Addendum II
Effective Date November 20, 2017

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Combined Doctoral Degree Programs will now be known as Joint Doctoral Degree Programs.

Joint Doctoral Degree Programs
MD/PhD, DPM/PhD and PharmD/PhD in:
- Biochemistry and Molecular Biology
- Cell Biology and Anatomy
- Cellular and Molecular Pharmacology
- Microbiology and Immunology
- Neuroscience
- Physiology and Biophysics

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The following programs moved from the College of Health Professions to the Chicago Medical School effective August 14, 2017:

Master of Science Degrees:
- Clinical Nutrition (MS)
- Health Promotion and Wellness (MS)
- Nutrition Education (MS)

Post-Baccalaureate Certificates
- Certificate in Essentials of Health Promotion and Wellness
- Certificate in Nutrition for Healthcare Professionals

Information about these programs can be located on the following pages of the catalog:
- Clinical Nutrition (MS): pp. 101-104
- Health Promotion and Wellness (MS): pp. 112-116
- Nutrition Education (MS): pp. 116-120
- Certificate in Essentials of Health Promotion and Wellness: pp. 135-139
Pages 1 and 7
The title of the degree for the Doctor of Nurse Anesthesia Practice (DNP) program noted on page 1 of the catalog and Nurse Anesthesia (DNP) noted on page 7 of the catalog have changed to Doctor of Nursing Practice (DNP).

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The following provisions for Incomplete (I) apply:

• It is the responsibility of the instructor to establish the terms of the Incomplete. The Registrar will follow-up with the department on the status of Incompletes on a quarterly basis. Instructors are required to submit a Petition for Incomplete Grade to the Registrar detailing the terms of the Incomplete when the Incomplete is assigned for the purpose of tracking.
• A final grade to replace the Incomplete must be submitted within one calendar year from the date the Incomplete was recorded. The course work may be completed while the student is not enrolled.

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Academic Standards

Credit Hour Policy
RFUMS uses the Federal definition of a credit hour, which states: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

• One hour* of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
• At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, clinical/clerkships, internships, thesis papers and dissertations, and other academic work leading to the award of credit hours.

*A class hour at the RFUMS is 50 minutes to allow students and faculty time to transition between classes and buildings.

Definition of the credit hour at RFUMS is in compliance with the Illinois Board of Higher Education and the Higher Learning Commission.
Definitions

Scheduled hour of classroom instruction at RFUMS
- 1 scheduled hour of classroom instruction = 50 minutes of classroom meeting time

Academic Term - Quarter Calendar at RFUMS
- 1 Academic Term generally represents a quarter
- 1 Quarter Credit Hour is defined as 1 Credit Hour Unit over at least 10 weeks
- 1 Semester Credit Hour is defined as 1 Credit Hour Unit over at least 15 weeks

Notes:
- These definitions are consistent with the Carnegie Unit and Student Hour for collegiate instruction in semester and quarter credit hours.
- Courses scheduled over a period of time other than a quarter reflect proportionate instructional hours within the Academic Term

Conversion between Semester and Quarter Credit Hours
- 1 Semester Credit Hour = 1.5 Quarter Credit Hour

Note: This conversion is applied to situations such as transfer of credit from other institutions. When rounding, the resulting figure is adjusted to the nearest 0.5 hour, and that figure is assigned as the credit hour value of that course.

Procedures

The College or School offering a course is responsible to ensure scheduling consistent with the Schedule Type—Quarter Credit Hour Equivalencies Table.
- These guidelines apply to organized instruction (Lecture) in a college classroom setting when the presentation of course content is led by the instructor using a variety of teaching methods. One credit is equivalent to one hour of scheduled class time per week. Specifically, one scheduled hour is applied to in-class time instruction and two hours are applied to out-of-class time such as for preparation, reading or other study, project completion, and assignments.
- Laboratory courses occur in a laboratory or simulation setting and include preparation, follow-up reports, and study. One credit hour is equivalent to two or three scheduled hours of such activity per week.
- Training and career-related experiences, clinical, clerkship, and clinical practicum experiences occur in a health care field setting and are supervised by employed RFU full- and part-time faculty or clinical preceptors. One credit hour for clinical/clerkship experiences equals the equivalent of one to two hours of training or one week of full-time training or experiential participation. (The academic program defines full-time.) A clinical practicum has one credit hour equal to the equivalent of one to three hours of instruction per week. Immersive simulation, which is clinically oriented yet structured differently, has one credit equivalent to one hour of scheduled simulation class time per week.
- For thesis and dissertation credits, one credit hour is equivalent to one hour of direct faculty instruction or three hours of preparation of scholarly work per week. The instructional activity is determined by the instructor or designated instructional supervisor.
- For courses designated as research conducted by the student toward a larger project, one credit hour is equivalent to one hour of class time or direct faculty instruction or two hours of independent research per week.
• Independent/directed study credit is self-directed learning on a special topic not covered in a
regular course offering noted in the University Catalog. One credit is equivalent to one hour of
direct faculty instruction or two hours of self-study per week.
• For multi-professional and interprofessional courses, the academic program/department from
which the course originates will assign the credit hours awarded and the number of credits will
apply consistently to all students enrolled, regardless of their degree program.

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FERPA Directory Information

Directory Information: In compliance with the federally-enacted regulations and university
policies, directory information regarding students attending Rosalind Franklin University of
Medicine and Science shall be the:

• Student’s name
• Local address
• Permanent address
• Email Address
• Telephone listings
• Year at the university
• Dates of attendance
• Academic college and major field of study
• Enrollment status
• Participation in officially recognized activities and sports
• Degrees, honors and awards received
• Most recent educational agency or institution attended
• Photographic or electronic pictures or images

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Psychology (PhD) Program Course Plan

Year 3 (35.5 QH)
HPSC 500 Clinical Practicum Supervision (3 QH)
HPSC 521 Theoretical Psychopathology (3 QH)
HPSC 573 Health Psychology: Psychological Comorbidities of Physical Illness (4 QH)
HPSC 577 Socio and Cultural Basis of Behavior (4.5 QH)
HPSC 756 Ethical Issues and Professional Standards in Clinical Psychology II (3 QH)
HPSC 800 Clinical Practicum (9 QH)
HPSC 850 Research Practicum (Dissertation) (9 QH)
Students will choose one of the following three options:
HPSC 501 Advanced Specialty Training Seminar: Psychotherapy (3 QH)
OR
HPSC 502 Advanced Specialty Seminar: Health Psychology (3 QH)
OR
HPSC 503 Advanced Specialty Seminar: Neuropsychology (3 QH)
Electives: Credits vary by track.

Year 4 (24 QH)
HPSC 800 Clinical Practicum (9 QH)
HPSC 890 Dissertation Practicum (12 QH)
Electives: Credits vary by track.

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Nutrition Education (MS)

Graduation Requirements
Students must meet the following program requirements:

- Satisfactory completion of 42 quarter hours of core program courses and elective requirements
- Meet core program competencies as demonstrated by successful completion of portfolio projects in core program courses and in the final Portfolio Evaluation course
- Successful completion of all course requirements within five years from the date of matriculation
- A minimum grade-point average (GPA) of 3.0 on a 4.0 scale in all courses in the program curriculum

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Population Health (MS)

Program Introduction
The Master of Science degree in Population Health is 46 quarter hours of credit offered in the online delivery format. Degree requirements can be completed in one year as a full-time student or two years if enrolled part-time. The program is designed to prepare students for jobs in the public health and population health industry, the public health field, and in organizations that want to improve the health and well-being of their employees. These individuals could also serve in organizations that provide research and services in the fields of, healthcare analytics and health policy. Students complete the degree program with a capstone course that includes a final portfolio and online presentation of major projects completed throughout their master’s degree
program. Students will also develop an independent project which demonstrates achievement of the areas of focus of the Population Health program. Students will do so through completion of a field-based research project.

**Admission Requirements**

In addition to the university’s minimum requirements, applicants must meet the following program requirements:

- **Prior Degree**: Bachelor’s degree from an accredited university or college in any discipline.
- **Grade-Point Average (GPA)**: Minimum cumulative grade-point average (GPA) of 2.75 on a 4.0 scale.
- **Tests**:
  - The Graduate Record Examination (GRE) is not required.
  - The Test of English as a Foreign Language (TOEFL) may be required.
    - If the bachelor’s degree is earned outside the U.S. and/or U.S. citizenship or permanent residency is not held, demonstrated proof of English proficiency is required via an official TOEFL report that includes a total score and category scores in reading, writing, listening and speaking.
    - Minimum scores for the Internet Based Test (IBT) of 100 or the equivalent is recommended for graduate school with no category score being lower than 22.
    - Test scores must be a test taken within two years of the date from when a complete application is submitted.
    - The language test score requirement may be waived if an applicant has demonstrated academic success as a full-time student at a U.S. college or university for at least two consecutive years, or if the applicant is from a country in which English is a primary language.
- Work experience in a related health or science field is recommended, but not required.
- Students currently enrolled in other programs at Rosalind Franklin University of Medicine and Science should complete an alternative concurrent/short application form which can be accessed via InSite.
- **Letters of Recommendation**: Minimum of one letter of recommendation.
- **Personal Statement**: Personal statement addressing professional goals.
- **Prerequisite Courses**: There are no required prerequisite courses.
- **Resume or Curriculum Vitae**: A resume or curriculum vitae is required.
- **Supplemental Application**: This program does not have a supplemental application.
- **Transfer Applicant Policy**: This program does not accept transfer applicants.
- **Non-Degree Applicant Policy**: The program will consider applicants who hold a bachelor’s degree from an accredited college or university and who meet the admission requirements of the program.
- **Early Decision Programs**: This program does not accept early decision applicants.

The Population Health program uses a rolling admissions process where applications are reviewed, decisions are made and students are enrolled every quarter. Applicants should submit all materials prior to the deadline of the quarter in which they wish to matriculate. To initiate the
application process, applicants must submit all required application items through the Rosalind Franklin University Central Application Service (RFUCAS).

**Technical Standards**

A candidate for an online graduate degree must possess certain abilities and skills, which include observational, communicational, motor, intellectual-conceptual (integrative and quantitative) and behavioral and social attributes.

- **Observation:** The candidate must be able to use a computer to enter and acquire information and to be capable of utilizing the university’s course management software and any other required software or technology. This entails significant use of a computer monitor to fully participate by reading and responding in course activities such as class discussions, group projects, utilization of web-based library resources to search for information, and linking to course readings and video presentations. Furthermore, a candidate must be able to:
  - Accurately acquire information from textbooks and other written documents, and assimilate information as presented in images from slides, video or other forms of modern electronic media.
  - Interpret graphic images and other forms of data readout (such as statistics, graphs, spreadsheets, etc.) with or without the use of assistive devices.
  - Observe experimental results or subjects accurately.

In any case, where a candidate’s ability to read or acquire information using the computer, textbook or other written documents is compromised, the candidate must utilize alternate means to collect and convey the essential information. Obtaining and using such alternate means shall be the responsibility of the student, subject to reasonable accommodations that may be granted under the ADA.

- **Communication:** The candidate must be able to communicate effectively, efficiently and appropriately with faculty, staff, fellow students and research subjects in both verbal and recorded format (writing, typing, graphics or telecommunication).

- **Motor:** The candidate must be able to participate in lengthy written discussions and compose lengthy written assignments and projects. For any required research the candidate needs to be able to carry out and report on a research project. Working in an online course environment requires that the candidate be able to remain at the computer for prolonged intervals.

- **Intellectual-Conceptual (Integrative and Quantitative) Abilities:** The candidate must be able to measure, calculate, reason, analyze, integrate and synthesize. The candidate must be able to utilize these problem-solving skills in a timely fashion. They must have the mental ability to assimilate, learn and communicate large volumes of complex, technically detailed information in a timely manner. Candidates must be able to apply the concepts and information they have learned.

- **Behavioral and Social Attributes:** The candidate must possess the emotional health required for full utilization of their intellectual abilities. The candidate must exercise good judgment and self-control, be able to function effectively in stressful situations and adapt to changing environments. Development of effective working relationships with fellow students and faculty in an online learning environment is required. The candidate
must be able to critically evaluate their own performance, accept constructive criticism and investigate avenues toward improvement. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities required for successful clinical and scientific careers, and are assessed during the admissions and educational process.

If you have any questions about these standards or other policies as they pertain to the Americans with Disabilities Act, please contact Beth Friedman, ADA Coordinator and Director, Academic Support at 847-578-8482 or elizabeth.friedman@rosalindfranklin.edu.

Transfer Credits and Advanced Standing

A maximum of eight quarter hours of graduate credit may be accepted from other accredited institutions into the Master of Science program. However, students who have completed RFUMS’ two existing certificates in Population Health (Population Health Strategies and Population Health Analytics) may transfer (or stack) all certificate credits toward their Master of Science in Population Health. No credit will be given for prior learning experiences or proficiency examinations.

Core Competencies

Upon completion of the Master of Science in Population Health, the student will be able to:

- Apply assessment processes to improve the health of populations
- Educate individuals, families, practitioners and relevant stakeholders on community health issues
- Formulate solutions to address deficiencies in health outcomes in any given population
- Engage in the process of inquiry and communication of health status and outcomes for populations
- Develop a depth of knowledge, skill and investigate attitude toward research and leadership expertise in multiple health-related areas

Program Course Plan

Year 1 (46 QH)

HHCM 515 Healthcare Law (3 QH)
HHCM 516 Risk and Quality Management in Health Care (3 QH)
HHCM 517 Management Ethics (3 QH)
HHCM 520 Cultural Diversity and Management in Health Care (3 QH)
HHCM 522 Healthcare Policy and Delivery Systems (4 QH)
HHCM 630 Public Health Epidemiology (4 QH)
HIPS 561 Statistics for Healthcare Professionals (4 QH)
HPOP 530 Research Methodology I (4 QH)
HPOP 535 Health Economics (3 QH)
HPOP 540 Essentials of Population Health (3 QH)
HPOP 541 Community Health Assessment and Intervention (3 QH)
HPOP 590 Population Health Field Research Capstone Course (3 QH)
Electives (6 QH)

Assessment for Student Learning

Grading System
A  4.00 High Achievement
B  3.00 Above Average Achievement
C  2.00 Average Achievement
F  0.00 Failure

Grades without Associated Grade Points:

P     Pass
F     Fail

Assessment Methods

Assessment of student learning occurs through course exams, discussion board postings and research projects specific to each course.

Graduation Requirements

Students must meet the following graduation requirements:

- Successful completion of a minimum of 46 quarter hours
  - 37 quarter hours of core courses
  - 6 quarter hours of elective courses
  - 3 quarter hours for the final portfolio course
- A minimum grade-point average (GPA) of 3.0 on a 4.0 scale in all courses in the program curriculum
- Successful completion of all course requirements within five years from the date of matriculation

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The Certificate in Online Instruction program has been removed from the Catalog because its status has changed to temporarily inactive. No new applications are accepted until further notice.

The Certificate in Online Instruction was referenced on the following places:

I. Table of Contents

II. p. 2 Under: Post-Baccalaureate Certificates, College of Health Professions
Essentials in Health Promotion and Wellness
Health Administration
Health Professions Education
Nutrition for Healthcare Professionals
III. p. 67 Under: Online Certificate Programs
Essentials of Health Promotion and Wellness
Health Administration
Health Professions Education
Nutrition for Healthcare Professionals
Population Health Analytics
Population Health Strategies

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Program Course Plan
Year 1 (13 QH)
HHCM 507 Healthcare Informatics (3 QH)
HHCM 630 Public Health Epidemiology (4 QH)
HPOP 508 Health Program Planning and Evaluation (3 QH)
HPOP 530 Research Methodology (3 QH)

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Program Course Plan
Year 1 (13 QH)
HHCM 516 Risk and Quality Management in Health Care (3 QH)
HIPS561 Statistics for Health Professionals (4QH)
HPOP 540 Essentials of Population Health (3 QH)
HPOP 541 Community Health Assessment and Intervention (3 QH)

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College of Pharmacy
Program Course Plan
Year 1 (56 QH)
HIPS 515A & B Foundations for Interprofessional Practice (2 QH)
MMTD 510 Bioethics (2 QH)
YPHP 500 Introduction to Pharmacy Practice (1 QH)
YPHP 502 Introduction to Drug Information Resources (1 QH)
YPHP 504 Healthcare Systems (2 QH)
YPHP 505 Research and Statistics (3 QH)
YPHP 506 Pharmacy Skills Lab I (2 QH)
YPHP 507 Pharmacy Skills Lab II (2 QH)
YPHP 508 Pharmacy Skills Lab III (1 QH)
YPHP 510 Self-Care and Non-Prescription Medications (3 QH)
YPHP 511 Pharmacy-Based Immunization Delivery (1 QH)
YPHP 515 Introductory Pharmacy Practice Experience (6 QH)
YPHS 501 Pharmaceutics I: Introduction to Pharmaceutical Sciences (3 QH)
YPHS 502 Pharmaceutics II: Dosage Forms (2 QH)
YPHS 503 Pharmaceutics III: Calculations (3 QH)
YPHS 504 Biochemical Principles for Pharmacy (4 QH)
YPHS 506 Medicinal Chemistry (2 QH)
YPHS 507 Microbiology and Immunology (7 QH)
YPHS 509 Pharmaceutics Non-Sterile Compounding (1 QH)
YPHS 510 Fundamentals in Physiology I (4 QH)
YPHS 511 Fundamentals in Physiology II (4 QH)

Year 2 (44 QH)

PBBS 601 Pharmacology (9 QH)
YPHP 604 Clinical Pharmacokinetics and Pharmacodynamics (2 QH)
YPHP 606 Pharmacy Skills Lab IV (2 QH)
YPHP 607 Pharmacy Skills Lab V (2 QH)
YPHP 608 Pharmacy Skills Lab VI (2 QH)
YPHP 615 Introductory Pharmacy Practice Experience (6 QH)
YPHP 620 Pharmacotherapy I (4 QH)
YPHP 621 Pharmacotherapy II (4 QH)
YPHP 622 Pharmacotherapy III (4 QH)
YPHP 625 Applications of Drug Information (1 QH)
YPHS 600 Basic Pharmacokinetics and Pharmacodynamics (3 QH)
YPHS 609 Introduction to Pharmacogenomics and Molecular Biology (2 QH)
YPHS 610 Advanced Medicinal Chemistry (2 QH)
YPHS 620 Lifelong Learning Seminar (1 QH)

Year 3 (42.5 QH)

HIPS 551 Leadership in the Healthcare Environment (3 QH)
YPHP 703 Pharmacy Management (2 QH)
YPHP 706 Pharmacy Skills Lab VII (1 QH)
YPHP 707 Pharmacy Skills Lab VIII (1 QH)
YPHP 708 Pharmacy Skills Lab IX (1 QH)
YPHP 709 Health Care and Pharmacy Law (3 QH)
YPHP 710 Pharmacotherapy IV (3 QH)
YPHP 711 Pharmacotherapy V (3 QH)
YPHP 712 Pharmacotherapy VI (3 QH)
YPHP 713 Pharmacogenomics (1 QH)
YPHP 714 Pharmacoeconomics (2 QH)
YPHP 715 Introductory Pharmacy Practice Experience (3.5 QH)
YPHP 716 Interprofessional Case Collaborations (1 QH)
YPHP 717 Interprofessional Case Collaborations (1 QH)
YPHP 718 Interprofessional Case Collaborations (1 QH)
YPHP 719 Gateway to Clinical Practice (2 QH)
YPHS 704 Pharmaceutical Biotechnology (2 QH)
YPHS 709 Epidemiology (2 QH)
YPHS 720 Lifelong Learning Seminar (1 QH)
Pharmacy Practice/Pharmaceutical Sciences Electives (6 QH)

Year 4 (54 QH)
YPHP 801–806 Advanced Pharmacy Practice Experience I–VI (9 QH each)
PMED 608A, B & C Medicine (9 QH)
PRAD 602A, B & C Podiatric Radiology (6 QH)
PSUR 602A, B & C General Surgical Principles and Anesthesiology (9 QH)

Year 3 (80 QH)

PAPB 705 Podiatric Orthopedics Capstone Clinical Experience – Workshop (7 QH)
PELE 700 Five electives and/or Core Clerkships (40 QH)
PMED 702 Peripheral Vascular Diseases (2 QH)
PMED 707 Podiatric Medicine Capstone Clinical Experience – Workshop (9 QH)
PMED 708 Podiatric Clinical Skills and Reasoning III – Clinic (4 QH)
PMED 709 Community Health, Ethics and Professional Responsibility (3 QH)
PRAD 702 Podiatric Radiology Capstone Clinical Experience – Workshop (9 QH)
PSUR 704 Podiatric Surgery Capstone Clinical Experience – Workshop (4 QH)
PSUR 706 Lower Extremity Traumatology (2 QH)

Year 4 (77 QH)

PACE 801 Stroger (Cook County) Hospital Core Podiatry Clerkship (8 QH)
PACE 802 James A. Lovell Federal Health Care Center Core Podiatry Clerkship (8 QH)
PACE 803 Jesse Brown VA Core Podiatry Clerkship (8 QH)
PACE 804 Hines VA Core Podiatry Clerkship (8 QH)
PACE 805 Scholl College of Podiatric Medicine Clerkship (4 QH)
PDPM 800 Clinical Competency Exam (1 QH)
PELE 800 Three-five Elective Podiatry Clerkships (16 QH)
PMED 801 Medicine Clerkship (8 QH)
PMED 802 Emergency Medicine Clerkship (8 QH)
PSUR 802 General Surgery Clerkship (8 QH)

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Course Descriptions

HPOP 509 – Maternal and Child Health (3QH)
This course addresses health issues related to maternal and child health in order to provide the
skills required to delineate health status and design appropriate interventions and ongoing
evaluation strategies for improved health of defined communities. Socio-economic and cultural
considerations as they relate to infant mortality rates and pre-natal health, will also be addressed
in this course. The student will use evidence to identify health-related needs, collect appropriate
data to support those defined needs, determine health disparities and identify resources to meet a
set of priorities.
**HPOP 510 – Rural Health (3QH)**
Rural Health and Medicine defines the complexities of health in rural America. The student will be introduced to concepts of public health challenges, and health disparities unique to rural communities, and discuss contemporary interventions to improve the health to their residents.

**HPOP 511 – Geriatric Health (3QH)**
This course addresses the special health issues of a growing population within the continental United States. As a significant majority of our population persists and utilizes our healthcare system, policies and healthcare agencies must rally to ensure that specialized care is made available to our aging population. The student will use evidence to identify health-related needs, collect appropriate data to support those defined needs, determine health disparities and identify resources to meet a set of priorities.

**HPOP 552 – Independent Study in Population Health (3QH)**
The independent study is an individualized learning experience designed to meet specific educational needs of the student. This elective course is offered all quarters. Students may enroll only with approval from the department chair.

**MCBA 501 Clinical Anatomy (10 QH)**
Both gross anatomy and developmental anatomy are studied in this course. Laboratory time is devoted exclusively to the regional dissection of human cadavers. Supplementary offerings within the course include films, prospected cadavers and bone sets for individual study.

**MCSC 600 Sports Medicine (Lovell FHCC) (1 QH)**
Students will observe the preceptor examine patients and diagnose sports activity related injuries, understand how the mechanism of injury causes specific musculoskeletal injury, and recall common causes of knee shoulder and ankle pain.

**MCSC 801 Patient Safety and Leadership (online) (3 QH)**
Students will review patient safety concepts, apply quality improvement methods and develop leadership skills to address patient safety. Student will review patient safety methods, understand principles of quality improvement and develop appreciation of physician leadership.

**MDGH 602 Emerging Issues in Global Health (1 QH)**
An introduction to the major competencies for responsible participation in global health initiatives. Students will learn to distinguish issues in providing medical care in different cultures, in under-resourced areas, and with language groups other than their own. Students will develop techniques for assessing their attitudes toward different cultures and language groups, and evaluate the competencies, skills and strengths they can bring to global health initiatives.
MDGH 803 - International Health Care (various approved locations) (6 QH)
This elective is designed to expose our students to health systems and physicians of high resource countries other than United States. These physicians and systems would serve as role models and we expect that future physicians adapt some of their decision-making process from these international role models. At the end of this elective, students will be able to clinically evaluate the strengths and weakness of the American Health Care System in comparison to country visited.

MEIH 800 – Bioethics (1.5 QH)
This course is designed to show that moral theories and social political frameworks are necessary for the advancement of social healthcare policy and patient centered decision-making. Topics covered will include: Principilism, Informed Consent, Competency, Types of Information Disclosures, Institutional Review Boards—IRBs, CITI Clinical Privacy Certification. USMLE Ethics Guidelines and a variety of clinical vignettes are utilized.

MEIH 805 Medical Regulation, Ethics & Professionalism Illinois Department of Financial and Professional Regulation (IDFPR) (3-6 QH)
The goal of this elective is to further the student’s knowledge regarding medical regulation especially as it relates to the standards of ethics and professionalism to which they will be held during their medical careers. At the completion of this elective, students will be able to describe the medical licensing system in Illinois and how it compares to that in other states; describe the medical regulatory/disciplinary system in Illinois and how it compares to that in other states; discuss how this system accomplishes its dual responsibilities of protecting the public while remaining fair to the licensee (physician); identify the roles “standard of care” and “professionalism” play in the medical disciplinary process; explain how this rotation will influence the participant’s future practice of medicine.

MFPM 802 Sports Medicine Lovell FHCC (3-6 QH)
Students will examine patients and diagnose sports activity related injuries, understand how the mechanism of injury causes specific musculoskeletal injury, appreciate treatment of common musculoskeletal complaints, recall common causes of knee, shoulder, and ankle pain, and describe the ways to diagnose and treat knee, shoulder, and ankle complaints.

MFPM 895 Inpatient Family Medicine MacNeal Hospitals (6 QH)
Students will evaluate and treat patients on the MacNeal Family Medicine residency program's inpatient service. Students will have responsibilities as a PG-I resident managing inpatients and will perform history and physicals, develop assessments and plans and interpret labs and x-ray data. At the end of this elective, student will perform medication reconciliation at discharge, demonstrate patient hand offs, do current treatment plans, and present eases succinctly to residents and faculty.

MMED 630 Public Health Disparities in Medicine (1 QH)
This 10-week course will provide students with a general overview and understanding of public health disparities and their social determinants. Students will also learn about specific interventions to address disparities and explore ways in which they can address public health issues as future physicians.
MMED 804 Gastroenterology/Hepatology Little Company of Mary Hospital (6 QH)
This rotation in clinical Gastroenterology and Hepatology includes supervised patient care and didactic sessions. Students will gain knowledge of diagnosis and treatment of common digestive and liver conditions, including indications of endoscopy, and how to perform a focused H&P on patient for GI or liver conditions.

MMED 809 Internal Medicine Inpatient Service MacNeal Hospital (6 QH)
Students will evaluate and treat patients on the inpatient internal medicine residency program. Students will perform history and physicals, develop assessments and plans and interpret labs and x-ray data, learn to perform medication reconciliation at discharge, demonstrate patient hand offs, do current treatment plans, and present cases succinctly to residents and faculty.

MMED 835 Hematology/Oncology (Lovell FHCC) (3-6 QH)
This elective rotation is a structured clinical experience under direct supervision designed to provide experience diagnosing, treating, and caring for adult patients with hematologic and oncologic diseases, including lymphoma, myeloma, leukemia, lung cancer, and colon cancer.

MMED 876 Hospital Medicine (Centegra) (6 QH)
Student will work with a hospitalist group, functioning at level of Sub-Intern. At the end of this elective, students will be able to diagnose and treat common inpatient internal medicine conditions.

MMED 877 Hospital Medicine (Edward Hospital) (6 QH)
Student will work with a hospitalist group, functioning at level of Sub-Intern. At the end of this elective, students will be able to diagnose and treat common inpatient internal medicine conditions.

MMED 878 Dermatology (Illinois Dermatology Institute) (6 QH)
During this elective, the will have direct patient (clinical) contact. There will be several clinical goals and duties: The student will learn to take appropriate and thorough dermatologic histories and subsequently complete a full physical exam noting pre-malignancies, cutaneous malignant lesions, as well as identify patterns of common inflammatory skin disorders. The student will then be evaluated on his or her ability to develop a differential diagnosis and options for treatment regimens. The student will also learn to perform basic procedures in an outpatient dermatology office including: shave and punch biopsies, suturing, intralesional injections, and assisting in cutaneous surgery.

MMED 896 Outpatient Hematology/Oncology Centegra Health System (6 QH)
To gain knowledge and skills in diagnosis and treatment of common hematology/ oncology diseases. Specifically, the student will compile a list of the 3 types of anemia for preceptor review; document the staging of stage 1 and 2 malignancies of the breast, lung, colon, and prostate for preceptor review; document standard treatment protocols for stage 1 and 2 breast, lung, colon, and prostate malignancies for preceptor review; explain the initial evaluation of the 4 cases presented in the terminal objectives to the satisfaction of the preceptor.
MNEU 862 Neurology Advocate Christ Medical Center (6 QH)
This rotation is for students who have decided upon Neurology as a career and are interested in spending more time specifically in both inpatient and outpatient settings. Students will learn to perform a comprehensive neurologic examination, and a brief, screening neurologic examination; deliver a clear, concise, and thorough oral presentation of a patient's history and examination; recognize symptoms that may signify neurologic disease (including disturbances of consciousness, cognition, language, vision, hearing, equilibrium, motor function, somatic sensation, and autonomic function).

MNEU 866 Neurology Advocate Lutheran General Hospital (6 QH)
This 4 week fourth year elective is designed for medical students interested in or actively pursuing neurology as a career. Two weeks will be dedicated to inpatient adult neurology service, where the medical student will function as a sub-intern, taking full responsibility in examining patients and formulating a competent assessment and plan with the supervising faculty. The second two-week block will be dedicated to outpatient adult neurology, in both general and specialty clinics. The medical student will rotate through general neurology clinics, as well as sleep, behavioral neurology clinics, and participate in reading electroencephalography and performing electromyography. The student will be expected to complete an academic project (presentation of a clinical topic or case presentation on the inpatient or outpatient service) during their elective.

MPED 875 Inpatient Pediatrics Adventist Hospital (6 QH)
Students will care for pediatric patients in the nursery, neonatal (unit), pediatric floor, and pediatric ICU. Students will learn to assess patients and make diagnostic and therapeutic decisions regarding patient care, communicate the plans to the patients and families, and apply evidence based information to patient care, learn the ways to examine children, and make diagnostic and management decisions concerning pediatric patients.

MOBG 875 Obstetrics/Gynecology Private Practice Clinic (6 QH)
An intense clinical experience with a busy private Practitioner. Students will learn to independently perform a complete and thorough H&P. Students will perform basic procedures in the clinic setting, including Pap smears, Ultrasound, etc.

MSUR 875 - Plastic, Reconstructive & Aesthetic Surgery Centegra Health System (3 QH)
Two week exposure to Plastics, Reconstructive and Aesthetic surgery with emphasis on the entire life-cycle of patient care. Focus will be on routine pre-operative preparation (including patient and procedure selection), inter-operative participation (including understanding of relevant anatomy and proficiency in suturing) and post-operative care (including appropriate patient / family communications and understanding of wound healing). Students will participate in patient interactions with Centegra clinic and OR staff and observe clinic and OR operations. Students will also explore the indications for plastic surgery working with a Plastic Surgeon, understand patient selection, observe procedures and learn about post op care. Students will be expected to prepare in advance for procedures by familiarizing themselves with the indication, relevant anatomy and general components of the procedure.
YPHP 719 Gateway to Clinical Practice (2 QH)
Designed as a reinforcing course to provide students with an opportunity to demonstrate APPE readiness by application and synthesis of materials presented in the didactic curriculum, including relevant skills.

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HPOP 508 Health Program Planning and Evaluation (3 QH)
This course provides the theoretical foundations of public health program planning and evaluation for defined populations. Evaluation findings will be used to make recommendations for future programming or program revisions. Prerequisite: Enrollment in program or department approval.

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MCUR 607 changed to
MDGH 607 Clinical Experiences in a Developing Country (2 QH)
This sophomore elective facilitates the development of the qualities and abilities necessary to work globally as a physician. This elective is offered in the summer between the first and second year of medical school. A patient log, an essay and a presentation are required.

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PMED 702 Peripheral Vascular Disease (2 QH)
This course investigates the structure and dynamics of the peripheral vascular system, arterial and venous, general pathological considerations, non-invasive vascular testing and special methods of investigations performed in the office or the hospital. The complications of peripheral vascular diseases are included. The student is expected to gain appropriate knowledge to recognize early signs, symptoms and complications of peripheral vascular disorders and to determine whether a disorder is local or general, becoming skilled in providing appropriate podiatric care.

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PSUR 602A, B & C General Surgical Principles and Anesthesiology (9 QH)
This comprehensive surgery course provides the student with the basic concepts and principles of surgery, wound healing, surgical problems/complications, and emphasis is also placed upon the fundamentals of podiatric surgery. In addition to the surgery component, local, regional and general anesthesia relevant to the practice of contemporary foot and ankle surgery is covered. Complications of anesthesia and drug interactions are emphasized. This course is a prerequisite for the Podiatric Surgery Capstone.