

# Dr. William M. Scholl College of Podiatric Medicine

2015-2016 Academic Catalog



Rosalind Franklin University of Medicine and Science and the Dr. William M. Scholl College of Podiatric Medicine reserve the right to change, at any time and without notice, their requirements, regulations, course and program offerings, fees, charges, and other matters addressed in this catalogue. RFUMS must reserve the right to modify or terminate programs described herein. However, modification of program requirements will not adversely affect those students already enrolled in a program, nor will termination of a program affect anything other than the closure of admission thereto.

*v. July 31, 2015*

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Dear Prospective Student,

Our population's growing emphasis on exercise and health, combined with a rapidly increasing number of senior citizens, is creating an unprecedented opportunity for new doctors of podiatric medicine. Dr. William M. Scholl College of Podiatric Medicine will play a significant role in meeting this need. With interprofessional education focused on patient-centered care, expanding clinical facilities, an ongoing emphasis on clinical research and a variety of scholarship opportunities, Scholl College has been keeping Americans on their feet for more than 100 years. Scholl College is an institution that leads now for the same reason it will lead in the future — the timeless quality of its forward-looking education. Your interest in the Dr. William M. Scholl College of Podiatric Medicine honors and inspires us. We hope your interest in our program is the start of a fulfilling and successful future.

Sincerely,

Nancy L. Parsley, DPM, MHPE  
Dean

**ABOUT THE DR. WILLIAM M. SCHOLL COLLEGE OF PODIATRIC MEDICINE**

Scholl College of Podiatric Medicine is the recognized leader in advancing podiatric medical education to meet the demands of the 21st Century. As part of Rosalind Franklin University of Medicine and Science (RFUMS), the College offers a fully accredited, four-year professional program leading to the Doctor of Podiatric Medicine (DPM) degree. Founded in 1912, Scholl College is a national resource whose graduates make up approximately one-third of all podiatric medical physicians practicing in the United States today. Scholl College became part of RFUMS in 2001.

“The concept of enhancing podiatric medical education by positioning it into the mainstream medical environment is not new,” reports educational trade magazine, *Podiatry Today*. “But no endeavor has been as impressive as that championed by the people at Scholl College.”

With clinics located adjacent to the University’s campus, Scholl College is recognized for its exceptional clinical education. A well-rounded medical curriculum exposes students to emerging technologies and prepares them to serve in the multidisciplinary medical care delivery system. The College’s curriculum mirrors the allopathic medical school model with introduction to clinical sciences beginning in the first year. The College’s primary teaching affiliation is with the Cook County Bureau of Health Services. This puts Scholl students in multiple rotations, (including ER, internal medicine, and surgery at the nationally renowned John H. Stroger, Jr., Hospital of Cook County and other leading Chicago teaching hospitals.) The Scholl Clinics with associated faculty and personnel were relocated to the North Chicago campus in 2004. The Scholl Foot & Ankle Center is a major provider of foot and ankle care for insured and uninsured citizens of Lake County, Illinois. The University and the College continue to work with community partners to provide care to those in need, a Scholl legacy since 1912. In addition, the College’s faculty and student body participate in community podiatry programs to provide foot care to the uninsured and to the homeless through a number of local shelter programs.

Trend setting is not new for Scholl College. Opened in 1912 as the Illinois College of Chiropody and Orthopedics, the college was renamed in 1981 to honor its founder, the late Dr. Scholl. Since its start, the College has been an important part of Chicago’s personality. The College merged with Rosalind Franklin University in August of 2001. Scholl alumni, historically leading the profession, have served in the presidency of the American Podiatric Medical Association more often than alumni of any other podiatric medical college. Today, the 360 plus Scholl students, ranging in age from 21 to the 40s, are usually from the majority of the states and represent many ethnic and all racial groups.

The Dr. William M. Scholl College of Podiatric Medicine at Rosalind Franklin University of Medicine and Science is a member of the American Association of Colleges of Podiatric Medicine. The University is a member of the Association of Governing Boards of Universities and Colleges, the American Association for Higher Learning, the Association of Academic Health Centers, and the Illinois Federation of Independent Colleges and Universities.

## HISTORY

For over 100 years Rosalind Franklin University of Medicine and Science has been educating physicians and furthering biomedical research. Beginning in 1912 the Chicago Medical School was created as a medical school and hospital where employed men and women could study medicine at night. Under the direction of John J. Sheinin, MD, PhD, DSc, who served as Dean and President from 1932 to 1966, CMS successfully met the challenges arising from the restructuring of American medical education.

In 1967, the University of Health Sciences was established. It was comprised of the Chicago Medical School, the School of Graduate and Postdoctoral Studies, and the School of Related Health Sciences later renamed the College of Health Professions. In 1970, baccalaureate programs were offered in Physical Therapy and Medical Technology. Since that time, the College of Health Professions has expanded to include masters- or doctoral-level programs in the following areas: Biomedical Sciences, Clinical Psychology, Health Administration, Health Professions Education, Interprofessional Healthcare Studies, Nurse Anesthesia, Nutrition, Pathologists' Assistant, Physician Assistant, and Physical Therapy.

In 1980, the University relocated to its current campus in North Chicago, Illinois adjacent to the Captain James A. Lovell Federal Health Center and Naval Station Great Lakes. That same year, the University was granted full accreditation by the North Central Association of Colleges and Schools. The University was one of the first educational institutions in the country devoted to educating men and women for a broad range of professional careers in health care and research.

In 2001, the Dr. William M. Scholl College of Podiatric Medicine, founded in 1912, became part of the University. In 2002, in order to accommodate its growth, the University opened the Health Sciences Building. This state-of-the-art, 140,000 square-foot facility houses the Feet First Museum, laboratories, auditoriums, classrooms, and departmental offices. The University became a residential campus for the first time in its history when three student housing facilities opened in 2003.

On January 27, 2004, the University publicly announced its intent to change its name to Rosalind Franklin University of Medicine and Science, in honor of Rosalind Franklin, PhD, a pioneer in the field of DNA research. The name change became legal on March 1, 2004, at which time the School of Related Health Sciences also changed its name to College of Health Professions. In addition to the name change and the announcement of several new strategic initiatives, the University has been in the midst of profound physical growth.

A University-wide interprofessional committee was established in 2004 and charged with developing the "Interprofessional Model of Care" for the University as well as model educational experiences. The concept for the Interprofessional Healthcare Experience began as an outcome of the University's strategic plan, which emphasized the importance of interprofessional collaborations. As a requirement for graduation, Rosalind Franklin University of Medicine and Science now requires all first year clinical

students to complete the Foundations for Interprofessional Practice course in order to foster interprofessional collaborations between all programs.

The University's Basic Sciences Building is a 400,000-square-foot facility that houses a 52,000-square-foot Library and The Daniel Solomon, MD, and Mary Ann Solomon Learning Resource Center as well as administrative offices, classrooms, auditoriums, basic science departments, research and teaching laboratories, and dining areas. In 2006 the University opened a two-story, \$10 million research expansion to the Basic Science Building to further its mission of scientific discovery.

In 2010, the University broke ground on the 23,000-square-foot Morningstar Interprofessional Education Center which offers additional classrooms, laboratories, clinical simulation spaces, and an amphitheater. It is the home of the College of Pharmacy, which welcomed its inaugural freshman class in fall 2011.

In 2013, the Rothstein Warden Centennial Learning Center was completed. This 73,000-square-foot, three-level addition to the University's campus facility features state-of-the-art learning spaces that foster collaboration and enhance interaction between students and faculty. These rooms and their configurations further the University's commitment to interprofessional education.

In 2014, the DeWitt C. Baldwin Institute for Interprofessional Education was added as well as the Student Welcome Center. Aligned with the University's central Mission and Vision, the DeWitt C. Baldwin Institute for Interprofessional Education is dedicated to advancing interprofessional education and practices in medical and health professions.

Dr. Rosalind Franklin, through her pioneering work in the science of life and through her unflagging perseverance, serves as a role model for our faculty and students, and represents the future of biomedical science and integrated health care. Her history mirrors our own in many profound ways, marked by dedication to discovery even in the midst of difficult times. Upon that history, her legacy guides the future of the University itself. To learn more about Dr. Rosalind Franklin and the University's dedication to her legacy, visit [www.rosalindfranklin.edu/RosalindFranklin](http://www.rosalindfranklin.edu/RosalindFranklin).

After more than 100 years of excellence in healthcare education, Rosalind Franklin University of Medicine and Science has only just begun to write its history. We hope you will join us in creating bold visions for an ambitious future.

### **SCPM MISSION**

To educate future Podiatric physicians in an interprofessional environment that emphasizes academic excellence, patient care, and research.

### **SCPM VISION**

The College will be the leader in the education of Podiatric physicians, curricular development, research in lower extremity health, and service to the community.

### **EQUAL OPPORTUNITY**

It is the policy of Rosalind Franklin University of Medicine and Science not to discriminate on the basis of race, sex, sexual orientation, color, creed, religion, national origin, disability or age in admissions or employment or in any programs or activities. It is the University's intent to comply with applicable statutes and regulations, including Title IX of the 1972 Education Amendments and Section 504 of the Rehabilitation Act of 1973. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 both prohibit discrimination against individuals with disabilities by mandating a provision of reasonable accommodations to make limitations to what services can be provided. It is the University's goal to assist students in developing their potential in light of what is feasible and reasonable under the law. Refer to the RFUMS Student Handbook for Educational Opportunity Policies and Procedures.

### **ACCREDITATION**

Rosalind Franklin University of Medicine and Science receives its degree-granting authority from the Illinois Board of Higher Education and is accredited by the Higher Learning Commission.

Higher Learning Commission  
230 South LaSalle Street, Suite 7-500  
Chicago, IL 60604  
800.621.7440



Additionally, the Dr. William M. Scholl College of Podiatric Medicine at Rosalind Franklin University of Medicine and Science is accredited through April 2022 by the Council on Podiatric Medical Education. Accreditation is an indication of public approbation, attesting to the quality of the podiatric medical education program and the continued commitment of the institution to support the educational program. The council is recognized as the professional institutional accrediting agency for podiatric medical education by the US Department of Education and by the Council for Higher Education Accreditation.

For further information, please contact the Council on Podiatric Medical Education at the following address:

Council on Podiatric Medical Education  
9312 Old Georgetown Road  
Bethesda, MD 20814  
(301) 571-9200

### **LOCATION**

The Dr. William M. Scholl College of Podiatric Medicine is located on the campus of Rosalind Franklin University of Medicine and Science, at 3333 Green Bay Road, North Chicago, IL 60064. The University is situated in the northern suburbs of Chicago, with easy access to downtown Chicago and the surrounding areas by car or public transportation. For directions and a map, [click here](#).

### **HOW TO ENROLL**

The Scholl College Admissions Committee gives careful consideration to all academically qualified applicants on the basis of their individual accomplishments, regardless of age, sex, race, color, handicap or disability, marital or veteran status, religion, or ethnic or national origin. Scholl College provides an equal opportunity for admission to residents of every state, without restrictions.

Applicants to the first-year class must present evidence that their college work is of such quality as to ensure a continuation of success in the podiatric medical curriculum. Students should be aware of the importance of a balanced undergraduate educational program as preparation for the study of podiatric medicine. The Admissions Committee does not place emphasis on any particular academic discipline or undergraduate major. It is important to pursue courses of study that will lead to a broad education.

In addition to educational requirements, all students must display the abilities necessary to successfully complete the educational program and to assume the professional responsibilities and privileges of a licensed Doctor of Podiatric Medicine. Applicants are required to visit the office of a practicing podiatrist to discuss and observe the practice of modern podiatric medical care.

### **ADMISSION REQUIREMENTS**

Scholl College enrolls students who present evidence of strong preparation for the study of podiatric medicine. Each year, the majority of our entering students possess a baccalaureate or advanced degree. A candidate's academic credentials must include successful completion of 90 semester credit hours (135 quarter hours) of coursework at an accredited college or university prior to enrollment. The following minimum requirements must also be met: 12 semester hours (18 quarter hours) of biology, 8 semester hours (12 quarter hours) each of organic chemistry, general or inorganic chemistry, and physics, and 6 semester hours (9 quarter hours) of English. All science courses must include lab work where applicable. Biochemistry may be substituted for half the organic chemistry requirement. Biochemistry and microbiology undergraduate coursework are not prerequisites for admission, but completion of these courses may be of benefit to the student in the first year.

All candidates for admission are required to complete the Medical College Admission Test (MCAT) prior to enrollment. Candidates seeking admission to Scholl College are strongly encouraged to complete the MCAT prior to applying. Applicants who plan to complete the MCAT in the winter or spring should submit an application prior to taking the test, so that admission evaluation is not delayed. Scholl College will not offer acceptances to candidates who have pending MCAT scores, have a test date scheduled or have not released their scores. Interviewed applicants will have their file placed on hold until official MCAT scores are received by the AACPMAS. The MCAT is offered multiple times per year at a number of locations nationwide. Registration materials for the MCAT are available from a pre-professional health professions advisor or by contacting: MCAT Program Office, 2255 N. Dubuque Road, P.O. Box 4056, Iowa City, IA 52243, 202-828-0690. Online MCAT registration is available at [www.aamc.org](http://www.aamc.org). An MCAT taken more than three years prior to the year of matriculation will not be considered. Students whose native language is not English may be required to submit scores from the Test of English as a Foreign Language (TOEFL).

The Admissions Committee desires a composite letter of recommendation from the pre-professional advisory committee or two letters of recommendation from faculty members (preferably science). One letter of recommendation from a Doctor of Podiatric Medicine (DPM) confirming the shadowing experience is required. All evaluations and recommendations are considered confidential admission records and cannot be released to the applicant and should not be older than one year. A personal interview with members of the Admissions Committee is required of all candidates who are being seriously considered for admission and is at the invitation of the College.

Rosalind Franklin University does not and will not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollment or financial aid to any persons or entities engaged in any student recruiting or admissions activities or in making decisions regarding the award of student financial assistance.

### **APPLYING FOR ADMISSION**

Scholl College is a member of the American Association of Colleges of Podiatric Medicine Application Service (AACPMAS), a non-profit, centralized application service for applicants to United States podiatric medical colleges. All students applying for admission to the first-year class must apply through AACPMAS. Applicants may complete the online application at the American Association of Colleges of Podiatric Medicine (AACPM) Web site, <https://aacpmas.liaisoncas.com/applicant-ux/#/login>. AACPMAS will provide Scholl College with each candidate's application. Official transcripts from each college or university attended by an applicant should be sent by that institution directly to the application service. Test scores for the MCAT must be received by AACPMAS through the MCAT Testing History (THx) System. It is the responsibility of the candidate to submit the appropriate letters of recommendation directly to the Office of Admissions at Scholl College.

## TRANSFER AND ADVANCED STANDING ADMISSIONS

### Transfer Applicants

Transfer applications will be considered from students who are currently enrolled in good standing at, or who were previously enrolled in and in good standing at, a U.S. college of podiatric medicine.

Transfer applicants must submit the AACPMAS application and include all application materials required of first-year applicants. Transfer applicants will follow the process for which first time applicants are reviewed for admissions. Transfer students must also have earned a GPA of at least 3.0 on a 4.0 scale. Transfer applicants must submit a letter of good standing from the Dean or other appropriate official of the school from which the applicant wishes to transfer.

Transfer students will have their placement and standing determined after the official notification of admission and deposit has been received. In no case may a transfer student register for classes prior to official notification of placement and standing.

The admitted transfer students must submit requests for transfer credit to the Office of Admissions by no later than February 1 of intended year of enrollment for SCPM departmental review and placement. Requests for transfer credit should include course or catalogue descriptions and syllabi for the courses for which transfer credit is requested.

Request for transfer credit will be evaluated by the course director of record of the requested course, in consultation with the department chair. At the recommendation of the department chair, transfer students may be required to sit for a proficiency examination in order to receive transfer credit for certain courses or a certain number of credit hours. All proficiency exams must be completed at least two weeks prior to the start of classes for the next academic year.

### Advanced Standing Applicants

Advanced standing applications may be considered from students who have completed graduate or professional school coursework at institutions other than colleges of podiatric medicine.

Advanced standing applicants must submit the AACPMAS application and include all application materials required of first-year applicants. Advanced standing applicants will follow the process for which first time applicants are reviewed for admissions. Advanced standing applicants with coursework from foreign institutions will be evaluated on an individual basis. The Chair of the Admissions Committee may consider other placement examination results taken Advanced Standing applicants. Advanced standing applicants who are not native speakers of English may be required to submit official scores from the Test of English as a Foreign Language (TOEFL).

Advanced standing applicants will have their placement and standing determined after the official notification of admission and deposit has been received. In no case may an advanced standing student register for classes prior to official notification of placement and standing.

The advanced standing applicants must submit requests for advanced standing credit to the Office of Admissions no later than June 2 of intended year of enrollment for SCPM departmental review and placement, if any. Advanced standing requests should include course or catalogue descriptions for the courses for which credit is requested. Advanced standing applicants must have earned a GPA of at least 3.0 on a 4.0 (B or better) scale for each course that they are seeking advanced standing.

Requests for advanced standing credit will be evaluated by the course director of record of the requested course, in consultation with the department chair. Evaluation will be based on the course content, credit hours, and length of time since participation in the last course. At the recommendation

of the department chair, advanced standing students may be required to sit for a proficiency examination in order to receive advanced standing credit for certain courses or a certain number of credit hours. All proficiency exams must be completed at least two weeks prior to the start of classes for the next academic year.

All recommendations for transfer credit, individual advanced standing credit or proficiency examinations are the responsibility of the department chair and are to be forwarded to the Office of Admissions for consolidation. Final decisions will be rendered by the Dean of the Dr. William M. Scholl College of Podiatric Medicine. Advanced standing applicants may be allowed to participate in scheduled Board reviews, remediation courses, etc. prior to taking placement examinations if deemed appropriate by the Dean.

Advanced standing applicants that are graduates or current students of Rosalind Franklin University's Master's in Biomedical Sciences should complete an Advanced Standing Application. However, they will not be required to submit course descriptions.

Final approval of any course for transfer credit is under the authority of the Dean of Scholl College.

### **THE PROFESSION OF PODIATRIC MEDICINE**

"Podiatric Medicine is that profession of the health sciences concerned with the diagnosis and treatment of conditions affecting the human foot and ankle, and their governing and related structures, including the local manifestations of systemic conditions, by all appropriate systems and means."

American Podiatric Medical Association, 1991.

To accomplish these tasks and attain a high level of professional competence, the podiatric physician must:

1. Assimilate a large number of anatomic, biologic and physiologic concepts and principles, and use them in assessment, diagnosis and treatment of patient conditions and diseases.
  - Employ critical thinking and problem-solving skills.
  - Correctly interpret the appropriate medical literature pertaining to each patient's condition(s).
  - Communicate with other healthcare providers to contribute to a team approach for total patient care.
2. Develop knowledge and proficiencies in diagnosis and evaluation of the overall health status of children and adults, leading to a determination regarding the relationship of the patient's health to pathology in the lower extremity.
  - Interpret diagnostic tests; interpret radiographs and other imaging modalities.
  - Communicate with other healthcare providers to contribute to a team approach for total patient care.
3. Engage in effective communication with patients, including speaking and listening skills and the ability to express and interpret body language appropriately.
4. Treat patients' conditions and diseases through surgical, biomechanical and palliative means.
  - Have direct physical contact and interaction with patients.

- Use sharp instruments in treatment of patients on a daily basis. Common procedures would include, but are not limited to, skin and nail debridement, skin and nail excision, as well as invasive and exposure-prone procedures such as soft tissue and osseous tissue surgical intervention.
  - Have direct contact with human tissue and blood.
  - Inject medications. Common injection procedures would include, but are not limited to, local anesthesia, nerve blocks; aspiration of joints, tendons, and bursae; and infiltration of joints, tendons, and bursae with anti-inflammatory agents.
  - Employ a team approach to treatment of the whole patient and the patient's family.
5. Develop advanced fine and gross motor skill abilities, used in the direct physical treatment of patients.
    - Have direct physical contact and interaction with patients.
    - Have direct contact with human tissue and blood.
    - Inject medications. Common injection procedures would include, but are not limited to, local anesthesia, nerve blocks; aspiration of joints, tendons and bursae; and infiltration of joints, tendons, and bursae with anti-inflammatory agents.
  6. Perform procedures that may expose the health care provider, patient, or student to risk of infection.
    - Use sharp instruments in treatment of patients on a daily basis. Common procedures would include, but are not limited to, skin and nail debridement, skin and nail excision, as well as invasive and exposure-prone procedures, such as soft tissue and osseous tissue surgical intervention.
  7. Treat patients in accord with the ethical standards of the profession.
  8. Maintain confidentiality related to the patient and the patient's condition(s).

**TECHNICAL STANDARDS FOR THE PROFESSION AND FOR THE EDUCATION OF PODIATRIC PHYSICIANS**

Scholl College is pledged to the admission and matriculation of all qualified students and acknowledges awareness of laws that prohibit discrimination against anyone on the basis of race, color, national origin, age, marital or veteran status, religion, sex, and handicap or disability. The College will not discriminate against disabled individuals who are otherwise qualified. All applicants and students are expected to meet certain technical standards for advancement and graduation. These standards are set forth herein. In adopting these standards, the College keeps in mind the ultimate safety of its students and graduates, as well as the patients they treat. The standards reflect reasonable expectations of qualified podiatric medical students (and physicians) performing essential/required functions. Use of a trained intermediary is not acceptable.

1. Visual Observation: Candidates and students must have sufficient vision to be able to observe demonstrations, experiments, and laboratory exercises in the basic sciences and performance of podiatric tasks during clinical rotations. They must be able to observe a patient accurately at a distance and close at hand. Examples of courses and clinical experiences for which visual observation is required include, but are not limited to, the following: Clinical (gross) , Lower Extremity and Neuro-Anatomy courses; Pathology, Structure and Function, Microbiology, Essentials of Clinical Reasoning, Dermatology, Radiology, Podiatric Medicine, Podiatric Surgery, and Biomechanics.

2. Communication: Candidates and students should be able to speak, hear and observe in order to elicit information, examine patients, describe changes in mood, activity and posture, and perceive nonverbal communications. They must be able to communicate effectively and sensitively with patients. Communication includes not only speech but also reading and writing. They also must be able to communicate effectively and efficiently in oral and written form with all members of the healthcare team. Examples of courses and clinical experiences for which communication is required include, but are not limited to, the following: all podiatric and medical clinical experiences; clinical courses in radiology, podiatric medicine, podiatric surgery, biomechanics, neurology, and general internal medicine; and physiology, lower extremity anatomy, pathology, and pharmacology.
3. Motor: Candidates and students should have sufficient motor function to execute movements reasonably required to provide general care and emergency treatment to patients. Examples of common daily treatments include palliative care of foot conditions, injection of medications such as anesthetics and anti-inflammatory medications, orthotic impressions, taking and processing of pedal radiographs, and performance of foot and ankle surgeries that include soft tissue and osseous tissue invasive and exposure prone procedures. Examples of emergency treatment reasonably required of physicians are cardiopulmonary resuscitation, administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, and the suturing of simple wounds. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision. Examples of courses and clinical experiences for which motor skills and abilities are required include, but are not limited to, the following: Structure and Function, Podiatric Clinical Skills and Reasoning, Podiatric Surgery, Biomechanics, Podiatric Medicine, and Podiatric Radiology.
4. Sensory: Because podiatric medical treatment requires enhanced ability in all sensory skills, including smell, it would be necessary to thoroughly evaluate for candidacy individuals who are otherwise qualified but who have significant tactile sensory or proprioceptive disabilities. This would include individuals with significant previous burns, sensory motor deficits, cicatrix formation, and limiting malformations of the upper extremities that prevent performance of essential podiatric tasks, including fulfillment of student clinical requirements. Examples of courses and clinical experiences for which sensory skills are required include, but are not limited to, the following: all clinical experiences including Essentials of Clinical Reasoning.
5. Strength and Mobility: Because podiatric medical treatment requires sufficient upper body extremity body strength and mobility, it would be necessary to thoroughly evaluate for candidacy individuals who are otherwise qualified but who have significant strength and mobility disabilities. Mobility to attend in emergency codes and to perform such maneuvers as CPR also may be required. Examples of courses and clinical experiences for which strength and mobility are required include, but are not limited to, the following: CPR, Podiatric Surgery, Physical Therapy, and Podiatric Clinical Skills and Reasoning.
6. Visual Integration: Consistent with the ability to assess symmetry, range of motion, and tissue texture changes, it is necessary to have adequate visual capabilities for proper evaluation and treatment integration. Examples of courses and clinical experiences for which visual integration is required,

include, but are not limited to, the following: All clinical experiences, courses in Structure and Function, Pathology, Dermatology, Radiology, Surgery, Clinical Biomechanics, Sports Medicine, and Pediatric Orthopedics.

7. Intellectual, Conceptual, Integrative and Quantitative Abilities: These abilities include measurement, calculation, reasoning, analysis and synthesis. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities. In addition, candidates and students should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Examples of courses and clinical experiences for which intellectual, conceptual, integrative and quantitative abilities are required include, but are not limited to, the following: courses in Structure and Function, Pharmacology, Biochemistry, and all clinical courses and experiences.

8. Behavioral and Social Attributes: Candidates and students must possess the emotional health, stability, and maturity required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients and other members of the health care team. Candidates and students must be able to tolerate physically taxing workloads, adapt to changing environments, varying personalities, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the admissions and educational processes. Examples of courses and clinical experiences for which behavioral and social attributes are required include, but are not limited to, the following: all courses with laboratory sessions; all clinical experiences.

9. Abilities to be involved in Invasive and Exposure-Prone Procedures: Candidates and students must be qualified to be personally and actively involved in invasive and exposure-prone procedures, without being a danger to patients, other health professionals, and fellow students, while adhering to universal precautions as defined by the Centers for Disease Control. Common procedures would include, but are not limited to, skin and nail debridement, skin and nail excision, as well as invasive and exposure-prone procedures such as soft tissue and osseous tissue surgical intervention. Examples of courses and clinical experiences for which abilities to be actively and personally involved in invasive and exposure-prone procedures are required include, but are not limited to, the following: general podiatric medicine, general internal medicine and general surgery, biomechanics and podiatric surgical clinical experiences. Scholl College will attempt to develop creative ways of opening the medical school to competitive, qualified disabled students. Promotion and retention of admitted students with disabilities will be handled on an individual case basis through the College's Administration and the Division of Strategic Enrollment Management. In doing so, however, the College must maintain the integrity of its curriculum and preserve those elements deemed essential to the education of a podiatric physician.

The applicant is urged to carefully read both the statement on the Profession of Podiatric Medicine and the Technical Standards for the Profession and for the Education of the Podiatric Physician.

Scholl College cannot guarantee that all applicants are qualified to study and practice podiatric medicine. If the applicant thinks he/she may not be qualified under the foregoing statements, the applicant is advised to consult the Assistant Vice President for Student Affairs before matriculating at Scholl College. Applicants are advised that admission to Scholl College does not guarantee that a Doctor of Podiatric Medicine (DPM) degree will be earned by the admitted student. The student will be awarded a DPM degree only after successful completion of all graduation requirements listed in the Student Handbook in effect for the student's year of graduation.

Podiatric medicine involves both non-invasive and invasive procedures. The curriculum, beginning in the first year and through graduation, is highly clinical and involves active student learning and participation in invasive procedures. Therefore, it is most important that the applicant be fully cognizant of all the protections that must be provided patients. As in all healthcare fields, the primary dictum in podiatric medicine is "Do no harm." Therefore, the health status of the podiatric physician (in all its forms) is of paramount importance to the safety of others. The physical interactions between podiatric physician, the patient, and other healthcare providers involved in the care of the patient dictate that the health status of the provider must be considered both in training and in practice. For these reasons, the College requires that applicants offered admission present health records, which indicate current immunizations and health screens required by the State of Illinois law and the healthcare facilities in which your training will take place. The State of Illinois health requirements must be met prior to initial enrollment. Other requirements set by healthcare facilities must be met prior to beginning the academic year in which the student will be learning in those clinical settings. The State of Illinois requires proof of immunization or testing for each of the following (regulations for international students differ slightly and are more stringent; certain immunizations must be updated at specific times, requirements may change if the State of Illinois changes requirements at any time during enrollment):

- Diphtheria and Tetanus — vaccinations
- Measles — vaccinations or serologic evidence of measles immunity
- Rubella — vaccination or serologic evidence of rubella immunity
- Mumps — immunization
- HBV — immunizations completed by the start of the second year

It is the duty of the applicant offered admission, or student enrolled, to disclose, immediately upon learning of such condition, to the Associate Dean of Clinical Experiences and the Associate Dean of Clerkship and Residency Placement of the College any health condition that could endanger others during any care-giving experience or any other educational experience so that appropriate counseling, safeguards and/or accommodations can be utilized, if possible. Failure to make such disclosure will be treated as a breach of professional ethics, and will be dealt with under current College policy. Examples of these health conditions include, but are not limited to, the following:

- Active tuberculosis
- Positive infectious viral Hepatitis status (HBV or HCV)
- Positive HIV status

### **Health and Technical Standards Support**

The Immunization Coordinator at the RFU Health System clinic is the official responsible for reviewing student health records at entry and each year the student is enrolled at the College. The intent of this review is to determine whether the student is in compliance with State of Illinois health mandates, with regulations of various healthcare facilities in which our students learn and with College policies related to disclosure of health conditions as stated in the current Student Handbook. The College recognizes the need for a unified and coherent method of dealing with applicants and matriculants presenting with contagious or infectious illnesses as well as other disabilities. To this end, as necessary, the College Administration and the Division of Student Affairs and Inclusion will:

1. Review an applicant's or student's situation on an individual case basis;
2. Keep abreast of current medical literature related to infectious diseases and disabilities, and with current laws, and;
3. Communicate and interact with the applicant or student (and possibly with the person's healthcare provider) regarding limitations on educational activities, residency search, possible and probable future practice limitations and liabilities. The College reserves the right to request information, as allowed by law, from the student seeking accommodation or when necessary, for the College's use in determining if the student can successfully complete the curriculum.

### **CLERKSHIP PROGRAM REQUIREMENTS**

Many of the clinical experiences that students are required to complete are located in other healthcare facilities not under the direct control of the College. These facilities have their own rules and policies regarding immunizations, health screenings and health status of students as well as healthcare providers. Those who are required to participate in educational programs at these sites must meet the standards, policies and regulations of those facilities. Students unable to meet the requirements of the external facilities must report this to the Associate Dean of Clerkship and Residency Placement at the earliest opportunity. The College will attempt to find alternative accommodation, if possible, but no guarantee is expressly made or implied by the College that such accommodation will be possible. The failure of a student to qualify for a required clinical experience or clerkship, in the face of no available accommodation due to student's health status on the part of the College, may result in the student's inability to complete the curriculum and ineligibility to graduate from the College with the DPM degree.

### **BACCALAUREATE DEGREE**

The Dr. William M. Scholl College of Podiatric Medicine at Rosalind Franklin University of Medicine and Science offers the degree of Bachelor of Science in Biological Sciences, which is issued upon successful completion of the Basic Science courses of the PM1 year to students who have fulfilled the General Education requirements as indicated below. The Bachelor of Science degree is issued during the second semester of the student's second year for enrolled students who have fulfilled the degree requirements and during second semester of what would have been the student's second year for students meeting the degree requirements who no longer are enrolled.

Requirements of the Baccalaureate Degree General Education Requirements

The following coursework from an accredited undergraduate institution is required to earn the BS:

18QH\* from:

- Fine Arts (including Art, Music, Performing Arts)
- Humanities (including English, Humanities, Foreign Language and Literature, Linguistics, Philosophy, Speech, Women's Studies) \*not less than 12 QH in Humanities

18QH from:

- Behavioral/Social Sciences (including Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology)

Natural/Physical Sciences (All with a laboratory component):

- Biology: 18 QH
- Inorganic Chemistry: 12 QH
- Organic Chemistry: 12 QH
- Physics: 12 QH

Mathematics (Math, Statistics, Calculus, etc.): 4.5 QH

Miscellaneous Elective Courses: 40.5 QH

Total Transfer Hours: 135 QH

Courses for the Biology Major (all of which must be taken at Scholl College)

Scholl College 1st Year Courses, 48QH of which count for Biology major.

MCBA 500A, B & C, Clinical Anatomy, 10 QH

PBBS 502A & B, Biochemistry, 7 QH

PBBS 503A & B, Structure and Function, 11 QH

PBBS 504, Neuroscience, 5 QH

PBBS 505A & B, Microbiology and Immunology, 7 QH

PBBS 506A & B, Lower Extremity Anatomy, 8 QH

Scholl College hours: 48

Total Hours: 183

Additional Requirements for the Bachelor of Science Degree

1. Satisfactory completion of at least 47 QH of Basic Biomedical Science courses from the PM1 year at Scholl College that will constitute the degree major.
2. Minimum PM1 year grade point average of 2.00 (A=4.00) and be in good academic standing at the conclusion of the first year at Scholl College.
3. In addition to the above requirements, the Bachelor of Science recipient must have completed a minimum of 135 QH hours of accredited college work of which at least 45 QH must be at senior

college level in addition to those hours taken at Scholl College. These 135 QH of accredited college work must meet General Education requirements as stipulated above.

(Students already holding a baccalaureate degree in Biology or Biological Sciences are not eligible to receive the BS degree in Biological Sciences from Scholl College).

Students must formally apply to the Office of the Registrar for the baccalaureate degree and pay the required fee.

4. Not more than 90 QH from an accredited two-year institution will be accepted towards the BS degree.

#### **IMMUNIZATION COMPLIANCE IS REQUIRED AT THE TIME OF MATRICULATION**

To be eligible to participate in any clinical program with hospitals affiliated with the school, each student must provide written evidence that s/he has met the immunization requirements outlined in the Student Immunization History form. Students who do not meet these requirements prior to matriculation will be responsible for the full cost of their immunizations and may be excluded from classes.

#### **ACADEMIC RECORDS**

All documents and records pertaining to a student's admission and academic performance in the University are filed in the Office of the Registrar. Refer to the RFUMS Student Policies Handbook for information regarding Students' Personal and Academic Information. Students are encouraged to periodically monitor their academic progress via WebAdvisor.

#### **ACADEMIC CALENDAR**

All Schools within Rosalind Franklin University operate under a quarter calendar and credit is expressed in quarter hours. The academic calendar includes the official University Holidays and breaks.

#### **STATEMENT OF POLICY ON PROFESSIONALISM AND ETHICS**

All students at Rosalind Franklin University are expected to exhibit professional, responsible and ethical behavior. Students should display this behavior as students in the University, as health care providers in the clinical setting and as researchers in the laboratory or clinic. All students should, therefore, possess the highest degree of personal integrity and be able to reason about ethical issues in their professional life. Students are expected to treat patients and research subjects with respect, compassion and sincerity, irrespective of race, color, creed, ethnic origin, religion, disability, gender, sexual orientation, or socioeconomic class, and to maintain strict confidentiality. Students are expected to be honest and trustworthy, to respect the property of others, and to follow the code of professional ethics appropriate to their discipline. Any departures from these standards may result in disciplinary action.

### **PROCEDURES FOR CONSIDERATION OF VIOLATIONS OF ETHICAL AND PROFESSIONAL STANDARDS**

A student under suspicion of ethical or professional misconduct shall be afforded appropriate notice and an expedient process in the investigation, deliberation, and decision about such allegations and potential penalties. The student shall also be afforded the right to appeal any negative outcomes to the Dean of the School in which the student is enrolled. Refer to the Scholl College Student Handbook and the RFUMS Student Policies Handbook for the official policy and procedures.

### **STUDENT TREATMENT**

Students have a right to work and study in an environment free from harassment; as such, the University will not tolerate student mistreatment. A primary goal of RFUMS is the education of students who will meet the health care needs of society in a caring, competent, and professional manner. Insensitivity during training/education runs counter to the fundamental tenets of health care and impairs the ability of many students to maintain their idealism, caring, and compassion past training into their careers. Refer to the RFUMS Student Handbook for the Student Mistreatment Statement.

### **STUDENT HOUSING**

RFUMS offers on-campus living for students in modern, state-of-the-art apartments. For more information about the one- and two-bedroom apartments or to learn how the Office of Student Housing can assist you in locating off-campus housing, visit the Student Housing website.

### **FINANCIAL ASSISTANCE**

#### Student Loan Programs

Scholl College is concerned with providing financial assistance to those students who, without aid, could not attend the College. Although Scholl College has a scholarship assistance program, most financial aid to health profession students is in the form of educational loans. Please refer to the Student Financial Services and the Scholl College Scholarship websites for more information regarding financial resources.

#### Scholl Scholarship Committee

The College has a strong tradition of awarding scholarships to eligible students. The Scholl Scholarship Committee is responsible for coordinating the scholarship process. Students in all four years of the program are encouraged to apply for scholarships which they are eligible for. Requirements vary depending on each scholarship. For a complete list of available scholarships, including eligibility requirements, please see the Scholl Scholarship Information website.

There are several scholarships available for the incoming class. Eligibility requirements are established by the Scholl Scholarship Committee in cooperation with the Office of Admissions and Recruitment. The Distinguished Scholar Award provides half of the annual tuition to the recipient. Up to 15 awards may be made to members of the first-year class. The Scholl Merit Scholar Awards are also available to incoming first-year students, Scholl Merit Scholar Awards typically provide scholarships between \$3,000 and \$5,000.

## HEALTH INSURANCE

All students must maintain health insurance while enrolled at RFUMS. Please refer to the Student Financial Services website for policy information.

## STUDENT ORGANIZATIONS, SERVICES AND ACTIVITIES

Scholl College is concerned with the total educational environment of its students and strives to facilitate their personal growth as well as intellectual development

### Illinois Podiatric Medical Students Association/Rosalind Franklin University Student Council

The Illinois Podiatric Medical Students Association (IPMSA) is the official student activities body of the College. All students are members of IPMSA by virtue of enrollment at the College. IPMSA is integrated with the Rosalind Franklin University Student Council. Together, these groups serve as the umbrella organization for all student clubs, fraternities and groups. Among the organizations sanctioned by the IPMSA and Student Council are:

Alpha Gamma Kappa Fraternity (AGK)  
American Association of Podiatric Practice Management (AAPPM)  
American Academy of Podiatric Sports Medicine (AAPSM)  
American College of Foot and Ankle Surgeons (ACFAS)  
American College of Foot and Ankle Orthopedics and Medicine (ACFAOM)  
American Podiatric Medical Students' Association (APMSA)  
American Association of Women Podiatrists (AAWP)  
American Society of Podiatric Surgeons (ASPS)  
Pi Delta National Honor Society  
Kappa Tau Epsilon Fraternity  
Student National Podiatric Medical Association  
Save a Leg, Save a Life

In addition, over 60 other organizations are sanctioned by the University Student Council, and are available for all students to join, including students from the Dr. William M. Scholl College of Podiatric Medicine. A sampling of these organizations include:

Interprofessional Clinic Initiative  
Athletics' Club  
Hillel  
OutPatients  
OutReach for Health  
Rosalind Franklin Christian Fellowship  
Running Club  
Salud Ofrecida A Latinos

#### American Podiatric Medical Students' Association

The American Podiatric Medical Students' Association (APMSA) is the official national organization representing the student bodies of all United States podiatric medical colleges. APMSA serves as liaison with student organizations of allopathic and osteopathic medicines, as well as with pharmacy, nursing and other medically related fields. All students enrolled at the College are members of the APMSA. For additional information, you may contact the APMSA online at [www.apmsa.org](http://www.apmsa.org).

#### Outreach Programs

Scholl College students have unique opportunities for education and community service through participation in a number of official outreach programs sponsored by the College.

#### Helping the Homeless

Scholl College's award-winning and nationally recognized Foot Care for the Homeless Program offers sterling opportunities for experiencing the personal benefits of providing compassionate care. The Foot Care for the Homeless teams visit shelters to administer free care to homeless men, women, and children. Its companion program, Shoes for the Homeless, has resulted in distribution of more than 200,000 pairs of shoes in the Chicago area and has been replicated in major cities throughout the nation. Scholl College has been honored by federal, state and local agencies and organizations for these outstanding programs that are also unique to colleges of podiatric medicine.

#### Student Participation in University Governance

Student representatives participate as active members on most committees of the school. A few of the committees on which students are serving include Curriculum, Academic Assembly, and Strategic Planning Committee. In addition, the President of University Student Council attends the President's Cabinet meetings.

#### University Student Council

Students in all schools participate in the University Executive Student Council. This group, organized and run entirely by students, concerns itself with the overall policy and direction of the institution as these relate to student concerns. In addition, the Council plans and supports campus social events and student delegate trips to national professional group meetings.

#### **ADDITIONAL POLICY AND RESOURCES**

All students are required to follow the policies that supplement this Catalogue which include, but are not limited to, Scholl Student Handbook and the RFUMS Student Policies Handbook. Please consult these documents for additional information. The RFUMS Student Policies Handbook also details resources available to all students including Housing, Health Insurance, Student Organizations, Executive Student Council, etc.

### **ORIENTATION PROGRAM**

New students are required to participate in an Orientation Program held during the week prior to the first day of class. This Orientation Program is designed to provide new students with an introduction to the first-year curriculum and to familiarize the new student with the University community. Activities are also planned to acquaint new students with the rest of the student body.

### **SWANSON INDEPENDENT SCHOLAR PROGRAM**

The Swanson Independent Scholar Program is an alternate educational pathway that allows selected students to participate in research activities while obtaining the Doctor of Podiatric Medicine degree. Beginning in the P2 year, students in the upper 25% of the class are invited to submit an application and project proposal for consideration. Students selected to participate in the program will enjoy certain privileges to facilitate the completion of their project. Upon graduation, the diploma and transcript will indicate the scholar's successful completion of the program. Further information can be obtained from the Center for Lower Extremity Ambulatory Research offices at Scholl College.

### **RESEARCH**

Research initiatives for students have been a focus of Scholl College since 1990. Basic instruction is achieved through a didactic course, developed by the research department, with various opportunities for interested students to participate in new or ongoing bench top, translational, and clinical research projects. Faculty-initiated projects may be funded through direct grants from the Center for Lower Extremity Ambulatory Research (CLEAR). Also, the University provides laboratories, ancillary facilities and equipment for faculty projects where funding is provided through external sources. Our innovative research programs offer opportunities for basic to advanced research training that is tailored according to each student's interest and prior experiences.

Scholl College has made a major commitment to providing a variety of research opportunities and experiences for our students. The Scholl research program benefits students by helping them to develop analytical skills, dissect problems, and find solutions. It also helps them to develop expertise in specific areas, and to develop an intuitive sense of the existing literature and its value. Ultimately, research plays a critical role in the training of future physicians by fostering an environment of intellectual curiosity. The research opportunities available at Scholl are unequalled at any other podiatric medical school. Opportunities are made available to qualified students who wish to meaningfully participate. Visit the Scholl College website for more information about research at the College.

### **CURRICULUM**

The four-year curriculum at Scholl College is composed of Basic Biomedical (Preclinical) and Clinical Science coursework, clinical experiences and clerkships. The Basic Biomedical Science and Clinical Science didactic coursework are taught in the first two years. First-year courses consist of Clinical Anatomy, Biochemistry, Structure and Function, Neuroscience, Lower Extremity Anatomy, Microbiology and Immunology, Biomechanics, Foundations for Interprofessional Practice, Podiatric Medicine and

Surgery, Essentials of Clinical Reasoning I, Understanding and Implementing Clinical Research, and Podiatric Clinical Skills and Reasoning I. Many of these courses are similar to those in a traditional medical curriculum. The courses are taught as modules of varying length allowing final examinations to be staggered rather than concentrated into one final exam week.

Second-year courses and clinical experiences consist of Pathology, Pharmacology, Podiatric Clinical Skills and Reasoning II- Workshop and Clinic, Sports Medicine, Pediatric Orthopedics, Essentials of Clinical Reasoning II, Medicine, Peripheral Vascular Disease, Dermatology, Orthotic Laboratory Workshop, General Surgical Principles and Anesthesiology, Podiatric Radiology, and the Basic Biomedical Science Competency Exam. The Podiatric Clinical Skills and Reasoning II Workshop and Clinic consist of clinical laboratory skills, anesthesia administration, clinical problem-solving activities, orthopedic workshops, and closely supervised patient care.

The first part of the third year consists of the Capstone Clinical Experiences in Podiatric Medicine, Podiatric Orthopedics, Podiatric Radiology and Podiatric Surgery. During the Capstone Clinical Experiences students also participate in Podiatric Clinical Skills and Reasoning III- Clinic, and Community Health, Ethics and Professional Responsibility, and Lower Extremity Traumatology. During the last two months of the capstones, all students complete the practical portion of the Clinical Competency Examination. The remainder of the third year is spent in core, and elective clerkships.

Students spend the fourth year participating in core, and elective clerkships. During the month of December they return to campus for one of the core clerkships, the SCPM Clerkship. During the SCPM Clerkship, students are assigned to an affiliated hospital rotation, participate in mock residency interviews, have a number of review lectures to prepare them for the APMLE Part II written examination and complete the written portion of the Clinical Competency Examination. The remainder of the core and elective clerkships take place at academic health science centers and community hospitals, at local area clinical facilities, and other affiliated programs outside of the Chicago area. During the month of January, students participate in residency interviews, including CRIP, and take the APMLE Part II written examination.

In order to effectively assess the clinical knowledge and skills of our students before graduation, students are required to take and pass a clinical competency exam prior to graduation. The Clinical Competency Exam was designed by the chairs of the departments of Podiatric Surgery and Applied Biomechanics, and Podiatric Medicine and Radiology. The exam is given in two parts. The first part is the skills component which consists of five simulated History and Physical exam cases. The cases are administered by the Education and Evaluation Center (EEC) at Rosalind Franklin University of Medicine and Sciences. The cases are based on our student learning outcomes established by the curriculum committee. The second part of the exam is the knowledge component and consists of 100 multiple-choice questions which are also based on our student learning outcomes.

Because the curriculum is revised periodically to meet the needs of both the students and the profession, Scholl College reserves the right to modify, cancel, or add to the program, as required. Should a student desire tutorial assistance, programs are available by contacting the instructor of record for the course.

FIRST YEAR:

Course Number	Course Title	Credit Hours
MCBA 500A, B & C	Clinical Anatomy	10
PBBS 502A & B	Biochemistry and Genetics	7
PBBS 503A & B	Structure and Function	11
PBBS 504	Neuroscience	5
PBBS 505A & B	Microbiology and Immunology	7
PBBS 506A & B	Lower Extremity Anatomy	8
PAPB 501	Understanding and Implementing Clinical Research	1
PAPB 502A & B	Biomechanics	6
PMED 502A & B	Podiatric Medicine and Surgery	4
PMED 503	Podiatric Clinical Skills and Reasoning I	2
HMTD 515 A & B	Foundations for Interprofessional Practice	2
MCUR 502A, B & C	Essentials of Clinical Reasoning I	6
<b>Total Credit Hours</b>		<b>69</b>

SECOND YEAR:

Course Number	Course Title	Credit Hours
PBBS 601A & B	Pharmacology	9
PBBS 602A, B & C	Pathology	11
MCUR 602D, E & F	Essentials of Clinical Reasoning II	5
PAPB 605	Sports Medicine	2
PAPB 606A & B	Pediatric Orthopedics	4
PSUR 602A, B & C	General Surgical Principles and Anesthesiology	10
PRAD 602A, B & C	Podiatric Radiology	6
PMED 605A, B & C	Podiatric Clinical Skills and Reasoning II- Workshop	4
PMED 606A, B & C	Podiatric Clinical Skills and Reasoning II- Clinic	5
PMED 602	Peripheral Vascular Disease	2
PMED 603A & B	Dermatology	2
PMED 608A, B & C	Medicine	9

PAPB 604	Orthotic Laboratory Workshop	1
PDPM600	Basic Biomedical Science Comprehensive Exam	1
<b>Total Credit Hours</b>		<b>72</b>

THIRD YEAR:

Course Number	Course Title	Credit Hours
PSUR706	Lower Extremity Traumatology	2
PMED 709	Community Health, Ethics and Professional Responsibility	3
PAPB705	Podiatric Orthopedics Capstone Clinical Experience-Workshop	7
PMED 707	Podiatric Medicine Capstone Clinical Experience- Workshop	9
PRAD 702	Podiatric Radiology Capstone Clinical Experience- Workshop	9
PSUR 704	Podiatric Surgery Capstone Clinical Experience- Workshop	9
PMED 708	Podiatric Clinical Skills and Reasoning III- Clinic	4
PELE 700	5 Elective and / or Core Clerkships	40
<b>Total Credit Hours</b>		<b>83</b>

FOURTH YEAR:

Course Number	Course Title	Credit Hours
PMED 801	Internal Medicine Clerkship	8
PMED 802	Emergency Medicine Clerkship	8
PSUR 802	General Surgery Clerkship	8
PACE 801	Stroger (Cook County) Hospital Core Podiatry Clerkship	8
PACE 802	James A. Lovell Federal Health Care Center Core Podiatry Clerkship	8
PACE 803	Jesse Brown VA Core Podiatry Clerkship	8
PACE 804	Hines VA Core Podiatry Clerkship	8
PACE805	Scholl College of Podiatric Medicine Clerkship	4
PELE 800	3-5 Elective Podiatry Clerkships	16
PDPM 800	Clinical Competency Exam	1
<b>Total Credit Hours</b>		<b>77</b>

**Total Credit Hours Required To Graduate 300**

DEPARTMENTAL INFORMATION

**DEPARTMENT OF BASIC BIOMEDICAL STUDIES (Preclinical)**

MCBA 500A, B & C Clinical Anatomy 10 credits

Clinical Anatomy is a comprehensive series of lectures on the gross structure and function of the human body. The lectures are complimented by a clinical correlation lecture and a medical imaging lecture in each major region. The course includes complete dissections of human cadavers in the laboratory.

PBBS 502A & B Biochemistry and Genetics 7 credits

This course provides a comprehensive series of lectures on medical biochemistry and genetics, presenting the physiochemical aspects in the human being. The biosynthesis and energy yielding transformations of biomolecules will be detailed and their relationship to health will be illustrated through examining disease states. In addition, this course will present the major cellular and molecular aspects that underlie the transmission of genetic information.

PBBS 503A & B Structure and Function 11 credits

This 11 credit-hour lecture and laboratory course presents the principles of medical histology and physiology. Normal organ systems will be examined at the ultrastructural, microscopic, and whole-organ levels. The course is an important prerequisite for Pathology, Pharmacology and Medicine.

PBBS 504 Neuroscience 5 credits

Neuroscience is a comprehensive series of lectures on the structure, neurophysiology, function and neurological disorders of the human nervous system. The lectures are complemented by PowerPoints, laboratory demonstrations, and clinical correlations.

PBBS 505 A & B Microbiology and Immunology 7 credits

Microbiology and Immunology (PBBS505A&B) is a comprehensive series of lectures case studies and small group exercises on fundamental microbiological and immunological principles emphasizing their applications to podiatric medicine. Chemical, physical, and biological properties of microorganisms are used to explain how microorganisms cause disease, and how the human host defenses combat disease-causing agents. Case studies are presented throughout the course. Symptoms of infectious diseases and immunologic disorders are emphasized.

PBBS 506A & B Lower Extremity Anatomy 8 credits

Lower Extremity Anatomy is a comprehensive lecture and laboratory series covering the gross anatomy of the lower extremity. PowerPoints, demonstrations, and clinical correlations are presented in lecture to enhance the students' knowledge of this region of human anatomy. The laboratory provides a complete regional dissection of the gluteal, thigh, popliteal, leg, and foot regions of the lower extremity.

PBBS 601A & B Pharmacology 9 credits

This course is a comprehensive presentation of medical pharmacology. The general principles of drug disposition including drug absorption, distribution, metabolism, elimination, and pharmacokinetics are covered, as well as the pharmacodynamics of major drug groups. Emphasis is on the mechanism of drug action, uses, adverse effects, contraindications, and clinically important drug interactions. Dosage is not emphasized unless specifically stated by the instructor.

PBBS 602A, B & C Pathology 11 credits

A comprehensive lecture series covering the fundamental concepts of general and organ pathology. General pathology is concerned with abnormal cellular phenomena, reactions to injury, and pathologic mechanisms. Specific diseases and their pathologic consequences are considered in organ system pathology. The course comprises the lectures and examinations in the medical school pathology course, General and Systemic Pathology MPAT 601A,B,C.

PDPM 600 Basic Biomedical Science Comprehensive Examination 1 credit

This course is composed of a comprehensive examination covering all Basic Biomedical Science courses and an online portion consisting of review materials for all Basic Biomedical Science courses. The examination is intended to assess student progress in their Basic Biomedical Science courses over the first two years. The examination and review materials are also designed to help prepare them for the American Podiatric Medical Licensing Examination (APMLE) Part I. The course is graded on a pass/fail basis.

Faculty

Daniel Bareither, PhD, Professor

John Becker, PhD, Professor

Barry Dickinson, PhD, Lecturer

Michael Fennewald, PhD, Adjunct Associate Professor

Mark Grumet, DC, Clinical Assistant Professor

Robert Intine, PhD, Associate Professor and Chair

Bruce Manion, PhD, Professor

Ann Snyder, PhD, Adjunct Associate Professor

Derek Talbot, DC, Clinical Assistant Professor

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**DEPARTMENT OF PODIATRIC MEDICINE AND RADIOLOGY**

**HMTD 515A&B Foundations for Interprofessional Practice 2 credits**

Foundations for Interprofessional Practice is an experiential learning opportunity for students to interact in interprofessional healthcare teams which extends through the fall and winter of the first year. This interactive course is intended to help prepare the health care professional student to provide effective patient-centered health care through small group discussion and problem solving activities. Topics include: team interaction, communication, service learning, information literacy, quality improvement, healthcare professions, diversity in society, the impact of culture, ethnicity and religion on communication and the provision of services, disparities in the healthcare delivery system, and awareness of the impact of a provider's own wellness and illness beliefs on the decisions he/she makes for patients. Interprofessional teams of students develop and participate in significant community based service learning projects.

**MCUR 502A, B & C, 602D, E, & F Essentials of Clinical Reasoning I + II 11 credits**

Essentials of Clinical Reasoning provides clinical training in history taking, the physical examination and physical diagnosis. The initial lectures and laboratory sessions concentrate on history-taking skills and the approach to the patient. The lectures on history taking are held late in term two. The physical examination portion of the course, beginning in term three, is didactic and based primarily on audiovisual and live demonstrations. During this time there is elaboration of the history-taking skills and introduction of the physical examination. These didactic sessions are complemented by workshops where smaller groups of students are guided by personalized instruction as they develop the skills of history taking and physical examination, which they practice on each other. The students also practice the examination techniques on patient educators during workshops, which are conducted during course hours and in the evening. The grade is determined by clinical competency/practical examination, and a multiple-choice final examination.

**PMED 502A & B Podiatric Medicine and Surgery 4 credits**

The Podiatric Medicine and Surgery course is presented in the first year. This course encompasses many aspects of clinical podiatric medicine and will serve as a foundation to enhance the understanding of the basic science and future clinical courses. Starting with an introduction to Medical Ethics, it will provide the student with knowledge of the scope of podiatry including Podiatric Medicine, Podiatric Surgery, Biomechanics and Podiatric Radiology.

**PMED 503 Podiatric Clinical Skills and Reasoning I 2 credits**

This introductory clinical course is a combination of didactic lectures, hands on workshops and clinical experience. This course is designed to enhance and reinforce the didactic material presented in PMED502 Podiatric Medicine and Surgery.

PMED 602 Peripheral Vascular Disease 2 credits

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.

PRAD 602A, B & C Podiatric Radiology 6 credits

This course consists of didactic lectures and clinical presentations. Material presented in this course pertains to radiographic anatomy, cardinal radiographic features of disease and orthopedic radiology typically encountered in clinical practice. Because the majority of podiatric physicians will expose, process, and interpret their own x-ray images, it is extremely important that each student understand the basics of x-ray production, radiographic quality and radiation safety for the patient and operator. Emphasis is placed on understanding and evaluating normal radiographic anatomy, alterations in bone density, arthropathies, and both bone and soft tissue tumors. Descriptions and visual presentations of these and other pathological processes are presented in class. Presentations demonstrate both the normal and abnormal. Case studies emphasizing the lecture material will be presented at intervals throughout the course. Though the lower extremity is emphasized, the course may use radiographs of other anatomic regions which may best illustrate a particular pathology.

PMED 603 A&B Dermatology 2 credits

This course in skin diseases is comprised of the study of the anatomy and physiology of the skin and its appendages, general etiology of skin diseases, general symptoms and classifications of skin diseases, and their treatment. The diagnosis and treatment of the major dermatological conditions common to podiatry are presented through the use of visuals and case presentations.

PMED 605 A, B & C Podiatric Clinical Skills and Reasoning II –Workshop 4 credits

This workshop is designed to provide the second year podiatric student with skills and cognitive ability to function in the advanced clinical experiences. During the second year, the student will begin to develop proficiency in obtaining a podiatric history, performing a podiatric physical examination, performing palliative care, and applying padding and taping to the foot and ankle.

PMED 606A, B & C Podiatric Clinical Skills and Reasoning II—Clinic 5 credits

The clinic rotation is designed to develop and enhance manual skills required for palliative care, increase students' confidence and competence with patient interaction and to provide experience in performing history and physical exams. The Community Service Podiatry Clinical Experience component of this course is a comprehensive outpatient/ambulatory clinical experience. The broad nature of the clinical experience allows the student to enhance skills and knowledge in the areas of podiatric medicine,

podiatric orthopedics, and podiatric surgery. The podiatric clinical experience builds upon previous clinical experiences. All student activities are under the supervision of the clinical faculty.

PMED 608A & B Medicine 9 credits

This course is devoted to the pathophysiology, signs and symptoms, diagnosis and treatment of commonly encountered medical illnesses. Special emphasis is placed on systemic disorders affecting the lower extremity. A balanced view of the range of problems encountered by the primary care physician is discussed, allowing the student to recognize and be well informed about major medical problems outside of podiatric medicine, so that appropriate referrals can be made.

PMED 709 Community Health, Ethics and Professional Responsibility 3 credits

In today's world many principles of every day law, as well as sound business management, are entwined in a medical practice. The physician of today should be versed in the practical aspects of business and be aware of the legal responsibility he/she has to patients. This course will present the fundamental aspects of law, business and public health in a setting of medical practice.

PRAD 702 Podiatric Radiology Capstone Clinical Experience –Workshop 9 credits

This clinical experience/workshop is a six-week program actively utilizing and building upon the knowledge obtained in PRAD 602 Podiatric Radiology through the use of clinical exercises in diagnostic radiology. Students will gain hands-on experience in radiographic safety, positioning and processing with emphasis on digital imaging. The student will gain practical experience in the interpretation and evaluation of radiographs, both normal and pathological. Normal radiographic anatomy and normal variants encountered in the lower extremity as well as the radiographic appearance of soft tissue and osseous pathology are also emphasized. Practical clinical radiography is also reviewed. This clinical experience will utilize case presentations, lectures and workshop formats. Read out loud sessions will also be scheduled at regular intervals with faculty in various modalities such as plain and digital radiographs, magnetic resonance imaging, computed tomography and ultrasound. A variety of instructional media are employed including the internet and computer CDs. The student will be allowed ample time for independent study and will be expected to make beneficial use of that time either on-site or remotely. It is anticipated that the student will require minimal supervision and formal scheduling. In addition, a hospital-based radiology experience may be provided to allow first-hand knowledge of advanced imaging modalities and assist in further sharpening the interpretive skills of the student in these techniques and environment.

PMED 707 Podiatric Medicine Capstone Clinical Experience—Workshop 9 credits

This Capstone Clinical Workshop Experience is a continuation of the experiences provided in the second year. The additional experiences allow the student to develop proficiency in all aspects of podiatric care, evaluation and treatment of patients as well as further development of critical thinking skills. The cognitive aspect of the experience is heavily focused on problem-based learning designed to incorporate knowledge of basic and clinical sciences for learning diagnostic and treatment skills. The experience

encompasses aspects of diagnosis and management of patients with diverse pathology. The student is expected to efficiently employ evaluative and management skills.

PMED 708 Podiatric Clinical Skills and Reasoning III –Clinic 4 credits

The P3 clinic rotation builds upon the P2 clinic rotation experience and is designed to further enhance the students' skill sets in palliative care, performing history and physical examination and formulating appropriate differential diagnosis and treatment plans.

Faculty

Brad Bakotic, DO, DPM, Assistant Professor  
Christina Belmonte, DO, Assistant Professor  
Larry Dixon, MD, Lecturer  
Daniel Evans, DPM, Professor  
Adam Fleischer, DPM, Associate Professor  
Philip Gianfortune, DPM, Professor  
Leland Jaffe, DPM, Assistant Professor  
Allison Joseph, DPM, Assistant Professor  
Robert Joseph, DPM, PhD, Assistant Professor, Chair  
Jeanette Morrison, MD, Assistant Professor  
Tim Murphy, PhD, Lecturer  
Richmond Robinson, DPM, Assistant Professor  
Semyon Shulman, MD, Assistant Professor  
Melissa Skratsky, DPM, Assistant Professor

**DEPARTMENT OF PODIATRIC SURGERY AND APPLIED BIOMECHANICS**

**PAPB 501 Understanding and Implementing Clinical Research 1 credit**

This course is designed to impart and develop skills in critical review of the literature for enhancing lifelong learning. To this end, the course will encompass research design, commonly used statistical analysis techniques in medicine, evidence-based medicine (EBM), and medical writing. A small group participatory journal club format will also be used to drive home key concepts.

**PAPB 502A&B Biomechanics 6 credits**

This course is designed to provide a comprehensive, in-depth foundation for the understanding of biomechanics, locomotion, and function. The normal structure and function of the lower extremity will be analyzed in detail and compared to symptoms and pathological conditions arising from deviations from normal structure and function. Although the material is presented in a lecture setting, considerable emphasis will be placed on self-study through the use of learning assignments.

**PSUR 602A, B & C General Surgical Principles and Anesthesiology 10 credits**

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 are covered. Complications of anesthesia and drug interactions are emphasized. This course is a prerequisite for the Podiatric Surgery Capstone.

**PAPB 604 Orthotic Laboratory Workshop 1 credit**

Students will spend 5 three-hour sessions in the orthotic lab to learn about accommodative orthoses, grinding techniques, orthotic materials and hands-on shoe fitting.

**PAPB 605 Sports Medicine 2 credits**

This course is designed to provide an introductory understanding of Sports Medicine. Focus will be on evaluation of the athlete as well as common sports medicine pathology. Although the material will be presented in a lecture setting, considerable emphasis will be placed on self-study through the use of reading assignments and audiovisual materials.

**PAPB 606A&B Pediatric Orthopedics - 4 credits**

Pediatric Orthopedics is a required course offered in the second year. This course is designed to integrate the biomechanics and orthopedic knowledge problem-solving techniques learned in the core courses to a more advanced setting.

**PSUR 704 Podiatric Surgery Capstone Clinical Experience—Workshop 9 credits**

This course completes the student's introduction to the subject at a didactic level, and is supplemented with workshops that demonstrate the theories and concepts presented during PSUR 602 lectures. It represents the "Capstone" experience in surgery before clerkships begin. This course builds on the general principles presented in PSUR602, General Surgical Principles and Anesthesiology; it exposes the students to the subject of Podiatric Surgery, and presents common operative techniques employed in the treatment and correction of foot and ankle deformities. A concurrent clinical experience will afford the student the opportunity to see some of the techniques discussed in lecture and workshops.

**PAPB 705 Podiatric Orthopedics Capstone Clinical Experience—Workshop 7 credits**

This capstone workshop experience is composed of six weeks of hands-on biomechanics examinations, pediatric and orthopedic clinical cases utilizing problem based learning, workshops to practice strapping and padding; casting and physio taping techniques, computer and visual gait analysis, Orthoses prescribing and manufacturing, shoe gear modification, rehabilitative medicine modalities, athletic bracing, gait assistive devices, and gait abnormalities.

**PSUR 706 Lower Extremity Traumatology -2 credits**

This comprehensive lower extremity traumatology course of lectures provides the student with the basic concepts and principles of traumatology, including surgical problems/complications and emphasis is also placed upon the fundamentals of trauma evaluation and treatment. Lectures are augmented with audiovisual aids. In addition to the surgery component, this course also provides the student with the basics of patient evaluation, radiology, medicine and biomechanics as it pertains to trauma. Complications of trauma care are emphasized.

**PDPM 800 Clinical Competency Exam 1 credit**

The Clinical Competency Exam (CCE) is an internal benchmark of students' clinical skills and knowledge to assess clinical competency before graduating from the college. Passing the CCE is a graduation requirement. The exam consist of two parts. The first part is a comprehensive standardized patient-based performance exam that is offered in 3<sup>rd</sup> year before students begin clerkship rotation and before students take the national clinical skills exam. The second part is a comprehensive written exam that covers clinically oriented knowledge domain. This exam is given to 4<sup>th</sup> year students before taking a national written exam.

**Faculty and Associated Staff**

Ryan Crews, MS, Assistant Professor

Edwin Harris, DPM, Instructor

Neil Horsley, DPM, Assistant Professor and Chair

Beth Jarrett, DPM, Associate Professor

David Kibrit, DPM, Assistant Professor

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Sangseop “Steve” Kim, MS, CPed, Instructor  
Erin Klein, DPM, Assistant Professor  
Darrell Latva, DPM, Associate Professor  
Fang “Amanda” Lin, DSc, Assistant Professor  
Karona Mason, DPM, Associate Professor  
Linda Miranda, Senior Administrative Assistant  
Michael Oster, DPM, Assistant Professor  
Nancy Parsley, DPM, Associate Professor  
Noah Rosenblatt, PhD, Assistant Professor  
Lisa Shoene, DPM, Instructor  
Qeena Woodard, DPM, Assistant Professor  
Stephanie Wu, DPM, Associate Professor  
Sai Yalla, PhD, Assistant Professor  
Martin Yorath, DPM, Associate Professor

**OFFICE OF CLERKSHIP AND RESIDENCY PLACEMENT**

The Office of Clerkship and Residency Placement provides administrative oversight for students rotating through podiatric and non-podiatric clerkships affiliated with the Scholl College of Podiatric Medicine at Rosalind Franklin University of Medicine and Science during their P3 and P4 years. The office ensures that these clerkships meet the student learning outcomes set by Scholl College of Podiatric Medicine for its students on off-campus rotations, and continue to be in compliance with the standards set by the Council on Podiatric Medical Education for student education. The clerkship schedule follows the National Clerkship Schedule as determined by the AACPM. While Scholl College graduates have an excellent record of placement into residency programs, prospective applicants are cautioned that graduation from a podiatric medical college does not guarantee placement into a residency training program. Most states require a residency in order to qualify for a Podiatric License. Passage of APMLE Parts I and II is required to be eligible for residency placement. (For more information on the board examinations you can go to <http://apmle.com>, for more information on residency placement you can go to <http://www.aacpm.org> )

CLERKSHIPS:

PELE 700 & 800 and Core Podiatry Clerkship 8 credits

The Elective and Affiliated Podiatric Clerkships are four to five weeks each, multiple site, comprehensive clinical experiences that combine pediatric, adult, and geriatric podiatric medical/orthopedic/surgical, ambulatory (including office) and inpatient experiences in the diagnosis and management of patients with diverse pathology of the foot and ankle. The structure of the total experience allows the student, over multiple clerkships, to cumulatively increase and enhance their clinical skills under supervision of the clinical site faculty. The experiences include a total of four core podiatry clerkships and eight elective clerkships. The experiences include a total of four core podiatry clerkships and eight elective clerkships.

PAPB 801 Applied Biomechanics Elective Clerkship 8 credits

This is a four to five week elective clerkship that offers the student additional experience with various aspects of applied biomechanics obtained in clinical, research and laboratory components. The student will participate in adult and pediatric patient care, participate in a research project with the gait lab, participate in the orthotic lab on campus as well as visit offsite orthotic and prosthetic locations, participate in offsite physical therapy rotations, participate in an offsite wound care clinic, participate with EMG/NCV studies at an offsite location and participate in the care of sports medicine patients at offsite locations.

PMED 801 Internal Medicine Clerkship 8 credits

This clinical rotation in internal or family medicine is a four to five week hands-on required clerkship that introduces the student to all aspects of inpatient hospital care utilizing patient rounds, with bedside teaching, observing special studies, performing histories and physicals, working in the emergency department, and monitoring patient progress. Training takes place at local University-affiliated teaching hospitals.

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PMED 802 Emergency Medicine Clerkship 8 credits

This clinical rotation is a four to five week required clerkship at one of three area hospitals. It will introduce the student to emergency medicine and enhance history and physical skills. Actual participation in treatments will vary with circumstances.

PRAD 802 Radiology Elective Clerkship 4 credits

The Radiology Elective clerkship at the University of Chicago is a unique opportunity consisting of approximately 90 hours over a two-week period. During this time, the student will receive in-depth and advanced exposure to all facets of musculoskeletal imaging including plain film radiographs, computed tomography, magnetic resonance imaging, orthography, bone biopsies, and other interventional radiographic techniques. Students are expected to interact professionally with other medical students, residents, and radiologists, and will take an active role in discussions as part of this learning experience. In order to make this unique rotation a very special experience, a very limited number of months are available, and each elective will only accommodate two students.

PSUR 802 General Surgery Clerkship 8 credits

This experience is a four to five week required experience occurring at one of three area hospitals that will introduce the podiatric medical student to hospital-based general surgery. The student will have preoperative, intraoperative, and / or postoperative patient encounters on a daily basis. The intent of the General Surgery Clerkship is to provide the podiatric medical student with the basic concepts of general surgery, thus broadening the student's understanding of the principles of surgery. To enhance patient care and student experience, on-call duty is a part of the student's responsibilities.

PSUR 805 Vascular Surgery Elective Clerkship 8 credits

This clerkship has been developed as an elective to be completed in the fourth year after successful completion of PSUR 802, General Surgery Clerkship. The clerkship is designed to expose the fourth-year student to various aspects of the surgical management of peripheral vascular disease affecting the arterial and venous components of the vascular tree. While not exclusively focusing on peripheral vascular diseases affecting the foot, many of the services provided by the Vascular Service will involve lower extremity peripheral vascular cases. The aim of the rotation is to enhance the theoretical knowledge gained in the Peripheral Vascular Diseases course in the second year and to apply this in a practical setting. The rotation will take place at John H. Stroger, Jr., Hospital of Cook County. The rotation will be limited to one or two students per month.

PACE 801 Stroger Hospital (Cook County) Core Podiatry Clerkship 8 credits

The Stroger Hospital Core Podiatry Clerkship is a required four to five week clinical experience that combines pediatric, adult, and geriatric podiatric medical/orthopedic/surgical, ambulatory and inpatient experiences in the diagnosis and management of patients with diverse pathology of the foot and ankle.

The structure of the total experience allows the student, over multiple clerkships to cumulatively increase and enhance their clinical skills under supervision of the clinical site faculty.

**PACE 802 James A. Lovell Federal Health Care Center Core Podiatry Clerkship 8 credits**

The James A. Lovell Podiatry Clerkship is a required clinical experience of four to five weeks duration. The clerkship is one of the multiple site comprehensive clinical experiences that combine pediatric, adult, and geriatric podiatric medical/orthopedic/surgical, ambulatory (including office) and inpatient experiences in the diagnosis and management of patients with diverse pathology of the foot and ankle. The structure of the total experience allows the student, over multiple clerkships to cumulatively increase and enhance their clinical skills under supervision of the clinical site faculty.

**PACE 803 Jesse Brown VA Core Podiatry Clerkship 8 credits**

The Jesse Brown VA clerkship is a required clinical experience of four to five weeks duration. The Podiatric Clerkship is one of the multiple site comprehensive clinical experiences that combine pediatric, adult, and geriatric podiatric medical/orthopedic/surgical, ambulatory (including office) and inpatient experiences in the diagnosis and management of patients with diverse pathology of the foot and ankle. The structure of the total experience allows the student, over multiple clerkships, to cumulatively increase and enhance their clinical skills under supervision of the clinical site faculty.

**PACE 804 Hines VA Core Podiatry Clerkship 8 credits**

The Podiatric Clinical Clerkship at the Hines Veterans Affairs Medical Center is a required four to five week comprehensive ambulatory and inpatient clinical experience. The experience encompasses aspects of diagnosis and management of patients with diverse pathology of the foot and ankle. The broad nature of the clerkship allows the student to enhance skills and knowledge in the areas of podiatric medicine, podiatric orthopedics, podiatric surgery, and medical imaging under the supervision of the clinical faculty. This podiatric clinical clerkship consists of supervised diagnosis and management of patients, independent study, clinical pathologic conferences, and grand rounds. The student is expected to participate in the evaluation and management of patients. He/she will gain experience in obtaining the medical history and performing podiatric physical examinations.

**PACE 805 SCPM Clerkship 4 credits**

The Scholl Clerkship requires the student to participate in required activities in addition to the clinical assignments at their assigned hospital. As part of this experience, the student will be assigned to board review lectures and mock interviews as well as taking the Clinical Competency written examination. While on campus, the students will schedule their graduation pictures. The hospital Clerkship portion of the experience may provide pediatric, adult, and geriatric podiatric medical/orthopedic/surgical, ambulatory (including office) and inpatient experiences in the diagnosis and management of patients with diverse pathology of the foot and ankle.

**NON-DEPARTMENTAL ELECTIVE**

MFPM600 : Lesbian, Gay, Bisexual, Transgender, Queer and Intersex Healthcare

This course covers Lesbian, Gay, Bisexual, Transgender, Queer and Intersex (LGBTQI) healthcare disparities and strategies to address these disparities to promote better care for LGBTQI people. Beginning with terminology, demographics and discrimination against LGBTQI patients in healthcare, topics will include LGBTQI healthcare disparities in youth, adults, older people and issues unique to the transgender community. We will discuss how to get to know your patient's orientation and gender identify, how to provide a safe and welcoming environment and strategies to address LGBTQI disparities and promote health in LGBTQI people and their families. The course will employ faculty lectures, student discussion, case studies and student presentations.

**SCHOLL COLLEGE CONTINUING EDUCATION**

The Office of Special Programs was created to develop programs to meet the continuing education needs of the podiatric physician. As part of an academic institution with a focus on interprofessional education, the office is able to offer programs to other healthcare practitioners who also encounter foot and ankle conditions.

The focus of these programs is to increase knowledge and competence of podiatric physicians and other health professionals through lectures and workshops in order to address evidence-based medicine and practice gaps in the treatment of lower extremity disorders.

Services include:

- Provide and develop continuing education opportunities for faculty and alumni
- Provide grand rounds sessions for students, residents and faculty
- Facilitate partnerships between Scholl College programs and internal and external collaborators on continuing education programs in research or clinical areas
- Develop and promote lectures and workshops that are sponsored by student organizations and clubs

To learn more, visit the Office of Continuing Education website:

<http://www.rosalindfranklin.edu/scholl/ContinuingEducation.aspx>

**COLLEGE AFFILIATED CLERKSHIP PROGRAMS**

The Podiatric Clerkship Program provides third- and fourth year students with an opportunity to broaden their podiatric clinical and scientific experiences and to work with trainees and practitioners of other health sciences. The starting time for clerkship programs varies depending on the program, but Dr. William M. Scholl College of Podiatric Medicine 2015-2016 Academic Catalogue

may run from as early as 5:30 a.m. or earlier until such time as the student is released by the clinical director. Students may be assigned to programs at the following hospitals and outpatient clinics: (although this list is not all inclusive)

Advocate Illinois Masonic Medical Center (Chicago, IL)  
 Beth Israel Deaconess Medical Center (Boston, MA)  
 Botsford General Hospital (Farmington Hills, MI)  
 Cambridge Health Alliance (Cambridge, MA)  
 Christiana Care/Wilmington Hospital (DE)  
 Community Medical Center (Scranton, PA)  
 Covenant Medical Center (Waterloo, IA)  
 Crozer Keystone Health System (Darby, PA)  
 Dekalb Medical Center (Decatur, GA)  
 DePaul Health Center (Bridgeton, MO)  
 Detroit Medical Center (Detroit, MI)  
 Doctor's Hospital of West Covina (CA)  
 Florida Hospital-East Orlando (Orlando, FL)  
 Franciscan Foot & Ankle Institute (Federal Way, WA)  
 Genesys Regional Medical Center (Grand Blanc, MI)  
 Grant Medical Center (Columbus, OH)  
 Gunderson Lutheran Medical Foundation (LaCrosse, WI)  
 Hahnemann University Hospital (Philadelphia, PA)  
 Hennepin County Medical Center (Minneapolis, MN)  
 Henry Ford Wyandotte Hospital (Wyandotte, MI)  
 Highlands Presbyterian/St. Luke's (Denver, CO)  
 Howard University Hospital (Washington, DC)  
 Inova Fairfax (Falls Church, VA)  
 James A. Lovell Federal Health Care Center (North Chicago, IL)  
 Jewish Hospital (Cincinnati, OH)  
 Jewish Hospital & St. Mary's Healthcare (Louisville, KY)  
 JFK Medical Center (Atlantis, FL)  
 John H. Stroger, Jr., Hospital of Cook County (Chicago, IL)  
 John Peter Smith Hospital (Fort Worth, TX)  
 Kaiser Foundation Hospital (Vallejo, CA)  
 Kaiser Oakland (CA) Kaiser Permanente/CCF (Cleveland Heights, OH)  
 Kennedy Hospital Systems (Cherry Hill, NJ)  
 Lakewood Regional Medical Center (Lakewood, CA)  
 Larkin Community Hospital (South Miami, FL)  
 Legacy/Kaiser Permente (Portland, OR)  
 Long Beach Memorial Medical Center (CA)

Loretto Hospital (Chicago, IL)  
 Mercy Hospital (Coon Rapids, MN)  
 Mineral Area Regional Medical Center (Creve Coeur, MO)  
 Mt. Sinai Hospital Medical Center (Chicago, IL)  
 Mt. Sinai Medical Center (Miami, FL)  
 New York Methodist Hospital (Brooklyn, NY)  
 Norton Healthcare (Louisville, KY)  
 Norwegian American Hospital (Chicago, IL)  
 Oak Forest Hospital (Oak Forest, IL)  
 Oakwood Healthcare System (Dearborn, MI)  
 Ohio State University Hospitals (Columbus, OH)  
 Our Lady of Lourdes Memorial Hospital Binghamton, NY)  
 Palmetto General Hospital (Hialeah, FL)  
 Provident Hospital of Cook County (Chicago)  
 Regions Hospital (St. Paul, MN)  
 Roger Williams Hospital (Providence, RI)  
 Rush Oak Park (Oak Park, IL)  
 Sacred Heart Hospital (Chicago, IL)  
 Scott & White Memorial Hospital (Temple, TX)  
 Southeast Michigan Surgical Hospital (Warren, MI)  
 South Miami Hospital (South Miami, FL)  
 St. Francis Medical Center & Hospital (Hartford, CT)  
 St. Joseph Hospital (Chicago, IL)  
 Wheaton Franciscan Healthcare (Milwaukee, WI)  
 St. Joseph Regional Medical Center (South Bend, IN)  
 St. Luke's Hospital (Allentown, PA)  
 St. Mary Hospital (Hoboken, NJ)  
 St. Mary's Healthcare Services (Evansville, IN)  
 St. Vincent Charity Hospital (Cleveland, OH)  
 St. Vincent/Foot & Ankle Surgery Center (Indianapolis, IN)  
 St. Vincent Hospital (Worcester, MA)  
 Mercy St Vincent Medical Center (Toledo, OH)  
 Surgical Hospital of Oklahoma (Oklahoma City, OK)  
 Swedish Medical Center (Seattle, WA)  
 Trinity Regional Hospital (Fort Dodge, IA)  
 Truman Medical Center – Lakewood (Kansas City, MO)  
 United Health Services (Johnson City, NY)  
 University of Chicago (IL)  
 University of Florida & Shands Jacksonville Medical Center (Jacksonville, FL)  
 University of Texas Health Science Center (San Antonio, TX)

UPMC (Pittsburgh, PA)  
Vista Health (Waukegan, IL)  
Washington Hospital Center (Washington, DC)  
Westchester General Hospital (Miami, FL)  
Western Pennsylvania Hospital (Pittsburgh, PA)  
Westside Regional Medical Center (Plantation, FL)  
Westview Hospital (Indianapolis, IN)  
Womack Army Hospital (Fort Bragg, NC)

Department of Veterans Affairs Medical Centers  
Atlanta VA (Atlanta, GA)  
Augusta VA (Augusta, GA)  
Central Alabama (Montgomery, AL)  
Dayton VA (Dayton, OH)  
Eastern Colorado VA (Denver, CO)  
DVA New York Harbor Healthcare (NY, NY)  
DVA Yale New Haven/ Healthcare (West Haven, CT)  
Greater Los Angeles VA (West Los Angeles, CA)  
Hines VA (Hines, IL)  
Intermountain VA (Salt Lake City, UT)  
James H. Quillen VA Medical Center (Mountain Home, CA)  
Jerry L. Pettis VA–Loma Linda (Loma Linda, CA)  
Madison VA (Madison, WI)  
McGuire/Richmond VA (Richmond, VA)  
Miami VA (Miami, FL)  
Minneapolis VA (Minneapolis, MN)  
New Mexico Healthcare VA (Albuquerque, NM)  
James A. Lovell Federal Health Care Center (North Chicago, IL)  
Northport VA (Northport, NY)  
Palo Alto VA (Palo Alto, CA)  
Phoenix VA–Carl T. Hayden (Phoenix, AZ)  
So AZ Healthcare VA (Tucson, AZ)  
Tampa VA (Tampa, FL)  
Jesse Brown VA Medical Center (Chicago, IL)