

PHYSICAL THERAPY PROGRAM

THE PROFESSION

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

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

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

Physical therapists participate actively in shaping the current and emerging health care environment to promote the development of high-quality, cost-effective health care services. Today, a priority of the American Physical Therapy Association is to promote the role of physical therapists as direct access primary care providers of physical therapy services and to be integral members of patient care teams in health care delivery systems. Physical therapists have a responsibility to increase public awareness of physical therapy and the selection of physical therapists for the treatment and prevention of injury, impairment, functional limitation, and disability and for the promotion and maintenance of health, fitness, and optimum quality of life.

PROGRAM PHILOSOPHY

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

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

Physical Therapy as a Discipline within Health Care

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

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

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

The Educational Environment

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

Faculty

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

Learner

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

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

ADMISSION

Process

The preferred deadline for applications is November 2. The final deadline for applications is February 1. Personal interviews are required in the admission process. Qualified applicants will be notified if they are selected for an interview. Applicants are encouraged to apply early so that an interview date may be scheduled.

To apply for admission, students must submit the following:

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

The School enrolls 60 students each year.

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

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

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

Pre-Professional Component

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

Prerequisite courses:

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

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

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

To request information, contact:

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

Creighton Preference

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

Guaranteed Admission Policy

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

Each student must:

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

Baccalaureate Degree Track

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

Pre-Baccalaureate Degree Track

1. Complete a minimum of 90 semester hours prior to matriculation. Students applying to the program who do not hold a bachelor's degree must identify their major emphasis of study and satisfactorily complete three upper-level courses (300-level and above) that total nine semester hours, toward that major prior to matriculation.

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

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

PROFESSIONAL OUTCOMES

Professional Core Abilities:

1. Professional Formation and Critical Self-Reflection – The student shall utilize a process of deliberative self-reflection to enhance understanding of self and engage in continued professional formation. Formation of professional identity is based on the following core values: accountability, altruism, compassion, excellence, integrity, professional duty and social responsibility.
2. Communication Skills – The student shall read, write, speak, listen and use media and technology to communicate effectively. The student shall demonstrate respectful, positive and culturally appropriate interpersonal behaviors in the counsel and education of patients, families, and in communication with other health care professionals.
3. Critical Thinking and Clinical Judgment – The student shall acquire, comprehend, apply, synthesize and evaluate information. The student shall integrate these abilities to identify, resolve and prevent problems and make appropriate decisions. The student shall demonstrate the behaviors of the scholarly clinician by developing and utilizing the process of critical thinking and systematic inquiry for the purpose of clinical reasoning, decision-making and exercising sound clinical judgment.
4. Learning and Professional Development – The student shall consistently strive to expand his or her knowledge and skills to maintain professional competence and contribute to the body of professional knowledge. The student shall demonstrate the ability to gather, interpret and evaluate data for the purpose of assessing the suitability, accuracy and reliability of information from reference sources.
5. Ethical Foundation and Moral Agency – The student shall practice in an ethical manner, fulfilling an obligation for moral responsibility and social justice. The student shall identify, analyze and resolve ethical problems.
6. Social Awareness, Leadership and Advocacy – The student shall provide service to the community and to the profession. The student will assume responsibility for proactive collaboration with other health care professionals in addressing patient needs. The student will be prepared to influence the development of ethical and humane health care regulations and policies that are consistent with the needs of the patient and society.

Physical Therapy Care Abilities:

1. Patient Examination – The student shall perform: a) Thorough patient interview with appropriate medical history and review of systems; b) Physical examination utilizing appropriate tests and measures.
2. Patient Evaluation and Physical Therapy Diagnosis – The student shall: a) Interpret results of the physical therapy examination and other diagnostic procedures; b) Synthesize pertinent data; c) Formulate an accurate physical therapy diagnosis.

The process of evaluation also may identify the need for consultation with or referral to other health care providers.

3. Patient Prognosis – The student shall predict the patient’s level of optimal improvement that may be attained through intervention within a given period of time.
4. Patient Intervention – The student shall design an appropriate plan of care to produce changes consistent with the physical therapy diagnosis and prognosis. The student shall develop a customized plan of care in collaboration with the patient’s/ family’s expectations and goals. The student shall also assume responsibility for delegation and supervision of appropriate human resources engaged in patient care activities.
5. Patient Re-examination/ Re-evaluation – The student shall perform an accurate re-examination and re-evaluation to determine changes in patient status and to modify or redirect physical therapy intervention. The process of re-examination and re-evaluation also may identify the need for consultation with or referral to other health care providers. Patient re-examination and re-evaluation may also necessitate modification of delegation and supervision of appropriate human resources engaged in patient care activities.
6. Patient Outcomes – The student shall track the results of physical therapy management, which may include the following domains: Pathology; Impairments; Functional limitations; Participation; Risk reduction/Prevention; Wellness; Community and Societal resources; and Patient satisfaction.
7. Systems Management – The student shall identify the specific contribution of physical therapy management within the health care system and the influence of health care policy on that system. In addition, the student shall demonstrate knowledge and be able to effectively interact within the interdependent framework of the health care team in a complex society. The student shall extend his/her responsibility for physical therapy care beyond individual patients to include care of communities and populations.

POLICY ON STUDENT COMPLIANCE WITH TECHNICAL STANDARDS

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

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

Technical Standards

Psychomotor Skills/ Observation

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

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

Communication

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

Conceptual/ Integrative Abilities

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

Behavior, Social Skills and Professionalism

Empathy, integrity, honesty, concern for others, good interpersonal skills, interest and motivation are all required personal qualities. A student must possess the emotional health necessary for the full use of their intellectual abilities, the exercise of good judgement (including the maintenance of patient confidentiality), prompt completion of all responsibilities attendant to course assignments and the development of mature, sensitive and effective patient relationships. This requires the ability of the student to be aware of and appropriately react to one's own immediate emotional responses. A student is expected to be able to accept and reflect upon appropriate suggestions and criticisms and, if necessary, respond by modifying personal behaviors. Students should also conduct themselves at all times in a manner consistent with the American Physical Therapy Association Code of Ethics and Guide for Professional Conduct.

Attainment of Technical Standards

All students should review the *Policy on Student Compliance with Technical Standards* and return a signed copy to the SPAHP Office of Admission acknowledging that the policy has been read and the student attests they are in compliance with the policy. If the student believes that he/she has a disability that necessitates accommodation to meet these technical standards, the student must submit documentation of the disability, along with a request for reasonable accommodation, to the Director of Admission and the Assistant/Associate Dean for Academic Affairs.

The technical standards are integrated into syllabi in all courses across the curriculum. In certain cases, compliance with technical standards is a prerequisite for a course. In some cases, compliance with technical standards must be maintained to successfully complete a course. Students who fail to meet technical standards that are defined as prerequisite course requirements should request a leave of absence from the program. If a student fails to meet technical standards while participating in a course, the student should discuss the situation with the Instructor(s) of Record and their academic advisor. Students who cannot meet technical standards while participating in a course may request a grade of Incomplete from the Instructor(s) of Record or request a leave of absence from the program. Otherwise, inability to meet technical standards may result in course failure. If a student believes he/she has a disability that necessitates accommodation to meet these technical standards, the student must submit documentation of the disability, along with a request for a reasonable accommodation, to the Director of Admission and the Assistant/Associate Dean for Academic Affairs.

POLICY ON ELECTIVE COURSEWORK

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

REQUIREMENTS FOR GRADUATION

To satisfy the requirements for graduation, the student must successfully complete all courses in the physical therapy curriculum (including any and all pre-physical therapy requirements) while achieving a grade-point average of not less than 2.00. All candidates for the Doctor of Physical Therapy (DPT) degree must be determined by the faculty to be of good moral character and fit for the practice of the profession. All indebtedness to the University must be paid, and the graduate must be present at the ceremonies where the degree is conferred (unless excused under University rules). To participate in Commencement, a candidate must submit an application for degree through the Registrar's Office by the University deadline. Additionally, in an effort to comply with accreditation and ongoing programmatic quality assurance, completion of all course evaluations and senior assessments is required in order for the student to be assigned a course grade and/or graduate.

LIVING ACCOMMODATIONS

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

TUITION AND FEES

See Tuition and Fees Section in this *Bulletin*.

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

FINANCIAL AID

See Financial Aid Section in this *Bulletin*.

OTHER INFORMATION

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

APTA MEMBERSHIP

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

LICENSURE

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

PLACEMENT

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

PHYSICAL THERAPY STUDENT ORGANIZATIONS

CUSAPTA

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

Geriatric Physical Therapy Organization

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

Physical Therapy Leadership Guild

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

Creighton University Sports Physical Therapy Association

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

Physical Therapy for Pediatrics

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

RECOGNITION OF SCHOLARSHIP, LEADERSHIP AND SERVICE

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

The following awards are given annually to physical therapy students:

Alumni Centennial Scholarship

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

Doctor of Physical Therapy “Spirit” Awards

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

Physical Therapy Faculty Scholarship Awards

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

Physical Therapy Leadership Guild Scholarship

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

Developing Clinician Award

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

Nick Steichen Memorial Scholarship Award

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

John and Lydia Stohs Scholarship Award

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

Sidney J. Stohs Endowed Scholarship Award

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

Other Awards

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

Faculty Awards

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

TRANSITIONAL DOCTOR OF PHYSICAL THERAPY PATHWAY

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

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

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

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