Making Progress Possible

School of Pharmacy and Health Professions
As I mark my five-year milestone as dean, I am proud of the progress we have made. Yet, there is little time for pause—even to slow our stride.

Today, we face unprecedented challenges brought about by a critical shortage of pharmacists, physical therapists and occupational therapists, along with an increasingly high cost of health care professions education that deters many students from entering these professions. We see opportunities to expand the role of these professions as part of an interdisciplinary approach that requires us to produce better-prepared professionals who are well-equipped to fully participate in more productive interactions with other health care professionals, the community and the patient.

We continue to strengthen the reputation of our School in professional communities throughout the world to enhance our ability to attract the best applicants and faculty. Then, we provide them greater opportunity for research and scholarly productivity that supports Creighton’s role in the advancement of the professions and the contributions we are able to make to our body of knowledge, our understanding of the processes that impact the human condition and our ability to take action.

Yet, progress without purpose is not in our nature. That is why our approach to learning requires us to inspire students to demonstrate Ignatian ideals in the practice of their professions. Our curriculum remains true to the Jesuit, Catholic tradition of educating the total person—body, mind and spirit—with an emphasis on moral values and community service.

As such, we are willing to lead, setting the example for others to follow in preparing subsequent generations of students who, like us, will be called upon to continue making progress—remaining true to our calling and our convictions.

Please enjoy reading more about the progress being made through the efforts of our faculty and staff, our alumni and our students. As always, we invite you to take part by contributing your ideas and insights, participating in our programs and events, and donating your time and financial support.

Warmest regards,

J. Chris Bradberry, Pharm.D.
Dean, School of Pharmacy and Health Professions

Making Progress

Remaining True to Our Calling and Our Convictions

Progress. We use it as a measure to gauge advancement, to indicate change and to recognize achievement. Nowhere is it more aptly applied than the Creighton University School of Pharmacy and Health Professions. Here it manifests itself as a force in constant motion:

- Enhancing academic excellence
- Improving accessibility by creating new opportunities to put knowledge into practice
- Adopting new technologies that enable us to better serve patients and the professionals they rely on for their care
- Expanding outreach to new geographical areas and underserved populations
- Advancing research and scholarship
- Engaging alumni and others with a vested interest in our success to give voice to ideas that are instrumental in our ability to move forward

More than 75% of our graduates receive one to three job offers prior to graduation.
Moving Forward in Our Mission

As we face the realities of the current health care environment, we are challenged to find new solutions to respond to shortages of health professionals, inaccessibility to care, the escalating cost of care, and the obstacles that time and money present to those who would pursue the health professions.

Under the leadership of Dean Bradberry, we are making progress – increasing the number of students we accept to our programs, utilizing technology in innovative ways to improve access to education in remote areas and advancing research and scholarship to continue enhancing the quality of academics we provide and growing Creighton’s reputation throughout the professional communities. Most importantly, we are able to do so while instilling in our graduates the Jesuit and Catholic identity and mission. I encourage each of you to demonstrate your shared commitment to these values as we continue to move forward.

John P. Schlegel, S.J.
President
Creighton University

Milestones in Our Progress

The Creighton University School of Pharmacy and Health Professions has made significant accomplishments, including:

- Full cycle accreditations for all programs
- First clinical doctorate programs in occupational therapy and physical therapy in the nation
- First and only distance-based Doctor of Pharmacy pathway
- First distance-based Doctor of Occupational Therapy degree in partnership with the University of Alaska Anchorage
- Agreement with the National Petroleum Hospital of China for consultation, student/faculty exchange and to advance the cultural competencies of our faculty and students
- Tablet computers issued to all occupational therapy, pharmacy and physical therapy students
- Two state-of-the-art pharmacy teaching laboratories, with the completion of the dispensing laboratory in the former University bookstore area
- Establishment of the Office of Interprofessional Scholarship, Service and Education (OISSE) to lead interprofessional community engagement activities, such as our unique Native American outreach programs
- Establishment of the Creighton Center for Health Services Research and Patient Safety (CHSRP) to coordinate interdisciplinary faculty research on behalf of governmental agencies, health care facilities, employers, health care companies and educators to improve the quality, safety and efficiency of patient care. It has secured in excess of $3.5 million in grants and contracts
- Recipient of individual grants of more than $1 million for research from both the National Institutes of Health and the Quentin N. Burdick Program for Rural Interdisciplinary Training

Strengthening the Value of Academic Experience

The measure of a professional school is the value of its academic programs, the excellence of its faculty, the success of its graduates and the relevancy of the learning experience. By any measure, the Creighton University School of Pharmacy and Health Professions excels in its ability to offer creative, world-renowned, health care professions programs.

Ours is a history of firsts – from being the first in the nation to offer Doctor of Physical Therapy and Doctor of Occupational Therapy as entry-level degrees, to providing the first post-professional clinical doctorate program in occupational therapy. We are also the first and only accredited Jesuit institution to offer a pharmacy degree and the only online distance pharmacy pathway. What’s more, our doctorate programs in pharmacy, physical therapy and occupational therapy continue to achieve top rankings.

Over the past five years, all of our programs have received full cycle accreditations, including our distance programs.
Making Progress Possible

Opportunities Outside the Classroom
At no other time in our history have students had the opportunities for clinical application of their classroom curriculum.

- Partnering with the Hospital – The relationship with the Creighton University Medical Center (CUMC) offers opportunities for occupational therapy and physical therapy students to gain clinical experiences and places pharmacy students in the Faculty outpatient clinic pharmacy and other specialty areas.

- Setting the Example On Campus – Through several initiatives, we are implementing programs and practices that address the need to better control the costs of health care and medicine. The introduction of a pilot pharmaceutical wellness and disease prevention program allows us to use our expertise to help the University control the cost of care in its campus groups. Our occupational therapy and physical therapy students and faculty are leaders in campus accessibility and ergonomics reviews.

- Forging New Relationships – Occupational therapy and physical therapy services are provided to Winnebago Indian Health Service Hospital and Carl T. Curtis Health Center. An expansion of CUMC’s program at Creighton Medical Associates Twin Creek Clinic focuses on autism spectrum disorders and sensory processing issues. We are leaders in campus accessibility and ergonomics reviews.

The Best and the Brightest
We demonstrate the value of the contributions our faculty make to our ability to fulfill our mission when we invest in endowed chairs. By doing so, we ensure our ability to successfully compete for specialty faculty in key developing areas and strengthen our ability to retain exceptional faculty. Our support is invaluable to securing Creighton University’s preeminence in health science education.

Ongoing reassembly of academic standards and redevelopment of curriculum offer additional assurance that our students are the best interests of our students and the School’s reputation for excellence. A major restructuring of the Office of Academic and Student Affairs is supporting leadership, services and opportunities that enable students to succeed and contribute to a diverse and global society as caring, ethical and knowledgeable health care professionals. Expanded academic advisor support is doing more to facilitate communication between students and administration.

Consequently, application pools for all three programs are strong. Pharmacy has a ratio of 9 applicants for every admission; occupational therapy is 2:1 and physical therapy is 3:1. Students represent 47 states and 10 countries. The changing demographics of our student population reflect our efforts to attract many nontraditional students – those balancing education with family responsibilities, individuals pursuing a second career and students responding to a critical demand for health care professionals in underserved and ethnically-diverse communities.

- Accreditation of CUMC Orthopedic Physical Therapy – Following a successful accreditation site visit, our program became the first accredited physical therapy residency program in the region.

- Greater Residency Opportunities for Pharmacy – With affiliated major medical center partners the pharmacy department sponsors six general pharmacy practice residency positions as well as one in specialty practice and one in drug information. A residency program in psychiatric pharmacy has also been created through a joint effort with an area medical center and Creighton’s Department of Psychiatry.

- Joint M.B.A. Pharm.D. Program – Students pursue a joint Pharm.D./M.B.A. degree, or a master’s only degree, allowing specialization in pharmacology, toxicology, immunopharmacology, pharmacometrics, medicinal chemistry or cell biology.

We also recognize the importance of providing opportunities for students to interface with others within their profession. We see it essential to supplement the cost for students to attend national professional meetings.

More than words, we continue to take action.

- By concentrating on our efforts on making curriculum more relevant, providing opportunities to put knowledge into practice, demonstrating leadership and demonstrating the value of approaching care through an interprofessional lens, our students are making progress, strengthening the value of academic experience.

Investing in Our Students and Their Success
We understand our critical role in improving the availability of health professionals to meet the challenging demands of today’s health care environment. As such, we continue to invest in programs that support the success of our students and ensure value and relevance in the degree programs. Some of these include:

- Pre-matriculation Program – Demonstrating the School’s commitment to diversity, our pre-matriculation program is a national leader in scholarship support designed to increase health manpower to rural and other underserved areas.

- Joint M.B.A. Pharm.D. Program – Combining the science and business of the practice of pharmacy, this degree allows students to combine their Pharm.D. with critical business courses in key functional areas.

- Master’s in Pharmaceutical Sciences – Students pursue a joint Pharm.D./ master’s degree, or a master’s only degree, allowing specialization in pharmacology, toxicology, immunopharmacology, pharmacometrics, medicinal chemistry or cell biology.

Some of these include:

- Creighton’s unique Native American outreach programs
- Service trips to the Dominican Republic through the Institute for Latin American Concern
- Monthly interprofessional grand rounds for students in physical therapy and occupational therapy, initiated by the Office of Faculty Development
- Community health fairs staffed by faculty, staff and students from occupational therapy, physical therapy and pharmacy

Leading the Way in Interprofessional Approach
While specialization is critical in developing the expertise and knowledge our students need, we are moving toward a model that emphasizes an interdisciplinary approach – encouraging collaborative participation with other members of the health care team. The School of Pharmacy and Health Professions is at the forefront of interprofessional community-engagement activities through partnerships with local and regional partners in Service and Education. Open to all Creighton University health professions students and faculty, the office plans, organizes and implements interprofessional educational service and scholarly community and international service projects.
And therein lies the strength of the School. It’s a remarkable combination that results from being part of an institution that offers a rich history of tradition and stability, and yet still retain the enthusiasm for innovation and progress. While it’s most evident in the physical attributes of buildings, labs and landscapes, progress is apparent in the curriculum in each department.

Occupational Therapy Changes in Response to Feedback

“Curriculum is a living, breathing thing that grows,” said Linda Gabriel, Ph.D., OTR/L, curriculum chairperson for occupational therapy and assistant professor of occupational therapy. Her department has made major changes, based on faculty, student and alumni feedback. Changes in which courses are offered, and when, represent the greatest adjustment to the curriculum. The first-year pediatrics courses were moved to the second spring and third fall terms to provide students with the foundation courses they need and to allow instructors to provide more in-depth teaching. In addition, student research projects were pushed from second to third year.

“ar year is not a lot of time to learn and do research. This way, we can spread learning over a longer period,” Gabriel said. It also allows students the option of using human subjects, a process that could not be completed under the prior system.

Pharmacy Program Makes Changes to Ensure Student Success

New national accreditation standards and guidelines for pharmacy doctoral degrees have been the impetus for curriculum renovation at Creighton, designed to help faculty better prepare students for contemporary as well as future practice, according to Rhonda Jones, Pharm.D, associate professor of pharmacy practice and pharmacy curriculum chairperson.

“We are doing a total renovation. We have recently revised our educational outcomes for graduates and are now in the process of developing a brand new curriculum,” she said. The curriculum committee is proposing a 2010 implementation of the new curriculum, which will include a pharmacy practice skills lab every semester, rather than just the one semester of parenterals and dispensing labs that are currently required.

However, the greatest change is the dramatic increase in experiential learning – 300 hours of student training in the pharmacy practice environment spread out over the first three years of the curriculum to meet the new Introductory Pharmacy Practice Experience (IPPE) requirement. While the change creates administrative challenges, it will better prepare students for Advanced Pharmacy Practice Experiences (APPEs), during the fourth year of the curriculum.

“The IPPE requirement is going to put a strain on our current sites and preceptors,” Jones said. Creighton is looking to alumni and other practicing pharmacists to assist as preceptors to work with students to meet the new requirement.

The pharmacy program will also increase its assessment of student learning and curriculum effectiveness to determine if students are meeting the educational goals and outcomes. Jones said faculty will use several methods throughout a student’s educational experience.

Preparation Programs for the Future

When the centennial celebration of the Creighton University School of Pharmacy and Health Professions in 2005 brought back alumni from across the country, two things were clear – everyone’s life had been shaped by his or her experiences at the University, and no one could believe the dramatic transformations to our facilities and programs.

Making Progress Possible

If you want to become a preceptor at your clinic or worksite, contact Dr. C. Curtis Barr at cbarr@creighton.edu, 800.325.2830 or 402.280.2950 to be connected to the appropriate experiential program coordinator. Or, join 2009 Alumni Advisory Board President Joshua Richling, D.P.T. ’00, in his concerted effort to match more alumni with students to provide the necessary housing that allows them to take advantage of a broader base of clinical experiences. Consider housing students while they complete a clinical rotation in your area. You can also help self-supporting students offset the cost of clinical rotations, service trips or other efforts through your donation.

You Can Make Education More Relevant
Making Progress Possible

Physical Therapy Program Curriculum Continues to Evolve

“We are continually seeking a better integrated experience throughout the curriculum,” said Karen Paschal, Ph.D., D.P.T., M.S., associate professor of physical therapy. “We look at curriculum on an annual basis. We seek data from students, clinical instructors and alumni.”

Particular emphasis is placed on ways to increase interdisciplinary experiences with other health professions students to meet the needs of underserved populations. It’s part of an overall effort to increase students’ clinical experiences, including international learning opportunities in the Dominican Republic through Creighton’s Institute for Latin American Concern. In fact, more than 25 percent of the 2009 graduating D.P.T. class spent four weeks working in that country.

“Students routinely tell us it is the highlight of their academic experience,” Paschal said. “Alumni also participate, serving as clinical instructors and mentors.”

Technology will also play a new role in learning with students receiving department-furnished tablet computers as of the fall 2009. These mobile devices will be loaded with software that allows students online access to necessary materials.

“This will provide students broader access to information. It will be especially helpful in rural settings, where sites is not situated next to a health library,” Paschal said.

Improving the Accessibility of Education

Traditional on-campus learning can only take us so far. Experience shows that students who leave these rural communities for their professional education are less likely to return. So, we must take educational opportunities to where the need exists through our distance programs.

Making Progress

All Programs Adopt Admission Interviews

The in-person admission interview has been adopted by all of our programs, consistent with other Creighton health science programs. Accreditation standards mandate that all pharmacy programs nationally require such interviews. Faculty members are pleased with the results.

“Before we did interviews, about 60 percent of admitted applicants enrolled. Now about 75 percent of applicants decide to attend. Our inference is that the interview helped,” said Madeline Buseck, M.S., interim director of admission. Feedback from students supports her views.

“As I was able to spend time on campus and speak with faculty, I knew that Creighton was where I would complete my professional education,” said Crystal Harvey, D.P.T. candidate in the class of 2011.

Gary Elsasser, Pharm.D., associate professor of pharmacy practice and pharmacy admission chairperson, agrees.

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As of 2008

Student Demographics

- 114 International Students
- 222 Domestic Students
- 27 International Alumni
- 181 Domestic Alumni

Alumni Demographics

- International
- Domestic

Accessibility of Education

A dire shortage of occupational therapists, pharmacists and physical therapists is creating unprecedented challenges for educators. Our aging population and the ongoing revolution in the delivery of health care adds to the dilemma. In fact, the U.S. Department of Labor reports that employment demand for these professions will grow much faster than average over the next 10 years – 22 percent for pharmacists and 27 percent or more for both occupational therapists and physical therapists.

In response, the Creighton University School of Pharmacy and Health Professions continues to enlarge its entering class size in all of its programs. In fact, the School currently accepts 115 pharmacy students, 58 occupational therapy students and 48 physical therapy students and 48 occupational therapy students into its on-campus programs each year. In addition, there are currently 70 first-year distance pharmacy students across the U.S., and 30 distance-occupational therapy students in Alaska. However, the shortages in these critical health care fields is worse than the national averages in many areas of the country. In Nebraska and other rural Midwestern states, for instance, 30 to 40 percent of counties lack sufficient personnel in these professions. And the situation is similar in many other remote areas.

As of 2008

<table>
<thead>
<tr>
<th>International Students</th>
<th>Domestic Students</th>
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<tbody>
<tr>
<td>114</td>
<td>222</td>
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<table>
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<th>International Alumni</th>
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<td>27</td>
<td>181</td>
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Through the Office of eLearning and Academic Technologies (OLAT), unique educational delivery systems have been developed to ensure excellence in distance education and eLearning in the health professions. The online clinical doctorate degrees offered in pharmacy and occupational therapy utilize established best practices in distance pedagogy. Through the use of a variety of collaborative technologies, distance students are engaged learners, collaborating with faculty and other students while using the same curricula to achieve the program’s outcomes. Students are provided with tablet computers and all the necessary software to participate in the distance pathway. Distance learners have access to classroom lectures, multimedia learning therapy resources, and a secure network. Exam integrity is assured through the use of secure, proctored electronic exams which involve passwords, secure browsers, electronic exam software, etc.

Our innovative distance pathways are making us a national leader in academic eLearning and technology. The School has made a commitment to reaching all students across the United States, we continue to demonstrate that we are making progress, improving the accessibility of education.

In 2001, the Creighton University School of Pharmacy and Health Professions began its first distance degree pathway, offering an entry-level Doctor of Pharmacy predominantly through Web-facilitated learning. Four years later, degrees were awarded to 42 students from the distance pathway.

In 2008, the School welcomed its first cohort of distance students to the entry-level Doctor of Occupational Therapy degree program, offered through a partnership with the University of Alaska Anchorage.

As of the fall 2009, the School’s enrollment has swelled to over 1000 students. Here is how it breaks down:

<table>
<thead>
<tr>
<th>Program</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>Pharmacy</td>
<td>680</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>226</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>503</td>
</tr>
<tr>
<td><strong>Total Students Enrolled</strong></td>
<td><strong>1,075</strong></td>
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"Alaska is often referred to as the last frontier, and it really has that feel. "There is a documented shortage of all health professionals and a severe occupational therapist shortage here," Bracciano said. He hopes the distance education initiative between Creighton and the University of Alaska will keep Alaskan occupational therapists at home and substantially increase access to services.

"It meets Creighton’s mission and is fitting our values - social justice, outreach and service," he said, crediting the School of Pharmacy and Health Professions’ pharmacy program with paving the distance-learning highway. "We have the experience and the infrastructure."

The program is housed in the University of Alaska College of Health and Social Welfare's Anchorage. Bracciano and the college’s dean, Cheryl Easley, Ph.D., were colleagues at Saginaw Valley State University in Michigan.

"She saw a great need in Alaska, " Bracciano said. "We looked at possible options. We had the infrastructure in place at Creighton. The University of Alaska has experience in distance education. It is a nice symbiotic relationship."

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"I thought it was critical. That is what makes Creighton unique," he said. So he worked closely with the School’s chaplains to develop course Web sites to ensure Ignatian values and Jesuit values were developed and reinforced.

According to Al Bracciano, coordinator of the Creighton distance occupational therapy pathways, the 2009 inaugural class of eight did well enough attending classes online and gathering at the University of Alaska Anchorage for lab activities that ten more students were added the second year of the pilot.

Alaskans historically obtain occupational therapy degrees on the U.S. mainland and tend to remain there to practice, exacerbating the shortage of health-care providers in Alaska. The shortage means clinicians travel long distances, usually by plane, to provide services.

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Connecting with the Creighton Community

While Creighton’s distance learners spend most of their college life in their hometowns, the distance pharmacy students travel to Omaha each summer for one to two weeks of clinical laboratories. Clinical rotations are scheduled in their hometowns, and all clinical education is approved and monitored by Creighton.

“The coursework and clinical experiences are the same for our on-campus and distance-learning students,” said Tom Lenz, Pharm.D., M.A., director of the pharmacy distance pathway and associate professor of pharmacy practice. “We have several people to coordinate our distance-learning sites to ensure their quality and make certain they train in specific areas.”

Closing the Gap

Like Bracciano, Lenz sees distance learning as a natural extension of Creighton’s mission – not just in Alaska, but throughout the country. “There may not be a pharmacy school within hundreds of miles of where some of these students live,” he said. “There is a shortage of pharmacists needed to meet the demands of an aging public, especially in rural areas. Distance learning strives to close that gap and meet the needs of underserved areas.”

Nearly every state is represented in the pharmacy program. In addition to bridging the geographical distance, Lenz said today’s technologically oriented student often prefers online learning.

“Students today are honed into the distance piece. Many of our on-campus students also prefer the newer technology,” he said.

While distance and classroom learners have similar grades and are equally successful in their educational endeavors, distance students tend to be older. For many, pharmacy is a second career.

Going the Distance – From the Midwest to the Middle East

While serving in the U.S. Army, Toni Mukala, Pharm.D. ’05, used Creighton’s distance program to earn her degree. Now, she is literally going the distance, taking what she learned and applying it as a field artillery battalion surgeon in Iraq. She supports convoy operations by coordinating the medical support for about 250,000 road miles in the war zone.

“It is without a doubt the most challenging mission I have ever encountered,” Mukala said. “I have an entire pharmacy. Certainly not your typical outpatient services as I carry paralytics and anti-venoms – an interesting combo. I am now trained and ready to save lives.”

Adopting Technology that Enables Us to Enhance Pedagogy and Practice

From more efficient communications to more effective collaboration, to the delivery of curriculum thousands of miles away – technology is changing the way students are able to learn, enhancing the ability of faculty to teach and expanding the opportunities for professional growth and development. Here are some more evident in the Creighton University School of Pharmacy and Health Professions.

Through the Office of eLearning and Academic Technologies, we continue to demonstrate our leadership in the creation and support of leading-edge technology resources that advance the teaching, research and service missions of the School. We’ve put the technology infrastructure into place to support users and empower them in ways never before possible.

From introducing the first computer lab for pharmacy and allied health students in 1991, to providing laptop computers to campus pharmacy students in 2000, to enrolling the first class of distance pharmacy students in 2001, the School has a long tradition of technological advancement. The timeline shows some of the most recently adopted technologies.
All third-year pharmacy students are issued personal digital assistants (PDAs) to provide immediate access to up-to-date drug information databases – replacing inefficient paper-based resources.

“In the classroom, online and as part of students’ everyday routines, our educational technology initiatives ensure we’re providing the advantages necessary to create exceptional learning experiences.”

– Tracy A. Chapman, M.Ed
Executive Director, eLearning and Academic Technologies

As part of the Centennial celebration, the School sponsors a national symposium on distance education, “Virtual Frontiers: Developing and Delivering Health Science Education from a Distance.” It attracts national distance education leaders and attendees from across the United States.

Apreso hardware and software is installed in classrooms, allowing the capture and delivery of rich media presentations from a distance. It attracts national distance education leaders and attendees from across the United States.

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Entering Doctor of Physical Therapy students are issued tablet computers.

Technology advancements spur the replacement of pharmacy student PDAs with Touch mobile devices.

The Department of Occupational Therapy issues tablet computers to on-campus and distance students.

A distance program for occupational therapy in conjunction with the University of Alaska Anchorage commences.

A pilot program offers occupational therapy and physical therapy faculty and students the opportunity to check out tablet computers, permitting the use of personal computers in the classroom.

CULive is put into operation, creating virtual learning communities that permit faculty and distance students to meet in small groups and communicate via text, audio and video.

A personal response system is issued to all students, providing a mechanism for responding immediately to in-class quizzes and polling questions that check students’ understanding of concepts presented during class.

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It's a powerful combination to be sure. From it comes the ability to touch lives, to impact underserved populations and to contribute to our community and the world at large in ways never imagined. For students, it's the reason they choose Creighton University to pursue their professional degree. For alumni, it's the common thread that keeps them giving back through a life-long commitment to others.

The opportunity to serve comes in many ways and to many areas. Students need not go far to find opportunities to serve. Through the Office of Interprofessional Scholarship, Service and Education, students have completed over 5,700 hours of outreach with 10 Omaha community partners.

Since 2006, more than 400 School of Pharmacy and Health Professions students have completed over 5,700 hours of outreach with 10 Omaha community partners.

Making Progress Possible

Touching Lives in More Meaningful Ways

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Because service to others knows no boundaries, immersion trips through the Institute of Latin American Concern connect students from pharmacy, physical therapy and occupational therapy with community health outreach programs in the Dominican Republic. A recent trip fostered understanding between the School and the National Hospital of China has opened opportunities for consultation, as well as student and faculty programs. A relationship with the Hebei Medical University in Shijiazhuang, China began with consultation visits in 2008 for occupational therapy and physical therapy students and faculty as well as an exchange visit to Creighton by one of Hebei’s therapists for education and training at Creighton University Medical Center. Beyond the immediate benefits of providing patient care, these service engagements enable students and patients alike to experience Jesuit Catholic values firsthand. At the same time, they allow students to put their professional commitment into practice—making progress by touching lives in more meaningful ways.

Lead by Example – The Kruse Scholarship for Community Service

The summer after his second year of pharmacy school, Michael Kruse, PharmD, ’99, worked for Indian Health Service at the Ft. Hall Not-Tsoo Gah-Nee Health Center near Pocatello, Idaho. That experience ignited a commitment to service that extends throughout his life—personally and professionally. So much so that he established the Kruse Scholarship for Community Service. It is funded by the stipend he receives for mentoring Creighton pharmacy students enrolled in the distance pharmacy pathway. Today, this scholarship has reached the point where it can begin paying out.

“This will empower students to live out Creighton's Christian mission with lessons that cannot be learned in the classroom. I hope to see other alumni and parents further support community service at Creighton," Kruse said.

The intent is to give the new students some connection to the community and begin the relationship with the service piece of our mission,” said René Padilla, Ph.D., OTR/L, FAOTA, associate dean for academic and student affairs and associate professor of occupational therapy. He oversees the service component the School has integrated into its Welcome Week schedule since 2006.

With the assistance of the currently enrolled Student Ambassadors, new students are not only introduced to each other, but also to the opportunities for service that Creighton offers. Students select volunteer experiences from among 40 organizations Creighton regularly utilizes for various clinical and other learning opportunities. The hope is that they’ll continue to make these activities part of their lives as they earn their degrees.

“We had one group of 10 students who helped with the Big Brothers Big Sisters program during orientation,” Padilla said. “All 10 signed on and stayed with the program.”

The initial service encounter also helps connect students with their new classmates—providing the opportunity for personal conversation and reflection.

Response has been so positive that the School’s distance learners requested the service component be made part of their learning experience. Now, when these students arrive on campus for their required summer lab, they also may paint houses, visit homebound older persons or load food boxes into a food bank

Infusing Service into the School’s Curricula

The service contagion doesn’t end here. In fact, Teresa Cochran, D.P.T., director of Creighton’s Office of Interprofessional Scholarship, Service and Education (OISSE) and associate professor of physical therapy, said her office seeks to integrate classroom experience with exposure to community needs. While new students attend cookouts, sign up for extracurricular activities and get acclimated to the Creighton University campus during the School of Pharmacy and Health Professions’ Welcome Week, they might also distribute food at a food bank, help clean an AIDS patient’s house or play basketball with a child at risk for gang involvement.

“Service is the lifeblood of a doctor and a human being,” Cochran said. “We’re trying to get that integrated into our curriculum. That’s why we’re not starting with a volunteer experience, we’re starting with a service component that begins the day they arrive on campus.”
In today’s health care environment, we can no longer afford to be defined by—or confined to—our titles, our degrees or our professions. The best interests of our patients require us to work together as part of the interdisciplinary team of health care professionals, as advocates for change, as champions of the underserved, as leaders in the discovery of new therapies and protocols, and as participants in the dialogue that is shaping the very future of the health care industry. Here at the Creighton University School of Pharmacy and Health Professions, the faculty and staff are well-prepared to do so and are committed to preparing our students to making a difference.

Making Progress
Ensuring Our Voices are Heard

This grassroots collaboration of occupational therapy, physical therapy, pharmacy, nursing, dental and medical faculty members coordinates interprofessional community outreach initiatives for health professional students.

“We get students out learning health promotion skills and their role in improving health at a societal level,” Cochran said. “A lot of places do service learning, which is a nice thing to do. We focus on the formation of the health professional, helping them to develop the necessary skills to effectively respond to diversity and disparities in health care.”

The program is hitting the mark, according to the personal reflection of one student during a focus group. The student said, “It makes one realize that money should not be a factor in quality of care and that all patients deserve respect and the best care available.”

Opportunities to Create Personal Connections and Earn Credits

Caroline Goulet, Ph.D., OISSE co-director and associate professor of physical therapy, said each department determines how its students use the program. All physical therapy students are required to participate in one experience per semester, while occupational therapy and pharmacy experiences are linked to specific courses.

Learning opportunities have been developed with 19 of OISSE’s community partners. Each serves an underserved population. Students select assignments from Community Engagement Cues, one-page information sheets that describe the experience and any necessary prerequisites. Each cue contains behavioral expectations that include being part of an interdisciplinary team, social awareness of cultural differences and acting in an ethical manner. Activities might include facilitating a health fair for the Omaha Tribe, conducting health assessments for at-risk elderly or leading an educational seminar for medically fragile children’s parents. Experiences are also linked to the curriculum through learning goals, facilitated learning experiences that are varied and repeated, and measurable learning outcomes and assessment strategies. Since 2005, OISSE’s community engagement model has expanded from the Winnebago Tribe to the Omaha metropolitan area to international initiatives in the Dominican Republic, Ukraine and China. The experiences often include medical, nursing and dental students.

“We send the students out with clear learning objectives,” Goulet said. “The learning outcomes are 10 times what I could teach in the classroom.”

Almost 3,000 health professions students have participated in the community engagement initiatives since OISSE’s inception, providing nearly 75,000 hours of service. OISSE also tracks more traditional service projects conducted by departments or student organizations.

Expanding Efforts Offer Lasting Impact

The office also facilitates student learning in the Dominican Republic in collaboration with the University’s Institute for Latin American Concern. Pharmacy students provide care in the country’s rural areas, while physical therapy students can spend four weeks helping in Santiago clinics.

“Dean Bradberry has really strengthened our involvement in that program,” Cochran said. Faculty and alums’s expenses to the Dominican Republic are supplemented, encouraging their participation and student mentoring. In some cases, service experiences have led many of the School’s graduates to focus their careers on caring for the underserved.

“It is an experience that supports them in everyday life—and that is our mission.”
Creating a Legacy

In 1999, Gilbert F. “Bert” Taffe, Jr., BS ’49, bequeathed $1 million to help expand the School of Pharmacy and Health Professions. The Gilbert F. Taffe Endowed Chair in Pharmacy Science recognizes a prominent pharmaceutical scientist in the School.

The memorial gift was made to honor his late father, Gilbert Taffe, Sr., who was a 1914 graduate of the Creighton School of Pharmacy, and to help ensure that Creighton University’s School of Pharmacy and Health Professions will continue to be a leader in teaching, patient care and research.

Sidney J. Stohs, Ph.D., was installed as the first chair holder in 1999.

Taking a Leadership Role

The School is home to the Creighton Center for Health Services Research and Patient Safety (CHRP). Established in 2004, CHRP continues to coordinate and support research and training efforts among faculty within an interdisciplinary and collaborative research environment to improve the quality, safety and efficiency of patient care.

CHRP received the prestigious Building Research Infrastructure Capacity award, providing $1.5 million to help expand existing programs and offer future opportunities for new research initiatives.

Expanding Research Capabilities

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What’s more, our leadership in key areas spurs growth in other extramural research funding—more than $3.3 million from such government agencies as the National Institutes of Health, the National Eye Institute and the Agency for Healthcare Research and Quality for projects as diverse as allergies and infectious disease and rural interprofessional training.

Taking a Leadership Role

Whether it’s setting the policies of our professions or taking leadership positions in professional organizations, the School’s faculty demonstrates their willingness to serve and to actively engage in the issues that are critical to their professions. From chairman to board member, to the recipient of awards and fellowships, each serves as recognition of the important role our faculty plays on the national stage.

Serving as a Trusted Advisor

The knowledge and accomplishments of faculty out for their insight into issues that continue to shape public debate surrounding the delivery of critical health care services. In the process, it has resulted in the appointment of faculty to key state and professional association boards, advisory committees and agencies working solutions that improve outcomes, reduce costs and improve accessibility to care.

In the classroom, to the lab, in our communities and even in our nation’s capital, we continue to strengthen the School’s reputation for academic excellence, for our faculty’s success: Victoria F. Roche, Ph.D., professor of pharmacy sciences and senior associate dean, was named the 2007 Robert K. Chalmers Distinguished Pharmacy Educator Award recipient by the American Association of Colleges of Pharmacy; Samuel Augustine, Pharm.D., professor of pharmacy practice, earned the American Pharmaceutical Association’s 2010 Daniel B. Smith Practice Excellence Award.

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Setting the Example for Teaching

Our faculty is also instrumental in enhancing the School’s reputation for academic excellence, as well as their own reputations in clinical education, research and service. To illustrate our faculty’s success: Victoria F. Roche, Ph.D., professor of pharmacy sciences and senior associate dean, was named the 2007 Robert K. Chalmers Distinguished Pharmacy Educator Award recipient by the American Association of Colleges of Pharmacy; Samuel Augustine, Pharm.D., professor of pharmacy practice, earned the American Pharmaceutical Association’s 2010 Daniel B. Smith Practice Excellence Award.

The Office of Faculty Development and Assessment supports the School’s commitment to the promotion of the scholarship of teaching and learning by offering a variety of incentive programs designed to promote and enhance teaching and learning in physical therapy, occupational therapy and pharmacy. At its core is the development of a learning community that is transformative and centered on enhancing faculty effectiveness.

The office also supports student learning with programs and events such as distinguished lecture series, interprofessional seminars and Grand Rounds, among others, which continue to foster the spirit of collaboration and excellence. These efforts have resulted in awards, fellowships and other distinctions for our faculty and staff that serve as examples for others to follow such as Sarah Daley, O.T.D. ’08, who completed a fellowship in Ukraine as a Fulbright scholar.

Serving as a Trusted Advisor

The knowledge and accomplishments of faculty encourage others to seek our faculty out for their insight into issues that continue to shape public debate surrounding the delivery of critical health care services. In the process, it has resulted in the appointment of faculty to key state and professional association boards, advisory committees and agencies working solutions that improve outcomes, reduce costs and improve accessibility to care.

In the classroom, to the lab, in our communities and even in our nation’s capital, we continue to strengthen the School’s reputation for academic excellence, for research and for leadership. As a result we are making progress, ensuring our voices are heard.
It’s a tone that Dean J. Chris Bradberry, Pharm.D., extends to his faculty and staff. Behind it is a broader mission that he describes as “a commitment to shape the future of all our professions via community service, government service and professional activities.”

**Willingness to Serve**

His efforts to do so have helped to shape health care’s future, most recently as the only pharmacist to serve on the national Health Care Commission at the invitation of former U.S. Senator Chuck Hagel of Nebraska. He has agreed to serve on a subcommittee for medical technology and research.

Many of his recommendations have found their way into the Obama administration’s health-care-proposal. This includes a proposal for a universal electronic medical record and billing system that would integrate organizations that interface with patients. Such a system would also help people participate in their own health care, according to the commission’s report.

Another intriguing proposal is the creation of an independent Health Care Transformation Commission operating independently of government, similar to the Federal Reserve.

Bradberry’s commitment to shape the future is one that is shared by faculty and research staff. Behind it is a broader mission that he describes as “a commitment to shape the future of all our professions via community service, government service and professional activities.”

**Taking an International Perspective**

Setting the Tone

He greets you at the door with a smile and handshake. Then, he speaks calmly and thoughtfully, interspersing easy laughter and offers to get you a cup of coffee. Then, he speaks:

“We have all types of people here, “ Bradberry said. “Christians, Muslims, Jews, Hindus – these values resonate with all of them. They transcend religion.”

“The reports from those involved have been good. The study has shown very positive results, “ Bradberry said.

Bradberry said, “She helps train our pharmacists to be immunizers. She reaches pass on her knowledge and insights to address critical issues that impact health care.”

Taking an International Perspective

These issues extend beyond the boundaries of the United States and so does the commitment of the faculty at the School. In fact, associate professor of occupational therapy and health initiatives René Padilla, Ph.D., OTR/L, FAOTA, LMHP, has been heading a wellness and disease-prevention study in Ecuador who have been victims of torture and false imprisonment. He will work to develop partnerships between the local population and anthropology and occupational therapy professionals and students from Catholic University in Quito.

Taking an Interdisciplinary Approach

The Creighton Center for Health Services Research and Patient Safety provides service closer to home. Its applied research focuses on improving health care on a number of local and regional issues. One program was designated as a Patient Safety Organization (PSO) in 2009 through the Agency for Healthcare Research and Quality. We are one of the only university programs to be designated.

Bradberry said. Created by the Patient Safety Act of 2005, PSOs are designed to improve the quality and safety of U.S. health care by encouraging clinicians and health care organizations to voluntarily report and share data on patient safety events without fear of legal discovery.

The program, headed by Kim Galt, Pharm.D., FASHP, has been studying the U.S. health care system and made recommendations for technological advances don’t compromise patient safety. Technology issues are an important part of the Obama administration’s health-care-proposal, so the research is especially timely.

Improving Outcomes of Care

One health project being conducted within the Creighton system could eventually lead to better health outcomes in Omaha and other communities. For the past year, associate professor of pharmacy practice Tom Lenz, Pharm.D., M.A., has been heading a wellness and disease-prevention study with University employees, looking at ways to decrease their cardiovascular risks. Working in conjunction with The Cardiac Center of Creighton University and the human resources department, the team is studying lifestyle changes and intervening risk factors, such as diabetes.

“The reports from these involved have been good. The study has shown very positive results,” Bradberry said.

Renewing the Commitment to Immunization

Another Omaha-based effort is immunization advocacy, led by associate pharmacy professor Linda Ohri, R.P.H., B.S., Pharm.D., M.P.H. She is a member of the Immunization Task Force of Metro Omaha and an organizer and frequent presenter at its annual conference. Ohri teaches Creighton’s immunization course.

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“I am very active as an educator and advocate for optimal immunization across the lifespan,” Ohri wrote in a personal account of a friend who became ill as the result of failing to get immunized.

“I believe that immunization represents one of the most beneficial and cost-effective strategies we have to prevent disease and promote health in people of all ages.”

Bradberry said, “She helps train our pharmacists to be immunizers. She reaches several hundred students each year. That is a very positive impact!”

A Shared Commitment

The dean has been active in trying to establishIgnatianvalues within the curricula and espouses service to others. Reinvigorating those values in the classroom and clinic has been formalized as a goal within the School’s strategic plan. A student leadership program engaging student government and class officers in activities to develop ethical and moral leaders has been a passion with him.

“We have all types of people here,” Bradberry said. “Christians, Muslims, Jews, Hindus – these values resonate with all of them. They transcend religious.”
Since 2003, alumni attendance at the School’s alumni reunion banquet has increased 65%. In addition, the School continues to host events designed to encourage alumni to reconnect with each other and with students, such as professional meeting alumni receptions and “Get Blue” tailgates.

Making Progress

Bringing Together People and Priorities

Who we are. What we do. Where we’ve been. How we use our talents to benefit others—and why. While time and distance may separate the generations of graduates, there’s one connection they share: the Creighton University School of Pharmacy and Health Professions. Today, that connection is stronger than ever.

It is largely the result of a renewed commitment to engage our alumni. To invite them to be part of the educational process. To encourage them to create opportunities for students to practice their professions in real-world settings. To lead by example in their service to their patients, the underserved and professional associations. To provide input that enables faculty to continue to make curriculum relevant to the practice of the professions. To continue to find meaningful ways of integrating Ignatian ideals into modern-day academe and practice.

This is not always an easy task. For those of us whose calling has led to the practice of occupational therapy, pharmacy or physical therapy, we face unprecedented challenges. Yet our accomplishments are impressive by anyone’s standard.

The Difference Between Saying and Doing

Making it more thanoulful thinking, the School has formalized our commitment to re-engage our alumni through the creation of the School of Pharmacy and Health Professions Alumni Relations Office. Under the leadership of C. Curtis Barr, Pharm.D., assistant dean for alumni relations and associate professor of pharmacy practice, the alumni relations team has re-focused the alumni advisory board. The School alumni advisory board is made up of occupational therapy, pharmacy and physical therapy alumni in a ratio that mirrors the current student population. Its mission is:

…”to create positive, life-long relationships that will benefit alumni, their families and the School and University communities; and provide opportunities to share knowledge, time and other resources. We support the mission of the Creighton University School of Pharmacy and Health Professions by fostering the commitment of alumni to interprofessional collaboration, moral values and service to others.”

It’s a mission that continues to be put into practice through School-sponsored meetings with alumni across the country, greater presence at professional association meetings, retreats and even “Get Blue” social events that encourage alumni to re-connect with classmates and others.

Friends that are Never Forgotten

The rigor of preparing for the professions create lasting bonds among classmates. For those who are taken from us too soon, memorial scholarships provide a means of preserving the qualities we loved best about them—while benefiting deserving students. The School is fortunate to have several of these scholarships, including:

• The Jane A. Ghiglieri Memorial Scholarship — presented in person by a Ghiglieri family member in memory of Jane each year for 30 years to a senior pharmacy student. Jane was a 1977 pharmacy graduate.

• The Sherman Steichen Annual Memorial Run — an event attended by family members and former classmates of Brett Sherman (pharmacy) and Nicholas A. Steichen (physical therapy) and sponsored by students each year to fund two endowed scholarships in their memory.

• The Kathleen S. Werner Scholarship Fund — established by family, former faculty, classmates and friends to honor 1995 pharmacy graduate Kathleen Werner.

• The Karl W. Miller and Gwendolyn S. Shirai Scholarship — awarded to a Creighton pharmacy student who is a legal resident of Hawaii and demonstrates financial need. “Karl was an ardent supporter of the pharmacy profession. He encouraged a lot of students to pursue the practice. So, when he passed away, it made sense to continue his support through a scholarship,” said Gwendolyn Shirai, B.S. Pha ‘56, of her husband, pharmacist Karl W. Miller.
Making Progress

With your invaluable assistance, we are making progress – bringing together bright students from pursuing health professions. By reaching its goal of $1 million for this fund, the School will have the ability to allow them to direct donations to the areas about which they feel most strongly.

From scholarships to students from their state, to sponsorship of research facilities and equipment, to initiatives that continue to shape the face of our professions and Creighton’s leadership position within them, alumni contributions are making a difference. The Alumni Centennial Endowment Fund, for example, encourages alumni to unite in their support of the School through merit and need-based student scholarships – which have become an increasingly critical need as financial hardship prevents many bright students from pursuing health professions. By reaching its goal of $1 million for this fund, the School will have the ability to help outstanding students become exceptional leaders.

When given the opportunity, alumni are only too happy to participate. We’ve implemented many of their recommendations into the curriculum and programs. In addition, they’re reflected increasingly critical need as financial hardship prevents many bright students from pursuing health professions. By reaching its goal of $1 million for this fund, the School will have the ability to help outstanding students become exceptional leaders.

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Special thanks to all those who contributed their time and talents to the publication of this Progress Report: Dean J. Chris Bradberry, Jessica Graner, Brigid Bidrowski, Tracy Gady, Gretchen Schmutz, Laura Schmitz and other School of Pharmacy and Health Professions faculty and staff; the writing and design staff of Creighton University Marketing and Public Relations; writers and editors Monica McFarland, Tom McMahon and Kathryn Clark; Corporate 3 Design; Regal Printing.

For an online version of the Creighton University School of Pharmacy and Health Professions 2009 Progress Report, go to: www.spahp.creighton.edu/alumni

The accuracy of this report is important to us and we have made every effort to provide complete and accurate information. If we have made an error or omission, please accept our sincere apologies and contact Brigid Bidrowski at 402.280.4742 or bbidrowski@creighton.edu so that we may correct our records.

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