18,804
Physical Therapy	$17,873
Student health insurance premium[3] for six months	$1,486
First-year Pharmacy Program Fee (Fall semester only)	$255
First year Occupational Therapy Program fee (Fall only)	$340
First year Physical Therapy Program fee (Fall only)	$340
University Fee Full-time Campus students	$620
Technology Fee Full-time Campus students	$265
Distance Technology and University Fee	$885
Part-time students: Entry-level students in the School of Pharmacy and Health Professions may register as part-time students only with the written permission of the Assistant/Associate Dean for Academic Affairs.*	
Such students are subject to registration, laboratory, and any other applicable fee.	

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

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

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

Part-Time Students

Entry-level students in the School of Pharmacy and Health Professions may register as part-time students only with the written permission of the Assistant/Associate Dean in the Office of Academic and Student Affairs. Such students are subject to registration, laboratory, and any other applicable fee.

Post-Professional Students

Application for admission fee	$50
Enrollment reservation deposit, non-refundable, payable when admitted to Pharmacy and Health Professions (credited to tuition)	$400
Tuition per credit hour	$599
POTD 500 course fee	$937
Processing Fee, per course	$25

Extra Costs

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

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

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

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

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

Financial Arrangements

Tuition, fees, board, and room charges are payable at the time of registration for a semester. However, arrangements may be made to pay monthly installments by using the University's Payment Plan. Participation in this plan will be limited to the unpaid balance after all financial aid credits have been applied. Information on enrolling in the Payment Plan will be sent via e-mail early in May to incoming students who have paid a deposit. Current students are sent an e-mail reminder in June. For further information on payment plans click here (http://www.creighton.edu/businessoffice/statementpaymentinformation/metpaymentplan).

Failure to pay any balance on your student account when due may result in the cancellation or administrative withdrawal of a student's registration for the current academic term.

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

Students are encouraged to pay tuition and other expenses online via the NEST. The University will cash checks for students with a $200 limit per day in the Business Office. Checks returned for insufficient funds will be

assessed a $25 fee. The University reserves the right to revoke or to deny this privilege to any individual at any time.

Withdrawals and Refunds

The university refund policy has been created to support our mission and allow students the maximum amount of time to reflect and discern their course schedule and educational goals. A student is considered in attendance and is responsible for any tuition balances due until s/he has formally notified Creighton University in writing of their withdrawal. Tuition refunds are made to the student based on the date s/he made their formal withdrawal. Students who formally withdraw from the University before the official start date (https://www.creighton.edu/businessoffice/#c192527) of the semester or term will not be liable for the tuition or fees associated with each course. Tuition refunds will be given to students withdrawing after the official start date of the semester or term in accordance with the schedule shown below.

Refund Policy

Semester/ Term	Tuition & Fees 100% Refund	Tuition 80% Refund	Tuition 60% Refund	Tuition 40% Refund	Tuition 20% Refund
Full Semester	7th calendar day of semester	14th calendar day of semester	21st calendar day of semester	28th calendar day of semester	35th calendar day of semester
11- or 12-week	5th calendar day of term	NA	10th calendar day of term	NA	15th calendar day of term
7- or 8-week	4th calendar day of term	NA	7th calendar day of term	NA	10th calendar day of term
4-, 5-, or 6-week	3rd calendar day of term	NA	5th calendar day of term	NA	7th calendar day of term
3-week	2nd calendar day of term	NA	4th calendar day of term	NA	NA
2-week	1st calendar day of term	NA	NA	NA	NA

Creighton University is required to complete the return of federal aid calculation for all students receiving financial aid. This is a proportional calculation based upon time enrolled during a semester, type of aid received, and direct costs. Students impacted by this policy will receive a worksheet outlining the steps and resulting calculation.

For the Doctorate in Business Administration program withdrawal/refund policy, please visit the DBA website (https://business.creighton.edu/program/doctorate-business-administration-dba).

For the Doctor of Medicine program withdrawal/refund policy, please visit the School of Medicine Catalog (http://catalog.creighton.edu/medicine/tuition-fees/withdrawals-refunds).

Refunds of room and board due to withdrawal from the University will be prorated.

Nonrecurring fees, the application fee, the University fee, the technology fee, special service fee and penalty fees will be charged in full, after the 100% refund period. The nonrecurring, penalty, and special service fees include; deferred payments, late payments, special examination/evaluations, challenge examinations, recording, tuition remission administrative fees, orientation fee and lockers.

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

A 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 that requires a student to notify the Dean 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 writing of their withdrawal.

Late Payment Policy

A late payment fee will be added to charges assessed at registration that remain unpaid after the period for registration. This fee is $175 for the first month and an additional fee is charged for each subsequent month that the account remains unpaid. Accounts with unpaid balances less than $500 will be subject to a $75 monthly late payment fee. Accounts with unpaid balances greater than $500 are subject to a $90 monthly late payment fee. Students with questions regarding their financial responsibilities are invited to contact the Business Office at 402.280.2707 to request an appointment for individual counseling.

Student Financial Aid

Financial aid available for Pharmacy and Health Professions students is described below. Students wishing financial aid should review this material and familiarize themselves with the various programs. Federal financial aid is not available to students who are not citizens or permanent residents of the United States or its possessions. Financial aid benefits previously granted to undergraduates do not necessarily extend into the School of Pharmacy and Health Professions or other professional schools. Additional information is available on the Financial Aid (https://www.creighton.edu/financialaid) webpage. Questions regarding financial aid for Pharmacy and Health Professions students should be directed to:

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

Application Procedures

- Apply for admission to Creighton's School of Pharmacy and Health Professions. No financial aid commitment can be made until a student is accepted for admission.
- Complete the Free Application for Federal Student Aid (FAFSA) at studentaid.ed.gov/sa/fafsa (https://studentaid.ed.gov/sa/fafsa) starting October 1 preceding the fall semester a student plans to

enroll. Creighton's school code is 002542. Copies of tax returns may be required, and should be forwarded directly to the Financial Aid Office if requested.

- Incoming students will receive an award email notification listing the types and amounts of financial aid they qualify to receive. Instructions to accept the aid offer on-line and complete the required promissory note(s) will be included with the award notification. Returning students will receive an email notification when their aid package is available.

It is recommended that students complete the FAFSA by April 1st preceding the fall semester in which one plans to enroll. However, no student will be considered for or granted financial aid until that student is accepted by the University for admission and/or is in good standing with the University.

Disbursement and Use of Awards

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

Satisfactory Academic Progress

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

Standards of satisfactory academic progress are established for two reasons:

1. To encourage students to meet and maintain the University's minimum academic standard or GPA and
2. to insure that students' progress toward a degree by completing a minimum number of credit hours each academic year.

Qualitative Measurement

A student enrolled in a program of study offered by the School of Pharmacy and Health Professions must maintain a cumulative 2.00 GPA which is evaluated at the end of each semester.

Quantitative Measurement

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

Students enrolled in the Doctor of Occupational Therapy program receive financial aid up to 124.5 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 144.5 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 135.5 credits or until the Doctor of Physical Therapy degree is received, whichever comes first.

Financial Aid Termination/Reinstatement of Aid

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

Appeal

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

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

Academic Program/Degree Change

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

Incompletes

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

Transfer Students

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

Repeating Courses

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

Employment

Student Employment Services

Jobs4Jays, powered by Handshake, is the online career management system for Creighton University students, alumni and employers.

Departments and offices on campus hire students each year in such areas as academic and administrative offices, campus recreation, campus libraries, the annual Phon-a-thon, Admissions, the Skutt and Harper Centers and SODEXHO dining services. Current on campus listings as well as all off-campus jobs, internships and full-time jobs can be viewed at Jobs4Jays (https://www.creighton.edu/careercenter/jobs4jays).

At the time of hire, all U.S. students employed on campus must complete the Federal I-9 Employment Eligibility Form. Be prepared to show a valid ID and a document that proves your eligibility to work in the United

States. The most commonly acceptable documentation is an original Social Security card or Birth Certificate or U.S. Passport. International students must show U.S Visa with I-94 and I-20.

Employment and Internships

The Career Center maintains contacts for internships, part-time and full-time jobs in the Omaha metropolitan area, as well as opportunities nationwide. Students may use this office to secure jobs through the use of Jobs4Jays. A complete job search and resume service is available to all students upon request. Alumni are entitled to the same services as currently enrolled students. The Career Center is located in the Harper Center, Suite 2015.

Career Fair

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

Loan Programs

Long-Term Loans

A loan is a type of financial aid that is repaid according to the terms of the promissory note. All new Health Professions Student Loan (HPSL) and/or Federal Direct Loan borrowers must complete a Master Promissory Note and participate in entrance counseling before loan funds can be disbursed. Student loan borrowers also must complete an exit interview prior to leaving Creighton.

Health Professions Student Loan (HPSL)

To qualify for assistance under this program a student must be enrolled in the pharmacy program and demonstrate financial need. The amount awarded typically ranges from $5,000 - $10,000 per academic year depending upon the fund balance. Interested students must complete the FAFSA, and in all cases parents' financial information must be included regardless of dependency status. A copy of the parents' tax form is required and must be submitted to the Financial Aid Office. No awards may be made to a student under this program unless parents' information is provided.

The loan is repayable over a ten-year period, which begins one year after the student ceases to pursue a full-time course of study. The loan carries an interest rate of five percent which does not start to accrue on the principal until repayment commences. Students will need to complete an HPSL Promissory Note before any loan funds can be disbursed.

Federal Direct Unsubsidized Loans

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

Unsubsidized loans begin accruing interest while you are in school or in deferment and repayment begins 6 months after graduation or less than half-time enrollment. Pharmacy students can borrow between $33,000 and $37,167 and the aggregate maximum is $224,000 in Subsidized and Unsubsidized Loans (including undergraduate loans). Physical and Occupational Therapy students may borrow up to $20,500 annually and an aggregate maximum amount of $138,500 in Subsidized and Unsubsidized Loans (including undergraduate loans). Interest rate and origination fee information can be found on the Financial Aid (http://www.creighton.edu/financialaid) web page.

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

Federal Direct Grad PLUS Loan

Graduate and professional students may borrow up to the cost of attendance less other aid. The Grad PLUS loan is a credit-based loan. If it is determined a student has adverse credit, he/she will have the ability to obtain an endorser. Interest rates and origination fee information can be found on the Financial Aid (http://www.creighton.edu/financialaid) web page. Repayment will begin immediately upon graduation or ceasing half-time enrollment.

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

Emergency Short-Term Loans

There are various University-controlled short-term loans available to students on emergency need basis. The funds a student borrows are to be used toward educational or emergency expenses. The loan must be repaid prior to registration for the following semester.

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

Scholarships

Creighton University Scholarships

Academic scholarships awarded as an entering freshman student at Creighton are renewable for up to four academic years or eight consecutive fall/spring semesters (exclusive of summer terms) or attaining the requirements to apply for graduation, whichever comes first, regardless of the school in which the student is enrolled. Once the maximum term length has been reached or a degree has been earned (whichever occurs first), the scholarship(s) will end for the balance of the student's academic program.

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

Pharmacy and Health Professions Scholarships

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

Awards are presented at matriculation into the program and remain throughout the program provided the students' GPA does not fall below a 3.0. If a GPA falls below a 3.0 in 2 separate semesters, the recruiting scholarship will be permanently terminated. A call for applications is issued each year in December through the Awards Committees. The selection of the scholarship recipients and designation of the amount of aid granted is left to the discretion of the School Awards Committees. Details on these scholarships are available from the Dean's Office. Additional scholarships offered through outside sources are listed on the School's website as the School receives notification. Students are advised to check the website on a regular basis for application requirements.

The Creighton University School of Pharmacy and Health Professions administers endowed scholarships and scholarships derived from gifts and donations administratively and/or through the Pharmacy Student Awards Committee. In January of each year, students are invited to apply for selected scholarships. Recipients of these scholarships are announced via email and through special announcements made by the Dean. Students are informed of other miscellaneous scholarship opportunities through email announcements and may consult with the School's Academic Success Specialist regarding any such scholarships.

Pharmacy Scholarships

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

Albers Family Community Pharmacy Practice Scholar, awarded to first year pharmacy students in good academic standing and financial need. Preference shall be given to students from Nebraska who are interested in pursuing a career in community pharmacy practice.

School of Pharmacy and Health Professions Alumni Centennial Endowed Scholarship Fund, presented to an occupational therapy, pharmacy, or physical therapy student with high academic standing and financial need; demonstrates an enthusiasm for learning, a commitment to the future of healthcare, a high degree of professionalism, exceptional service to the School, and an appreciation for the values of Creighton University. Preference is given to students with a Creighton legacy (parents or other relatives who are Creighton alumni).

Clinical Pharmacy Award, awarded to a 4th year pharmacy program student in good academic standing with intention of pursuing a career in clinical pharmacy and must have been matched for an ASHP-accredited residency; preference to student who excels in leadership, academics, and who has a positive outlook in advancing the profession.

Coniglio-Geisler Endowed Pharmacy Scholarship Fund, this endowed scholarship fund was established in 1994 by Luke J. Coniglio and James J. Geisler, both CU Pharmacy alumni ('60). It is awarded to a pharmacy student with high academic standing and financial need.

Dr. and Mrs. John F. Connolly Endowed Scholarship Fund, this endowed scholarship was established in 1998 by Dr. John Connolly and is awarded to a pharmacy student with high academic standing and financial need.

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

CVS Charitable Trust Incorporated Scholarships, was established in 2003 by the CVS Charitable Trust, Inc. It is presented to pharmacy students in good standing who are interested in a career in community pharmacy practice.

Dr. Ann Langley Czerwinski Endowed Scholarship Fund, was established in 1994 to honor the late Dr. Ann Czerwinski, who was a faculty member in the School of Pharmacy and Health Professions for over 30 years. It is presented to a pharmacy student who exhibits professional potential, scholarship, and has financial need.

The Flurence and Jagannath Dash Endowed Scholarship Fund, was established to honor Dr. Alekha Dash's parents as an example of the importance of helping others in need. The award will recognize a student in the School of Pharmacy and Health Professions who demonstrates high academic achievement with a 3.0 GPA or higher and has financial need. Preference will be given to students from rural Nebraska, Iowa, or Minnesota.

The Francis, PHG'33 and Rita Dereig Endowed Scholarship Fund, was established in 2015 and is awarded to a student with high academic standing and who are able to demonstrate, according to accepted practices, the need for financial aid in order to continue their education; student shall be enrolled in the Pharm.D. program; only one student in their 3rd or 4th year of the program

The Richard J. and Loretta M. Fangman Memorial Endowed Scholarship, this fund was established in 2016 and is awarded to a health science student who has demonstrated academic excellence.

David and Fay Feldman Endowed Pharmacy Scholarship Fund, was established in 1995 by Mr. Feldman in honor of his parents, David and Fay. It is awarded to an outstanding student who can demonstrate financial need.

M. Douglas and Barbara Ford Endowed Scholarship, was established in 2002 by Mr. and Mrs. M. Douglas Ford. It is awarded to pharmacy students who are of high academic standing and are able to demonstrate according to accepted practices the need for financial aid in order to continue their education.

Alexander J. and Martha H. Forst Endowed Scholarship Fund, was established in 1999 by Mrs. Martha Forst to assist a third- or fourth-year pharmacy student who has demonstrated academic excellence and the need for financial aid.

Robert Garis, Ph.D., Memorial Endowed Scholarship, was established in 2010 and provides scholarship support to a fourth-year pharmacy student who shares the donor's passion in promoting social & economic justice in the pharmacy benefits management industry. Scholarship is awarded to a student who is of high academic standing with a 3.0 or higher GPA.

The Jane A. Ghiglieri Memorial Endowed Scholarship, was established in 1978 by the late Bernard Ghiglieri Jr., in memory of his daughter Jane. Jane died soon after her graduation from the CU School of Pharmacy. The scholarship is awarded to a third year pharmacy student who has demonstrated academic excellence, outstanding leadership abilities, and service to the School and community.

Eugene V. Gondringer Endowed Scholarship Fund, was established in 2002 by Mrs. Beth Nohr in memory of her father, Eugene Gondringer, a CU Pharmacy Alumni (class of '49). It is awarded to a pharmacy student from rural Nebraska who has demonstrated academic excellence.

Dr. Salvatore Greco Endowed Scholarship Fund, was established in 1996 and is awarded to a deserving student in good academic standing who has demonstrated skills in leadership.

JoAnn M. Hansen Scholarship, was established in 2013 by JoAnn M. Hansen, CU Pharmacy Alumni (class of '86) and is awarded to a pharmacy student who is in good academic standing and demonstrates financial need.

The Kathleen Hartnett and William J. Roe Scholarship, was established in 2013 in recognition of the excellent education received by Mrs. Kathleen Hartnett Roe (BSPHA'76). This generous scholarship is awarded to a deserving second year pharmacy student who has high academic standing and demonstrates financial need.

Claude O. Hendricks Endowed Scholarship Fund, was established in 1996 by Mr. Claude Hendricks, a retired district sales manager for Eli Lilly & Co. This scholarship is awarded to a pharmacy student who exhibits professionalism, scholarship and has financial need.

Nebraska Pharmacy Foundation Rex Higley Memorial Scholarship, is funded by the Nebraska Pharmacists Foundation and is awarded to a Nebraska student who shows academic and professional potential.

Hoffmann-LaRoche Gifted Minority Scholars Endowed Scholarship Fund, was established in 1994 and is funded by Hoffman-LaRoche Inc. It is presented to an entering ethnic minority pharmacy student who has demonstrated scholarship, leadership and financial need.

Walter E. Householter Memorial Book Fund, was established in 1985 and originally funded by Francis Householter in honor of his brother Walter. This endowment provides scholarship support to a worthy and deserving pharmacy student who has a high degree of professionalism, scholarship and service to the profession of pharmacy.

The Dr. and Mrs. William A. Jarrett Endowed Scholarship Fund, was established in 2005 in memory of Dr. and Mrs. Jarrett by their daughter and son-in-law, John and Jane Furfey. Dr. Jarrett was a former dean of the Creighton School of Pharmacy. The scholarship is awarded to a student enrolled in the School of Pharmacy/HP who demonstrates promise for future practice in the profession of Pharmacy.

Arthur W. and Edna W. Jensen Scholarship Fund, was established in 2003 from an estate gift made by the late Edna Jensen. It is awarded to pharmacy students who have demonstrated high academic achievements.

Kmart Pharmacy Scholarship for Excellence in Community Pharmacy, this endowed scholarship was established in 1999 by Kmart Corporation. It is awarded to an outstanding Pharmacy student employed in a community pharmacy.

Kohll's Pharmacy and Homecare Endowed Scholarship, this endowed scholarship was established in 2007 by David and Justin Kohll. It is awarded to a student enrolled in the School of Pharmacy and Health Professions with a consistent record of scholastic achievement and financial need. Preference to student employed by an independently-owned community pharmacy that provides pharmaceutical compounding and home medical equipment provider.

Harry and Fay Lane Pharmacy Scholarship, this endowed scholarship was established in 1967 and is is awarded to a male senior student from Nebraska who has expressed an interest in community pharmacy with an ultimate goal of sole proprietorship. Student should also have high academic excellence and financial need.

Joseph and Margaret Manion Endowed Scholarship Fund, was established in 1995 by Dr. James Manion in memory of his parents, Margaret and Joseph. Joseph was a graduate of the School of Pharmacy. He passed away in 2006. This scholarship is awarded to a student who has consistently demonstrated academic excellence in the pharmacy program.

Karl William Miller and Gwen Shigmei Shirai Pharmacy Scholarship, this scholarship is presented by Creighton pharmacy alumni (class of '56) Gwendolyn Shirai to a student who is a legal resident of Hawaii and who has demonstrated potential for professional excellence and demonstrates financial need.

Dr. Frances C. Moore Annual Scholarship, provides financial support to an economically disadvantaged third year pharmacy student who has demonstrated service to the community and the pharmacy profession while maintaining academic excellence with a 3.0 or higher GPA.

National Association of Chain Drug Stores (NACDS) Scholarship, awarded to a student who has high academic standing and has completed at least one professional year of pharmacy school. Preference should be given to students with experience in community pharmacy, as well as the desire to pursue a career in community pharmacy, have strong oral and written communication skills and excel at patients counseling.

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

The O'Brien Family Endowed Scholarship Fund, this fund was established in 2013 to recognize a pharmacy student who has high academic standing and financial need.

Pharmacist Bill Nosek Family Endowed Scholarship Fund for Pharmacy, established in 2001, this award is given to recognize a deserving student demonstrating high financial need and academic excellence.

Sebastian C. Pirruccello Endowed Scholarship, this endowed scholarship was established in 1992 and is presented to a second-year pharmacy student who has demonstrated scholarship, leadership, service and has financial need.

Leonard H. and Madeline Kenney Powers Endowed Scholarship, this endowed scholarship was established in 1993 by Mrs. Madeline Powers in honor of her late husband, Leonard Powers. The scholarship recognizes an outstanding student who exhibits academic excellence and the potential to bring honor to the pharmacy profession. Candidates must show financial need and preference will be made to freshman students.

Chad N. Scholl Memorial Endowed Scholarship, presented to a student who is a member of Phi Delta Theta fraternity and exhibits high moral character, willingness to befriend others, and a love for the profession of Pharmacy. The recipient will have a GPA of 3.0 or higher and a strong record of community service.

Marilyn J. Schoneck Endowed Scholarship, this scholarship was established in 2005 and is to be awarded to students who have

demonstrated commitment to the profession through scholarship and service to the School and community.

Brett G. Sherman "Class of 1999" Memorial Scholarship, this endowed scholarship was established in 1998 by the CU Pharmacy Class of 1999 in memory of Brett G. Sherman, a former Pharmacy student and member of the Class of '99. This scholarship is awarded to one male and one female third-year pharmacy student who embody the spirit of Brett Sherman in their academic excellence and service to the class.

John and Lydia Stohs Endowed Scholarship, this endowed scholarship was established in 2001 by Dr. Sid Stohs, former dean of the School of Pharmacy and Health Professions, in honor of his parents, John and Lydia Stohs. It is to be presented to a student in the School of Pharmacy and Health Professions who has demonstrated high academic achievement and financial need.

Sidney J. Stohs, Ph.D., Endowed Scholarship, this endowed scholarship was established in 2002 by Dr. Sidney Stohs, former dean of the School of Pharmacy and Health Professions. It is awarded to a student in the School of Pharmacy and Health Professions who has demonstrated high academic achievement and need.

James and Georgianna Vicari and Dr. Philip and Virginia Monnig Annual Scholarship, this scholarship was established in 2004 by Joseph J. Vicari, MD and Susan Monnig Vicari, Pharm., to assist needy pharmacy students. It is to be presented to a student of high academic standing and financial need. Preference will be given to students from Iowa, followed by New Jersey and Illinois.

Walgreens Diversity and Inclusion Excellence Scholarship Awards, scholarship is to be awarded to a single student who embraces diversity and inclusion awareness and are interested in community pharmacy and exhibits high professionalism.

Wareham Family Endowed Scholarship Fund, this endowed scholarship was established in 2011 and is to be awarded to a 2nd year or above student in the School of Pharmacy & Health Professions achieves a cumulative 3.3 GPA or above. Preference is given to students with no previous scholarship help and who are involved in extracurricular activities and/or organizations.

The Kathleen S. Werner, PharmD '95' Endowed Scholarship, was established in 2005 and is presented in memory of 1995 pharmacy graduate Kathleen Werner who lived life to the fullest despite chronic illness, including heart, lung, and kidney transplants. The Scholarship is awarded to a pharmacy student who has high academic standing and demonstrates financial need. Preference shall be given to students who demonstrate a physical handicap or chronic debilitating illness, including but not limited to organ transplant, multiple sclerosis, muscular dystrophy, or permanent paralysis.

Arthur C. Williamson Memorial Scholarship Fund, was established in 1976 in honor of Arthur C. Williamson, a CU alum (PHG 1923). It is presented to a student who exhibits a high degree of professional potential.

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

Occupational Therapy Scholarships and Awards

School of Pharmacy and Health Professions Alumni Centennial Endowed Scholarship Fund, presented to an occupational therapy, pharmacy, or physical therapy student with high academic standing and financial need; demonstrates an enthusiasm for learning, a commitment to the future of healthcare, a high degree of professionalism, exceptional service to the School, and an appreciation for the values of Creighton University. Preference is given to students with a Creighton legacy (parents or other relatives who are Creighton alumni).

Professional Development Award, presented annually to one first year and one second year entry level occupational therapy student who demonstrate how they have chosen to stretch their didactic and clinical learning since entry into the program. This scholarship is used to fund attendance to a continuing education program up to June 30th of the following year.

Scholastic Achievement Award, presented annually to up to three EOTD 2 students who have attained scholastic achievement in the OTD program and have demonstrated *Magis* in their educational journey at Creighton University. Student must have a minimum of 3.8 cumulative GPA; submitted work while in the OTD program for publication; presented at a local, regional, or national conference; selected for research involvement in faculty mentored study or grant funded project. Students are notified of their nomination based on their GPA and academic standing as documented by the Office of Academic and Student Affairs.

Class Spirit Award, this award is presented to one EOTD 1 and one EOTD 2 student who has demonstrated leadership, academic excellence, and service to the community. Student represents one's class or the occupational therapy program by serving on department, school, or university committees.

Diversity Appreciation Award, this award is presented to one EOTD 1 and one EOTD 2 student who demonstrates outstanding contemplation in action by serving and involving others in experiences that recognize the whole person as an individual. This student demonstrates an outstanding appreciation for diversity by serving and involving others in experiences that recognize the whole person. Student demonstrates exemplary efforts at reaching out to diverse populations in the local community and articulates the significance of diversity in relation to occupational performance.

Terri Lynn Criner Award, presented annually to one African American EOTD 1 or EOTD 2 student who exemplifies the statement, "That's what friends are for." The scholarship honors the legacy of a woman who excelled, even while facing challenges. Terri Lynn Criner was a single parent and the sole supporter of her household while completing Creighton's Bachelor of Science degree program in occupational therapy. She graduated in 1994 and went on to a successful career as an occupational therapist in Nebraska before her tragic death from a blood clot in 1997.

The Richard J. and Loretta M. Fangman Memorial Endowed Scholarship, this fund was established in 2016 and is awarded to a health science student who has demonstrated academic excellence.

Men and Women for and With Others Award, presented annually to one EOTD 1 and one EOTD 2 student who has demonstrated exceptional leadership ability and personal commitment to community service, while enacting the Ignatian charism of men and women for and with others by which one can share his/her gifts for the benefits of others.

Post Professional Distance Occupational Therapy Student of the Year, presented annually to one Post Professional OTD student who has completed at least three semesters of coursework satisfactorily and demonstrated Ignatian values and academic success through excellence in leadership, scholarship, and/or service. Shows evidence of contribution

to the occupational therapy profession through funded grants written as part of the OTD coursework, professional papers submitted for publication form.

Rural Health Award, presented to one EOTD 1 or EOTD 2 student in recognition of demonstrated leadership, academic achievement, and excellence in practice and interest in rural practice. Student demonstrates an interest in rural health as evidenced by choosing rural health as a topic for course assignments and research projects related to rural health, attending conferences and presentations on topics directly related to rural health practice, participating in a Fieldwork Level I and/ or Level II experience in a rural health setting, and articulating interest to deliver occupational therapy services to rural populations upon graduation.

Rehab Visions Clinical Assessment Award, presented annually by faculty to two EOTD 2 students who demonstrate excellent progress toward becoming skilled and compassionate occupational therapists and show interest in practicing in a rural setting.

The Virginia Griffin Gessert Endowed Scholarship, was established in 2000 by Mrs. Virginia Griffin Gessert. It is presented to one entry level occupational therapy student who demonstrates financial need with preference given to students who are interested in rural, non-traditional, and/or geriatric occupational therapy practice.

John and Lydia Stohs Endowed Scholarship, this endowed scholarship was established in 2001 by Dr. Sid Stohs, former dean of the School of Pharmacy and Health Professions, in honor of his parents, John and Lydia Stohs. It is to be presented to a student in the School of Pharmacy and Health Professions who has demonstrated high academic achievement and financial need.

Sidney J. Stohs, Ph.D., Endowed Scholarship, this endowed scholarship was established in 2002 by Dr. Sidney Stohs, former dean of the School of Pharmacy and Health Professions. It is awarded to a student in the School of Pharmacy and Health Professions who has demonstrated high academic achievement and need.

Stones Worth Stepping Pediatric Therapy Award, awarded to one EOTD 2 student who exemplifies academic achievement and leadership involvement while at Creighton and shows an interest in pediatrics.

Physical Therapy Scholarships and Awards

School of Pharmacy and Health Professions Alumni Centennial Endowed Scholarship Fund, presented to an occupational therapy, pharmacy, or physical therapy student with high academic standing and financial need; demonstrates an enthusiasm for learning, a commitment to the future of healthcare, a high degree of professionalism, exceptional service to the School, and an appreciation for the values of Creighton University. Preference is given to students with a Creighton legacy (parents or other relatives who are Creighton alumni).

Physical Therapy Faculty Scholarship, awarded to a student who demonstrates a high level of professionalism, spirit and class camaraderie, a commitment to academic excellence and financial need.

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

The Richard J. and Loretta M. Fangman Memorial Endowed Scholarship, this fund was established in 2016 and is awarded to a health science student who has demonstrated academic excellence.

The Judith R. Gale Master Clinician Scholarship, was established in 2016 by Dr. Karen Paschal, DPT'06 and is to be awarded to 3rd year physical therapy students who are in good academic standing and demonstrate financial aid. The student should have the potential for developing clinical excellence.

The Jensen Leadership Endowed Scholarship Fund in Physical Therapy, this endowed scholarship was established in 2003 from an estate gift made by the late Edna Jensen. It is awarded to a 3rd year physical therapy student who has an interest in geriatrics and may have plans to pursue clinical residency in geriatrics following graduation. Student should be of high academic standing, have demonstrated leadership abilities while in the program, and have financial need. Preference given to female students.

Nicholas Steichen Memorial Endowed Scholarship Fund, this endowed scholarship was established in 2003 by friends and family in memory of the late Nicholas Steichen, a former Physical Therapy student enrolled in the CU school of Pharmacy and Health Professions. It is awarded to a first year student chosen by her/his classmates as possessing the characteristics of scholarship, optimism, humor, helpfulness and happiness.

John and Lydia Stohs Endowed Scholarship, this endowed scholarship was established in 2001 by Dr. Sid Stohs, former dean of the School of Pharmacy and Health Professions, in honor of his parents, John and Lydia Stohs. It is to be presented to a student in the School of Pharmacy and Health Professions who has demonstrated high academic achievement and financial need.

Sidney J. Stohs, Ph.D., Endowed Scholarship, this endowed scholarship was established in 2002 by Dr. Sidney Stohs, former dean of the School of Pharmacy and Health Professions. It is awarded to a student in the School of Pharmacy and Health Professions who has demonstrated high academic achievement and need.

Physical Therapy "Spirit" Award, awarded to students with a firm commitment to the mission and goals of Creighton University and the Physical Therapy Department.

Developing Clinician Award, awarded to students who have demonstrated excellent progress towards becoming a skilled and compassionate physical therapist.

RehabVisions Developing Clinician Award, awarded to students who have demonstrated excellent progress towards becoming a skilled and compassionate physical therapist and show an interest in practicing in a rural setting.

Academic Administration

The School of Pharmacy and Health Professions regularly revises existing policies and implements new ones. Complete copies of all School policies are available on the School's website and in the Office of Academic and Student Affairs. This section of the Catalog summarizes important School policies that directly impact or apply to students. Students are strongly encouraged to review the Creighton University Student Handbook to familiarize themselves with University policies.

The School recognizes its responsibility to accommodate the needs of distance learners when applying policy to nontraditional students.

Academic Dismissal

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

1. The student receives two failing (F, WF, AF) or unsatisfactory (UN) grades in any required or elective course(s) of the curriculum, regardless of whether a previously failed course has been repeated for a passing grade.
2. The student receives three grades of D in any required or elective course(s) of the curriculum,
3. The student is officially notified of a third academic probationary event.

Academic dismissal means the student is immediately and automatically terminated from the program upon receipt by the Office of Academic and Student Affairs of written documentation of final grade(s) and/or a dismissal-precipitating probationary event resulting from sanction of unprofessional behaviors from the course or program faculty. The Assistant/Associate Dean for Academic Affairs shall promptly notify all dismissed students of their status. A dismissed student who believes s/he has grounds for a grade appeal must pursue that appeal before seeking reinstatement or s/he forfeits the right to appeal the grade. Students who request reinstatement after notification of dismissal without pursuing a grade appeal forfeit their right to appeal any grade earned in their program of study up to the date of the dismissal. Any student who has questions about filing a grade appeal and its effect on any request for reinstatement should confer with his/her academic advisor, the Chair(s) of the department(s) within their program, and/or the Assistant/Associate Dean for Academic Affairs.

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

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

Pharmacy Reinstatement Appeals Committee

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

Responsibilities of the Dismissed Student

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

Responsibilities of the Assistant/Associate Dean for Academic Affairs

1. Providing written notification of dismissal to the student and to the Office of the Senior Associate Dean.
2. Copying and disseminating pertinent documents from the dismissed student's academic record, including all Corrective Action Plans, correspondence from the Academic Review and Support Advisory Committee, and the student's written statement of appeal, to the appropriate faculty in a confidential and timely manner.
3. Serving as a resource for the dismissed student seeking reinstatement.
4. Informing students verbally and in writing of the outcome of their reinstatement appeal, including any binding conditions and recommendations of the Pharmacy Reinstatement Appeals Committee or the Occupational Therapy or Physical Therapy program faculty (see below).
5. Constructing the program of study for reinstated students, including any binding conditions of the Pharmacy Reinstatement Appeals Committee or the Occupational Therapy or Physical Therapy program

faculty. No element of the program of study may be in conflict with a decision officially rendered by the Pharmacy Reinstatement Appeals Committee or the Occupational Therapy or Physical Therapy program faculty.

Responsibilities of the Senior Associate Dean or His/Her Designee

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

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

1. Reviewing pertinent elements of the dismissed student's academic record as provided by the Assistant/Associate Dean for Academic Affairs, the student's written statement of appeal, and any supporting document provided by the student, faculty colleagues, or School administrators.
2. Receiving verbal reports from academic administrators, academic success counselors, the student's academic advisor, and others as deemed necessary.
3. Hearing the dismissed student's oral statement of appeal and asking pertinent or clarifying questions.
4. Requesting any additional information needed to make an informed reinstatement decision.
5. Voting on any forthcoming motion to reinstate the dismissed student. A simple majority is required for the motion to pass. If no motion to reinstate comes forward, the student remains dismissed.
6. When warranted, imposing binding conditions related to the program of study on the reinstated student. Faculty hearing reinstatement appeals may also recommend that the reinstated student seek personal counseling and/or other health care related services. Based on privacy and autonomy issues, as well as the need for students to assume responsibility for their academic performance, these recommendations will not be binding unless it can be reasonably predicted that failure to heed them would result in harm to the student or others.

Administrative Appeal

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

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

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

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

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

Auditing Courses

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

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

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

Cardiopulmonary Resuscitation (CPR) Certification

All entry-level students in the SPAHP are required to obtain and maintain biennial certification in CPR by taking an American Heart Association authorized Basic Life Support for Healthcare Providers training course. All entry-level students must attend the mandatory CPR classes scheduled during the first month of the first semester of their program of study or in the summer immediately preceding their first semester, and repeat the certification if their program of study extends beyond two calendar years. The SPAHP will inform students of Basic Life Support for Healthcare Provider courses offerings on campus or in a facility located in close proximity to the Creighton University campus, as well as their respective costs. The students will be responsible for the cost of the re-certification program.

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

Chemical Impairment Policy

Position Statement

The Creighton University School of Pharmacy and Health Professions:

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

General Goals of the Chemical Impairment Recovery Program

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

Definitions

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

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

Student Recovery Advocacy Network (SRAN)

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

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

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

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

The SRAN has the authority to:

1. Receive requests for assistance from students concerned that they may have a chemical impairment problem.
2. Receive reports of alleged chemical impairment from other individuals concerned about a student enrolled in the School.
3. Interview the alleged chemically impaired student, and/or other individuals that may have pertinent information related to the case in order to appropriately investigate the alleged dependency.

4. Initiate screening and treatment contracts with the alleged chemically impaired student to assure compliance on the part of the student and advocacy on the part of the SRAN.
5. Monitor the progress of the evaluation, treatment and recovery of the impaired student, including the authority to request blood and urine samples for drug screening at random intervals, to receive results of these screenings, and to request and receive reports from the caregivers of the student concerning the student's progress through the treatment and recovery program.
6. Report findings of noncompliance through the Assistant/Associate Dean for Academic Affairs to the Dean when deemed necessary by the SRAN.
7. The names and contact information of all members on the SRAN shall be publicized within the School.

Procedure

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

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

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

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

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

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

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

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

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

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

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

Students will be informed that refusal to cooperate with the recommendations of the SRAN will result in the termination of the Network's advocacy on behalf of the student, and a full report of the alleged impairment will be made to the Dean of the School through the Assistant/Associate Dean for Academic Affairs. All records may be released to the Assistant/Associate Dean for Academic Affairs and the Dean if noncompliance with terms of agreements necessitates termination of the advocacy for the student by the SRAN. This Chemical Impairment Recovery Policy is not intended to and shall not have the purpose or effect of displacing the academic performance review procedures and/or the non-academic misconduct procedures set forth in the Student Handbook.

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

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

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

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

Legal

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

Academic

A student's academic standing at the end of the most recently completed semester before entering treatment will be preserved while the student is on a Temporary Withdrawal for approved chemical rehabilitation. If the student is academically ineligible to continue in the curriculum, participation in the program may not preclude administrative action for dismissal. This Policy does not abridge any procedure or any rights which the student may have arising under the procedures for academic performance review and/or the procedures for non-academic misconduct review as set forth in the Student Handbook.

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

Financial

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

Financial Aid

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

Drug Testing

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

Noncompliance / Relapse

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

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

Class Attendance

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

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

Officially excused absences from on-campus course activities or from participation in online course activities must be submitted via our formal absence request program, cleared with the course instructor of record and with the Assistant/Associate Dean for Academic Affairs. If a student will be unable to participate in course activities due to health, pregnancy, or family emergencies, the student will submit documentation in support

of an excused absence to the Assistant/Associate Dean for Academic Affairs via our formal absence request program or via email if the absence request has already been completed. The Assistant/Associate Dean for Academic Affairs will secure documentation in support of excused absences and serve as a clearinghouse to notify the instructors of record of all the courses in which the student is enrolled that the documentation for an excused absence has been verified. Appropriate documentation includes official physician's note, obituary, jury duty summons, etc.

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

Confidentiality of Student Records

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

1. **The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.** Students should submit to the Registrar, Dean, Department Chair, or other appropriate official, a written request that identifies the record(s) they wish to inspect. The University official will make arrangements for, and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. **The right to request the amendment of the student's education records that the student believes is inaccurate or misleading.** Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identifying the part of the record they want changed and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosures without consent.** One exception that permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including Public Safety personnel and Student Health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agency, and the National Student Clearinghouse); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
Generally, schools must have written permission from the student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:
• School officials with legitimate educational interest
• Other schools to which a student is requesting transfer or enrollment
• Specified officials for audit or evaluation purposes
• Appropriate parties in connection with financial aid to a student
• Organizations conducting certain studies for or on behalf of the school
• Accrediting organizations
• To comply with a judicial order or lawfully issued subpoena
• To a parent of a student under the age of 21 concerning the student's violation of any law or policy regarding the use or possession of alcohol or a controlled substance
• Appropriate officials in cases of health and safety emergencies
• Disclosures to the student

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

   FERPA also allows the University to disclose directory information without the written consent of the student. Directory information is information contained in an education record of a student which generally would not be considered harmful or an invasion of privacy if disclosed. Directory information includes the student's full name, the fact that the student is or has been enrolled, full-time/part-time status, local and permanent address(es), e-mail address(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, expected graduation date, degrees and awards received, participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs, 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 indicating this on their N.E.S.T. account. The restriction shall not apply to directory information already published or in the process of being published. Once the student has designated a confidential classification, it will not be removed until the student indicates this through their N.E.S.T. account or submits a signed request to the Registrar's Office.

4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by Creighton University to comply with requirements of FERPA.**

The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Location, Types, and Custody of Educational Records

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

Registrar's Office (Brandeis Hall 202)

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

School or College Dean's Office

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

Academic Advisor's Office

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

Athletic Department (Ryan Athletic Center)

- Directory information
- Recruiting and eligibility records
- Performance statistics

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

- Medical records
- Counseling records

Office of International Programs (Creighton Hall, Third Floor)

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

Residence Life Office (Swanson Hall 136)

- Housing information

Student Financial Aid Office (Harper Center 1100)

- Financial aid records

University Business Office (Creighton Hall 113)

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

University Relations (Wareham Building, 3rd Floor)

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

Vice Provost for Student Life (Creighton Hall 224)

- Disciplinary records

University Ministries (Creighton Hall, Room 110)

- Directory information
- Religious affiliation

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

Course Waivers

The purpose of the course waiver[1] process is twofold:

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

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

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

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

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

General Requirements and Procedures

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

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

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

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

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

Entry-Level Programs

Medical Science Foundation Courses

If an incoming student believes that one or more pre-professional courses which she/ he has taken satisfies a curricular requirement in the medical sciences, she/he may petition the Assistant/Associate Dean in the Office of Academic Affairs to be allowed to sit for a challenge examination in order to waive the course requirement. Incoming students are notified in writing of this option by the Admission Office. Requests for a challenge examination may not be granted.

All medical science foundation challenge examinations for entry-level programs will be administered during or in close proximity to the student orientation week of the year the student enters the program. Students will be notified of the date, time, location and delivery (paper or online) for the challenge exams by the Assistant/Associate Dean in the Office of Academic Affairs, and must take their exam at that time.[1] Exceptions can only be made by the Assistant/Associate Dean in the Office of Academic Affairs.

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

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

Discipline-Oriented Professional Courses

Waiver of discipline-oriented professional courses in the student's program of study is rare, but can occur under selected circumstances (e.g., transfer students coming to Creighton from accredited OT, PT or Pharmacy programs, students who hold a professional or graduate degree in the discipline, etc.).

Required documentation for all discipline-oriented professional course waivers, along with the required Entry-Level Course Waiver Application Form, must be submitted no later than two weeks after the first day of classes for courses taken during the first semester of enrollment. All other course waivers can be submitted any time prior to the end of the student's first semester of enrollment in the program.

Students who want to waive an experiential component of the curriculum will be required to follow the program specific procedures for experiential waiver requests.

Post-Professional Programs

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

Didactic course waivers are required to be completed during POTD 500 Introduction to Doctoral Studies according to deadlines in course syllabus.

Credit for Waivers

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

Dropping a Waived Course

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

Faculty Procedures for Administering Challenge Examinations

All Instructors of Record wishing to require a challenge examination prior to considering waiver requests will communicate to the Assistant/ Associate Dean in the Office of Academic Affairs:

1. which students are eligible to sit for a challenge examination;
2. the format of the challenge examination;
3. the minimum score necessary to pass the challenge examination (must be at least 70%);

4. the date by which challenge examination results will be available;
5. individual student performance on the challenge examination.

Course Website Accessibility

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

School faculty members are responsible for activating required and elective course web sites in accordance with this policy. Faculty with questions related to course web site activation should contact the Health Sciences Instructional Design Team.

Criminal Background Checks

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

Dean's List

Full-time entry-level students who have completed a semester with a quality-point average of 3.5 or higher, and with no grades of "I", "IX", "IF", or "X" are placed on the Dean's List for that semester. Full-time entry-level students with a grade of "SA" (Satisfactory) in a given semester qualify for the Dean's List if at least one half of their semester course load is graded on a 4 point scale and a 3.5 grade-point average is earned in those graded courses. Students who receive only "SA" grades in a given semester are not eligible for the Dean's List. Students included in the semester's Dean's List will receive a letter from the Assistant/Associate Dean in the Office of Academic Affairs indicating the honor. Copies of the letter will be sent to the student's academic advisor and retained in the student's file within the Office of Academic and Student Affairs.

Degree Completion Timeframe

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

Disability Accommodation Policy

The School of Pharmacy and Health Professions recognizes its duty to provide student applicants with equal opportunity to admission into professional programs of the School. There must be no discrimination to admission based on gender, race, age, creed, national origin, marital status or disabling condition. It is the responsibility of the Assistant/Associate Dean in the Office of Academic and Student Affairs and the Special Needs and Assistance Advisory Committee (SNAC) to assist newly-admitted students with disabilities in achieving equal access to the educational experiences available to all other students. The composition of this committee shall be either the Assistant/Associate Dean in the Office of Academic and Student Affairs (who shall serve as Chair) and one faculty member from each department. University employees who are responsible for student support services and affirmative action, students from each program within the School, and other individuals shall be invited as deemed necessary.

To achieve equal access to the educational experience, some reasonable accommodations may be necessary to ensure adequate preparation of students for professional practice or other career alternatives for which he or she may be qualified. This policy is in harmony with the Americans with Disabilities Act (ADA), Title I, 42 U.S.C., Section 12101, Section 504 of the Rehabilitation Act and with the Creighton University Policy Applying to Nondiscrimination on the Basis of Disability (1992). The School elects to implement the terminology and ideation established by the federal government and the University in the admission and retention of students living with physical and/or emotional challenges.

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

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

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

Persons with disabilities may or may not identify themselves upon admission. If special activities and/or performance testing are a part of the admission process, all applicants must be informed of this in advance. The student with a self-disclosed disability will be provided with necessary accommodations prior to testing to allow equal

participation if possible. Once admitted, student requests for additional accommodations will require verification of disability by a qualified professional such as a physician or psychologist. A written verification of disability will allow the SNAC and the student to determine if adjustments in the educational program are necessary. Recommendations regarding possible modifications to the course of study will be made by the SNAC members in collaboration with the student and appropriate faculty and administrators.

In order to ensure provision of accommodations in a timely manner, students with disabilities are encouraged to request assistance as soon as possible after notification of admission. It is important to note that some accommodations may take several weeks, so early notification is imperative. Each semester thereafter students are expected to confirm or decline allowed accommodations through the Office of Disability Accommodations. The University is responsible for making reasonable accommodations and for providing equal access to resources as determined and agreed upon by the student and the SNAC.

Admissions Procedures

1. The Admissions Office of the School shall provide applicants to the professional programs with an opportunity to self-disclose their disability status at the time of acceptance. Application forms for the School of Pharmacy and Health should include the following statement: "According to Federal law, the provision of information regarding disabilities, handicaps, or other special needs must be voluntary. However, if there is no voluntary disclosure and documentation of special needs, Creighton University will not be able to provide accommodations. If provided, this information will be kept in strict confidence and will not be used to discriminate against you in any manner."
2. The Admissions Office of the School shall provide all accepted students with the Creighton University Student Support Services resource sheet entitled "Services for Students with Disabilities" to inform them of available resources and assistance.
3. The Chair of the SNAC and a faculty member from the program in which the student has been accepted shall offer to meet with the student once s/he has been notified of admission to inform her or him of career opportunities and the demands of various career options within the profession.

Accommodations

1. The syllabus of every course offered by the School of Pharmacy and Health Professions will contain a visible statement confirming the School's commitment to assisting students with disabilities in accomplishing the academic mission of the School's programs and identifying persons to contact for further information or to disclose.
2. Diagnosis of a disability does not necessarily imply the need for reasonable accommodations. However, if a student seeks accommodations for classroom or clinical coursework either prior to enrollment or once enrolled, a written verification of the disability by a qualified professional will be required and should be submitted to the Coordinator of Services for Students with Disabilities. It is the student's responsibility to finance evaluations for the verification of disability. Limited evaluation services may be obtained through the Creighton University Center for Health and Counseling.
   a. Once formal documentation of the disability has been received, the student will complete a Needs Assessment at the Student Support Services office, sign a release of information form, and formalize allowed accommodations. The student's signature on the release of information form permits notification of the appropriate coordinator of experiential education unless the student explicitly requests otherwise in writing. The disclosure of disability and the student's request for accommodations should be submitted to the Director of the Office of Disability Accommodations as soon as possible, but no later than ten weeks prior to the beginning of course work.
   b. Pending the receipt of documentation and a signed release of information form regarding disability, the SNAC, in consultation with the student, may choose to advocate for special considerations with faculty. Agreements for special considerations will be formalized in a letter signed by the Chair of the SNAC and the student and distributed to SNAC members, the student, and appropriate faculty.
3. If the student with a disability seeks accommodation during the clinical experience, the SNAC must assure that the respective program's coordinator of experiential education has access to any statement verifying the disability. It shall be the responsibility of the Director of the Office of Disability Accommodations to obtain a signed release of information form from the student. The signed release will be used to assist the student in achieving reasonable accommodation through necessary negotiation with clinical supervisors.
4. Verification of disability will allow the SNAC to determine, on a case-by-case basis, if additional adjustments in the educational program, such as the use of nontraditional training sites, could be utilized if acceptable to the student.
5. The denial of a student's request for accommodations will occur only after the SNAC has met to discuss the request. The Chair of the SNAC will notify the student, in writing, if accommodations are denied, and will review the decision with the student. The School of Pharmacy and Health Professions is required to make reasonable accommodations that do not affect the substance of the educational program or compromise educational standards.

Responsibilities of the Individual Members of SNAC

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

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

The student shall be encouraged to disclose the disability and establish regular meetings with the faculty advisor, who can then monitor academic progress and work with the student to determine the need for additional accommodations. If informed of the disability by the student,

the faculty advisor may be invited to attend meetings of the SNAC when her/his advisee's program of study or academic progress is on the agenda.

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

Meeting Schedule

The members of SNAC shall meet twice annually, and as needed at the request of the Chair of the SNAC. The members of SNAC in cooperation with the Director of the Office of Disability Accommodations and the Executive Director of the Office of Equity and Inclusion will provide an annual in-service to the faculty and staff of the School in order to improve and maintain the continuity of efforts to provide accommodations to disabled students.

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

Drug Testing

Some health care facilities require students to submit to and pass a drug test prior to participation in experiential activities at the facility. Students who do not complete or do not pass a drug test as required by these facilities will not be allowed to participate in experiential education activities at the facility, and may face sanctions, including possible dismissal from the program.

Email Use

The purpose of this procedure is to provide assistance to the faculty, staff, and students of the School of Pharmacy and Health Professions to ensure their use of University email is in support of the teaching, research, and public service mission of the University, and the administrative functions that support this mission. This procedure is in addition to the Creighton University Fair, Responsible, and Acceptable Use Policy for Electronic Resources which can be found on the University's web site.

General Email Guidelines

1. University electronic mail (email) services may be used for incidental personal purposes provided that such use does not:
   a. directly or indirectly interfere with the University operation of computing facilities or electronic mail services;
   b. burden the University with noticeable incremental cost; or
   c. interfere with the email user's employment or other obligations to the University
2. Use of email distribution lists in the Creighton University Global Address List for commercial or private business purposes is prohibited.
3. Use of email distribution lists in the Creighton University Global Address List for organized political activity or political solicitation other than to distribute events sponsored by the University is prohibited.
4. Use of email distribution lists in the Creighton University Global Address List to forward chain letters is prohibited. A chain letter is defined as an email message that attempts to induce the recipient to forward an email on to two or more new recipients.
5. Student organizations and academic classes send no more than three emails per event for single day events.
6. Student organizations and academic classes send no more than two emails per week for fundraising events extending beyond one day.

Email Containing Confidential Information

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

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

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

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

Experiential Education Participation

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

Students in programs which have an experiential education component must remain compliant with the immunization, health insurance coverage, and acceptable criminal background check requirements, as well as achieving and maintaining cardiopulmonary resuscitation (CPR) certification, and completing training in universal precautions and HIPAA requirements before they can participate in experiential education activities. Proof of compliance with all of the items listed above will be required by Experiential Education Directors, and may be required by clinical instructors/preceptors, before students can be placed or accepted at educational practice sites. Students who have failed to remain compliant with these requirements will not be allowed to participate in experiential education activities and may be subject to dismissal from the School. At a minimum, non-compliance with this policy may impact or delay the student's date of graduation.

Final Examination Schedule Policy

Final examinations in all courses are held at the close of each term. Written tests and quizzes are held from time to time during the term, with or without previous notice to the students, at the discretion of the instructor.

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

Full-Time Student Status

Entry-Level Pathways

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

Students are responsible for full-time tuition for all semesters in which they are enrolled and completing required didactic or clinical course work, including summers. Tuition for entry-level students is assessed for each semester of required study (including summers) on a flat-rate basis.

No entry-level student will be allowed to pay tuition on a per-credit-hour basis without the written permission of the Assistant/Associate Dean in the Office of Academic and Student Affairs. Only in unusual circumstances will part-time status be approved by the Assistant/Associate Dean in the Office of Academic and Student Affairs, which allows the student to pay tuition on a per-credit-hour basis.

Post-Professional Pathways

In general, post-professional, Distance Doctor of Occupational Therapy students do not take more than 6 semester credit hours of didactic course work or 8 semester credit hours of clinical course work during an enrollment period. They are subject to the same policies and procedures as full-time entry-level counterpart students.

Grading System

A student's scholarship rating in each of his or her courses is determined by the combined results of examinations, class, laboratory, and other assigned work. This rating is reported by the instructor in accordance with the following grading system:

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

Incomplete and Absence from Final Examination

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

An "I" (Incomplete) is given to a student who has failed to fulfill all requirements of a course. The student may petition the instructor before the close of the term to assign an end-of-term mark of "I" indicating incomplete performance. The instructor may agree to this mark when, as a result of serious illness or other justifiable cause, the work cannot be completed by the end of the term. An "I" will not be granted to a student who has been excessively absent during the term or who has simply

failed to complete the work of the course before the close of the term without an exceptionally good reason.

The responsibility for completing all course work rests with the student. Time limits are determined by instructor of record and a contract for course extension is signed by the student and faculty member. The maximum time limit for clearing an incomplete is one year from the end of the course. However, there may be a minimum time limit invoked when the course is a prerequisite for a course being taken the following semester. The Course Extension/Incomplete Grade form is found on the Office of Academic and Student Affairs website under "Student Use Forms." The "I" carries no penalty and does not affect the grade-point average. Student records will be audited periodically, and students who show a consistent pattern of "I" grades may be placed on academic probation. In cases where a Contract for Course Extension is not submitted, a grade of "F" is assigned after one year from the end of the term in which the Incomplete was given.

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

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

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

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

Pass/No Pass Option

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

Satisfactory/Unsatisfactory Option

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

Pharmacy Standard Grading System

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

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

Occupational Therapy Standard Grading System

100-92%	A
< 92% and ≥ 87%	B+
< 87% and ≥ 83%	B
< 83% and ≥ 78%	C+
< 78% and ≥ 73%	C
< 73% and ≥ 68%	D
< 68%	F

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

Physical Therapy Standard Grading System

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

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

Grade Points and GPA

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

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

- A yields 4 points for each hour
- B+ yields 3.5 points for each hour
- B yields 3 points for each hour
- C+ yields 2.5 points for each hour
- C yields 2 points for each hour

- D yields 1 point for each hour
- F, AF, and WF yield no points

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

Grade Reports

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

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

Grade Appeals Policy

Preamble

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

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

Pre-Appeals Process

Students have the right to appeal a grade that they believe to have been assigned in an arbitrary or capricious manner[1]. The appeal process for all students in the School of Pharmacy and Health Professions taking courses offered by a department within the Health Sciences disciplines requires that the following steps be taken in the sequence listed below.

Step 1

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

Step 2

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

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

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

Formal Grade Appeal Process

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

If the student elects to formally appeal the grade, s/he must inform the Assistant/Associate Dean in the Office of Academic and Student Affairs in writing. In the written appeal, the student must outline the specific grounds for the appeal, and clearly and precisely describe the basis for the complaint. A copy of the student's letter of appeal, and any supporting documentation provided, will be forwarded to the

Instructor(s) of Record and the appropriate Department Chair and the Chair of the School's Academic Issues Hearing Board. It is on the basis of the student's written appeal and the supplemental documentation provided to or gathered by the Academic Issues Hearing Board that the Board will decide whether or not to hear the case.

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

Academic Issues Hearing Board

The Academic Issues Hearing Board, a standing board consisting of one faculty member and one student from each program, is chaired by the Senior Associate Dean or his/her designee. The Chair shall be a non-voting member, except in the case of a tie when the chair shall cast the deciding vote. The Academic Issues Hearing Board will be convened by the Assistant/Associate Dean in the Office of Academic and Student Affairs for the purpose of reviewing and acting upon written appeals of grades presented by students who have followed the process described in this policy.

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

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

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

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

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

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

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

Timeframe for Appeal

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

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

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

Graduation

A candidate for a degree must be determined by the faculty to be of good moral character and fit for the practice of the profession, must have paid all indebtedness to the University, and must be present at the Graduate Recognition and Hooding Ceremony and at Commencement unless excused for extenuating circumstances by the Assistant/Associate Dean in the Office of Academic and Student Affairs.

GPA Requirement

A cumulative grade-point average of at least 2.00 is required for graduation in all programs in the School of Pharmacy and Health Professions. The average shall be computed only on the basis of all work

attempted while enrolled in Creighton's School of Pharmacy and Health Professions.

Hooding Ceremony

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

Commencement

Each student *must* file a formal application for degree (completed online through the NEST > Student Services > Student Records > Degree Application and Graduation Participation) by the following deadlines:

> Degree completion in Spring Semester (May conferral): Application due February 15
>
> Degree completion in Summer semester (August conferral): Application due March 15; (If not participating in May Commencement ceremony, application is due June 15)
>
> Degree completion in Fall semester (December conferral): Application due October 15; (IF participating in Commencement ceremony prior to degree completion, application due March 15)

Late applicants may be charged a late fee.

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

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

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

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

Graduation Honors

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

Graduation Honors are implemented using the following guidelines:

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

Health Insurance Coverage

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

Health Insurance Portability and Accountability Act (HIPAA)

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

Honor Code

Purpose

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

the cornerstone of the academic community, the greater society, and the profession.

Presumptions

1. The Honor Code is primarily an undertaking of the students, individually and collectively, to define standards of conduct while in a professional program.
2. Cooperation exists between students and faculty to share responsibility for modeling and maintaining academic honesty, integrity, and professional behavior.
3. The Honor Code embodies the concept of personal honor in the framework of a covenant pledge and is aligned with Creighton University's Code of Conduct and the School of Pharmacy and Health Professions' Misconduct Policy.
4. The School is committed to students' professionalism as evidenced by having students abide by the Honor Code and their specific professional association's Code of Ethics.
5. The Honor Code creates an environment where academic dishonesty is socially and professionally unacceptable, where institutional expectations are clearly understood, and where students assist their peers.
6. Students are obligated to take action in the event they learn that a fellow student has violated the code. The student can take action by asking the violator to refrain from the behavior and/or to report him/herself and/or the student can report the behavior to designated student, faculty, or administrative representatives.

Principles and Duties

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

The student signs a pledge annually, acknowledging that s(he) has read the Honor Code, understands its principles and agrees to abide by and support them. The student on an advanced clinical practice experience continues to abide by the last pledge signed.

Immunizations

All Creighton University students are required to comply with the University's immunization requirements. Students receive approval for course registration upon the completion and verification of their immunization records as coordinated by the Student Health Education and Compliance Office. Failure to meet these requirements will result in denial of class registration privileges. The requirements follow CDC guidelines and are reviewed annually. Immunization requirements apply to all students. International students, health science students and residential students (living in campus housing) have specific requirements. The Student Health Education and Compliance Office is the official record keeper for Creighton University regarding student immunizations and University immunization requirements. Please consult the Student Immunization Requirements website (https://studentlife.creighton.edu/wellness/health-and-counseling/education-and-compliance/immunization-requirements) for additional details.

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

Post-professional students who have an experiential education component are required to comply with the Creighton University Health Science students immunization requirements prior to engaging in experiential education activities. The Program Director will inform

post-professional students in advance of when required immunization documentation must be submitted and will monitor student compliance.

Students may request a waiver of immunization or screening only if they can document that they have been previously immunized or screened, or where there is a documented medical contraindication. Students considering international experiential training should be aware that additional immunizations may be required in order to comply with health requirements outside of the United States.

Institute for Latin American Concern (ILAC)

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

1. To provide students and professionals the opportunity to understand the problems of developing countries based on firsthand experience in the Dominican Republic.
2. To provide health care and education to people in need in remote areas of the Dominican Republic.
3. In the Jesuit tradition, ILAC strives to promote faith that does justice, guiding its participants toward a greater freedom and commitment to love and service.

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

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

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

Misconduct Policy

The School of Pharmacy and Health Professions recognizes its duty to prepare students who are not only knowledgeable in their disciplines, but who also possess a character sufficiently moral and ethical to be deserving of the public trust. With this responsibility in mind, academic misconduct will be dealt with swiftly and fairly in accordance with policy. This policy complements the Code of Conduct outlined in the ***Creighton University Student Handbook*** and the School's ***Honor Code.***

Definition of Misconduct

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

h. Bribery
i. Intentional deception for personal gain
j. Extortion
k. Abuse of, or impairment from, alcohol, drugs or chemicals
l. Illegal possession, use or sale of alcohol, drugs or chemicals
m. Any criminal convictions

Procedures

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

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

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

Faculty Rights and Responsibilities

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

Student Rights and Responsibilities

1. The student charged with Academic Misconduct has the right to:
   a. be notified in writing of (1) the charges against him/her, (2) the basis for the charges, (3) the action recommended, (4) the right to a hearing, and (5) procedural steps.
   b. appeal the case to the Academic Issues Hearing Board and to be informed of the time and place of the hearing in a timely manner.
   c. formally respond to the charge through the preparation of a descriptive report outlining his/her side of the case and identifying potential witnesses who could speak knowledgeably on issues related to the misconduct charge. The report and the list of potential witnesses should be submitted to the Office of the Senior Associate Dean when requested by the Chair of the Academic Issues Hearing Board.

   d. attend class and exercise the privileges of all other School students pending the outcome of the hearing, except in cases where there are reasons relating to the physical or emotional welfare of the student or of others, or reasons involving the safety of persons or property. The decision on student status will be made by the Assistant/Associate Dean for Academic Affairs.
   e. have an advisor or legal counsel present during the presentation of the case to the Hearing Board. The student is advised that if s/he elects to bring counsel to the hearing, the University is bound to also be represented by counsel.
   f. waive the right to be heard before the Hearing Board. The student is advised that, in so doing, s/he automatically agrees to accept the penalty levied by the faculty member or Hearing Board.
2. The student charged with Academic Misconduct who does not accept the penalty, or wishes to refute the charge and appeal the case, is responsible for:
   a. initiating an appeal of the charge within ten working days after the date of the letter advising the student of the misconduct charge.
   b. presenting his/her case at the hearing, by preparing a written report of the alleged incident, and by preparing a list of witnesses to furnish to the Academic Issues Hearing Board in advance of the hearing. The student is encouraged to present an oral statement to the Board at the time of the hearing as well.
   c. securing an advisor or legal counsel, if one is desired.
3. A student charged with Non-Academic Misconduct has the rights and responsibilities outlined in the section on Non-Academic Disciplinary Procedures in the Creighton University Student Handbook.

Office of Academic and Student Affairs Responsibilities

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

1. conferring with the faculty member and charged student about policy and process.
2. posting the faculty member's letter to the charged student by certified mail and regular first class mail.
3. receiving the signature sheet from the charged student.
4. forwarding copies of the signed signature sheet to the faculty member, the faculty member's department Chair, and the student's academic advisor under confidential cover.
5. notifying the Chair of the Academic Issues Hearing Board of a pending case.
6. ensuring that all correspondence regarding the case becomes a part of the student's educational record, unless the charge is found to be groundless on appeal.

Academic Issues Hearing Board Rights and Responsibilities

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

Appeals

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

Academic Issues Hearing Board

1. The Academic Issues Hearing Board will be a standing board as delineated in the School's Bylaws. A copy of the School's Bylaws may be obtained from the Office of Academic and Student Affairs.
2. In the event of an appeal of a charge of academic misconduct, and upon request by the Chair of the Academic Issues Hearing Board, written reports of the incident will be prepared by both the faculty member and the student and submitted to the Office of the Senior Associate Dean. The Office of the Senior Associate Dean will forward the reports to the Academic Issues Hearing Board members, and to the Assistant/Associate Dean for Academic Affairs (unless s/he is the faculty member levying the charge) no later than ten working days before the scheduled hearing. Reports prepared by one party are not shared with the other party unless so decided by the Academic Issues Hearing Board.
3. The Chair of the Academic Issues Hearing Board may convene the Board prior to the hearing to review evidence (including pertinent components of the student's educational record), discuss issues and identify witnesses to call. The Board is not required to call all witnesses identified by either party, but will call all those whom they

believe necessary to allow them to make an informed judgment on the case.

4. If the Board feels that the case against the student is without merit, it may dismiss the case at this point.
5. The Academic Issues Hearing Board is charged with reviewing the pertinent facts of the case as presented by the student, faculty member, key witnesses, or available in the student's educational record, and rendering a decision by majority vote. The Chair votes only in the case of a tie.
6. At the start of the hearing, Hearing Board members will be advised of the sensitive and confidential nature of the proceedings by the Chair. The hearing will be recorded in its entirety and, if necessary, transcribed.
7. The Hearing Board has the exclusive right to call and question witnesses. The charged student and faculty member involved in the case do not have the right to be present during the presentation of evidence or the questioning of witnesses.
8. Any advisor/legal counsel for the student who is present at the hearing may only serve in an advisory capacity to the student, and may not introduce evidence, cross-examine witnesses or address the Hearing Board without being permitted to do so by the Chair.
9. After the presentation of evidence, the Board will deliberate and render a decision. If necessary, the Board may recess but should resume deliberations at the earliest possible opportunity. The decision is reached by a majority vote of the Hearing Board.
10. If a student is found innocent of the Academic Misconduct charge, the Academic Issues Hearing Board has the authority to dismiss the case.
11. If a student is found guilty of Academic Misconduct, the Hearing Board has the authority to levy a penalty more severe than that recommended by the faculty member. The Board may not levy a penalty less severe than that recommended by the faculty member if the original penalty was within the faculty member's jurisdiction (up to and including course failure). If the original penalty recommended by the faculty member was outside of his/her jurisdiction (e.g., suspension, dismissal), the Hearing Board has the authority to uphold the penalty or to impose a penalty that is either more or less severe.
12. The Assistant/Associate Dean for Academic Affairs will be notified in writing of the decision of the Hearing Board by the Board Chair. The Assistant/Associate Dean for Academic Affairs shall notify in writing the charged student, the faculty member, the Dean, the student's academic advisor, the faculty member's department Chair and any other individuals deemed appropriate by the Hearing Board. A copy of the correspondence will be placed in the student's file maintained in the Office of Academic and Student Affairs.
13. The student may appeal the decision of the Academic Issues Hearing Board to the Dean within ten (10) working days following notification of the decision. Except in cases where a serious penalty is imposed (serious penalties are defined as expulsion from the University, suspension or a request for withdrawal from the university), the Dean's decision is final. Pending resolution of an appeal, the student's status as a student remains unaltered except in cases where there are reasons relating to the physical or emotional welfare of the student or of others, or reasons involving the safety of persons or property. The decision on student status will be made by the Assistant/Associate Dean for Academic Affairs or his/her designee.
14. If the student is appealing a decision of the Dean that involves a serious penalty, the student may make a written appeal to the University Provost. An "Intent to Appeal" form (Appendix C, available from the Office of Academic and Student Affairs) and the written appeal shall be delivered by the student to the Office of the Provost. The student shall also deliver copies thereof to the office of the Dean. No hearing will be held in connection with either of these written appeal proceedings. Pending resolution of an appeal, the student's status as a student remains unaltered except in cases where there are reasons relating to the physical or emotional welfare of the student or of others, or reasons involving the safety of persons or property. The decision on student status will be made by the Assistant/Associate Dean for Academic Affairs. The Provost shall only recommend a change in the decision made at the lower level of appeal if the decision is arbitrary or capricious or clearly unsubstantiated by the evidence. The Provost's decision shall be considered final.
15. Copies of all documents pertaining to the case will be entered into the student's permanent record and the permanent record of the Academic Issues Hearing Board after all University based appeals have been exhausted. No documents will be entered into the student's permanent record if the case against the student is found to be without merit.
16. If it is subsequently discovered that false information or evidence was provided by the student either prior to or during the Hearing, regardless of whether the right to a Hearing was waived, the case may be reopened and the Hearing Board will reconsider the case based on the new information. In addition, the provision of false information or evidence will be considered an additional charge. To the extent possible, the original Academic Issues Hearing Board members will be retained on the reconvened Board.
17. The Academic Issues Hearing Board may be called by the Dean to provide counsel on cases of nonacademic misconduct on or other academic issues of concern. In this event, the Board's decision-making authority is suspended, and it serves solely in an advisory capacity to the Dean.

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

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

Portable Computers and Electronic Devices

Portable Computers - All students entering fall 2015 or before

All entering full-time students in the School of Pharmacy and Health Professions were issued a portable computer. The portable computer is the property of Creighton University and is on loan to the student while

enrolled in course work in the School. MyIT is dedicated to supporting the portable computers and all academic technologies.

Portable Computers - All students entering fall 2016 or after

All entering full-time students in the School of Pharmacy and Health Professions are required to provide their own personal laptop computer. MyIT is dedicated to supporting all University and School academic technologies required for student learning.

Portable Electronic Devices

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

Posthumous Degree/Certificate

A degree or certificate may be awarded posthumously if the following conditions are met:

- The student was enrolled in the final year of his/her academic program;
- The student had completed a majority (generally 85%) of the required credits with passing grades;
- The student was in good academic and disciplinary standing;
- The posthumous degree or certificate has final approval from the President.

Prerequisites—Following Outlined Curriculum

Students are required to take core curriculum courses in sequence. No student will be allowed to register for a course without having satisfied all prerequisites unless written permission is obtained from the Assistant/Associate Dean in the Office of Academic and Student Affairs and, when appropriate, from the Instructor of Record.

Readmissions Policy

Students dismissed from the School for the first time for reasons of poor academic performance or misconduct (academic or non-academic), who either do not elect to appeal for reinstatement or who appeal but are not reinstated by faculty, may apply for readmission to the School. Likewise, students dismissed for reasons of academic or non-academic misconduct may apply for readmission if allowed by the final administrative authority adjudicating their case. A student who experiences a second dismissal is permanently dismissed from the program and is ineligible for readmission.

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

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

Individuals who are readmitted will enroll in the curriculum that is in place for students beginning their first professional year during the academic year in which the readmitted student enrolls. Advanced standing status will be determined by the Assistant/Associate Dean in the Office of Academic and Student Affairs. The readmitted student's prior academic record within the School of Pharmacy and Health Professions will remain a part of her/his Creighton transcript. The grades for required professional courses successfully completed that are applicable to the student's current curriculum, and which are deemed acceptable when the decision on advanced standing is made, will be used in calculating the professional grade point average. Grades for all other previously completed courses will not be calculated into the readmitted student's professional GPA.

A readmitted student is subject to all policies affecting students in the School of Pharmacy and Health Professions. A readmitted student who is dismissed for poor academic performance under the School's Scholastic Standing Policy or for academic misconduct may appeal to the faculty for reinstatement. The readmitted student who is dismissed for academic or non-academic misconduct may appeal through procedures outlined in the Creighton University Student Handbook. Readmitted students who are again dismissed and who elect not to appeal a dismissal, or who appeal and are denied reinstatement, are not eligible for readmission to the School.

Registration

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

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

Incoming students are pre-registered for their required fall semester courses by the SPAHP Office of Academic and Student Affairs. In subsequent semesters students are required to meet with their academic advisor to discuss enrollment plans and verify academic progress, and to receive the individualized pin number required to access the web-

based registration system. Students wishing to enroll in courses requiring instructor consent (e.g., Directed Independent Research courses) must notify the Office of Academic and Student Affairs in order to be enrolled in the course.

Students are responsible for verifying that the course load for which they have been registered by the Office of Academic and Student Affairs staff is accurate and complete, and for adding any elective courses of interest to their schedule. Once students verify their registration and log off (or if they neglect to log on) their registration is considered complete, and they are responsible for tuition and applicable fees.

Students in the Post-Professional Doctor of Occupational Therapy pathway are administratively registered by the School's Office of Academic and Student Affairs staff for all required courses during the registration period. However, it is the student's responsibility to review their registration on the Registrar's web site and to verify the accuracy of their schedule..

Removal from Experiential Education Site

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

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

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

Repeating Courses

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

The course may be repeated at another accredited institution only with the permission of the Assistant/Associate Dean in the Office of Academic and Student Affairs (traditional students) or the Director of the Post Professional pathway (Occupational Therapy). Permission will be granted only if the external course is judged equivalent in both breadth and depth to the course offered at Creighton University. The student must submit documentation of course content to the Assistant/Associate Dean in the Office of Academic and Student Affairs (traditional students) or the Director of the Post Professional Occupational Therapy program 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 in the Office of Academic and Student Affairs (traditional students) or the Post Professional Director will consult with the Creighton University Instructor of Record in order to determine equivalency between the Creighton course and the external course. If the student receives permission to enroll in the external course and passes the course with a grade of "C" or better, the student is relieved of the responsibility for repeating the course at Creighton University. However, the external course does appear on the Creighton University transcript and the grade earned in the external course is not used to calculate the student's GPA. The Creighton University grade-point average is determined only by work done at Creighton University. Grades and credit earned as a Creighton University undergraduate student for professional coursework will be brought into the professional GPA and earned credits.

Student Responsibility

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

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

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

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

Taking Courses Outside accepted Pathway

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

Single Courses or Short Term Pathway Change

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

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

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

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

Pathway Change

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

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

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

The Academic Year

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

The standard University calendar allows for a one-week mid-semester break in the fall and spring semesters, a vacation of approximately three-four weeks between fall and spring semesters, a Thanksgiving recess and an Easter recess. Didactic instruction is also suspended on certain legal holidays (e.g. Memorial Day, Independence Day, Labor Day). Students on clinic assignment may not always be released from clinical rotation or fieldwork commitments during these holiday periods.

The School of Pharmacy and Health Professions maintains several program specific academic calendars. Please refer to the School's website spahp.creighton.edu or the Calendar (p. 15) in this Catalog for information on individual program schedules.

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

Transcripts

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

Transcripts will not be released to a third party while a student is part of an on-going investigation that may lead to suspension, expulsion or dismissal.

Students who are suspended or expelled from Creighton University due to non-academic reasons will have the following notations appear on their permanent academic record, including the official transcripts of the University:

- Disciplinary Suspension
- Disciplinary Expulsion

Students who are in an ongoing investigation may have the following notation appear on their academic record, including the official transcripts of the University:

- Withdrawal Pending Conduct Resolution

Students who are dismissed from Creighton University or from a College/School within Creighton University due to academic reasons, including academic integrity violations, will have the following notations appear on their permanent record, including the official transcripts of the University:

- Academic Dismissal from Creighton University
- Academic Dismissal from (School or College)

Transfer of Credit

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

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

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

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

Unit of Instruction/Credit Hour Policy

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

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

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

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

Withdrawal from Courses

Withdrawal from any course requires sufficient cause, and may be made only with the approval of the Assistant/Associate Dean in the Office of Academic and Student Affairs (traditional students) or the Director of the appropriate nontraditional (post-professional Occupational Therapy) pathway. After the first week of class (the period for late registration and change of schedule) the Assistant/Associate Dean in the Office of Academic and Student Affairs or the nontraditional program Director will solicit the recommendation of the instructor(s) involved and the student's academic advisor before acting upon the student's petition to withdraw from a course or to change status from credit to audit.

Course withdrawals with a "W" may not be made later than the date posted each semester, which is 10.5 weeks after the start of the semester. A student who drops a course without approval of the Assistant/Associate Dean in the Office of Academic and Student Affairs receives a "WF" for the course (failure because of unauthorized withdrawal). A student registered in a specific course who simply decides to quit attending class without completing the proper paperwork will be assigned a grade of AF (failure due to excessive absences). Both the WF and AF grades are grounds for probation. Students are considered full-time students and pay the flat-rate tuition regardless of the number of hours taken

Withdrawal from the University

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

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

Entry-level and post-professional students will be considered as having withdrawn from the University after two consecutive weeks of unexplained absence. However, this policy is not to be considered as revoking the regulation which requires a student to notify the Assistant/Associate Dean in the Office of Academic and Student Affairs in person or in writing of his/her withdrawal. **Refunds are made to the student on the basis of the date he/she has formally notified the Assistant/Associate Dean in the Office of Academic and Student Affairs in person or in writing of his/her withdrawal.**

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

Students who have decided to withdraw from school and plan to return within the following year may wish to consider a Temporary Withdrawal.

Refer to the Refund Schedule (p. 33) for information about withdrawals and refunds.

Interprofessional Education (IPE)

https://healthsciences.creighton.edu/interprofessional-0

Interprofessional education is defined as “when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes” (WHO, 2010).

Collaboration among health care professionals is key to delivering better care to improve the patient experience. The Center for Interprofessional Practice, Education and Research (CIPER) is the catalyst for interprofessional education and practice for Creighton University and CHI Health, our primary academic health partner. CIPER is part of the Nexus Innovations Network supported by the National Center for Interprofessional Practice and Education.

This innovative enterprise ensures students in Creighton’s health sciences programs receive an interprofessional education that prepares them to collaborate and share knowledge with other health care professionals in their future careers.The IPE 001 Interprofessional Education Passport consists of student learning activities focused on meeting the core competencies for interprofessional collaborative practice and each profession’s interprofessional education accreditation requirements.

As a Creighton health sciences student, you **must** complete three IPE 001 Interprofessional Education Passport activities to graduate. **Prior to** enrollment in the IPE 001 Interprofessional Education Passport, you must successfully complete IPE 500 Introduction to Collaborative Care. In order for an activity to be approved as part of the IPE Passport, it must meet certain criteria and be approved by the IPE Curriculum Committee. These criteria are outlined on CIPER’s website.

IPE 001. Interprofessional Education Passport. 0 credits.
The Interprofessional Education Passport consists of student learning activities focused on meeting the Core Competencies for Interprofessional Collaborative Practice and each profession’s interprofessional education accreditation requirements. Interprofessional education is defined as “when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes” (WHO, 2010). Creighton health sciences students must complete 3 IPE Passport activities in order to graduate. Prior to enrollment in the IPE Passport, each student must successfully complete IPE 400: Introduction to Collaborative Care. In order for an activity to be approved as part of the IPE Passport, it must meet certain criteria and be approved by the CIPER Curriculum Committee.

IPE 004. Introduction to Collaborative Care. 0 credits.

IPE 410. Interprofessional Foundations in Patient Safety. 2-4 credits.
This course is designed to educate health professions students about the fundamental core knowledge of patient safety. Faculties representing various disciplines teach the content from a patient-centered focus within an inter-professional framework. Concepts of safe systems will serve as an over arching principle to patient safety. By engaging in a series of modules complimented by case-based exercises, participants will learn the scope of the problem of patient safety, and acquire the skills to foster a culture of continuous learning and incorporation of patient safety best practices and improvements in their own individual professional practices.

IPE 413. Developing Care for a Vulnerable Population:An Interprofessional Collaborative Approach-Hlth Promotn. 1 credit.
This course will provide students an opportunity to collaborate to address community identified health needs in partnership with a community partner. The focus of the course is to implement interprofessional collaborative care to address health status of a population in a community setting. P. Nursing - enrollment in graduate nursing; Physical Therapy, Occupational Therapy, and Pharmacy - successful completion of second year of professional curriculum.

IPE 500. Introduction to Collaborative Care. 0-0.5 credits.
This course is an introduction to the concepts of interprofessional collaborative practice preparing students across the health sciences to engage in interprofessional education and practice activities during their tenure at Creighton and beyond. In this course health sciences students will gain knowledge in the Core Competencies for Interprofessional Collaborative Practice, versed in the basics of team work in the context of health care and begin to develop skills in team-based clinical reasoning.

IPE 512. Cultural Immersion and Experiential Learning in China. 3 credits.
The focus of this course is to increase participants’ cultural awareness and sensitivity with an introduction to cultural competence and facilitate their leadership development for societal and global concerns through interprofessional experiential learning in China. Participants will engage in a series of seminars centered on preparation for successful experiential learning in China prior to a week-long international experience. Through immersion and engagement in various professional activities such as observation, advocacy for evidence-based rehabilitation practice and consultation, participants are expected to enhance cultural awareness and introduction to cultural sensitivity and foster leadership skills for international health concerns. Such an experiential learning immersion will assist participants to provide culturally sensitive care and assume leadership roles at the international level. A professional dissemination of the experiential learning experience is expected at the end of the course.

IPE 515. Interprofessional Palliative Care. 1 credit.
The course focus is interprofessional collaborative care to address palliative care needs of patients. Key topics: Palliative care trajectories, ethics, communication, symptom management, spirituality/cultural care, and grief/loss/bereavement. Learning methodology: readings, discussion boards and virtual simulation. Uponsuccessful completion (3) IPE passport activities are earned. P. IPE 400.

IPE 520. Interprofessional Childhood Motor Play and Development. 1 credit.
This course includes lecture and experiential learning opportunities for graduate Physical Therapy and Occupational Therapy students to work interprofessionally with children in organized community programs. Students will enhance their understanding of working with individuals from other professions and strengthen their knowledge of functional movements of children. P. IPE 400.

Pharmacy Program

The Pharmacy Profession

The pharmacist is the drug expert on the health care team who has the ability to solve health-related problems of individuals and the community as they relate to the selection, use, delivery, and distribution of pharmaceuticals. The pharmacist, utilizing knowledge of disease states, therapeutics, and the pharmaceutical and biomedical sciences, assists in the management of the patient therapy by gathering information from the patient record, the patient, other health professionals and other resources. Pharmacy practice also includes selecting and implementing

a therapeutic drug regimen, monitoring the outcome of that regimen, and providing drug information and education to patients and health professionals. Collectively, these responsibilities form the foundation of the professional mandate to pharmacists to provide pharmaceutical care. The pharmacist is also responsible for storing, protecting, compounding, and dispensing medication in its various dosage forms.

Pharmacists have more career opportunities available to them today than ever before. Many are staff pharmacists, some own a private community practice, and others are managers in hospitals. Pharmacists who elect to go on for advanced training in the form of a residency or graduate education beyond the PharmD degree may choose to teach at colleges and schools of pharmacy across the country. The pharmaceutical industry also provides opportunities in research, sales, information management, marketing, regulatory control, product development, quality control and production. Numerous employment opportunities also exist in governmental agencies.

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

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

Mission Statement

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

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

Program Accreditation

The entry-level Doctor of Pharmacy program at Creighton University is accredited by:

Accreditation Council for Pharmacy Education (ACPE)
135 S. LaSalle Street, Suite 4100
Chicago, IL 60603-4810
Phone: 312.664.3575
Fax: 312.664.4652

www.acpe-accredit.org (https://www.acpe-accredit.org)

Technical Standards for Admission and Retention of Pharmacy Students

In addition to the academic requirements outlined above, candidates must possess skills and abilities that will allow them to successfully complete the curriculum and practice the profession of pharmacy. Creighton University School of Pharmacy and Health Professions has an ethical responsibility for the safety of patients for whom the students come into contact. Therefore, patient safety is a major factor in establishing requirements for physical, cognitive, and emotional capabilities of applicants for admission and graduation. These technical standards encompass observational, communicational, motor, intellectual-conceptual (integrative and qualitative), behavioral and social skills and abilities. The School is committed to enabling students with disabilities by reasonable means of accommodation to complete the course of study leading to the Doctor of Pharmacy degree. Some accommodations cannot be made because they are not reasonable. For example, the use of a trained intermediary is not acceptable in most clinical situations in that it implies that a candidate's judgment must be mediated by someone else's power of selection and observation.

1. Observational: The candidate must be able to visually observe and interpret presented information. This will necessitate the functional use of vision, hearing and somatic senses.
2. Communicational: The candidate must be able to communicate effectively with patients, caregivers, faculty/staff and all members of the health care team. These skills include the appropriate use of spoken and written English, hearing, and reading.
3. Motor: The candidate must have sufficient motor function and skills necessary to perform basic tasks in the training and practice of pharmacy. Examples of such tasks may include the compounding of medicinals, administration of drugs or the provision of basic cardiac life support. Such actions require the coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses.
4. Intellectual-Conceptual: Problem solving and critical thinking are key skills to proper performance of the responsibilities of a pharmacist. The candidate must be able to measure, calculate, reason, analyze, synthesize and integrate information that is essential to fully develop these skills.
5. Behavioral and Social Skills and Abilities: The candidate must be of sufficient emotional and mental health to utilize fully his or her intellectual ability, to exercise good judgment and ethical standards, to complete patient care responsibilities promptly, and to relate to others with courtesy, compassion, maturity and respect for their dignity. The ability to participate collaboratively as a professional team member is essential. The pharmacy student must display emotional health in spite of stressful work, changing environments,

and clinical uncertainties. The pharmacy student must be able to modify behavior in response to constructive criticism. He/she must exhibit behavior and intellectual functioning which does not differ from acceptable standards.

The applicant should evaluate him or herself for compliance with these technical standards.

Internship

Most states require some practical experience under the supervision of licensed pharmacists before candidates are allowed to take the examinations for licensure. This practical experience, known as internship, may be obtained from a combination of employment while in the pharmacy program, School-directed experiential education activities, and employment after graduation. All Creighton University pharmacy students, regardless of pathway, must be registered as pharmacist interns with the State of Nebraska before they can engage in any School-directed experiential patient-care education activities (including introductory pharmacy practice experiences, and advanced pharmacy practice experiences or rotations) or accumulate other internship hours. In addition, Creighton University pharmacy students may have to be registered/licensed as pharmacist interns in a state other than Nebraska before they can engage in any School-directed experiential education activities in that state or accumulate internship hours in that state. The Creighton School of Pharmacy and Health Professions requires all pharmacy students to be registered as pharmacist interns with the State of Nebraska by the end of the fall semester P1 year in order to continue coursework in the professional program.

It is the School's requirement that all Creighton pharmacy students will secure their Nebraska pharmacist intern registration throughout the program as noted above. Accepted/admitted students who are denied a Nebraska pharmacist intern registration or whose application is deferred by the Nebraska Department of Health and Human Services may not be allowed to continue in the pharmacy program. Students who neglect to apply for their pharmacist intern registration by the end of the fall semester P1 year may not be allowed to continue in the professional program. If a student is unable to secure a Nebraska pharmacist intern registration the offer of admission will be rescinded.

Licensure

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

Graduation Rates

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

The School of Pharmacy and Health Professions at Creighton University reports graduation rates for each program based on attrition information. Students entering the Doctor of Pharmacy program between the years of 2012–2015, with the 2015 entering class graduating in May 2019, averaged a graduation rate of approximately 91 percent.

Doctor of Pharmacy Degree and Curriculum

Educational Outcomes for Pharmacy Graduates

Creighton University pharmacy graduates must possess knowledge, skills, attitudes, and values to provide patient-centered care. Graduates must be able to provide patient care and serve target populations in cooperation with patients, prescribers, other members of interprofessional health care teams, and the community based upon sound therapeutic principles, evidence-based data, and research skills. In this regard, graduates must demonstrate competence in the following areas:

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

Campus Pathway

The campus pathway to the Doctor of Pharmacy degree requires nine semesters of professional course work (thirteen semesters including the two years of pre-pharmacy courses). Students are required to attend

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

Doctor of Pharmacy Curriculum (Pharm.D.)

First Professional Year

Fall		**Credits**
IPE 500	Introduction to Collaborative Care	0-0.5
OTD 215	Medical Terminology	1
PHA 301	Principles of Biochemistry for Pharmacy	3
PHA 312	Professional Development and Experience I	1.5
PHA 313	Calculations in Pharmacy Practice	2
PHA 317	Pharmaceutics I: Physiochemical Principles of Drugs	3
PHA 320	Communication Skills	2
PHA 359	Dispensing and Patient Care I	3
	Term Credits	15.5-16
Spring		
BMS 404	Human Physiology	3
MIC 541	Medical Microbiology and Immunology	3
PHA 443	Basic Pharmacokinetics	2
PHA 314	Professional Development and Experience II	1.5
PHA 321	Health Systems and Patient Safety	3
PHA 339	Pharmaceutics II - Pharmaceutical Dosage Forms and Drug Delivery Systems	3
PHA 470	Pharmacy-Based Immunization Delivery	1
	Term Credits	16.5

Second Professional Year

Fall		
PHR 241	Pharmacology I	4.5
PHA 326	Patient Assessment	2
PHA 333	Introductory Pharmacy Practice Experience II [1]	3
PHA 337	The Chemical Basis of Drug Action I	2.5
PHA 338	Professional Development Seminar III	1
PHA 413	Pharmacotherapeutics I: Focus on Nonprescription Products Self-Care	5
	Term Credits	18
Spring		
PHR 242	Pharmacology II	4.5
PHA 414	Pharmacotherapeutics II	7
PHA 447	Chemical Basis of Drug Action II	2.5
PHA 469	Dispensing and Patient Care II	2
	Term Credits	16

Third Professional Year

Fall		
PHA 350	Introduction to Research Methods and Biostatistics	2
PHA 351	Foundations of Public Health	2
PHA 415	Pharmacotherapeutics III	7
PHA 430	Immunopharmacology and Biotechnology	2
PHA 433	Introductory Pharmacy Practice Experience III [1]	2
PHA 442	Pharmacy Practice Management	3
	Term Credits	18
Spring		
PHA 416	Pharmacotherapeutics IV	7
PHA 489	Dispensing and Patient Care III	2
PHA 448	Professional Development Seminar IV	1
PHA 454	Pharmacy Practice Law	3
PHA 456	Ethics in the Health Care Professions	3
PHA 458	Literature Evaluation and Evidence-Based Practice	3
	Term Credits	19

Fourth Professional Year

First Semester (Summer)		
Rotations (2)		10
	Term Credits	10
Second Semester (Fall)		
Rotations (3)		15
	Term Credits	15

Third Semester (Spring)

Rotations (3)		15
	Term Credits	15
	Total Credits:	143-143.5

[1] Taken the preceding Summer

Distance Pathway

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

Doctor of Pharmacy Curriculum (Pharm.D.)

First Professional Year

Fall		**Credits**
Welcome Week Orientation and Technology Training		0
IPE 400		0
OTD 215	Medical Terminology	1
PHA 301	Principles of Biochemistry for Pharmacy	3
PHA 312	Professional Development and Experience I	1.5
PHA 313	Calculations in Pharmacy Practice	2
PHA 317	Pharmaceutics I: Physiochemical Principles of Drugs	3
PHA 320	Communication Skills	2
PHA 359	Dispensing and Patient Care I	3
	Term Credits	15.5
Spring		
BMS 404	Human Physiology	3
MIC 541	Medical Microbiology and Immunology	3
PHA 443	Basic Pharmacokinetics	2
PHA 314	Professional Development and Experience II	1.5
PHA 321	Health Systems and Patient Safety	3
PHA 339	Pharmaceutics II - Pharmaceutical Dosage Forms and Drug Delivery Systems	3
	Term Credits	15.5

Second Professional Year

Fall		
PHR 241	Pharmacology I	4.5
PHA 326	Patient Assessment	2
PHA 333	Introductory Pharmacy Practice Experience II [1]	3
PHA 337	The Chemical Basis of Drug Action I	2.5
PHA 338	Professional Development Seminar III	1
PHA 413	Pharmacotherapeutics I: Focus on Nonprescription Products Self-Care	5
PHA 470	Pharmacy-Based Immunization Delivery [2]	1
	Term Credits	19
Spring		
PHR 242	Pharmacology II	4.5
PHA 414	Pharmacotherapeutics II	7
PHA 447	Chemical Basis of Drug Action II	2.5
PHA 469	Dispensing and Patient Care II [2]	2
	Term Credits	16

Third Professional Year

Fall		
PHA 350	Introduction to Research Methods and Biostatistics	2
PHA 351	Foundations of Public Health	2
PHA 415	Pharmacotherapeutics III	7
PHA 430	Immunopharmacology and Biotechnology	2
PHA 433	Introductory Pharmacy Practice Experience III [1]	2
PHA 442	Pharmacy Practice Management	3
	Term Credits	18
Spring		
PHA 416	Pharmacotherapeutics IV	7
PHA 448	Professional Development Seminar IV	1
PHA 454	Pharmacy Practice Law	3

PHA 456	Ethics in the Health Care Professions	3
PHA 458	Literature Evaluation and Evidence-Based Practice	3
PHA 489	Dispensing and Patient Care III [2]	2
	Term Credits	19
Fourth Professional Year		
First Semester (Summer)		
Rotations (2)		10
	Term Credits	10
Second Semester (Fall)		
Rotations (3)		15
	Term Credits	15
Third Semester (Spring)		
Rotation (3)		15
	Term Credits	15
	Total Credits:	143

[1] Course taken in preceding summer semester.

[2] Course taken the following summer.

Elective Requirements

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

Elective courses must be taken for a grade unless the instructor has elected to use the Satisfactory/Unsatisfactory grading system. The Pass/No Pass option is not allowed for courses that will be applied toward the degree.

Rotation Requirements

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

Code	Title	Credits
PHA 510	Community Advanced Pharmacy Practice Experience	5
PHA 511	Hospital Advanced Pharmacy Practice Experience	5
PHA 512	Acute Care Advanced Pharmacy Practice Experience	5
PHA 515	Drug Information Advanced Pharmacy Practice Experience	5
or PHA 534	Medication Therapy Management (MTM) Advanced Pharmacy Practice Experience	
PHA 516	Ambulatory Care Advanced Pharmacy Practice Experience	5

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

Code	Title	Credits
PHA 520	Elective Community Advanced Pharmacy Practice Experience	5
PHA 521	Community Management Advanced Pharmacy Practice Experience	5
PHA 522	Advanced Community Advanced Pharmacy Practice Experience	5
PHA 523	Long Term Care Advanced Pharmacy Practice Experience	5
PHA 524	Elective Ambulatory Care Advanced Pharmacy Practice Experience	5
PHA 525	Informatics Advanced Pharmacy Practice Experience	5
PHA 526	Home Infusion Advanced Pharmacy Practice Experience	5
PHA 527	Compounding Advanced Pharmacy Practice Experience	5
PHA 528	Institute For Latin American Concerns (ILAC) Advanced Pharmacy Practice Experience	5
PHA 529	International Advanced Pharmacy Practice Experience	5
PHA 530	Emergency Medicine Advanced Pharmacy Practice Experience	5
PHA 531	Medication Safety Advanced Pharmacy Practice Experience	5
PHA 532	Public Health Advanced Pharmacy Practice Experience	5
PHA 533	Organization Management Advanced Pharmacy Practice Experience	5
PHA 534	Medication Therapy Management (MTM) Advanced Pharmacy Practice Experience	5
PHA 535	Academic Advanced Pharmacy Practice Experience	5
PHA 537	Community Health Engagement Advanced Pharmacy Practice Experience	5
PHA 538	Managed Care Advanced Pharmacy Practice Experience	5
PHA 540	Elective Hospital Advanced Pharmacy Practice Experience	5
PHA 541	Hospital Management Advanced Pharmacy Practice Experience	5
PHA 542	Elective Drug Information Advanced Pharmacy Practice Experience	5
PHA 543	Poison Center Advanced Pharmacy Practice Experience	5

PHA 545	Nuclear Medicine Advanced Pharmacy Practice Experience	5
PHA 546	Veterinary Advanced Pharmacy Practice Experience	5
PHA 550	Industry Advanced Pharmacy Practice Experience	5
PHA 551	Research Advanced Pharmacy Practice Experience	5
PHA 560	Elective Acute Care Advanced Pharmacy Practice Experience	5
PHA 563	Infectious Disease Advanced Pharmacy Practice Experience	5
PHA 565	HIV/AIDS Advanced Pharmacy Practice Experience	5
PHA 566	Hematology/Oncology Advanced Pharmacy Practice Experience	5
PHA 568	Critical Care Advanced Pharmacy Practice Experience	5
PHA 569	Cardiology Advanced Pharmacy Practice Experience	5
PHA 570	Psychiatry Advanced Pharmacy Practice Experience	5
PHA 572	Pediatrics Advanced Pharmacy Practice Experience	5
PHA 573	Nutrition Support Advanced Pharmacy Practice Experience	5
PHA 574	Neurology Advanced Pharmacy Practice Experience	5
PHA 575	Patient Care Discharge Advanced Pharmacy Practice Experience	5

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

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

A cumulative grade-point average of not less than 2.00 is required for graduation, based on all work attempted while enrolled in the pharmacy program.

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

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

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

Courses

PHA 300. Pharmacogenomics in Disease Management. 2 credits. (Elective)
Many patients fail to respond completely to the drugs they are given, and others manifest often severe adverse effects. Obviously, a better fundamental understanding of the nature of genetic predisposition to diseases as well as drug action is essential for future progress in healthcare. Drugs may interact specifically and selectively with the genetic properties of an individual. Pharmacogenomics predicts how an individual's genetic inheritance will affect the body's response to drugs. This course will deal with fundamental concept of pharmacogenomics, its application to disease management and patient care, and future trends. P. BMS 301 or PHA 301.

PHA 301. Principles of Biochemistry for Pharmacy. 3 credits.
This course introduces pharmacy students to the chemistry of biological systems. Key topics include structure of biological macromolecules and their building blocks, function of biochemically important molecules, metabolism for energy storage or construction of biomolecules, and coordinated regulation of metabolism. Examples of drug action with respect to metabolism will be included throughout. P. CHM 323 and CHM 324.

PHA 310. Human Anatomy for Pre-Professionals. 3 credits.
This is a survey course for pre-health professions where students will learn cellular, tissue, organ and system level anatomy, with an emphasis on the application of this knowledge as it relates to the health professions. Structure/function relationships, clinical cases, and anatomical terminology will be emphasized. P. BIO 201 or 202 (both preferred).

PHA 311. Human Anatomy Lab for Pre-Professionals. 1 credit.
This is a lab course that accompanies Human Anatomy for Pre-Professionals, PHA 310, that utilizes web-based histology labs, visits to the gross anatomy lab, demonstrations and models to teach human anatomy as it pertains to healthcare professions. P. BIO 201 or BIO 202 (both preferred); CO: PHA 310.

PHA 312. Professional Development and Experience I. 1.5 credit.
Professional Development and Experience I (PDE I) is the first in a series of four courses to guide students in becoming ethical, reflective, and responsible practitioners in the Ignatian Tradition. In PDE I, students are introduced to professionalism, reflection, self-awareness, self-regulation, and health literacy. Core Ignatian Values are introduced and thoughtful reflection is utilized to increase student self-awareness as the basic foundation for becoming a reflective practioner. Students will have opportunitieis for professional growth and development through co-curriculuar activities. The experiential component introduces students to the pharmacist's role and responsiblities through shadowing and observing pharmacists in community, hospital, and various specialty practice settings.

PHA 313. Calculations in Pharmacy Practice. 2 credits.
This course prepares students to perform calculations as they pertain to the chemistry and biochemistry of pharmaceuticals, prescription preparation, extemporaneous compounding, drug administration, and dosage adjustments based on patient-specific parameters.

PHA 314. Professional Development and Experience II. 1.5 credit.
Professional Development and Experience II (PDE II) is the second in a series of four courses to guide students in becoming an ethical, reflective, and responsible practitioner in the Ignatian Tradition. In PDE II, students are introduced to leadership, innovation, team work, and professional advocacy. Additionally, elements of self-awareness and cultural competency will continue to be developed. Core Ignatian Values are integrated and thoughtful reflection is utilitzed to increase student self-awareness as the basic foundation for becoming a reflective practitioner. Students will have opportunities for professional growth and development through co-curricular activities. The experiential component introduces students to the pharmacist's role and responsibilities through shadowing and observing pharmacists in community, hospital, and various specialty practice settings. P. PHA 312.

PHA 317. Pharmaceutics I: Physiochemical Principles of Drugs. 3 credits.
This course provides foundation to understand and apply physicochemical concepts to current drug entities as well as future therapeutic agents to obtain better therapeutic outcomes. The concept of solubility and partitioning will be discussed in terms of drug release and its bioavailability. The principles of pharmaceutical sciences involved in drug design and dosage form properties, formulation development and delivery, drug stability and storage, and drug kinetics (absorption, distribution, and excretion) will be introduced.

PHA 320. Communication Skills. 0-2 credits.
The course establishes a framework and demonstrates concepts that are essential for effective communication in pharmacy settings. Emphasis is placed on developing effective, empathic, and assertive communication between pharmacists, patients and interdisciplinary colleagues. Active learning techniques provide an opportunity for practice and feedback.

PHA 321. Health Systems and Patient Safety. 3 credits.
This course examines various structural, economic, service delivery, professional, and patient factors that influence contemporary pharmacy practice in a variety of settings. This course emphasizes development of a culture of best practices in patient safety. This course includes concepts of safe patient care systems in health care delivery as well as public health principles and practices in the context of public responsibility.

PHA 326. Patient Assessment. 2 credits.
This course instructs the student how to methodically obtain and evaluate subjective and objective patient information for all of the body systems. Students learn specific patient interviewing skills and questions in order to appropriately obtain subjective information. Students also learn theoretical and practical aspects of objective patient information including physical examination and clinical laboratory data. Patient case scenarios are utilized to assist students in comparing and contrasting normal from abnormal physiologic functioning and to expose them to patient assessment skills that are commonly used to provide pharmaceutical care. P. MIC 541, OTD 215, PHA 320 and BMS 404.

PHA 333. Introductory Pharmacy Practice Experience II. 3 credits.
Introductory Pharmacy Practice Experience (IPPE) II will provide second-year pharmacy students with an eighty-hour (two-week block) experience in a community pharmacy practice setting. Students will actively participate in community pharmacy practice activities such as prescription processing, medication dispensing, communicating with patients and healthcare professionals, as well as working with inventory control procedures. Students will also have opportunities for professional growth and development through attending professional meetings, participating in health related service, and reflecting upon their experiences. IPPE II will prepare students for future pharmacy practice experiences. This course is graded Satisfactory/Unsatisfactory. P. PHA 314.

PHA 337. The Chemical Basis of Drug Action I. 2.5 credits.
The Chemical Basis of Drug Action emphasizes the relevance of chemistry to contemporary pharmacy practice. The course integrates chemical, biochemical and physiological principles to derive structure-activity relationships for commonly encountered drugs that explain the scientific rationale for their therapeutic use. Active learning strategies are utilized to help learners develop the skills necessary to provide a scientific basis for patient-centered therapeutic decision-making. P. BMS 301 or PHA 301; CO: PHR 241.

PHA 338. Professional Development Seminar III. 1 credit.
Professional Development Seminar III continues to introduce and reinforce basic pharmacy practice elements and professionalism. Competency is expanded to include the top 100 prescription drugs in which students learn the trade name, generic name, pharmacologic class, FDA indications, available dosage forms, and common patient counseling information. Ignatian Values are reinforced through discussion and reflection regarding the student's calling to the pharmacy profession. Concepts and techniques to gather and record patient data are introduced. P. PHA 314.

PHA 339. Pharmaceutics II - Pharmaceutical Dosage Forms and Drug Delivery Systems. 3 credits.
This course provides an introduction to different pharmaceutical dosage forms and drug delivery systems. This course comprises non-sterile drug delivery systems, including solid, liquid, semi-solid, aerosol, transdermal, and emerging delivery systems. This course will also emphasize the biopharmaceutical aspects of delivery systems. The concepts and applications of non-sterile compounding of dosage forms will be introduced. P. PHA 317 P or CO: PHA 313 and BMS 404.

PHA 340. Native American Culture and Health. 2 credits. (Elective)
This course allows students to learn firsthand about the culture and health care practices of Native Americans by participating in seminars offered by Native tribal and spiritual leaders, healers, and others who work with Native populations in promoting wellness and pride in culture. Students will participate in the course with other SPAHP students enrolling in the elective course PHA 341. P. IC.

PHA 341. Learning Through Reflective Service: Native American Experience. 2 credits. (Elective)
This course allows students to learn firsthand about the culture and health care practices of Native Americans through focused, reflective study and professional and community-related service activities. One week of guided on-site experience at a Native American reservation or urban community is preceded by the establishment of learning goals, readings, independent study, group discussion and reflection. Following the service week, students engage in further reflection to make meaning of the experience, present an oral reflection on the lessons learned from the experience and a seminar on their experience to interested Creighton students and faculty, and explore career opportunities in the Public Health Service. P. IC.

PHA 347. Professional Seminar. 1 credit. (Elective)
This 1-credit course is designed to assist students in becoming strategic learners. The course will explore strategies or approaches that enable one to better learn, understand and retain what is being taught, and the ways to manage one's time and life in the new environment of professional school. Ideas from educational psychology, cognitive psychology, and various academic disciplines are presented in order to improve students' learning ability in professional school.

PHA 348. Well-Being and Student Success Seminar. 1 credit.
This course is designed to assist students in developing an awareness of the impact of well-being on their success as students and future healthcare professionals. The course will explore the following aspects of well-being: academic, social, financial, physical, community, and spiritual. These aspects of well-being will be used to assist students in creating a personal, academic, and professional plan for success. This course is open to second and third-year students enrolled in the School of Pharmacy and Health Professions.

PHA 350. Introduction to Research Methods and Biostatistics. 2 credits.
Students will identify and interpret research questions, hypotheses, variables, sampling methods, research designs, as well as, descriptive and inferential statistics. The emphasis is to evaluate and assess the validity and significance of these research components so there is appropriate interpretations of research results. The goal is for students to become critical readers and users of research so they can practice evidence-based pharmacy and contribute to pharmacy's knowledge base. Students will learn to interpret the validity and the statistics of a research report, but will not necessarily learn to conduct research or perform statistical calculations.

PHA 351. Foundations of Public Health. 2 credits.
This course introduces principles and practice of public health, from population and patient care perspectives. Key epidemiologic and public health terminology is covered. Pharmacy applications of core functions and essential services of public health, as well as Healthy People Objectives and Millenium Development Goals, are addressed. Partnership opportunities in collective efforts to optimize public health are explored. P. PHA 321.

PHA 359. Dispensing and Patient Care I. 0-3 credits.
DPC I covers a wide range of topics related to pharmacy practice. These include an introduction to drug information resources, sterile compounding, prescription processing and dispensing, patient encounters and counseling, therapeutic outcomes, communication, patient safety (e.g., medication errors and risk management), and other pharmacy practice related issues. Students are prepared to apply knowledge and skills in both community and institutional settings with a focus on pharmacy care.

PHA 362. Ocular Pharmacology and Therapeutics. 1 credit. (Elective)
This course will provide an overview of basic concepts of physiology, biochemistry and anatomy of the eye to facilitate an understanding of the etiology and pharmacological management of various ocular diseases. The following ophthalmic disorders will be covered: glaucoma, Dry Eye Syndrome, cataract, diabetic retinopathy and age-related macular degeneration. This course is open to P1 through P3 students in both the campus and distance pathways.

PHA 363. Introduction to Pharmaceutical Materials Sciences. 1 credit. (Elective)
This course provides an introduction to the excipients or inactive ingredients involved in pharmaceutical preparations. The physicochemical, toxicologic, and regulatory properties of common excipients will be discussed. In addition, the functional roles of common pharmaceutical excipients will be discussed. P. PHA 317 and PHA 339.

PHA 375. Introduction to Online Information Retrieval. 1 credit. (Elective)
An in-depth introduction to information retrieval from the major bibliographic health science databases including Medline, Embase, and IPA. The student will develop a proficiency with the mechanics of searching, learn strategies for solving a variety of search problems, and develop an understanding of the strengths and weaknesses of the various databases.

PHA 377. Addiction, Alcoholism and Other Substance Abuse Disorders. 2 credits. (Elective)
A study of alcoholism and other substance-related disorders, including etiology, addiction, prevention, and treatments. Special emphasis is given to the disease concept of these disorders, intervention techniques, 12-step programs, dysfunctional families, codependence, adult children, policies relating to impaired professionals, and the impact of alcohol and drug use on society.

PHA 381. Health Informatics. 2 credits. (Elective)
This course is designed to provide students with an overview of health technologies currently being used in health care practice, with a focus on their use and impact on care delivery. This includes improvements in safety, quality, and efficiency of care, as well as, negative consequences resulting from increased complexity of health care. This course also presents a national look at the focus on health information technologies and addresses future informatics needs in health care.

PHA 388. Integrative Medicine. 2 credits. (Elective)
Evidence-based principles will be used to explore the integration of complementary and alternative medicine (CAM) and pharmacy practice. Ethical considerations relative to CAM therapies will be discussed. Nutraceutical products utilized in the care of selected patient populations will be investigated. Students will be given the opportunity to participate in making a lifestyle change using some of the techniques and activities associated with course topics and activities.

PHA 397. Directed Study. 1-6 credits. (Elective)
An opportunity for motivated students to become involved in a research project or topic study under the direction and guidance of a faculty member. This study may be in any area of pharmacy practice. A maximum of six semester hours may be taken. Graded Satisfactory/ Unsatisfactory. P. IC.

PHA 399. Directed Independent Research I. 1-6 credits. (Elective)
This course provides students with the opportunity to become involved in a research project under the guidance of a faculty member. The course is repeatable to a maximum of six hours.

PHA 404. Human Physiology. 3 credits.
This course is designed to provide pharmacy students with a basic knowledge of human physiology. The function of the major organ systems is covered in a series of lectures and discussions. This course is required for PH1 students both on campus and online.

PHA 410. Third World Cultures and Health Care (ILAC Service). 3 credits. (Elective)
This service course allows students to learn about the culture and health care practices of a third world country through professional and community-related service activities. The 5-6 week summer service experience during the months of June and July in the Institute for Latin American Concern (ILAC) Summer Program has a major focus on the team approach to episodic health-care problems. This unique experience affords the student the opportunity to participate in the inter-disciplinary assessment, planning, implementation and evaluation of health care delivery and education in a Third World country, under the direction of faculty. Students present an oral reflection on the lessons learned from the experience and a seminar on their experience to interested Creighton students and faculty. The student has to apply and be accepted to the ILAC Summer Program. There are informational meetings about the ILAC Summer Program each year during the fall semester (September/October). Interested students must submit an application to the ILAC Omaha Office by November 1st for the following summer program. An interview is scheduled and accepted participants are notified electronically before Thanksgiving break. Pharmacy students will be competing for the 18-24 'ayudante' (helper) positions with students from other colleges, universities, and professionals. P. OTD 330 or equivalent Application and acceptance to ILAC Summer Program.

PHA 413. Pharmacotherapeutics I: Focus on Nonprescription Products & Self-Care. 5 credits.
This course provides instruction on the pharmacotherapeutic management of medical disorders that can primarily be treated utilizing nonprescription medications and nutraceutical products. The students will be taught how to assess a patient's current health status to determine if they are a candidate for self-care. Foundational concepts of pathophysiology relative to nonprescription products are also presented. Students are expected to assess patients, make therapeutic recommendations and provide the appropriate counseling information to ensure safe and effective use of the recommended products. P. MIC 541, PHA 339, BMS 404, PHA 443.

PHA 414. Pharmacotherapeutics II. 7 credits.
This course provides in-depth instruction into the pharmacotherapeutic management of major medical diseases with the incorporation of pathophysiologic, pharmacologic and pharmacokinetic principles in a comprehensive medication therapy management model. Emphasis is placed on the efficacy, safety, and cost-effectiveness of drug therapy in pathological disease states affecting all major human organ systems. This course provides the foundation of skills the pharmacist needs to provide appropriate pharmaceutical care to patients. The inclusion of case studies in this course allows the student pharmacist to integrate and apply the didactic knowledge in preparation for the experiential portion of the curriculum. P. PHR 241; PHA 326; PHA 337; PHA 413; PHA 443.

PHA 415. Pharmacotherapeutics III. 7 credits.
This continuation of Pharmacotherapeutics II continues to provide in-depth instruction into the pharmacotherapeutic management of major medical diseases with continued incorporation of pathophysiologic, pharmacologic and pharmacokinetic principles in a comprehensive medication therapy management model. P. PHR 242, PHA 447, and PHA 414.

PHA 416. Pharmacotherapeutics IV. 7 credits.
This continuation of Pharmacotherapeutics III continues to provide in-depth instruction into the pharmacotherapeutic management of major medical diseases with continued incorporation of pathophysiologic, pharmacologic and pharmacokinetic principles in a comprehensive medication therapy management model. P. PHR 242, PHA 447, and PHA 415.

PHA 430. Immunopharmacology and Biotechnology. 2 credits.
This course will emphasize the developments in immunology and pharmacology as they relate to the modulation of the immune response. The information will include: the fundamental of cellular immunology, the physiology, pathology and pharmacology of cytokines, mechanisms of action of immune-suppressive drugs, mechanisms of allergic disease and tissue transplant rejection, monoclonal antibodies as therapeutic agents, anti-HIV agents and the development of T-cell vaccines for treating AIDS and gene therapy. P. PHR 242.

PHA 433. Introductory Pharmacy Practice Experience III. 2 credits.
Introductory Pharmacy Practice Experience (IPPE) 3 will provide third-year pharmacy students with an eighty-hour (two-week block) experience in a hospital pharmacy practice setting. Students will actively participate in hospital pharmacy practice activities such as processing of medication orders, preparing and dispensing of medications, communicating with other healthcare professionals, as well as working with inventory control procedures. Students will also have opportunities for professional growth and development through attending professional meetings, participating in health related service, and reflecting upon their experiences. IPPE 3 will prepare students for future pharmacy practice experiences. Graded Satisfactory/Unsatisfactory. P. PHA 333.

PHA 442. Pharmacy Practice Management. 3 credits.
This course is designed to prepare students for the various roles of management in pharmacy practice they may be required to assume regardless of future position or practice setting. Management principles that are introduced, developed and demonstrated include operations management, financial analysis, human resource management, marketing, management of traditional pharmacy goods and services, management of value added pharmacy services, and risk management. Students will be introduced to these concepts, and asked to apply them by demonstrating business planning and pharmacy service implementation. P. PHA 321.

PHA 443. Basic Pharmacokinetics. 2 credits.
Pharmacokinetics is the mathematically-based study of drug movement in biological systems. This course provides a fundamental introduction to the basic pharmacokinetic principles of absorption, distribution, metabolism, and excretion. The practical application of these principles informs patient-specific therapeutic decisions. P or CO: PHA 313.

PHA 447. Chemical Basis of Drug Action II. 2.5 credits.
The Chemical Basis of Drug Action emphasizes the relevance of chemistry to contemporary pharmacy practice. The course integrates chemical, biochemical and physiological principles to derive structure-activity relationships for commonly encountered drugs that explain the scientific rationale for their therapeutic use. Active learning strategies are utilized to help learners develop the skills necessary to provide a scientific basis for patient-centered therapeutic decision-making. P. BMS 301 or PHA 301, PHR 241, PHA 337; CO: PHR 242.

PHA 448. Professional Development Seminar IV. 1 credit.
Professional Development Seminar IV continues to introduce and reinforce elements of pharmacy practice and professionalism. Ignatian Values are reinforced through discussion and reflection regarding the student's discernment about their role in the pharmacy profession. Specialized post-graduate training opportunities will be reinforced. Graded Satisfactory/Unsatisfactory. P. PHA 338.

PHA 451. Advanced Critical Care Elective. 2 credits. (Elective)
The Advanced Critical Care elective course provides in-depth advanced instruction concerning the pharmacotherapeutic management of commonly encountered critical care diseases. Emphasis is placed on the efficacy, safety, and comparative value of drug therapy in this highly specialized practice area. Didactic knowledge of physiology, pharmacology, and drug therapy management is applied to disease states specific to this population. Didactic instruction is combined with practice case studies and interactive discussions concerning critical care pharmacy-related issues. P. PHA 413, 414, and 415.

PHA 452. Pharmacoeconomics. 2 credits. (Elective)
This course will focus on the application of economic principles and trends applied to the pharmaceutical market. The student will be introduced to common economic evaluation methods (e.g., cost-benefit, cost-effectiveness, cost-utility) as applied to pharmaceutical products and services. Quality of life and outcomes research are explored. Other topics to be covered are: decision tree analysis, epidemiology and pharmacoeconomic research, pharmacoeconomic research in clinical trials, pharmacoeconomic research in community pharmacy practice, pharmacoeconomic research in medical centers, and pharmacoeconomics in the management of drug benefit programs (e.g., formulary development) The course will rely on the use of conventional economic analytical tools. Students should also have a basic knowledge of fundamental descriptive and analytical statistics. P. PHA 321; PHA 350.

PHA 454. Pharmacy Practice Law. 3 credits.
This course introduces students to the legal dimensions of pharmacy practice, with emphasis on federal and Nebraska statutes and regulations pertaining to licensure, pharmacy practice, legend and nonlegend drug products, controlled substances, drug product selection, and other requirements with which a pharmacy practitioner must comply.

PHA 455. Diabetes Care. 2 credits. (Elective)
This elective course develops knowledge, skills, treatment and problem solving techniques used to assist patients in the management of diabetes. Topics include the pathophysiology of Type I and Type II diabetes mellitus, disease progression, complications, and the impact of various therapies, medications, nutrition and exercise on glycemic control in the patient with diabetes. The course will serve to empower the pharmacy student to accept a more responsible role in the care of patients with diabetes. Upon successful completion of all course requirements, the student will receive a Certificate in Diabetes Care. P. PHA 415 and third year status.

PHA 456. Ethics in the Health Care Professions. 3 credits.
This course prepares students to approach ethical dilemmas objectively with a thorough understanding of professional moral responsibility. This course assists students to: distinguish ethical from other kinds of issues in pharmacy; identify the morally relevant features of a case; identify the moral options open to a pharmacist faced with a moral problem; provide justification for the best options, consider counter arguments for one's position; and enhance commitment to promoting the dignity of others.

PHA 457. Clinical Toxicology. 1 credit. (Elective)
This course will introduce students to the clinical toxicology of commonly encountered poisons. The course will utilize case studies and standardized approach to introduce general guidelines for the prevention and treatment of each poisoning. P. PHA 337 and PHR 241.

PHA 458. Literature Evaluation and Evidence-Based Practice. 3 credits.
This course prepares students to practice evidence-based therapeutic decision making. To meet this objective the course integrates principles of information management and advanced use of drug information and medical references and resources to identify and retrieve pertinent scientific information. Emphasis is placed on the critical evaluation of medical literature and synthesis of information to form reliable therapeutic recommendations using principles of evidence-based practice. Basic concepts in epidemiology and practical biostatistics are reviewed. Students are provided the opportunity to practice scientific communication in written form and verbally in order to effectively communicate therapeutic recommendations. Additionally, students are introduced to concepts of formulary management, quality assurance, and medication policy issues. P. PHA 350 and PHA 414.

PHA 469. Dispensing and Patient Care II. 0-2 credits.
Dispensing and Patient Care II (DPC II) is designed to reinforce concepts presented in course lectures, and to support the development and application of skills required to practice contemporary pharmacy. Specific pharmacy practice skills will be introduced and reinforced through lectures, simulated pharmacy practice cases, and simulated patient encounters. P. PHA 326, PHA 359, and PHA 413.

PHA 470. Pharmacy-Based Immunization Delivery. 1 credit.
This required course enables students to become certified in pharmacy based immunization delivery. It is designed to teach pharmacy students (or practicing pharmacists) about vaccine-preventable diseases, about the many different vaccines available, and about optimal pharmaceutical care (including administering vaccines) for patients relative to immunizations. The course prepares students to provide a needed service to the community while obtaining clinical experience in a prevention oriented pharmaceutical care activity. P or CO: MIC 541, PHA 359.

PHA 480. Pediatric Pharmacy Practice Elective. 2 credits. (Elective)
This two-hour course provides in-depth instruction into the pharmacotherapeutic management of the major pediatric diseases. Emphasis is placed on the efficacy, safety, and comparative value of pediatric drug therapy. Didactic knowledge of physiology, pharmacology,and drug therapy management is applied to disease states specific to this population. Didactic instruction is combined with interactive discussions and exposure to pediatric pharmacy. P. PHA 414.

PHA 481. Oncology Pharmacy Practice Elective. 1 credit. (Elective)
This one-hour course provides instruction into the pharmacotherapeutic management of major oncology diseases and the provision of supportive care to oncology patients. Emphasis is placed on the efficacy, safety, and comparative value of oncology drug therapy, as well as issues surrounding the care of a cancer patient. Didactic knowledge of physiology, pharmacology, and drug therapy management is applied to disease states specific to this population. Didactic instruction is combined with interactive discussions and exposure to oncology pharmacy. P. PHR 241 and PHR 242.

PHA 484. Compounding Seminar and Practicum. 1 credit. (Elective)
This is a compounding immersion course offered off campus for students who want practical and hands-on knowledge and training in modern innovative non-sterile compounding. P. PHA 313, IC, and permission of student advisor.

PHA 489. Dispensing and Patient Care III. 0-2 credits.
Dispensing and Patient Care III (DPC III) is designed to reinforce concepts presented in course lectures, and to support the development and application of skills required to practice contemporary pharmacy. Specific pharmacy practice skills will be introduced and reinforced through lectures, simulated pharmacy practice cases, and simulated patient encounters. P. PHA 415 and PHA 469.

PHA 494. Advanced Pharmaceutical Compounding Seminar and Practicum. 2 credits. (Elective)
This is an advanced compounding course for students who have taken and passed the introductory compounding course and would like further instruction in advanced methods and techniques of pharmaceutical compounding. P. PHA 484 and PHA 313; IC.

PHA 495. Advanced Veterinary Compounding Seminar & Practicum. 3 credits. (Elective)
This is an advanced compounding course for students who have taken and passed the introductory compounding course and would like instruction in comprehensive veterinary pharmacotheraphy and applications to compounding for veterinary patients. P. PHA 484; PHA 313; Instruction Consent.

PHA 499. Directed Independent Research II. 1-6 credits. (Elective)
This course provides students with the opportunity to become involved in a research project under the guidance of a faculty member. The course is repeatable to a maximum of six hours.

PHA 510. Community Advanced Pharmacy Practice Experience. 5 credits.
The Community Advanced Pharmacy Practice Experience (APPE) is a rotation in an approved community pharmacy which emphasizes not only medication dispensing and control, but also communicating with patients, prescribers, and other health care professionals. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 511. Hospital Advanced Pharmacy Practice Experience. 5 credits.
The Hospital Advanced Pharmacy Practice Experience (APPE) is an inpatient hospital rotation in an approved hospital pharmacy which provides experience in the provision of pharmaceutical care in an acute inpatient setting. Particular emphasis is placed on the preparation, distribution and control of medications, medication monitoring, and the ability to communicate with other health care professionals. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 512. Acute Care Advanced Pharmacy Practice Experience. 5 credits.
The Acute Care Advanced Pharmacy Practice Experience (APPE) is a clinical rotation providing students an opportunity to provide medication therapy management and pharmaceutical care to adult patients in an inpatient acute care environment. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 515. Drug Information Advanced Pharmacy Practice Experience. 5 credits.
The Drug Information Advanced Pharmacy Practice Experience (APPE) allows the student to provide drug information services to pharmacists and other healthcare professionals. Emphasis is placed on how to receive requests, collect background information, conduct a systematic search, and provide an evidence-based recommendation based on a critical analysis of medical literature. The student will develop a working knowledge of relevant practice resources as well as develop the ability to critically evaluate such resources. The student may also have the opportunity to become involved with the evaluation of drugs for formulary inclusion, quality assurance/drug usage evaluation activities, news publications, scholarly activities, and Pharmacy and Therapeutics Committee Support. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 516. Ambulatory Care Advanced Pharmacy Practice Experience. 5 credits.
The Ambulatory Care Advanced Pharmacy Practice Experience (APPE) is a clinical rotation during which the student provides medication therapy management and pharmaceutical care in an ambulatory (outpatient) clinic setting. Emphasis is placed on how to appropriately identify, resolve, and prevent drug-related problems, as well as effectively communicates with patients and health care professionals. The skills developed in this rotation include patient counseling and education on drug information, written and verbal communication skills, assessment and documentation of services and therapy, and an appreciation for the pharmacist's role in the promotion of rational drug therapy. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 520. Elective Community Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Community Advanced Pharmacy Practice Experience (APPE) is a rotation in an approved community pharmacy which emphasizes not only medication dispensing and control, but also communicating with patients, prescribers, and other health care professionals. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 521. Community Management Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Community Management Advanced Pharmacy Practice Experience (APPE) is an elective rotation which provides experience in a community/retail pharmacy setting where students learn the various aspects involved with managing a pharmacy. The primary focus is financial analysis including third-party issues, inventory control, and personnel management as well as the processing of new and refill prescriptions. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 522. Advanced Community Advanced Pharmacy Practice Experience. 5 credits. (Elective)
This Advanced Community Advanced Pharmacy Practice Experience (APPE) is an elective clinical rotation which allows students to enhance their ability to provide medication therapy management to patients in a community/retail pharmacy setting. Pharmacotherapeutic knowledge and clinical skills are integrated with routine medication dispensing activities. The primary focus is patient assessment, counseling and education, medication therapy and disease state management, and documentation of patient information and interventions. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 523. Long Term Care Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Long Term Care Advanced Pharmacy Practice Experience (APPE) is an elective clinical rotation where the student gains skills and competence in the distribution of medication, provision of medication therapy management, and consulting services to the residents of nursing facilities, subacute care and assisted living facilities, psychiatric hospitals, hospice, and home- and community-based care. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 524. Elective Ambulatory Care Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Ambulatory Care Advanced Pharmacy Practice Experience (APPE) is a clinical rotation during which the student provides medication therapy management and pharmaceutical care in an ambulatory (outpatient) clinic setting. Emphasis is placed on how to appropriately identify, resolve, and prevent drug-related problems, as well as effectively communicates with patients and health care professionals. The skills developed in this rotation include patient counseling and education on drug information, written and verbal communication skills, assessment and documentation of services and therapy, and an appreciation for the pharmacist's role in the promotion of rational drug therapy. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 525. Informatics Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Informatics Advanced Pharmacy Practice Experience (APPE) is an elective rotation which focuses on fundamentals of pharmacy informatics such as pharmacy automation technology and information systems in a hospital setting. This rotation is beneficial to students who are interested in hospital pharmacy practice or those interested in specializing in pharmacy informatics. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 526. Home Infusion Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Home Infusion Advanced Pharmacy Practice Experience (APPE) is an elective clinical rotation which takes place in a setting that provides home health care services. The student will become familiar with the pharmacist's responsibilities in preparation of home parenteral products. The student may participate in several of the home care facility's activities including home visit assessments with the nurses, inventory and quality control of products and patient discharge consultations. The student will also be exposed to pumps and other parenteral devices needed in home care. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 527. Compounding Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Compounding Advanced Pharmacy Practice Experience (APPE) is an elective rotation in a community pharmacy that specializes in the compounding of extemporaneous drug products. The student will not only gain experience in preparing and compounding patient-specific dosage forms but will also learn how to provide medication therapy management for patients needing compounded medications. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 528. Institute For Latin American Concerns (ILAC) Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The ILAC Advanced Pharmacy Practice Experience (APPE) is a five-week clinical elective rotation in the study and practice of inter-disciplinary assessment, planning, implementation, and evaluation of health-care delivery in the ILAC Summer Program. Major focus is on the team approach to episodic health-care problems. This unique experience affords the student the opportunity to actively participate in the triage of health-care problems, health assessment, collaboration and diagnosis, explanation of treatment, and education in a Third World country (Dominican Republic) under the direction of faculty and pharmacy professionals. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 529. International Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The International Advanced Pharmacy Practice Experience (APPE) is an elective rotation that gives the pharmacy student an opportunity to engage in the study and practice of health care delivery systems in a foreign country. The major focus is opportunities available to pharmacists in the foreign country compared to the United States. Students will actively participate in a variety of settings gaining an appreciation for the differences in activities and regulations of the profession. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 530. Emergency Medicine Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Emergency Medicine Advanced Pharmacy Practice Experience (APPE) is an elective clinical rotation which focuses on stabilization of emergent and critical medical conditions encountered in the Emergency Department (ED). The student will develop the ability to quickly and correctly determine the relevant history and physical status with selective use of ancillary services and specialties to achieve the most efficient and effective emergency assessment and management. P. Successful completion of all didactic courses of Pharm.D.

PHA 531. Medication Safety Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Medication Safety Advanced Pharmacy Practice Experience (APPE) is an elective rotation that will help students become familiar with the key principles utilized in hospitals and health systems to improve medication safety. The rotation is designed to expose students to medication safety nomenclature, key principles, tools, and available resources. The student will participate in several activities designed to improve the student's working knowledge and experience with medication safety concepts. The rotation will enable the student to apply knowledge in any pharmacy practice setting to improve medication safety for patients. P. Successful completion of all didactic courses of Pharm.D.

PHA 532. Public Health Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Public Health Advanced Pharmacy Practice Experience (APPE) is an elective pharmacy rotation which provides the student with the opportunity to participate in specified public health activities with an identified public health partner. This experience is designed to focus on current and potential pharmacist contributions to public health. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 533. Organization Management Advanced Pharmacy Practice Experience. 5 credits. (Elective)
This Organization Management Advanced Pharmacy Practice Experience (APPE) is an elective pharmacy rotation that provides experience in national or local pharmacy association activities and operations, inter-organizational affairs, government affairs, health and education policy, institutional research, and related programmatic fields. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 534. Medication Therapy Management (MTM) Advanced Pharmacy Practice Experience. 5 credits. (Selective)
The Medication Therapy Management Advanced Pharmacy Practice Experience (APPE) is an elective clinical rotation in which the student gains competency in identifying, preventing, and resolving medication related problems, and effectively communicating with patients and health care providers to optimize therapeutic outcomes. Skills developed in this rotation include: comprehensive medication review, patient education, written and verbal communication skills, and assessment and documentation of services and therapy. P. Successful completion of all didactic courses of Pharm.D.

PHA 535. Academic Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Academic Advanced Pharmacy Practice Experience (APPE) is an elective pharmacy rotation which exposes students to the design and delivery of content to learners in a variety of settings, examines the diversity of learning strategies, and introduces students to the expectations for teaching, scholarship and service activities of faculty members. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 537. Community Health Engagement Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Community Health Engagement Advanced Pharmacy Practice Experience (APPE) is a clinical elective rotation in which the student gains competency in medication management, health promotion and disease prevention. The student will work with various community organizations providing healthcare to clients in a variety of settings such as free clinics, community health centers, refugee/migrant health centers, homecare, senior centers, mental health programs, drug/alcohol crisis programs, health associations, and homeless clinics/shelters. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 538. Managed Care Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Managed Care Advanced Pharmacy Practice Experience (APPE) is an elective rotation where the student will gain experiential training in the application of managed care pharmacy principles within the contemporary health care system. This rotation may take place at health insurance and pharmacy benefits management (PBM) organizations as well as other sites that provide formulary management and evaluation. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 540. Elective Hospital Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Hospital Advanced Pharmacy Practice Experience (APPE) is an inpatient hospital rotation in an approved hospital pharmacy which provides experience in the provision of pharmaceutical care in an acute inpatient setting. Particular emphasis is placed on the preparation, distribution and control of medications, medication monitoring, and the ability to communicate with other health care professionals. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 541. Hospital Management Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Hospital Management Advanced Pharmacy Practice Experience (APPE) is an elective rotation that provides insight on how to manage distributive as well as clinical functions within a hospital pharmacy environment. This rotation is completed with a hospital pharmacy director or manager. P.Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 542. Elective Drug Information Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Drug Information Advanced Pharmacy Practice Experience (APPE) allows the student to provide drug information services to pharmacists and other healthcare professionals. Emphasis is placed on how to receive requests, collect background information, conduct a systematic search, and provide an evidence-based recommendation based on a critical analysis of medical literature. The student will develop a working knowledge of relevant practice resources as well as develop the ability to critically evaluate such resources. The student may also have the opportunity to become involved with the evaluation of drugs for formulary inclusion, quality assurance/drug usage evaluation activities, news publications, scholarly activities, and Pharmacy and Therapeutics Committee Support. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 543. Poison Center Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Poison Center Advanced Pharmacy Practice Experience (APPE) is an elective pharmacy rotation which offers students an opportunity to become familiar with the operation of a poison center. During the rotation, the students develop skills necessary for handling calls to a poison center while enhancing their knowledge base in clinical toxicology. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 545. Nuclear Medicine Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Nuclear Medicine Advanced Pharmacy Practice Experience (APPE) is an elective rotation which introduces the student to nuclear pharmacy and its applications to clinical nuclear medicine. The student will be exposed to the fundamentals of radiopharmaceutical preparation and utilization within a centralized nuclear pharmacy. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 546. Veterinary Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Veterinary Advanced Pharmacy Practice Experience (APPE) is an elective rotation where students will obtain knowledge and skills working with animals in a veterinary medicine setting. This course will provide valuable instruction on the uses and indications of human and veterinary labeled medications to treat diseases affecting companion, exotic, and food animals. Rotation settings may include: veterinary pharmacies, hospitals, and clinics. Specific specialties depending on setting may include: pet health, small animal internal medicine, anesthesia, ophthalmology, exotic/zoo animal and wildlife medicine, equine medicine and surgery, agricultural practice, cardiology, oncology, radiology, and dermatology. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 550. Industry Advanced Pharmacy Practice Experience. 5 credits. (Elective)
This Industry Advanced Pharmacy Practice Experience (APPE) is an elective rotation where the student learns the responsibilities of the industry pharmacist. The student observes various activities of the drug industry, such as research and development, manufacturing quality control, clinical testing, information support, marketing, and regulatory affairs. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 551. Research Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Research Advanced Pharmacy Practice Experience (APPE) is an elective rotation designed to provide students with experience in research design and development, performance of experiments, data collection and analysis, the peer review process, and animal or human research regulations. It is recommended that students have previously taken directed independent research, PHA 399 or PHA 499. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 558. Nephrology Advanced Pharmacy Practice Experience. 5 credits.
The Nephrology Advanced Pharmacy Practice Experience (APPE) is an elective clinical rotation that will develop the student's ability to make rational decisions concerning medications used in patients with renal disease in the patient care setting. The student will acquire specialized knowledge concerning major nephrology disease states, diagnostic techniques, and medications used to support patients with renal disease. The student will also acquire specialized knowledge about renal replacement modalities and understand alterations in pharmacokinetics and pharmacodynamics of medications used in patients with renal dysfunction. This rotation setting is most often inpatient, but in some cases, may be in an ambulatory setting or a combination of both. P. Successful completion of didactic courses of PharmD curriculum.

PHA 560. Elective Acute Care Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Acute Care Advanced Pharmacy Practice Experience (APPE) is a clinical rotation providing students an opportunity to provide medication therapy management and pharmaceutical care to adult patients in an inpatient acute care environment. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 563. Infectious Disease Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Infectious Disease (ID) Advanced Pharmacy Practice Experience (APPE) is an elective clinical rotation in which the student gains competency and proficiency in the medical management of patients with infectious diseases in the hospitalized setting. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 565. HIV/AIDS Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The HIV/AIDS Advanced Pharmacy Practice Experience (APPE) is a clinical elective rotation that introduces the student to the care and treatment of patients in the various stages of the disease. Since many patients with HIV/AIDS experience numerous complications as their disease progresses, students will learn how to prevent and/or treat these complications in this specific patient population. This rotation may take place in an inpatient or outpatient setting. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 566. Hematology/Oncology Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Hematology/Oncology Advanced Pharmacy Practice Experience (APPE) is an elective clinical rotation that is intended to provide the student with advanced experiential training in providing pharmaceutical care for oncology patients. The student will gain a better understanding of the care of a cancer patient, including antineoplastics, toxicity management, supportive care, and the administrative functions of an oncology pharmacist. This rotation may be completed in an acute care setting or an ambulatory care setting. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 568. Critical Care Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Critical Care Advanced Pharmacy Practice Experience (APPE) is a clinical elective rotation in which the student gains competency in patient medical management in the intensive-care unit of a hospital. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 569. Cardiology Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Cardiology Advanced Pharmacy Practice Experience (APPE) is an elective clinical rotation that will develop the student's ability to make rational decisions concerning cardiovascular medications in the patient care setting. The student will acquire specialized knowledge concerning major cardiovascular disease states, invasive and noninvasive cardiovascular diagnostic techniques and the pharmacology, pharmacokinetics, and clinical use of cardiac drugs. This rotation setting is most often inpatient, but in some cases may be in an ambulatory setting or a combination of both. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 570. Psychiatry Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Psychiatry Advanced Pharmacy Practice Experience (APPE) is an elective clinical rotation that offers students the opportunity to provide medication therapy management to mentally ill patients in an inpatient acute care or outpatient environment. The student acts as a member of the mental health care team and is involved with patient monitoring, decisions regarding drug therapy, patient medication counseling and provision of drug information to team members. Emphasis within the rotation is focused on teaching the student how to provide medication therapy management to the person with a mental illness and communication with patients and the mental health care team. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 572. Pediatrics Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Pediatrics Advanced Pharmacy Practice Experience (APPE) is an elective clinical rotation in which the student gains competencies in the medical management of patients in the neonatal/pediatric populations. The setting for this rotation may be inpatient (hospital), outpatient (clinic), a combination of inpatient/outpatient, neonatal/pediatric intensive-care unit or pediatric unit/clinic. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 573. Nutrition Support Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Nutrition Support Advanced Pharmacy Practice Experience (APPE) is a clinical elective rotation with a pharmacy preceptor on a nutrition or metabolic support service which provides inpatient parenteral and enteral nutrition therapies. Students will gain experience reviewing patient's labs and recommending adjustments to their therapy. P. Successful completion of all didactic coursework in the Pharm.D. curriculum.

PHA 574. Neurology Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Neurology Advanced Pharmacy Practice Experience (APPE) is a clinical elective rotation in which the student gains competency in medical management of patients with neurological disorders in the inpatient hospital and/or ambulatory clinic environments. P. Successful completion of all didactic courses of Pharm.D.

PHA 575. Patient Care Discharge Advanced Pharmacy Practice Experience. 5 credits. (Elective)
The Patient Care Discharge Advanced Pharmacy Practice Experience (APPE), is an elective, inpatient hospital clinical rotation intended to provide students with advanced experiential training in medication management and counseling provided for patients upon discharge. The skills developed in this rotation include: communicating verbally with physicians and other healthcare professionals regarding discharge medication orders, coordinating discharge patient care, documenting services, provider counseling and educating patients about their discharge prescription medications, and reviewing patient discharge medication orders for completeness and accuracy. P. Successful completion of all didactic courses within the PharmD curriculum.

Occupational Therapy Program

The Occupational Therapy Profession

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

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

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

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

Post-professional occupational therapy educational programs enhance the knowledge and skills of credential occupational therapists to serve in advanced leadership roles in direct care, consultation, education, management, research and advocacy.

Mission Statement

Mission Statement

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

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

Philosophy

The philosophical base of the Department of Occupational Therapy is consistent with the Philosophical Base of Occupational Therapy (American Occupational Therapy Association-AOTA, 2011). The statement of philosophy of the Occupational Therapy Department states:

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

Reference: American Occupational Therapy Association. (2011). The philosophical base of occupational therapy. *American Journal of Occupational Therapy, 65*(Suppl.), S65. doi: 10.5014/ajot.2011.65

Program Goals and Student Learning Outcomes

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

1. Demonstrate entry-level occupational therapy clinical skills[1]
2. Develop a new or refine an existing program that enhances occupational therapy practice.
3. Demonstrate positive interpersonal skills and insight into one's professional behaviors to accurately appraise one's professional dispositions, strengths, and areas for improvement.
4. Demonstrate the ability to practice educative roles for clients, peers, students, and others in community and clinical settings.
5. Influence policy, practice, and education by advocating for occupational therapy services for individuals and populations and for the profession.
6. Demonstrate leadership aptitudes and characteristics to assume leadership roles at the local, national and international levels in occupational therapy, health professions, and the community.
7. Develop essential knowledge and skills to contribute to the advancement of occupational therapy through scholarly activities.
8. Apply principles and constructs of ethics to individual, institutional, and social issues, articulate justifiable resolutions to these issues and act in an ethical manner.

[1] Goal 1 is assumed to be accomplished by all post professional OTD students.

As part of a Jesuit University, we are convinced that the hope of humanity is in the ability of men and women to seek the truths and values essential to human life. Therefore, we aim to lead our students and faculty in discovering and embracing the challenging responsibilities of their intelligence, freedom, and value as persons. We believe that the intrinsic and unique value of human beings is expressed through occupation, and that the deepest purpose of each man and woman is to create, enrich and share life through human community. Further, we believe we should strive for a human community of justice, respect, and mutual concern. Occupations are activities having unique meaning and purpose in a person's life. Occupations are central to a person's identity and competence, and they influence how one spends time and makes decisions (AOTA, 2008).

In the Creighton University professional doctorate program occupational therapy is viewed as a "profession concerned with promoting health and well-being through occupation. The primary goal of occupational therapy is to enable people to participate in the activities of everyday life" (World Federation of Occupational Therapists, 2012). Occupations unfold at the level of the individual, family, community, society and the world.

The profession-specific portion of the occupational therapy curricula is conceptualized as encompassing three primary themes: occupation, professional practice, and professional identity. Rather than approach each theme sequentially, the curricula are built around the nesting of these themes, so that students begin studying all of them as soon as they enter the program and continue to build on them throughout the curricula. In the entry-level and post-professional programs the content of each theme unfolds over the entire course sequence, becoming integrated as the student progresses. Course objectives reflect curricular themes, although some courses emphasize one theme more than others.

In addition, threads of Leadership and Ignatian Values derived from the curriculum themes reinforce the development of therapists prepared at the doctoral level who are committed to serve societal needs. These threads thus serve as a way to integrate the three themes of the curricula. Students are expected to become engaged professionals who creatively articulate and model the integration of advanced knowledge and ethical decision-making through innovative practice, research, publication, advocacy, policy development and public speaking in efforts to influence broader health systems.

References:

American Occupational Therapy Association, (2008). Occupational therapy practice framework: Domain and process, 2nd edition. American Journal of Occupational Therapy, 62, 609-639.

World Federation of Occupational Therapists (2012) *Definition of Occupational Therapy*. Available at www.wfot.org/ResourceCentre.aspx (https://www.wfot.org/ResourceCentre.aspx).

Program Accreditation

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

4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449
Accreditation Phone: 301.652.6611 Ext. 2042
Accreditation Email: accred@aota.org
ACOTE Web Page: www.aota.org/Education-Careers/Accreditation.aspx (https://www.aota.org/Education-Careers/Accreditation.aspx)

Currently ACOTE does not accredit post-professional programs. The Post-Professional Doctor of Occupational Therapy program falls under the Regional Accreditation awarded to Creighton University by the Higher Learning Commission (HLC):

Higher Learning Comission (HLC)
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
Phone: 800.621.7440
www.hlcommission.org (https://www.hlcommission.org)

Technical Standards for Admission and Retention of Occupational Therapy Students

The Doctor of Occupational Therapy education programs in the School of Pharmacy and Health Professions at Creighton University prepare occupational therapists to serve as primary providers of occupational therapy care. In order to function as a clinical occupational therapist, an individual must be able to meet certain physical, emotional, intellectual and communication expectations for performance. Occupational therapy education requires the accumulation of scientific knowledge as well as the simultaneous acquisition and demonstration of psychomotor skills, cognitive skills and professional attitudes and behaviors. The faculty is committed to an educational environment where students may develop emotionally, spiritually, socially, and cognitively.

Technical standards must be met with or without reasonable accommodations consistent with the Americans with Disabilities Act (ADA). The School is committed to enabling students with disabilities to complete the course of study of the OTD Programs by means of reasonable accommodations consistent with the ADA. Technical standards are necessary to create specific expectations for student performance in the classroom, laboratory, and clinical education environments. The purpose of technical standards is to delineate the

psychomotor skills, cognitive skills and professional attitudes and behaviors deemed essential for matriculation into, continuation in, and completion of the educational program.

1. Observation/Sensory: Students must have sufficient visual abilities to be able to observe and interpret patients/clients accurately. They should also possess functional tactile and proprioceptive skills and abilities necessary to perceive and synthesize inputs during patient/client interaction, evaluation, and treatment.
2. Communication: Students must demonstrate effective verbal and written communication with patients, family members/caregivers, faculty/staff, fieldwork preceptors, payers, elected officials, members of the healthcare team and others. They must demonstrate appropriate communication with people of different ages and genders, with diverse physical, cognitive, and emotional abilities, and from different cultural, ethnic, racial, socioeconomic, and religious backgrounds and lifestyles. Students must demonstrate the ability to use therapeutic communication and a client centered approach. They must display adequate English language skills in written and oral communication.
3. Motor: Students must display adequate motor skills to provide safe, efficient, and effective occupational therapy treatment. Examples of skills requiring motor ability include sitting tolerance, splint or assisted technology fabrication, computer usage, performing transfers and assisting with bed mobility, and providing range of motion and strengthening activities. The motor abilities required include adequate gross and fine motor function, vestibular function, strength, and functional usage of the sensory system.
4. Intellectual/Conceptual: Students must demonstrate problem solving throughout the didactic and experiential components of the program. This includes the ability to interpret information from multiple sources (written, verbal, environmental, interpersonal, etc.), carry out instructions in a timely manner, and understand and follow written instructions such as policies and procedures. Therefore, the student must be able to read complex material, and write in a way that is accurate, descriptive, free from errors and consistent with guidelines or standards. Further, students must be able to apply critical thinking processes in order to gather information, identify problems and identify alternative plans of action. They must be able to make decisions spontaneously in "on the spot" situations, pressure situations from high workload demands, and variable time and environmental demands.
5. Behavioral/Social Skills/Professionalism: Students must possess sufficient emotional health to fully utilize their intellectual abilities, exercise good judgment, adhere to ethical standards, complete patient care responsibilities promptly, and relate to others with courtesy, compassion, maturity, and respect for their dignity. Because occupational therapy education and practice takes place in a large variety of settings, students must have the ability to participate collaboratively as a (professional) team member, must be able to modify behavior in response to feedback, and display emotional health when faced with changing environments, clinical uncertainties, and stressful workloads that include multiple concurrent demands and short deadlines. This requires the ability of students to be aware of and appropriately react to their own emotional responses. In addition, students must at all times maintain personal appearance and hygiene that is appropriate for professional and classroom settings.

Attainment of Technical Standards

Inability to comply with these technical standards may result in course failure. Applicants are encouraged to voluntarily discuss their disabilities with the Director of Admissions and the Assistant/Associate Dean for Academic Affairs of the School in order to consider and prepare for the accommodations that may be needed. After enrollment, a student with a disability who wishes to request reasonable accommodations may directly contact the Assistant/Associate Dean for Academic Affairs of the School or the Creighton University Office of Disability Accommodations (ODA). Verification and documentation of the disability by a qualified professional, such as a physician or psychologist, will be needed before reasonable accommodations are made. Accommodations will not be considered reasonable if they affect the substance of the occupational therapy educational program, compromise the School's educational standards, and/or negatively affect the safety of students and/or other people, including patients, with whom they may come into contact in the course of their studies. If accommodations are provided, this information will be kept in strict confidence.

All occupational therapy applicants must review the technical standards described in this document and perform a self-evaluation to determine if they are able to maintain compliance with them. A signed copy of this form should be returned to the SPAHP Office of Admissions signifying the standards have been read and certifying compliance.

Signing this document will serve as testimony that the student is in compliance with these standards and understands the responsibilities it outlines. A student who is dismissed from the program and subsequently reinstated must re-sign this document as testimony that the student is in compliance with these standards.

Professional Certification

Graduates of the entry-level Doctor of Occupational Therapy pathway are eligible to sit for the national certification examination for the Occupational Therapist, administered by the National Board for Certification in Occupational Therapy (NBCOT).

National Board for Certification in Occupational Therapy, Inc. (NBCOT®)
One Bank Street, Suite 300
Gaithersburg, MD 20878
Email: info@nbcot.org
Tel: 301.990.7979

After successful completion of this examination, the individual will be certified as an occupational therapist, Registered (OTR). Many states require licensure in order to practice. However, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Licensure

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

Graduation Rates

Creighton University is pleased to provide information regarding our institution's graduation/completion rates, in compliance with the Higher Education Act of 1965, as amended. To request this graduation rate

information, please contact the University Registrar at 402.280.2702 or registrar@creighton.edu.

The School of Pharmacy and Health Professions at Creighton University reports graduation rates for each program based on attrition information. Students entering the Doctor of Occupational Therapy program between the years of 2014-2016, with the 2016 entering class graduating in May 2019, averaged a graduation rate of approximately 99 percent.

Doctor of Occupational Therapy Degree and Curricula

Professional Component

Entry-level Doctor of Occupational Therapy Pathway

The entry-level professional doctorate curriculum in occupational therapy emphasizes the development of critical thinking skills, an understanding of research literature, and professional competence. The degree Doctor of Occupational Therapy (OTD) is granted to students who successfully complete a program consisting of the prerequisite course work and a baccalaureate degree followed by eight semesters of professional education. Starting in the fall of 2020, students can enroll in the program without a baccalaureate degree.

In addition to didactic course work, students in the entry-level professional OTD pathway must register for Level I Fieldwork for four didactic semesters of the curriculum beginning in the second semester. Level I Fieldwork is provided in a variety of settings covering the lifespan, including hospitals, clinics, school systems and community centers. The schedule of didactic classes is organized in such a way to assist students in accomplishing this course requirement. All fieldwork assignments are made by the Occupational Therapy Academic Fieldwork Coordinators.

Two of the eight professional semesters required for the awarding of the entry-level OTD degree are three-month Level II Fieldwork placements at supervised, approved facilities. Eligibility for Level II Fieldwork experiences is determined by the student's mastery of the professional curriculum. In addition, a 16-week Professional Rotation experience is required during the eighth (last) semester of the curriculum. A GPA of 2.00 or higher is required for Level II Fieldwork placement.

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

Entry-level Hybrid Distance Pathway

In 2007, we began our University of Alaska Anchorage (UAA)-Creighton University Distance Pathway. This entry-level program initiative includes asynchronous and synchronous teaching and learning in a unique distance hybrid model. Students complete lab and experiential learning activities at the UAA campus.

In 2013 we began the Greater-Omaha (GO) Distance Pathway. Like the UAA-Creighton University Distance Pathway, this entry-level pathway includes asynchronous and synchronous teaching and learning in a unique distance hybrid model. Students must reside within the Greater Omaha Metropolitan Area in order to complete examinations, lab, and experiential learning activities on the Creighton University campus in Omaha.

In 2015, we began a collaboration with Regis University in Denver, CO. This pathway follows the successful hybrid model used to make the Alaska Pathway and the Greater Omaha Pathway so successful, and will be available to students who wish to continue their Occupational Therapy education in Denver, Colorado.

For all hybrid distance pathways, students must meet the admission requirements and criteria identical to the on-campus applicants, plus submit an additional statement articulating their interest in, and suitability for distance education.

Post-Professional Doctor of Occupational Therapy Pathway

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

The post professional curriculum provides well-developed learning opportunities related to the practice of occupational therapy. In addition, the curriculum offers education in instructional and research methods in an effort to prepare students for academic as well as practice-oriented careers. Didactic coursework addresses advanced theory, knowledge, and skills in critical analysis, personnel supervision, examination of health care policy, legal and ethical parameters of practice, and quality review methodologies. Various methodologies enhance the practice relevance of the coursework.

All students enrolled in the Post-Professional Doctor of Occupational Therapy pathway must maintain continuous enrollment from matriculation until completion of all degree requirements. Continuous enrollment is defined as registering for a minimum of one course in every semester per academic year (Fall, Spring, Summer) until the degree is attained or status as a degree-seeking student is terminated. Students who find that they will not be enrolled in at least one course for any semester during the academic year must complete a Temporary Withdrawal Form to request withdrawal from the university for that semester. An exception may be granted for military students who are being deployed, provided they have communicated this information to the Assistant/Associate Dean in the Office of Academic and Student Affairs.

The distance pathway, designed for practicing professionals, allows students to enroll in two or more courses per enrollment term. The introduction to clinical doctoral studies course (POTD 500), and research proposal course (POTD 554) are held on Creighton University's campus. Once students successfully complete POTD 500, they may begin to enroll in courses to complete their plan of study.

After successful completion of POTD 580, students participate in 16 credit hours of professional rotations. Rotations can be developed in a variety of practice settings including pediatrics, industrial rehabilitation, hand rehabilitation, neonatal intensive care, private practice, psychiatry, home health, gerontology, community, cross-cultural environments and academia. Students may develop rotations in the state where they reside or where they work.

The curricula of the entry-level and post-professional doctorate in Occupational Therapy (OTD) responds to important trends in

occupational therapy practice, health care, and society in general. Creighton University's professional Doctor of Occupational Therapy pathways prepare graduates to fulfill all traditional duties of occupational therapists while helping them become transformative leaders in the profession. The program is based on models of other professional doctorate degrees in health sciences such as medicine, dentistry, pharmacy and physical therapy. The professional doctorate in Occupational Therapy at Creighton University is the first such program initiated in the United States.

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

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

Entry-Level (Campus, Distance AK, Distance CO, and Distance GO) Program

First Professional Year

Fall		**Credits**
IPE 500	Introduction to Collaborative Care	0-0.5
OTD 302	Occupations and Occupational Therapy	3
OTD 306	Health Conditions	3
OTD 314	Occupation and Health: Population Perspectives	3
OTD 316	Professional Practice and Ethical Formation Seminar	4
OTD 334	Foundations of Research	3
OTD 341	Neuroanatomy	3
	Term Credits	19-19.5
Spring		
OTD 317	Occupational Therapy in Mental Health	4
OTD 318	Level IA Fieldwork: Mental Health	0.5
OTD 324	Applied Kinesiology	3
OTD 335	Research Proposal I	2
OTD 339	Clinical Anatomy	3
OTD 340	Clinical Anatomy Laboratory	1.5
OTD 355	Physical Rehabilitation I: Evaluation	3
	Term Credits	17
Summer		
OTD 333	Upper Extremity Evaluation and Intervention I	3
OTD 336		0.5
OTD 356	Physical Rehabilitation II: Neurorehabilitation	4
OTD 390	Level IB Fieldwork: Physical Rehabilitation	1.5
	Term Credits	9

Second Professional Year

Fall		
OTD 400	Research Project Implementation I	1.5
OTD 403	Neuro-occupation	2
OTD 423	Occupational Therapy with Older Adults	3
OTD 433	Upper Extremity Evaluation and Intervention II	3
OTD 435	Occupational Therapy with Children and Youth I	3
OTD 442	Critical Analysis of Occupational Therapy Practice	3
OTD 460	Clinical Education Seminar I	1.5
OTD 490	Level IC Fieldwork: Pediatric or Selected Practice Setting	1
	Term Credits	18
Spring		
OTD 401	Research Project Implementation II	1.5
OTD 406	Management and Program Development	3
OTD 417	Disability and Health Care Policy	3
OTD 436	Occupational Therapy with Children and Youth II	4
OTD 457	Physical Rehabilitation III: Interventions and Outcomes	4
OTD 461	Clinical Education Seminar II	1.5
OTD 491	Level ID Fieldwork: Pediatric or Selected Practice Setting	1
	Term Credits	18
Summer		
OTD 481	Level II A Fieldwork	12
	Term Credits	12

Third Professional Year

Fall		
OTD 564	Professional Identity and Ethical Perspectives	3
OTD 574	Professional Competency	.5

OTD 571	Level II B Fieldwork	12
	Term Credits	15.5
Spring		
OTD 600	Doctoral Experiential Component	16
	Term Credits	16
	Total Credits:	124.5-125

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

Post-Professional Distance Program

Code	Title	Credits
Core Courses		
POTD 550	Occupation, Community, and Health: Population Perspectives	3
POTD 551	Leadership and Advocacy	3
POTD 562	Advanced Clinical Ethics	3
POTD 565	Instructional Methods and Evaluation	3
POTD 650	Lit Review and Analysis	3
POTD 651	Research Proposal	3
POTD 700	Doctoral Capstone Planning	3
Experiential Courses		
POTD 701	Doctoral Capstone I: Research Implementation	3
POTD 702	Doctoral Capstone II: Manuscript Writing	3
POTD 703	Doctoral Capstone III: Experiential Learning & Project	3-9
Electives *		
Students entering the program with a Master's degree take 6 credits of electives; students entering with a Bachelor's degree take 18 credits of electives		6-18
POTD 420	Exploring Spirituality in Occupational Therapy Practice	
POTD 530	Grant Writing and Occupational Therapy Practice: Making the Connection	
POTD 531	The American Professoriate: A Faculty Perspective	
POTD 552	Neuro-Occupation and Technology	
POTD 557	Program Development and Entrepreneurship	
POTD 586	Institute for Latin American Concerns Immersion	
POTD 599	Directed Independent Studies	
IPE XXX Global Health		
IPE 512	Cultural Immersion and Experiential Learning in China	

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

Individuals with a Master's degree in Occupational Therapy or in a field other than Occupational Therapy can request a waiver of up to a maximum of 15 credits (or 25% of the POTD program) including didactic and professional rotation courses.

Six (6) elective credit hours are automatically waived for students who enter with a Master's degree. These students can request a waiver of nine (9) additional credit hours to reach the maximum of 15 allowed.

The following courses may not be waived: POTD 580 Professional Trajectory, and POTD 601 Capstone. POTD professional rotation waived credits may not exceed 8 credits. Individual requesting to waive professional rotation credits must submit an electronic portfolio demonstrating evidence of advanced practice. The portfolio will be reviewed by a committee consisting of a faculty member from the Clinical Education Office, the instructor of record for POTD 590 (Professional Rotation), and the student's assigned academic advisor using a rubric to identify advanced practice components. If the faculty member from the Clinical Education Office or the instructor of record of POTD 590 Doctoral Experiential Component is the student's academic advisor, the POTD Program Director will be the third member of the committee to evaluate the portfolio. All request for didactic course waivers must be completed during the course. Requests for professional rotation course waivers must be submitted during the POTD 580 Professional Trajectory course. No requests for course waivers will be entertained prior to during the admissions process.

In order to satisfy the requirements for graduation, the entry-level Doctor of Occupational Therapy and the post-professional Doctor of Occupational Therapy students must successfully complete all requirements for admission, all required courses in their professional curriculum, and must participate in a capstone event at the end of the academic program. A cumulative grade-point average of not less than 2.00 is required for graduation based on all work attempted while enrolled in the professional program. Candidates for the entry-level OTD and post-professional OTD degrees must be determined by the faculty to be of good moral character and fit for the practice of the profession, must have paid all indebtedness to the University, and must be present at the ceremonies where the degree is conferred (unless excused under University rules). To participate in Commencement, a candidate must submit an application for degree available online through the Registrar's Office by the University deadline. In an effort to comply with accreditation and ongoing programmatic quality assurance, completion of all course evaluations and graduate exit survey is required in order for the student to be assigned a course grade and/or graduate.

Courses

OTD 102. Exploring Occupational Therapy as a Career. 3 credits.
This course is designed for individuals who are considering a career in occupational therapy. The course addresses a broad overview of the professional of occupational therapy and provides experiences to discern if occupational therapy is one's calling. P. One semester of college experience.

OTD 215. Medical Terminology. 1 credit. (Same as EMS 215)
Medical Terminology is a critical part of language and communication used by health care practitioners. This self-directed course is designed for students planning a career in the health services and related fields. Course content includes a study of basic medical terminology. Students will construct and decipher terms using prefixes, suffixes, word roots, combining forms, special endings, plural forms, and abbreviations related to body systems, cavities, planes, and positions. Competency is evaluated throughout the semester through online testing.

OTD 302. Occupations and Occupational Therapy. 3 credits.
This course will introduce students to occupation as a fundamental concept of the profession of occupational therapy. Students will gain an understanding of the history and philosophical base of the profession, the domain of practice, and practice trends. Official documents of the American Occupational Therapy Association, World Health Organization, and other relevant organizations will be explored. Students will be introduced to practice models of occupation and disability theory. P. Admission to the EOTD program or IC. CO: All other required courses in this semester.

OTD 306. Health Conditions. 0-3 credits.
This course is an overview of health conditions that are pertinent to the practice of occupational therapy across the lifespan. Students will analyze etiology, signs, symptoms, pathophysiology, psychopathology, and the impact of pharmacological interventions on select health conditions and occupational performance. P. Admission to the EOTD program or IC; CO: All other required courses in this semester.

OTD 314. Occupation and Health: Population Perspectives. 3 credits.
This course will examine the role of occupation in enhancing the health of populations through health promotion, health education, and prevention of illness. Key concepts of population health, needs assessment, health promotion, and health behavior will be applied to develop local and global population-based approaches for meeting the health needs of individuals and communities. P. Admission to the EOTD program or IC. CO: All other required courses in this semester.

OTD 316. Professional Practice and Ethical Formation Seminar. 4 credits.
This course will promote professional formation through the integration of foundational concepts and skills necessary for competent and ethical practice. Students will develop basic skills in clinical and ethical reasoning, assessment and intervention, client interaction and education. P. Admission to the EOTD program or IC. CO: All other required courses in this semester.

OTD 317. Occupational Therapy in Mental Health. 4 credits.
This course examines occupational therapy in mental health practice, as well as the influence of psychosocial factors on occupational performance. Theory-driven practice is valued with the introduction of selected psychosocial frames of reference and/or conceptual models of mental health practice to guide the evaluation process, the selection of assessment tools, and the design of therapeutic interventions. Use of self as a therapeutic agent and group process skills will be emphasized. Graded Satisfactory/Unsatisfactory. P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 318. Level IA Fieldwork: Mental Health. 0.5 credits.
In accordance with occupational therapy accreditation standards, this course will introduce students to the fieldwork experience, facilitate application of knowledge to practice, and foster students' understanding of client needs. The focus is to immerse students in a setting where they will examine how psychological and social factors influence occupational performance in actual situations. Students will engage in directed observation and participation in selected aspects of the occupational therapy process. This course orients students to policies, procedures, and required documentation related to clinical education. Graded Satisfactory/Unsatisfactory. P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 324. Applied Kinesiology. 0-3 credits.
This course presents foundational biomechanical and kinesiological principles necessary for the assessment of movement in relation to occupational performance. Students will apply knowledge and skills in musculoskeletal screening and assessment for people with various health conditions. Students will demonstrate the ability to interpret manual muscle testing and range of motion assessment results in order to develop intervention plans using therapeutic exercise. P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 330. Spanish for Health Professionals. 2 credits. (Elective)
This course offers a concise introduction to Spanish grammar, vocabulary and culture for students whose personal or professional goals include a working knowledge of Spanish. In addition to emphasizing basic communication, this course will give special attention to the vocabulary needs of those individuals involved in the health professions.

OTD 333. Upper Extremity Evaluation and Intervention I. 0-3 credits.
This is the first in a two-course sequence that focuses on the occupational therapy process for persons with upper extremity conditions across the lifespan. Students will gain knowledge and skills in assessment and intervention, including orthotic selection and fabrication in various practice settings. Occupational engagement and continuum of care are emphasized in the course. P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 334. Foundations of Research. 3 credits.
This is the first of two required research classes in the entry-level Doctor of Occupational Therapy program. This course will build students' technical skills related to reading, understanding, and critically analyzing the results of published research studies. It will address quantitative and qualitative designs, measurement and instrumentation, sampling, and basic principles of quantitative and qualitative analyses. The course will emphasize the importance of these concepts for evidenced-based practice in occupational therapy. P. Successful completion of all required professional coursework preceding the offering of this course.

OTD 335. Research Proposal I. 2 credits.
This is the second course in a five-course sequence designed to develop research skills for the occupational therapy practitioner. Students are expected to develop a methodologically sound research proposal under the guidance of a faculty research mentor while following Institutional Review Board guidelines. Emphasis is placed on quantitative and qualitative research methodologies and data analyses. P. Successful completion of a ll required professional coursework preceding the offering of this course.

OTD 339. Clinical Anatomy. 3 credits.
This course provides an overview of clinical human gross anatomy and integrates knowledge of neuroanatomy and health conditions. Understanding the anatomy of the human body aids the occupational therapist in thorough assessment and design of effective interventions, and provides knowledge of how anatomy influences occupational performance. P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 340. Clinical Anatomy Laboratory. 1.5 credit.
Knowledge of human anatomy allows the occupational therapist to better assess and design effective treatment interventions, and provides the basis for appreciating how anatomy is related to and influences occupational performance. This course is designed to supplement the clinical anatomy learning experience by allowing students the opportunity to participate in dissection of human cadavers. Students will complete dissections of the upper and lower limbs and study dissections of the head and neck, thorax, abdomen, and pelvis. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 341. Neuroanatomy. 3 credits.
In this course, students will identify and describe the major structural and functional features of the nervous system, with a focus on the brain and the spinal cord. Students will gain an in-depth understanding of brain functioning and its dynamic relationship with occupation. P: Admission to the EOTD program or IC: All other required courses in this semester.

OTD 355. Physical Rehabilitation I: Evaluation. 0-3 credits.
This course is the first in a three-course sequence focusing on physical rehabilitation. Clinical reasoning and theory-driven practice are valued with the introduction of selected physical rehabilitation frames of reference and/or conceptual models of occupational therapy practice to guide the evaluation process, the selection of assessment tools, and the design of therapeutic goals. Students will demonstrate competence with documentation and billing requirements. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 356. Physical Rehabilitation II: Neurorehabilitation. 0-4 credits.
This course is the second in a three-course sequence focusing on physical rehabilitation. It incorporates the occupational therapy process and centers on the theoretical foundations of and intervention for clients with neurologic conditions. Students will interpret evaluation results to design client-centered and evidence-based intervention plans that promotes occupational engagement. Assistive technologies commonly used on physical rehabilitation practice settings will be explored. This course will allow students to build upon knowledge of documentation and reimbursement from previous coursework. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other courses in this semester.

OTD 386. Institute for Latin American Concerns Immersion. 3 credits.
Occupational therapy students will participate in a 2-week cross-cultural experience in the Dominican Republic focusing on the aspects of occupational therapy treatment in an international setting. A major focus of the experience will be exploration of the role of occupational therapy in an underserved global health setting utilizing the tenets of the International Classification of Functioning, Disability and Health (ICF). Students will engage in cultural exploration of the Dominican culture utilizing the Canadian Occupational Performance Measure and provide health-related education to multiple community partners. Implementation of treatment, patient education, reflection and discussion are the main methods used to promote student learning during the experience.

OTD 390. Level IB Fieldwork: Physical Rehabilitation. 1.5 credit.
In accordance with occupational therapy accreditation standards, this course will facilitate application of knowledge to practice and foster students' understanding of client needs. The focus is to immerse students in a setting where they will integrate physical rehabilitation theories and practice through directed observation and participation in selected aspects of the occupational therapy process. This course orients students to policies, procedures, and required documentation related to clinical education. Graded Satisfactory/Unsatisfactory. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other courses in this semester.

OTD 399. Directed Independent Studies. 1-6 credits. (Elective)
This course is an opportunity for motivated occupational therapy students to become involved in a course of study under the direction and guidance of a faculty in order to: (a) pursue, in depth, an area covered more generally in the curriculum; (b) explore a topic not normally covered in the curriculum; (c) provide occupational therapy services to diverse and underserved populations, or (d) assist with or conduct original problem-oriented or technique-based research in an occupational therapy area of interest. This study may be in any occupational therapy-related area of practice. In all cases, it is the student's responsibility to fully identify the topic and to acquire enough information to ensure its worthiness for independent study. A maximum of three semester hours may be taken in OTD 399.

OTD 400. Research Project Implementation I. 1.5 credit.
This is the fourth course in a five-course sequence designed to develop research skills for the occupational therapy practitioner. Students will gain knowledge and skills through the implementation of their research proposal, including initiating participant recruitment, data collection, and data analysis. Students will critically analyze and solve problems encountered during project implementation. The process will be closely monitored by the instructor of record and faculty research mentor.

OTD 401. Research Project Implementation II. 1.5 credit.
This is the fifth course in a five-course sequence designed to refine research skills for the occupational therapy practitioner. The focus is to complete the implementation of the research project and disseminate project findings. Students are expected to critically analyze and solve problems encountered during this last stage of their project. The process will be closely monitored by the instructor of record and faculty research mentor.

OTD 403. Neuro-occupation. 2 credits.
This course is an overview of the reciprocal relationship between the brain and occupation. Students will apply, analyze, and evaluate evidence and theories of foundational concepts including neuroscience, neuroplasticity, occupational behavior, and systems and chaos theories, among others. Students will develop intervention plans that support the mutual importance of occupation and neuroscience.

OTD 406. Management and Program Development. 3 credits.
This course will focus on the development and management of occupational therapy services for persons, groups and/or populations. Essential management and leadership skills will be explored and developed to prepare students to lead across all practice settings and environments. Students will explore the health care system and apply leadership strategies to promote, develop, and expand services related to occupational therapy. Financial management, strategic planning, program evaluation and improvement, and locating and securing grants will be applied to the process of business and program development. Students will explore health care regulations and compliance issues.

OTD 417. Disability and Health Care Policy. 3 credits.
This course involves the study of disability and health care policies and their effects on occupational therapy practice. Students will critically examine government and regulatory systems; professional societies; economic, political, and professional forces; and cultural and social values that influence the development of health care policy and contemporary practice. Students will apply advocacy skills to promote the profession and the just treatment of people with disabilities. P. Successful completion of all required coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 420. Exploring Spirituality in OT Practice. 1 credit. (Elective)
This course will explore concepts of spirituality in the OT literature and by writers from medicine, theology, and psychology. Students will actively explore their own spiritual development. They will then study how spirituality is experienced by individuals with acute or chronic illness and disability. Lastly students will apply their knowledge to occupational therapy interventions. In brief, this course will consider spirituality to be about a person's relationship with his/her inner self, with other people, and with the transcendent. A distinction will be made between spirituality and religion. P. Successful completion of year one.

OTD 423. Occupational Therapy with Older Adults. 3 credits.
This course focuses on the unique characteristics and needs of older adults. Contemporary practice issues related to productive aging, including interprofessional practice, will be emphasized. Students will examine various service delivery models and resources to support older adults and their caregivers. Evaluation and intervention to promote safety and occupational engagement in the home and community will be applied. Theories of aging, changes in body structures and functions associated with aging, and end-of-life issues will also be addressed. Students will examine current policies affecting geriatric practice and payment. P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 433. Upper Extremity Evaluation and Intervention II. 3 credits.
This is the second in a two-course sequence that focuses on the occupational therapy process for persons with upper extremity conditions across the lifespan. Students will apply clinical reasoning in selecting and implementing assessments and interventions in order to safely administer physical agent modalities and other preparatory methods that enhance occupational engagement. Competency practicums will be implemented as required to meet regulatory guidelines. P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 435. Occupational Therapy with Children and Youth I. 3 credits.
This course introduces students to occupational therapy practice with children and youth. It focuses on childhood development and the evaluation process, highlighting observation skills, interprofessional collaboration, and working with families and communities. Students will examine childhood occupations and developmental milestones. They will explore theories and principles of assessment and intervention for frames of reference commonly used in pediatric occupational therapy practice.

OTD 436. Occupational Therapy with Children and Youth II. 0-4 credits.
This is the second in a two-course sequence focused on the occupational therapy process with children and youth. It focuses on occupation-based interventions, activity analysis and use of technology in practice. Coordination of care in a variety of practice settings and service delivery models will be examined. Students will apply knowledge of theories and frames of reference to develop strategies for evaluation and intervention in specific performance areas and with selected pediatric health conditions.

OTD 442. Critical Analysis of Occupational Therapy Practice. 3 credits.
In this course, students will gain an understanding of external and internal criticisms of the profession of occupational therapy. Through student-driven learning activities, the course will emphasize the judicious use of evidence-based methods in evaluation and intervention in order to contribute to the ongoing refinement of the profession. P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 457. Physical Rehabilitation III: Interventions and Outcomes. 0-4 credits.
This course is the third in a three-course sequence focusing on physical rehabilitation. It incorporates the occupational therapy process and centers on the theoretical foundations and intervention of clients with orthopedic, cardiac, pulmonary, and other health conditions. Students will formulate intervention plans that will include a final synthesis of how assistive technologies are used to enhance occupational performance. Students will be introduced to advanced practice areas and build upon knowledge of documentation and reimbursement from previous coursework. P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 460. Clinical Education Seminar I. 1.5 credit.
This course is the first of a two-course sequence designed to provide structure and guidance to students for the processes of Level I and Level II fieldwork and Professional Rotation. Official documents of the American Occupational Therapy Association and policies related to clinical education will be discussed. Additionally, students will engage in self-directed personal and professional exploration of their identity as occupational therapy practitioners. Graded Satisfactory/Unsatisfactory. P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 461. Clinical Education Seminar II. 1.5 credit.
This course is the second in a two-course sequence designed to provide structure and guidance to students for the processes of Level I and Level II fieldwork and Professional Rotation. Official documents of the American Occupational Therapy Association and policies related to clinical education will be discussed. Additionally, students will engage in self-directed personal and professional exploration of their identity as occupational therapy practitioners. Graded Satisfactory/Unsatisfactory. P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 481. Level II A Fieldwork. 12 credits.
Students will apply their understanding of occupation, professional practice, professional identity, leadership, and Ignatian values during a 12-week, full-time fieldwork placement. Students will develop entry-level competency as a generalist practitioner at their site by the conclusion of this experience. Graded Satisfactory/Unsatisfactory. P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 490. Level IC Fieldwork: Pediatric or Selected Practice Setting. 1 credit.
In accordance with occupational therapy accreditation standards, this course will facilitate application of knowledge to practice and foster students' understanding of client needs. The focus is to immerse students in a setting where they will explore a pediatric practice area or other practice area of interest through directed observation and participation in selected aspects of the occupational therapy process. Graded Satisfactory/Unsatisfactory. P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 491. Level ID Fieldwork: Pediatric or Selected Practice Setting. 1 credit.
In accordance with occupational therapy accreditation standards, this course will facilitate application of knowledge to practice and foster students' understanding of client needs. The focus is to immerse students in a setting where they will explore a pediatric practice area or other practice area of interest through directed observation and participation in selected aspects of the occupational therapy process. Graded Satisfactory/Unsatisfactory. P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 564. Professional Identity and Ethical Perspectives. 3 credits.
This course will advance reflective practice and the making of “right” choices and decisions in the delivery and promotion of occupational therapy within the interdisciplinary health care team. Students will cultivate professional identity by reflecting on level II A fieldwork and examining future professional obligations and responsibilities. A framework for exploring the pragmatic, moral, and spiritual dimensions of occupational therapy practice will be presented. Ethical reasoning, critical thinking, and discernment will be further developed using ethically and clinically challenging practice case examples, the American Occupational Therapy Association’s Ethics Commission Advisory Opinions, and the Code of Ethics and Ethics Standards to inform decision-making. Students will reflect on their professional identity as educators, as they explore principles and skills needed to work in academic settings and as fieldwork educators. P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 571. Level II B Fieldwork. 12 credits.
Students will apply their understanding of occupation, professional practice, professional identity, leadership, and Ignatian values during a 12-week, full-time fieldwork placement. Students will develop entry-level competency as a generalist practitioner at their site by the conclusion of this experience. Graded Satisfactory/Unsatisfactory P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 574. Professional Competency. 0.5 credits.
This course is designed to meet the doctoral-level educational standard of the American Council of Occupational Therapy Education, which mandates that students successfully complete a competency requirement before commencing the doctoral experiential component. Students will demonstrate both didactic and clinical competence. This course offers a structured way to prepare for the National Board of Certification for Occupational Therapy certification exam. Graded Satisfactory/Unsatisfactory. P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 599. Directed Independent Study. 1-4 credits. (Elective)
This course offers the opportunity for doctor of occupational therapy students to become involved in a course of study under the direction and guidance of a faculty member in lieu of a portion of the professional rotation requirements of the OTD program. Students may choose to 1) pursue, in depth, an area covered more generally in the curriculum; 2) explore a topic not normally covered in the curriculum; 3) provide occupational therapy services to diverse and underserved populations; or 4) assist with or conduct original problem-oriented or technique-based research in an occupational therapy area of interest. This study may be in any occupational therapy-related area or practice. In all cases, it is the student's responsibility to fully identify the topic and to acquire enough information to ensure its worthiness for independent study. A maximum of 4 semester hours can be taken in OTD 599. P. OTD 571, OTD 574 CO: OTD 600.

OTD 600. Doctoral Experiential Component. 13-16 credits.
This 16-week doctoral experiential component is designed for students to build upon their entry-level competence as generalist practitioners to achieve advanced skills in one or more of the following: clinical practice, research, administration, leadership, program and policy development, advocacy, education, or theory development. Students will actualize individualized specific learning objectives in a mentored practice setting. Evidence of learning is disseminated through a culminating project. P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 602. Professional Competency. 0.5 credits.
This course is designed to offer a structured approach to prepare for the National Board for Certification in Occupational Therapy certification exam. Didactic and clinical components from previous courses are reviewed, integrated, and applied to select practice exams. Students are expected to achieve satisfactory practice exam scores to achieve course completion.

OTD 603. Doctoral Capstone. 16 credits.
The Doctoral Capstone is designed for students to build upon their entry-level competence as generalist practitioners to achieve in-depth knowledge in one or more of the following: clinical practice, research, administration, leadership, program and policy development, advocacy, education, or theory development through a combination of a doctoral experience and a doctoral capstone project. Students will actualize individualized specific learning objectives in a mentored practice setting. Evidence of synthesis of in-depth knowledge gained throughout the Doctoral Capstone is disseminated through a culminating capstone project.

POTD 420. Exploring Spirituality in Occupational Therapy Practice. 3 credits. (Elective)
This course will focus on concepts of spirituality in health care and occupational therapy practice. Methods of assessing spiritual strengths and needs will be covered as well as methods to consider spirituality to be about a person's relationship with his/her inner self, with other people, and with the transcendent. As part of the course, students will actively explore their own spiritual journey.

POTD 501. Historical Perspectives of Occupation. 3 credits.
This course traces the evolution of the profession's view of the occupational nature of the human being and how human beings realize their sense of life's meaning through purposeful activity. Through this historical review, students critically evaluate the profession's premises and deepen their understanding of how fundamental beliefs drove the profession in the past, inform present practice, and propel future transformation of occupational therapy. Using methods of historical inquiry, students relate historical paradigm shifts within the profession to contextual changes in society and articulate implications for the practice of occupational therapy. P. Enrollment in post professional program.

POTD 511. Neuro-Occupation. 3 credits.
This course braids occupation with neuroscience and provides an overview of philosophy and theories of the mind, systems theory, nonlinear dynamics, chaos and complexity theory as the foundation of understanding neuroscience and occupation as they inter-relate. Pertinent neuroscience systems are covered with an emphasis placed on examination of neurology as a system of support underlying occupation, occupational patterns, and the occupational nature of humans. P. Enrollment in Post Professional OTD program POTD.

POTD 514. Occupation and Health Population Perspectives. 3 credits.
This course will examine the role of occupation in enhancing the health of populations through health promotion, health education and prevention of illness. Key concepts of population health, needs assessment, health promotion and health behavior will be applied to develop local and global population-based approaches through service-learning for meeting health needs of individuals and communities. P. IC.

POTD 516. Health Program Management. 3 credits.
This course will focus on comprehensive program planning, program development, financial management, quality management, program evaluation and marketing in the context of grant writing, private practice and health systems management. Emphasis will be placed on the development of business strategies for survival and success of occupational therapy based programs. P. Admission to the post professional OTD program.

POTD 518. Leadership Development. 3 credits.
This course will provide students with concepts, techniques and tools to assist in their leadership development. Leadership paradigms, models and strategies will be evaluated with an emphasis on influencing organizational and societal change. Students will identify, formulate and apply personal and professional attributes and behaviors to develop themselves as leaders of organizations and which are necessary for effective leadership. P. Enrollment in post professional OTD program.

POTD 521. Occupation in Community. 3 credits.
This course incorporates interdisciplinary and occupational literature to investigate the interrelationship of occupation, community, and meaning construction in the context of illness, disability, and wellness. Building on an individual's subjective occupational experience, students will analyze notions of meaning, occupational patterns, occupational choices, and participation in community as they occur in relationship to others in a variety of contexts. P. Enrollment in post-professional program.

POTD 530. Grant Writing and Occupational Therapy Practice: Making the Connection. 3 credits. (Elective)
In this course, students will explore the practice of grant writing as it relates to occupational therapy practice. Students will learn grant writing terminology and the technique of grant writing; best practices for searching and find a request for proposals that matches with their grant ideas; how to construct all the portions required for a grant application including the grant narrative, budget, and evaluation plan; and plan for the sustainability of a project beyond the grant funding period.

POTD 531. The American Professoriate: A Faculty Perspective. 3 credits. (Elective)
This course will examine contemporary faculty issues in postsecondary institutions from the perspective of a faculty member. The course includes an assessment of the current status of faculty in the United States, faculty workloads, performance reviews, and structuring professional development activities and special topics. Toward this end, the professoriate will be explored to include: (1) current conditions of the professoriate, (2) academic careers and the stages of an academic, (3) faculty culture, including academic freedom and tenure, (4) faculty work, (5) occupational therapy faculty, and (6) special topics selected on the basis of the students' need and interest assessment.

POTD 532. Integrating Complementary and Alternative Treatments with Traditional Practice. 3 credits. (Elective)
As complementary and alternative treatments (CAM) gain acceptance in the clinical community, occupational therapists are uniquely qualified to incorporate many into our practice as part of a comprehensive approach to enhance engagement in occupation. Students will explore how CAMs can be used in Occupational Therapy practice as preparatory activities, therapeutic exercise or as meaningful occupations. Some of the CAM techniques explored include guided imagery, myofascial release, therapeutic touch, acupressure, meditation, yoga, tai chi and progressive relaxation training. P. Enrollment in post professional OTD program.

POTD 541. Critical Analysis of Occupational Therapy Practice. 3 credits.
This course explores key perspectives of critical theory. Students will gain an understanding of external and internal criticisms of the profession of occupational therapy. Through student-driven learning activities, the course will emphasize the judicious use of evidence-based methods in assessment and treatment in order to contribute to the ongoing refinement of the profession. P.OTD 501.

POTD 550. Occupation, Community, and Health: Population Perspectives. 3 credits.
This course will examine the role of occupation in enhancing the health of community and populations through health promotion, health education and prevention of illness. Key concepts of population health, needs assessment, community, health promotion, occupational patterns, occupational choices and health behavior will be applied to develop local population-based approaches for meeting health needs of individuals and communities. P. Enrollment in the post-professional program.

POTD 551. Leadership and Advocacy. 3 credits.
This course will review the context of leadership and advocacy through self-reflection and active learning. Students will develop knowledge, tools, and strategies for competencies and engagement in health leadership and advocacy at an organizational, local, national, and global level. Governmental, regulatory and legislative issues impacting occupational therapy will be critically analyzed. P. Enrollment in the post-professional program.

POTD 552. Neuro-Occupation and Technology. 3 credits.
Part I of the course, neuro-occupation examines the relationship of occupation, neuroscience, philosophy, theories of the mind, systems theory nonlinear dynamics, and chaos and complexity theory. Braided foundational concepts integrate neuroscience with the occupational nature of humans. Part II, neuro-technology focuses on complex rehabilitation technologies that produce a new or altered neurobehavioral or neuromuscular response. Higher level clinical reasoning supports student's integration and application of neuro-occupation and neuro-technologies.

POTD 555. Research Implementation. 1.5 credit.
This course is a continuation of the POTD Research Proposal course. The research proposals developed in the Research Proposal course will be implemented in this course. Emphasis is placed on the first hand experience of the research process (recruitment of participants, data collection and analysis, etc.) Students will collect all necessary data and analyze data during this course. Students will critically analyze and solve problems encountered during the proposal implementation process, which will be closely monitored by the course instructor to ensure research integrity. P. POTD 554.

POTD 556. Manuscript Writing. 1.5 credit.
This course is a continuation of POTD 555, Research Implementation. A scholarly written research manuscript is expected of students at the end of this course. P. POTD 555.

POTD 557. Program Development and Entrepreneurship. 3 credits.
Emphasis will be placed on comprehensive program planning, program development, financial management, quality management, program evaluation, and marketing. Students will also be prepared to develop business strategies for the success of occupational therapy programs. P. Enrollment in the post-professional program.

POTD 562. Advanced Clinical Ethics. 3 credits.
This course focuses on ethical reflection, negotiation, and decision-making in occupational therapy. Theoretical frameworks, concepts, and applied analytical strategies are examined critically in light of their usefulness for clinical practice. An emphasis is placed on the acquisition of skills necessary to take ethics-related service and leadership roles in health care institutions, communities, professional associations and regulatory review boards.

POTD 565. Instructional Methods and Evaluation. 3 credits.
Philosophical foundations of knowledge and learning and their relationship with occupational therapy theoretical principles are examined. Major approaches to teaching are discussed and implications for occupational therapy practice are sought. Close attention is paid to the educative role occupational therapists may plan in a variety of settings including clinics, hospitals, community agencies, and colleges and universities. Other major content areas of this course include instructional design, methods, skills, and media; evaluation; and education and supervision of students during experiential activities.

POTD 580. Professional Trajectory. 1 credit.
Students use their understanding of occupation, professional practice, and professional identity and leadership from didactic and clinical experiences to develop learning objectives which will be carried out during the Professional Rotation course. The emphasis of this course is on self directed personal and professional exploration and development. P. Enrollment to the post professional OTD program.

POTD 586. Institute for Latin American Concerns Immersion. 3 credits.
Occupational therapy students will participate in a 3-week cross-cultural experience in the Dominican Republic focusing on the aspects of occupational therapy intervention in an international setting. A major focus of the experience will be exploration of the role of occupational therapy in an underserved global health setting utilizing the tenets of the International Classification of Functioning, Disability and Health (ICF). Students will engage in cultural exploration of the Dominican culture utilizing the ICF and provide health-related education to multiple community partners. Implementation of intervention, patient education, reflection and discussion are the main methods used to promote student learning during the experience. Post-professional students will also act as mentors to entry-level OTD students in small rehabilitation teams. P. Enrollment in the post-professional OTD program.

POTD 590. Doctoral Experiential Component. 1-16 credits.
Students construct this professional experience by carrying out their personal learning objectives identified in POTD 580 Professional Trajectory. Course objectives move from personal and professional transformation toward the transformation of practice. A total of 16 credit hours of Post Professional Rotation coursework is required for graduation. Number of credit hours assigned to each experience is based on learning objectives and approval of instructor. P. OTD 580.

POTD 599. Directed Independent Studies. 1-6 credits.
This course is an opportunity for motivated occupational therapy students to become involved in a course of study under the direction and guidance of faculty in order to: a) pursue, in depth, an area covered more generally in curriculum; b) explore a topic not normally covered in the curriculum; c) provide occupational therapy services to diverse and underserved populations, or d) assist with or conduct research in an occupational therapy area of practice. In all cases, it is the student's responsibility to fully identify the topic, acquire enough information to ensure its worthiness for independent study and negotiate for several offerings of this course.

POTD 601. Capstone. 1 credit.
The focus of this course is to reflect on student learning and achievement of program goals. Students will identify dimensions of the program that promoted self growth and transformed their practice. Students will negotiate a culminating professional project that disseminates knowledge (e.g. research, critically appraised topic, program development or professional rotation work).

POTD 650. Lit Review and Analysis. 3 credits.
This course is the first of a series of research courses. Emphasis of this course will be placed on appraising the literature and writing a literature review on an issue critical to the scope of the profession. Research literature in occupational therapy will be critically examined. Students are expected to gain knowledge of quantitative, qualitative, and mixed methods research designs. Through critical analysis of the literature, students will gain competence with scientific inquiry. P. Enrollment in the post-professional program.

POTD 651. Research Proposal. 3 credits.
This course is the second of a series of research courses. Emphasis of this course will be placed on developing critical research consumers and building a solid foundation in research. This course will examine evidence-based practice, explore the relationship among theory, research and practice and gain an understanding of the research process. Both quantitative and qualitative research methodologies will be introduced and students will begin to understand numerous research designs. Critical knowledge and skills in research will be highlighted. Research literature in occupational therapy will be critically examined. P. POTD 650.

POTD 700. Doctoral Capstone Planning. 3 credits.
This course provides a forum for professional growth through ongoing self-reflection on and discourse of occupation, professional practice and identity, interprofessional practice, and cultural effectiveness. Students will explore the foundations of scholarly writing and demonstrate efficacy with professional writing skills. The goal of this course is to develop practice-based learning objectives that will be carried out during the Capstone III course/s.

POTD 701. Doctoral Capstone I: Research Implementation. 3 credits.
This course is a continuation of the POTD Research Proposal course. The research proposals developed in the Research Proposal course will be implemented in this course. Emphasis is placed on the first-hand experience of the research process (recruitment of participants, data collection and analysis, etc.) Students will collect all necessary data and analyze data during this course. Students will critically analyze and solve problems encountered during the proposal implementation process, which will be closely monitored by the course instructor to ensure research integrity. P. POTD 651.

POTD 702. Doctoral Capstone II: Manuscript Writing. 3 credits.
This course is a continuation of POTD 701, Capstone I: Research Implementation. A scholarly written research manuscript is expected of students at the end of this course. P. POTD 701.

POTD 703. Doctoral Capstone III: Experiential Learning & Project. 3-9 credits.
In POTD 703, course objectives move from personal and professional transformation to transformation of practice. Within the structure provided by the instructor, students design this course by carrying out the learning objectives they established in POTD 700. During this experience, students are expected to function above their current level of practice and competencies. P. POTD 700.

Physical Therapy Program

The Physical Therapy Profession

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

Practice in physical therapy can be described in terms of examination and evaluation, restoring, maintaining and promoting optimal physical functioning, wellness, and quality of life. The physical therapy evaluation combines examination findings and clinical judgment to generate a physical therapy diagnosis, prognosis, and intervention plan. It may include, but is not limited to, testing of muscle function, joint flexibility, control of movement and mobility, including balance, walking, and endurance. Physical therapists are particularly skilled in evaluating and treating patients with movement dysfunction from a variety of causes.

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

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

Program Philosophy

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

Physical Therapy as a Profession within Health Care

Physical therapists are integral members of the health care team who competently diagnose, evaluate and offer therapeutic intervention within the scope of physical therapy practice. Individuals have the right to quality health care through direct access to physical therapists. The physical therapist provides service to individuals by addressing each person's specific needs while ethically integrating therapeutic outcomes with the needs of the greater society. This includes minimizing movement dysfunction and decreasing the deleterious effects of health impairments and activity limitations in order to maximize ability and promote health.

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

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

to disorders of the musculoskeletal, neurological, cardiopulmonary and integumentary systems.

The Educational Environment

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

Faculty

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

Learner

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

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

Accreditation

The entry-level Doctor of Physical Therapy program is accredited by:

Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association
1111 North Fairfax Street
Alexandria, VA 22314-1488
Phone: 703.684.2782
Fax: 703.684.7343
www.capteonline.org/Home.aspx (http://www.capteonline.org/Home.aspx)

Policy on Student Compliance with Technical Standards

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

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

1. Psychomotor Skills/ Observation: The student must possess sufficient sensory and motor function to independently perform a physical therapy examination and intervention utilizing procedures including observation, palpation, auscultation, percussion, bariatric assessment, manual assistance, and manual resistance. In general, this requires functional use of vision, hearing and somatic sensation including the ability to perceive position, pressure, movement, weight and vibration. Examples of specific observation skills include examination of non-verbal patient communication, skin integrity, radio-graphic findings, graphic representations of data, changes in body position/movement and gauges on equipment. A student must be able to respond to occurrences such as a patient calling from behind a curtain, warning calls from anyone, and machine alarms. In the classroom, a student must be able to independently observe and participate in laboratory dissection of cadavers, the microscopic analysis of tissues, and lecture and laboratory demonstrations in all courses. A student must be able to perform motor movements required to provide general and emergency care to all patients. These skills necessitate coordination of gross and fine movement of the trunk and limbs, equilibrium, strength, and the integrated use of touch and vision/hearing. Examples of specific motor abilities include writing or use of a keyboard, performance of gait training using therapeutic aids and orthoses, manual mobilization techniques, non-surgical wound debridement, cardiopulmonary resuscitation and lifting/moving a patient on a bed/mat or during an assisted transfer between surfaces. A student must be able to possess a level of physical endurance to function under physically challenging workloads or in stressful environments.
2. Communication: A student must be able to understand and communicate in English effectively with patients and their families. A student must be able to understand and communicate in both written and spoken forms and demonstrate the ability to use therapeutic communication to attend, clarify, coach, facilitate, and touch during the patient-provider encounter.
3. Conceptual/ Integrative Abilities: To effectively solve problems, a student must be able to measure, calculate, reason, analyze, integrate and synthesize information in a timely manner. For example, a

student must be able to synthesize knowledge and integrate relevant aspects of the patient history and examination findings in order to develop an accurate physical therapy diagnosis and determine the appropriate intervention within reasonable time constraints imposed by the needs of the patient, the facility and the standards of care.

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

Attainment of Technical Standards

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

The technical standards are integrated into syllabi in all courses across the curriculum. In certain cases, compliance with technical standards is a prerequisite for a course. In some cases, compliance with technical standards must be maintained to successfully complete a course. Students who fail to meet technical standards that are defined as prerequisite course requirements should request a Temporary Withdrawal from the program. If a student fails to meet technical standards while participating in a course, the student should discuss the situation with the Instructor(s) of Record and their academic advisor. Students who cannot meet technical standards while participating in a course may request a grade of Incomplete from the Instructor(s) of Record or request a Temporary Withdrawal from the program. Otherwise, inability to meet technical standards may result in course failure.

Clinical Skills Development Plan After an Extended Absence

The Doctor of Physical Therapy professional program is committed to ensuring that each student is well prepared and safe to administer evaluative tests and treatment interventions before advancing to clinical experiences. There is a risk that psychomotor and clinical reasoning skills mastered in the program may decline during an extended absence (defined as 2 or more consecutive semesters). Therefore, return to the professional program (defined as enrollment or re-enrollment in one or more courses) after the extended absence will require that a clinical skills development plan be designed to make sure the student has the opportunity to demonstrate knowledge and skills necessary to safely advance and be successful in the program. This plan will be developed by the academic and clinical education advisors in consultation with the core faculty, and will be co-signed by the Department Chair and Assistant/Associate Dean in the Office of Academic and Student Affairs.

The student development plan for the semester he/she returns may include, but is not limited to, the following requirements:

Part 1 – Demonstration of successful retention of clinical reasoning and psychomotor skills mastered from previous course content (last successfully completed semester in the program).

- The student will be registered for PTD 590 Directed Study in Physical Therapy (1 credit).
- No later than the first week of the semester the student will take and pass the comprehensive clinical competence performance exam and the comprehensive computer exam for content covered in the last semester successfully completed.
- If the student is unsuccessful in passing the above exam requirements of PTD 590 Directed Study in Physical Therapy within the first week, then a special plan will be developed. This special plan may include the requirement to:
  a. restart the professional curriculum; or,
  b. develop a remediation plan of action for mastery of the relevant material and clinical skills in order to retake and pass the above exams by the midterm of the enrolled semester.
- If the student is not successful in meeting the requirements for PTD 590 Directed Study in Physical Therapy as outlined above, then a grade of "F" will be assigned. If this is the student's second "F" in the professional program, then the student will be dismissed from the program.

Part 2 – Demonstration of successful mastery and integration of clinical reasoning and psychomotor skills for the semester the student is currently enrolled (if not enrolled in the full-time curriculum for the semester).

- The student will be registered for PTD 590 Directed Study in Physical Therapy(0 to 6 credits).
- As part of PTD 590 Directed Study in Physical Therapy the student must attend and actively participate in designated courses in the professional curriculum as well as pass any competency and practical exams associated with those courses.
- The student must take and pass the comprehensive clinical practice exam and the comprehensive computer exam for the current semester of enrollment.
- The student must engage in and successfully complete supervised clinical experiences usually required for the current semester of enrollment.
- If the student is not successful in meeting the requirements for PTD 590 Directed Study in Physical Therapy outlined above, then a grade of "F" will be assigned. If this is the student's second "F" in the professional program, then the student is dismissed from the program.

Policy on Elective Coursework

Students who wish to register for an elective offered during the same time as a course in the professional curriculum must discuss and obtain permission from the Instructor of Record of the course offered in the

professional curriculum and complete an Override/Exception Form before registering for the elective course.

Licensure

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

Graduation Rates

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

The School of Pharmacy and Health Professions at Creighton University reports graduation rates for each program based on attrition information. Students entering the Doctor of Physical Therapy program between the years of 2014-2016, with the 2016 entering class graduating in May 2019, averaged a graduation rate of approximately 99 percent.

Placement

Many prospective employers conduct interviews on Creighton's campus. The School hosts an annual Career Fair that is well attended by potential employers, and effectively assists graduates with job placement. Current students and alumni are invited to participate in the Career Fair, which takes place in November of each year. The Career Center's Jobs for Jays system is updated frequently with employment opportunities sent by recruiters in Omaha and other locations.

Professional Curriculum

Professional Outcomes

Professional Core Abilities

1. Professional Formation and Critical Self-Reflection – The student shall utilize a process of deliberative self-reflection to enhance understanding of self and engage in continued professional formation. Formation of professional identity is based on the following core values: accountability, altruism, compassion, excellence, integrity, professional duty and social responsibility.
2. Communication Skills – The student shall read, write, speak, listen and use media and technology to communicate effectively. The student shall demonstrate respectful, positive and culturally appropriate interpersonal behaviors in the counsel and education of patients, families, and in communication with other health care professionals.
3. Critical Thinking and Clinical Judgment – The student shall acquire, comprehend, apply, synthesize and evaluate information. The student shall integrate these abilities to identify, resolve and prevent problems and make appropriate decisions. The student shall demonstrate the behaviors of the scholarly clinician by developing and utilizing the process of critical thinking and systematic inquiry for the purpose of clinical reasoning, decision-making and exercising sound clinical judgment.
4. Learning and Professional Development – The student shall consistently strive to expand his or her knowledge and skills to maintain professional competence and contribute to the body of professional knowledge. The student shall demonstrate the ability to gather, interpret and evaluate data for the purpose of assessing the suitability, accuracy and reliability of information from reference sources.
5. Ethical Foundation and Moral Agency – The student shall practice in an ethical manner, fulfilling an obligation for moral responsibility and social justice. The student shall identify, analyze and resolve ethical problems.
6. Social Awareness, Leadership and Advocacy – The student shall provide service to the community and to the profession. The student will assume responsibility for proactive collaboration with other health care professionals in addressing patient needs. The student will be prepared to influence the development of ethical and humane health care regulations and policies that are consistent with the needs of the patient and society.

Physical Therapy Care Abilities

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

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

Entry-level Doctor of Physical Therapy

First Professional Year

First Semester (Fall)		**Credits**
IPE 500	Introduction to Collaborative Care	0-0.5
PTD 500	Human Anatomy	7
PTD 501	Exercise Physiology and Wellness	2
PTD 502	Patient Management I	1
PTD 503	Behavioral and Social Science	2
PTD 504	Evidence Based Practice I	2
PTD 505	Introduction to Imaging for Physical Therapists	1
PTD 506	Integrated Laboratory I	1
PTD 507	Emergency Medical Responder	2
	Term Credits	18-18.5
Second Semester (Spring)		
PTD 510	Movement Science	4
PTD 511	Health Conditions for the Physical Therapist	3
PTD 512	Patient Management II	3
PTD 513	Cardiovascular and Pulmonary Physical Therapy I	3
PTD 514	Evidence Based Practice II	2
PTD 516	Integrated Laboratory II	2
PTD 518	Professional Formation I	1
	Term Credits	18

Second Professional Year

First Semester (Summer)		
PTD 520	Neuroscience	3
PTD 521	Integumentary Physical Therapy	2
PTD 522	Musculoskeletal Physical Therapy I	2
PTD 526	Integrated Laboratory III	2
PTD 528	Professional Formation II	2
PTD 560	Professional Practice I	6
	Term Credits	17
Second Semester (Fall)		
PTD 530	Physical Therapy Pharmacotherapeutics	2
PTD 531	Pain	2
PTD 532	Musculoskeletal Physical Therapy II	3
PTD 533	Motor Control and Motor Learning	2
PTD 534	Neuromuscular Physical Therapy I	3
PTD 536	Integrated Laboratory IV	4
	Term Credits	16

Third Professional Year

First Semester (Spring)		
PTD 600	Health Services	2
PTD 601	Ethics in Physical Therapy Practice	3
PTD 602	Musculoskeletal Physical Therapy III	2
PTD 604	Neuromuscular Physical Therapy II	3
PTD 606	Integrated Laboratory V	2
PTD 608	Professional Formation III	1
	Term Credits	13
Second Semester (Summer)		
PTD 610	Physical Therapy Management Systems	2
PTD 611	Introduction to Differential Diagnosis	2
PTD 612	Amputations and Prosthetics	1
PTD 613	Cardiovascular and Pulmonary Physical Therapy II	2
PTD 614	Integrated Patient Care	1
PTD 615	Medical Imaging: Clinical Correlates for the Physical Therapist	1
PTD 616	Integrated Laboratory VI	2
PTD 617	Clinical Electrophysiology	1
PTD 618	Professional Formation IV	1
PTD 670	Professional Practice II	6
	Term Credits	19

Fourth Professional Year

First Semester (Fall)		
PTD 680	Professional Practice III	16
	Term Credits	16
Second Semester (Spring)		
PTD 688	Expert Practice in Physical Therapy	2
PTD 690	Professional Practice IV	16
	Term Credits	18
	Total Credits:	135-135.5

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

and all pre-physical therapy requirements) while achieving a grade-point average of not less than 2.00. All candidates for the Doctor of Physical Therapy (DPT) degree must be determined by the faculty to be of good moral character and fit for the practice of the profession. All indebtedness to the University must be paid, and the graduate must be present at the ceremonies where the degree is conferred (unless excused under University rules). To participate in Commencement, a candidate must submit an application for degree through the Registrar's Office by the University deadline. Additionally, in an effort to comply with accreditation and ongoing programmatic quality assurance, completion of all course evaluations and senior assessments is required in order for the student to be assigned a course grade and/or graduate.

Courses

PTD 499. Directed Independent Study. 1-6 credits.
Independent study time during which students engage in a self-designed learning experience under the direction and guidance of a designated faculty member. This experience may occur in any area of physical therapy.

PTD 500. Human Anatomy. 7 credits.
Human Anatomy provides a dissection-based anatomical study of the human body. Gross anatomy, surface anatomy and embryology of the human body is explored. Students are expected to learn gross anatomy through reading, group study and dissection. Lecture and concept maps will be used in the course to introduce and reinforce anatomical concepts. Competence in applying anatomical concepts to clinical problems faced by the physical therapist is the expected outcome of the course. P. Enrollment in the Physical Therapy program.

PTD 501. Exercise Physiology and Wellness. 2 credits.
This course is designed to provide students with knowledge and application of bioenergetics related to both acute and chronic physiological adaptations of aerobic, anaerobic, and strengthening exercise. Assessment of body composition will also be measured utilizing a variety of techniques. In addition students will address specific nutritional needs and ergogenic supplementation for individuals with active lifestyles from youth to geriatric populations. P. Enrollment in the Physical Therapy program.

PTD 502. Patient Management I. 1 credit.
This course is an introduction to patient management with a focus on the healthy individual or population. This is the first semester of a two-part series. Topics include physical therapists as wellness experts, an introduction to vital signs and patient assessment, wellness and health promotion, gait and balance assessment, giving and receiving feedback, community needs assessment, and program selection. Components of this course will be incorporated into the integrated labs to expand your practice and understanding. P. Enrollment in the Physical Therapy program.

PTD 503. Behavioral and Social Science. 2 credits.
Effective human interaction is central to the physical therapist's varied roles in providing physical therapy care as an integral member of the health care team in a diverse society. This course provides students with foundational knowledge and experience in the behavioral sciences as applied to clinical practice. Theory and principles of human communication and behavior will be explored to facilitate an awareness of self and others, enhancing interactions with patients/clients, family, caregivers, health practitioners and consumers. In addition, evidence-based strategies for understanding and facilitating adaptations to illness and disability across the lifespan are introduced. P. Enrollment in the Physical Therapy program.

PTD 504. Evidence Based Practice I. 2 credits.
This course is the first of a two part series designed to develop students' inquiry skills as consumers of the literature with the ability to critically analyze and evaluate research evidence, as well as to identify researchable problems and questions. Emphasis is placed on critiquing clinical research focused on measurement, diagnosis, prevention, and treatment outcomes. Principles and application of inquiry and investigation are explored in relation to the clinical environment. Research design and statistical methods are discussed and used in the analysis of research literature. An evidence-based decision making process will be modeled, emphasizing applications for use in clinical practice. Emphasis is placed on critiquing clinical research focused on measurement, diagnosis, prevention, and treatment outcomes. P. Enrollment in the Physical Therapy program.

PTD 505. Introduction to Imaging for Physical Therapists. 1 credit.
This course provides foundational knowledge about common diagnostic imaging techniques encountered in clinical practice by physical therapists. Plain film radiography, magnetic resonance imaging, computed tomography, ultrasound imaging and nuclear medicine imaging techniques will all be introduced. The course will cover the basic physics and principles for viewing and interpreting these imaging studies. This course will integrate with other basic science coursework, such as human anatomy, and future clinical science courses, such as musculoskeletal, cardiovascular and pulmonary, and neurologic physical therapy. P. Enrollment in the Physical Therapy program.

PTD 506. Integrated Laboratory I. 1 credit.
This course is designed to synthesize content from anatomy, exercise physiology, patient management, behavioral and social sciences, and medical imaging. Clinical reasoning and psychomotor skill development will be emphasized. Students will integrate and apply elements of the patient/ client management model across the lifespan and throughout the continuum of care to promote excellence in physical therapy practice. P. Enrollment in the Physical Therapy program.

PTD 507. Emergency Medical Responder. 2 credits.
The primary focus of the Emergency Medical Responder (EMR) is to initiate immediate lifesaving care to patients, in a variety of settings. An EMR possesses the basic knowledge and skills necessary to provide lifesaving interventions while awaiting additional EMS or other medical specialists' arrival, and to assist higher level medical personnel at the scene of an emergency or during transport. Course content will include an introduction to emergency medical services, airway management and a review of professional rescuer CPR, patient assessment, initial recognition and interventions for medical and trauma emergencies, emergencies involving special patient populations, and EMS operations. P. Enrollment in the Physical Therapy program.

PTD 510. Movement Science. 4 credits.
Study of selected anatomical, structural, and functional properties of human connective tissues, muscular tissues, nervous tissues, and skeletal structures. Emphasis will be placed on mechanical, neuroregulatory, and muscular influences upon normal and pathological motion. P. Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 511. Health Conditions for the Physical Therapist. 3 credits.
This course applies current theory of the physical therapy management of patients with acute and chronic health conditions commonly seen in practice. Primary content area will include diseases or conditions of the immune, endocrine and metabolic, lymphatic, hematologic, gastrointestinal, hepatic, pancreatic and biliary, renal and urologic, and genital and reproductive systems. The pathophysiology, medical diagnosis, clinical course, medical/surgical/health care team management and prevention will be presented as a foundation for developing a physical therapy plan of care. P. Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 512. Patient Management II. 3 credits.
This course is a continuation to patient management concepts with a focus on the individual who is acutely or chronically ill. This is the second semester of a two-part series. Topics include infection control, management of equipment found within inpatient settings, body mechanics, bed mobility, advanced transfer training, gait training with assistive devices, documentation, and an introduction to manual techniques. P. Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 513. Cardiovascular and Pulmonary Physical Therapy I. 3 credits.
This is the first of a two-course sequence designed to provide the student in the physical therapy management of patients/clients with diagnoses involving the cardiovascular and pulmonary systems. Physical therapy examination, evaluation, prognosis, diagnosis, intervention, and outcome assessment across the lifespan will be emphasized across the continuum of care. Student learning experiences will include lecture, small group discussions, projects and case study preparation, and clinical participation. P. Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 514. Evidence Based Practice II. 2 credits.
This course will help develop students' inquiry skills as consumers of the literature with the ability to critically analyze and evaluate research evidence, as well as to identify researchable problems and questions. Emphasis is placed on critiquing clinical research focused on qualitative methods, treatment outcomes, clinical practice guidelines, systematic reviews, and meta-analysis. An evidence-based decision making process will be modeled, emphasizing application for use in clinical practice. P. Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 516. Integrated Laboratory II. 2 credits.
This course is the second in a series of six laboratories designed to synthesize content from Cardiovascular and Pulmonary PT I, Kinesiology, PT Management II, and Evidence-based Practice. Clinical reasoning and psychomotor skill development will be emphasized. Students will integrate and apply elements of the patient/client management model across the lifespan and throughout the continuum of care to promote excellence in physical therapy practice. P. Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 518. Professional Formation I. 1 credit.
This course is an introduction to professional components of Physical Therapy practice. This course will introduce students to topics addressing personal/professional reflection, professional organizations and leadership, and the role of physical therapists and other healthcare providers in clinical practice. Students will discuss APTA core values and responsibilities of being a professional. Students will also initiate preparation for clinical education experiences including development of a clinical education plan, resume, cover letter and objectives.

PTD 520. Neuroscience. 3 credits.
This course provides an overview of the development, structure, and function of the human nervous system. The emphasis of this course will be on human neurobiology as it relates to the profession of physical therapy and rehabilitation; however the material covered is relevant to any healthcare profession. Research concerning the pathophysiology of nervous system disorders and the repair and regeneration of nervous system tissue will be introduced. P. Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 521. Integumentary Physical Therapy. 2 credits.
This course follows the clinical application of physical therapy skills within the integumentary system using the patient management model. A case-based approach will be utilized to teach clinical skills and application with the International Classification of Functioning, Disability, and Health (ICF) will occur. P. Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 522. Musculoskeletal Physical Therapy I. 2 credits.
Musculoskeletal Physical Therapy I incorporates the study of physical therapy and the medical management of musculoskeletal disorders of the lower limb. All aspects of physical therapy management of musculoskeletal conditions will be covered, including examination, evaluation, intervention, and prognosis. practical application of course content will occur in Integrated Laboratory III.

PTD 526. Integrated Laboratory III. 2 credits.
This course is the third in a series of six laboratories designed to synthesize content from Neuroscience, Integumentary Physical Therapy, and Musculoskeletal Physical Therapy I. Clinical reasoning and psychomotor skill development will be emphasized. Students will integrate and apply elements of the patient/client management model across the lifespan and throughout the continuum of care to promote excellence in physical therapy practice. P. Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 528. Professional Formation II. 2 credits.
This course is a continuation of student professional development. Students will continue to prepare for clinical experiences by participating in and completing mandatory training needed for patient care and self/Clinical Instructor Assessments. In addition students will explore laws, rules and policies that regulate the practice of physical therapy, including discussion ethical and moral considerations for pro bono practice. Students will learn how the profession of physical therapy can engage in the process of influencing policies related to political and patient advocacy. Students will demonstrate knowledge of State Practice Acts and other entities that regulate practice. Students will learn effective communication skills for successful interaction with patients, clinical instructors and other professionals in clinical practice. Students will complete all necessary requirements for their first clinical experience. P. Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 530. Physical Therapy Pharmacotherapeutics. 2 credits.
This course is designed to help students gain a broad understanding of fundamental concepts and principles of drug action, drug interactions, drug compliance and dosage recommendations. Utilization of knowledge of physiology and neuroscience to develop an understanding of medications' effects on human performance throughout the life span within the context of various physical and mental dysfunctions will be expected. P. Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 531. Pain. 2 credits.
This course will address theoretical models for understanding the basis for pain across the lifespan. Integration of pain assessment and physical therapy pain management will be addressed. Emphasis will be placed on the utilization of contemporary evidence to better inform a patient-centered treatment approach. Students will also gain insights into interdisciplinary pain management. P. Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 532. Musculoskeletal Physical Therapy II. 3 credits.
Musculoskeletal Physical Therapy II incorporates the study of physical therapy and the medical management of musculoskeletal disorders of the upper limb and some contemporary intervention techniques. All aspects of physical therapy management of musculoskeletal conditions will be covered, including examination, evaluation, intervention, and prognosis. Practical application of course content will occur in Integrated Laboratory IV.

PTD 533. Motor Control and Motor Learning. 2 credits.
This course will provide the students with a foundation in the latest theories of motor control and motor learning as well as an introduction to evidence-based tools for effective application of these concepts to physical therapy practice. Emphasis is placed on a task-oriented approach to examination and interventions related to posture, balance, sensory integration, mobility and upper extremity function throughout the lifespan to promote an understanding of normal motor development and the effects of aging on the production of movement. P. Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 534. Neuromuscular Physical Therapy I. 3 credits.
This course is part of the neuromuscular course sequence preparing the student to determine all components of the patient management model (physical therapy examination, evaluation, diagnosis, prognosis, and intervention) for the adult and child with acquired or congenital nervous system dysfunction and their social unit. Emphasis will be placed on the health conditions of the pediatric patient as well as adults with stroke and vestibular dysfunction. Facilitation of clinical reasoning skills incorporating all factors of the ICF framework including the context of individual growth, development, and change across the lifespan will be utilized to advance the student's thought process. Active learning strategies including case application and discussion, video case analysis, and incorporation of evidence-based practice will be used to enhance learning. P. Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 536. Integrated Laboratory IV. 4 credits.
This course is the fourth in a series of six laboratories designed to synthesize content from Neuroscience Physical Therapy I, Musculoskeletal Physical Therapy II, Motor Control and Motor Learning, and Pain courses in a comprehensive, patient-centered approach across the lifespan. Clinical reasoning and psychomotor skill development will be emphasized. Students will integrate and apply elements of the patient/client management model across the lifespan and throughout the continuum of care to promote excellence in physical therapy practice. P. Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 560. Professional Practice I. 6 credits.
This course is comprised of a six-week clinical education experience focusing on clinical learning and developing self-responsibility, self-assessment, and an understanding of professional competence. Students participate in an assigned clinical site. P. Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 580. Independent Study in Physical Therapy. 0-6 credits.
Independent Study in Physical Therapy offers an opportunity for physical therapist students to develop and work in a course of study under the direction and guidance of a faculty member. With agreement and mentoring of a faculty member, a student may 1) pursue, in depth, an area of the curriculum, 2) explore a physical therapy topic not covered in the curriculum or 3) assist with research in a faculty member's area of interest. P. Enrolled full-time in the professional program with satisfactory completion of all coursework to date. Instructor consent.

PTD 590. Directed Study in Physical Therapy. 0-6 credits.
The purpose of Directed Study in Physical Therapy is to ensure that a student who is re-entering a program after a temporary withdrawal or to retake a required course is prepared and safe to re-enter the curriculum and/ or clinical experiences after an absence. PTD 590 is composed of the comprehensive clinical practical and written examinations for the:
1) student's last successfully completed semester in the curriculum.
2) re- enrolled semester if the student is re- taking a course other than Integrated Laboratory I- VI. The course may also include any content assigned in a Corrective Action Plan to prepare students for these examinations. P. Enrolled full time in the professional program and re-entering the program after a temporary withdrawal or to retake a required course in the curriculum (other than Integrated Laboratory I-VI); Instructor consent.

PTD 600. Health Services. 2 credits.
A study of health care policy and delivery as it affects the practice of physical therapy. Principles of access, cost and quality of health services are introduced as they affect patient, payer and provider. The course includes the examination of government and regulatory systems; insurance; economic, political and cultural forces; professional and social values which influence contemporary physical therapist practice. The organization of the health care system where physical therapists work is introduced. The student will be able to apply the information in this course to the completion of a market analysis for a physical therapist practice. The federal efforts to reform the health care system will be explored. P. Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 601. Ethics in Physical Therapy Practice. 3 credits.
This course prepares physical therapy students to approach ethical dilemmas objectively with a thorough understanding of professional moral responsibility. Students learn to distinguish ethical from other kinds of issues in health care; identify the morally relevant features of a case; identify the options open to a therapist faced with a moral problem; provide justification for the best options; consider counter arguments for one's positions; and identify deliberate actions consistent with respect for human dignity. P. Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 602. Musculoskeletal Physical Therapy III. 2 credits.
Musculoskeletal Physical Therapy III incorporates the study of physical therapy and the medical management of musculoskeletal disorders of the spine and related disorders. All aspects of physical therapy management of musculoskeletal conditions will be covered, including examination, evaluation, intervention, and prognosis. Practical application of course content will occur in Integrated Laboratory V.

PTD 604. Neuromuscular Physical Therapy II. 3 credits.
This course is part of the neuromuscular sequence and builds on the knowledge and skills gained in Neurobiology, Motor Control and Motor Learning and Neuromuscular Physical Therapy I. Specifically, this course continues to prepare the student to determine all components of the patient management model for patients with neurologic dysfunction including traumatic brain injury, spinal cord injury, progressive disorders, non-progressive disorders, and peripheral neuropathy. Intervention strategies focus on applying the International Classification of Functioning, Disability, and Health framework to patient cases and improving functional recovery. Facilitation of clinical reasoning skills incorporating all factors of the ICF framework will be utilized to advance the student's thought process. Active learning strategies of case application and discussion, video case analysis, and incorporation of evidence-based practice will be used to enhance learning. P. Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 606. Integrated Laboratory V. 2 credits.
This course is the fifth in a series of six laboratories designed to allow the student to apply, integrate, and demonstrate psychomotor skills relevant to content from Neuromuscular Physical Therapy II, Musculoskeletal Physical Therapy III and previous clinical courses in the curriculum. Clinical reasoning and psychomotor skill development will be emphasized. Students will integrate and apply elements of the patient/client management model across the lifespan and throughout the continuum of care to promote excellence in physical therapy practice. P. Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 608. Professional Formation III. 1 credit.
Professional Formation III is a continuation of student professional development. This course emphasizes a professional approach to clinically relevant topics such as workplace violence and professional burnout. Professional communications and the role of the professional as an educator and lifelong learner will be explored. Students will engage in topics related to the role physical therapy serves on a global market, including an understanding of organizational structures supporting international rehabilitation. In addition, conceptual applications of social justice, political advocacy, and serving a profession that seeks to address societal needs will be covered. P. Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 610. Physical Therapy Management Systems. 2 credits.
An introduction to management theory and practice in physical therapy including human resources, organizational change, leadership and team building, strategic planning, financial management including reimbursement, quality management, legal and regulatory issues, facility planning and marketing. Management decision making regarding investment, financing and operations is emphasized within the context of a business system. P. Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 611. Introduction to Differential Diagnosis. 2 credits.
An introduction into differential diagnosis as it applies to physical therapy will focus on the diagnostic process in evaluation of musculoskeletal, cardiopulmonary, GI/GU/renal and psychological systems. Emphasis will be on differentiating neuromusculoskeletal problems from systemic conditions, recognizing emerging red flags and deciding on course of action. Readings will be applied to case discussions. P. Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 612. Amputations and Prosthetics. 1 credit.
This course focuses on the physical therapy examination, evaluation, and interventions for patients with amputations/prostheses. Included are the causes and types of limb amputations, a survey of available prosthetic componentry, the multidisciplinary teach approach for care of a person with an amputation and the occupational recreational aspects of prosthetic use. P. Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date or permission of both the Course Director and Department Chair.

PTD 613. Cardiovascular and Pulmonary Physical Therapy II. 2 credits.
This is the second of a two-course sequence designed to prepare the student in the physical therapy management of patients/clients with diagnoses involving the cardiovascular and pulmonary systems. Physical therapy examination, evaluation, prognosis, diagnosis, intervention, and outcome assessment across the lifespan will be emphasized across the continuum of care. Student learning experiences will include lecture, small group discussions, projects and case study preparation, and clinical observations. P. Enrolled in professional physical therapy program with satisfactory completion of all coursework to date.

PTD 614. Integrated Patient Care. 1 credit.
This course requires integration of all six semesters of the physical therapy curriculum as students use their knowledge, skills and clinical reasoning in authentic encounters with an individual who would benefit from physical therapy care. Following an examination, students will work in teams to develop and implement a patient-centered plan of care over the month-long unit to optimize their patient's movement and quality of life. P. Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 615. Medical Imaging: Clinical Correlates for the Physical Therapist. 1 credit.
This course provides the opportunity for students to integrate information from medical imaging studies with other patient data in a case-based format. Students will utilize available clinical decision making guidelines to help make recommendations about whether imaging is needed in a given clinical scenario, and which type of imaging is optimal. They will also use imaging data to guide choices for physical therapy patient management. P. Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 616. Integrated Laboratory VI. 2 credits.
This course is the last in a series of six laboratory courses in the curriculum. The course is designed to allow the student to apply, integrate, and demonstrate psychomotor skills relevant to content from prosthetics, cardiovascular and pulmonary physical therapy, imaging and differential diagnosis. Clinical reasoning and psychomotor skill development will be emphasized. Students will integrate and apply elements of the patient/client management model across the lifespan and throughout the continuum of care to promote excellence in physical therapy practice. P. Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 617. Clinical Electrophysiology. 1 credit.
This course focuses on clinical electrophysiologic examination and evaluation of patients. The learner will safely and correctly use typical electrophysiology measurement equipment to capture and interpret NCV and EMG data. This includes performance and assessment of the results of motor and sensory nerve conduction velocity (NCV) studies of the extremities and the assessment of extremity muscles through the use of monopolar electromyography (EMG). This requires knowledge of normal and abnormal neurophysiology, neuromuscular degeneration and regeneration, and a working knowledge of relevant neuropathic and myopathic disease processes.

PTD 618. Professional Formation IV. 1 credit.
This is the fourth of a four-course sequence threading professional development throughout the didactic curriculum. Students will continue to prepare for clinical experiences by participating in and completing all of the mandatory training needed for patient care and self/Clinical Instructor Assessments. In addition, students will explore topics including the National Physical Therapy Examination (NPTE), hospice and palliative care, advanced clinical reasoning, and post-professional educational opportunities. Students will engage in professional development by participating in and reflecting on community service and/or professional service experiences. Students will also demonstrate a comprehensive synthesis of knowledge by assessment on the TherapyEd practice examination. Additionally, students will actively participate in a 2-day TherapyEd board review course to prepare for the NPTE. P. Enrollment in the Physical Therapy program with satisfactory completion of all coursework to date.

PTD 670. Professional Practice II. 6 credits.
A continuation of the Professional Practice course sequence. This courses focuses on clinical learning and assisting students in developing self-responsibility, self-assessment, and an understanding of professional competence. The course is a full time six week professional practice experience. P. Enrolled in the professional program with satisfactory completion of all coursework to date.

PTD 680. Professional Practice III. 16 credits.
This course is a 18-week professional practice experience that requires the student to integrate the knowledge and skills from all previous academic and clinical coursework. CO: Enrolled in the professional program with satisfactory progress in all courses to date.

PTD 688. Expert Practice in Physical Therapy. 2 credits.
This is the capstone course for students returning from their extended clinical affiliations. Students are encouraged to reflect upon their professional development to date and recognize the opportunities and professional duties for moving from novice to expert practitioner in the future. Certification as a clinical specialist, graduate school, utilization of the scientific literature, reflection on practice, professional writing and public presentation skills are explored. Life-long learning and the responsibilities/ opportunities of assuming the role of program alumnus related to professional development and the Creighton University mission are emphasized.

PTD 690. Professional Practice IV. 16 credits.
This course is a 16-week professional practice experience that requires the student to integrate the knowledge and skills from all previous academic and clinical coursework. P. Enrolled in the professional program with satisfactory completion of all coursework to date. CO: PTD 688.

Other Educational Opportunities

Students pursuing a Pharm.D. degree also have the opportunity to earn another degree through one of the following dual degree programs:

- Pharm.D. / Master of Science in Pharmaceutical Sciences (p. 101)
- Pharm.D. / Master of Business Administration (p. 101)

Interested students should contact the School's Admission Office at spahp.creighton.edu or 402.280.2662, or the Creighton University Graduate School at 402.280.2870. Applicable tuition will be assessed for both programs.

Pharmaceutical Sciences - M.S.

Program Description

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

Application and Admission

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

Director of the Pharmaceutical Sciences Graduate Program
Department of Pharmacy Sciences
School of Pharmacy and Health Professions
Creighton University
2500 California Plaza
Omaha, NE 68178
Phone: 402.280.2893

PharmD/MBA Dual Degree Program

Students have the opportunity to obtain a Doctor of Pharmacy (PharmD) and Master of Business Administration (MBA) degree through a dual program offered by the School of Pharmacy and Health Professions and the Heider College of Business. This combined degree program pairs a rigorous academic curriculum with practical experience in business and pharmacy and can provide students with increased career opportunities in retail and healthcare facilities. The dual program allows both residential (on-campus) and distance PharmD students to complete an MBA degree during the time it takes to complete the PharmD program without imposing any stringent credit hour burdens on Pharmacy students. Students must apply to and be admitted separately by both the School of Pharmacy and Health Professions and the Heider College of Business' MBA program. For individuals admitted to the School of Pharmacy for the fall 2014 term and after, an applicant's PCAT score, their admission to the PharmD program *and* their cumulative PHA GPA, which must at least a 3.3, will be evidence of eligibility for admission to the MBA program, and they will not be required to take the GMAT exam. However, PHA students whose cumulative PHA GPA is below a 3.3 will be required to submit an acceptable GMAT score in order to be considered for admission to the MBA program. MBA admission decisions are based on the following factors: academic background, GPA (both undergraduate and PHA), work experience, and letters of recommendation. Interviews are not required as part of the MBA admission process. Applicants who wish to visit the campus are welcome to call to schedule an appointment.

Program Features

- A maximum of 6 hours of specified PHA coursework can be applied toward the 33 total hours required for the MBA degree.
- Campus-based MBA courses are only held in the evenings (Monday-Thursday) from 6:00-9:30pm and occasionally on Friday afternoon/evening and Saturday. A limited number of MBA classes are available online each fall, spring, and summer term. No online MBA classes are offered in the winter term.
- Students starting the PharmD program in August 2014 or after who have either obtained a bachelor's degree or are P1 students, have completed a minimum of 90 credit hours *and* have a minimum 3.3 PHA GPA are eligible to apply to the MBA program *after* their first semester of Pharmacy School. The GMAT exam will not be required for these students provided they meet all of the criteria. *NOTE:* Under no circumstances will PHA students be allowed to enroll in any 700-level graduate business classes unless they have met the minimum credit hour, PHA GPA requirement and satisfactorily completed at least one semester of PHA courses.
- The combined degree may be completed in four years of full-time study. However, PHA students are not permitted to take any MBA classes during their first semester of enrollment in Pharmacy School due to the rigorous PHA schedule. PHA students may, with written permission of the School of Pharmacy, be allowed to enroll in MBA classes the second semester of their first year of Pharmacy School.

Requirements

PharmD: Students complete all requirements for the PharmD (p. 67) **degree.**

MBA:

Code	Title	Credits
M.B.A. Requirements (33 credits beyond the Foundation)		
The M.B.A. program is a customized program designed to offer either a general management education to students new to the study of business of an advanced and more specialized business education to students with a business degree and/or significant business experience. This customized program offers students the opportunity to develop a curriculum best suited to their backgrounds, skills, and career goals.		
Foundation		
Statistics is required for the M.B.A. degree. Students who have not taken an undergraduate statistics course will be required to either take an undergraduate statistics course or achieve a satisfactory score on a statistics competency exam administered for a fee through the Heider College of Business. Students who need to take statistics are expected to fulfill their outstanding deficiency at the beginning of their studies in order to advance to certain 700-level courses. Even though pharmacy students take a PHA statistics course (PHA 350) as part of the PharmD degree, they are not scheduled to take this course until their third year. Therefore, pharmacy students should plan on completing the online statistics tutorial within their first year in order to avoid any delays in completing the MBA degree.		
Core (12 credits)		
All M.B.A. students will complete the four core courses listed below that address business processes and skills fundamental to Creighton's Jesuit and values-based mission. Creighton's M.B.A. program emphasizes how business leaders apply sound and coherent ethical principles to serve its stakeholders and society for the common good.		
MBA 771	Leadership and Organizational Behavior	3
MBA 775	Business Policy And Managerial Action	3
MBA 776	Business, Ethics and Society	3
BIA 762	Survey of Business Intelligence and Analytics	3
Functional Core (9-12 credits)		
Students who are new to the study of business because they hold neither an undergraduate degree in business nor have extensive business work experience may be required to take some or all of the functional core classes. Taking these classes and the core M.B.A. courses will lead to a general competency in most areas of business. Students who hold undergraduate business degrees or have extensive business experience may elect to take one or more of these courses with the approval of the Graduate Business Program's office or may elect to move directly to concentration courses.		
MBA 701	Financial Reporting for MBAs	3
MBA 711	Managerial Finance (or MIM Elective)	3
MBA 741	Economic Analysis for Managers	3
MBA 761	Marketing Management	3
Tier 2 Courses (9-24 credits)		
All M.B.A. students will complete the balance of their 33 credits for the M.B.A. degree by taking advanced courses in the functional areas. These business courses cover advanced topics in all areas of business including accounting, finance, economics, business intelligence and analytics, marketing, and management.		9
To ensure appropriate breadth and depth: 1) Students must take one course in each of three of five functional areas; 2) Students may take a maximum of three courses beyond MBA 771 in the management/leadership area; and 3) Students may take a maximum of four courses in any given functional area. A complete listing of courses included in each functional area is available from the M.B.A. Program Advisor.		
Pharmacy students may transfer in a maximum of six hours of the PHA courses listed below toward the 33 total credit hours required for the M.B.A. degree, provided a grade of "B" or better is earned in each course.		
PHA 442	Pharmacy Practice Management	
PHA 452	Pharmacoeconomics	
PHA 521	Community Management Advanced Pharmacy Practice Experience	
PHA 533	Organization Management Advanced Pharmacy Practice Experience	
PHA 541	Hospital Management Advanced Pharmacy Practice Experience	
Total Credits		33

See the School of Pharmacy and Health Professions or Heider College of Business Graduate Programs office for complete details and requirements.

Faculty

Naser Z. Alsharif, *Professor of Pharmacy Sciences* (1994; 2010); *Coordinator International Program-Middle East* (2017).
B.A., University of Nebraska, Omaha, 1984; Pharm.D., University of Nebraska Medical Center, 1987; M.S., University of Nebraska Medical Center, 1988; Ph.D., Creighton University, 1992

Kelly Anderson, *Assistant Professor of Pharmacy Practice* (2014; 2017).
B.S., University of Nebraska-Lincoln, 1993; Pharm.D., Creighton University, 1998

Samuel C. Augustine, *Professor of Pharmacy Practice* (2004; 2008).
B.S.Pha., University of Nebraska Medical Center, 1973; Pharm.D., University of Nebraska Medical Center, 1979

Lisa D. Bagby, *Assistant Professor of Occupational Therapy* (2017).
B.S., Iowa State University, 2007; O.T.D., Creighton University, 2010; M.H.A., Des Moines University, 2015

Angela Bahle-Lampe, *Assistant Professor of Occupational Therapy* (2014).
B.S.O.T., Creighton University, 1994; O.T.D., Creighton University, 1997

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M.S., Minnesota State University, 2012; Ph.D., University of Nebraska Medical Center, 2017

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

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B.S., Creighton University, 2006; D.P.T., Creighton University, 2006

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Shirley A. Blanchard, *Professor of Occupational Therapy* (1990; 2017); *Associate Professor Department of Internal Medicine* (2004); *Associate Professor of Community and Preventive Dentistry* (2014); *Associate Professor Graduate School* (2016; 2017).
B.S.O.T., Virginia Commonwealth University, 1975; M.S., University of Nebraska, Omaha, 1981; Ph.D., University of Nebraska, Lincoln, 2002

Alfred G. Bracciano, *Professor of Occupational Therapy* (2005; 2017).
B.S.O.T., Wayne State University, 1978; M.S.A., Central Michigan University, 1985; Ed.D., Western Michigan, 1992

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B.S.Pha., University of Louisiana at Monroe, 1967; M.S., University of Louisiana at Monroe, 1969; Pharm.D., University of Tennessee Health Science Center, 1972

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B.S., University of Utah, 1991; M.P.H., University of Oklahoma, 1993; Ph.D., Medical College of Virginia, 1998

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B.S.Pha., Dr. K.N. Modi Institute of Pharmaceutical Education and Research, 2001; Ph.D., Massachusetts College Pharmacy Health Sciences, 2011

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Pharm.D., Creighton University, 2001

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B.A., Creighton University, 1989; M.S.O.T., Rush University, 1991; Ph.D., University of Nebraska, Lincoln, 2000

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

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Pharm.D., Creighton University, 1998

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M.A., Truman State University, 1987

Edward M. DeSimone II, *Professor of Pharmacy Sciences* (1989; 1998).
B.S.Pha., Temple University, 1971; M.S.Pha., Temple University, 1976; Ph.D. Pha., Temple University, 1977

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Pharm.D., Creighton University, 1984

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B.S.N., Creighton University, 1975; M.S.N., University of Nebraska, 1979; Ph.D., University of Nebraska, 1988

Laurie Hayes, *Contributed Service Faculty of Pharmacy Practice* (2013).
Pharm.D., Drake University, 1995

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B.S., Creighton University, 2012; Pharm.D., Creighton University, 2012

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B.A., Augustana College, 2006; M.S., Creighton University, 2008; Ph.D., Indiana University School of Medicine, 2013

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B.S., University of Nebraska, Omaha, 2010;; M.P.H., University of Nebraska Medical Center, 2013;; Ph.D., University of Nebraska Medical Center, 2017

John Mitchell, *Assistant Clinical Instructor of Physical Therapy* (2008).
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Keli Mu, *Professor of Occupational Therapy* (1998; 2015); *Chair, Department of Occupational Therapy* (2009); *Associate Dean for International Relations* (2018).
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B.S.O.T., San Jose State University, 1984; M.S.O.T., San Jose State University, 1993; Ph.D., University of Nebraska, Lincoln, 2003

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Angela Patterson, *Assistant Professor of Occupational Therapy* (2012; 2016).
B.S.O.T., Creighton University, 1999; O.T.D., Creighton University, 2015

Kirk M. Peck, *Associate Professor of Physical Therapy* (2002; 2016); *Chair, Department of Physical Therapy* (2016).
B.S., Kansas State University, 1988; M.S., University of Kansas Medical Center, 1990; Ph.D., University of Nebraska, 2004

Julie A. Peterson, *Assistant Professor of Physical Therapy* (2016); *Department of Physical Therapy, Director of Residencies* (2016); *Director, Creighton Therapy and Wellness: Occupational, Physical, and Speech Therapy and Creighton Pediatric Therapy* (2018).
B.S., Marquette University, 1997; D.P.T., Creighton University, 2001

Amy M. Pick, *Professor of Pharmacy Practice* (2004; 2018).

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Paul L. Price, *Associate Professor of Pharmacy Practice* (2000; 2006); *Associate Professor of Psychiatry* (2002; 2006); *Senior Associate Dean, School of Pharmacy and Health Professions* (2017).
Pharm.D., Creighton University, 1992

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B.S. Medicine, Shanghai Medical University, 1987;; M.S. Medicine, Shanghai Medical University, 1990;; M.S., University of Nebraska, Lincoln, 2005

Michelle Reilly, *Assistant Professor of Physical Therapy* (2016).
B.S. and D.P.T., Creighton University, 2008

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A.A.S., Del Mar College, 1974; B.S., Texas A&I University at Corpus Christi, 1975; M.A., University of Texas at Austin, 1978; Ph.D., University of Texas at Austin, 1990

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B.Pharm., Muzaffarpur Institute of Technology, 1990; M.Pharm., Banaras Hindu University, 1993; Ph.D., North Dakota State University, 2003

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Jessica Skradski, *Assistant Professor of Pharmacy Practice* (2010).
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B.A., University of Iowa, 2012; M.S., University of Nebraska at Omaha, 2016; Ph.D., University of Nebraska at Omaha, 2019

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B.S.Pha., University of Nebraska, 1962; M.S., University of Nebraska, 1964; Ph.D., University of Wisconsin-Madison, 1967

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

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Pharm.D., University of Texas, 2005; Ph.D., University of Texas, 2009

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Nicole White, *Associate Professor of Pharmacy Practice* (2011; 2018).
Pharm.D., Creighton University, 2010

Amy Friedman Wilson, *Associate Professor of Pharmacy Practice* (2000; 2007).
Pharm.D., Creighton University, 1995

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