

**Dr. William M. Scholl College of
Podiatric Medicine
ACADEMIC CATALOGUE 2010-2011**





DR. WILLIAM M. SCHOLL COLLEGE OF PODIATRIC MEDICINE

Academic Catalogue 2010-2011

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.

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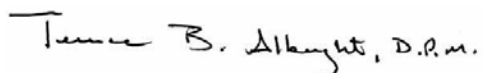
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Dear Prospective Student,

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. Scholl College will play a significant role in meeting this need. With interprofessional education focused on patient-centered care, expanding clinical facilities, a re-emphasis on clinical research, and expanding scholarship opportunities, Scholl College approaches 100 years of keeping Americans on their feet.

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 programs is the start of a fulfilling and successful future.

Sincerely,



Terence B. Albright, DPM

Dean

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

Scholl College 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 second 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 the uninsured citizens of Lake County, Illinois. The University and the College have developed a working relationship with its community partners to provide care to those in need, a Scholl legacy since 1912. In addition, volunteers from the College’s faculty and student body participate in community service programs to provide free foot care to the uninsured and to the homeless through a local shelter program.

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 (then Finch University of Health Sciences) 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 380 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

Rosalind Franklin University of Medicine and Science is a five-college University that was built around the Chicago Medical School (CMS), which has been educating physicians and furthering biomedical research for more than 90 years. Established in 1912, the Chicago Medical School's physician and citizen founders aimed to build a combined medical school and hospital in which employed men and women could study medicine at night, a common practice at the time. Many of Chicago's finest medical teachers and practitioners who had been associated with Jenner Medical School transferred to CMS when Jenner closed in 1917.

William Dorland, editor of the well-known medical dictionary, was dean of the school for a time. The School's most noteworthy period of development took place under the direction of John J. Sheinin, MD, PhD, who served as dean and president from 1932 to 1966. The school successfully met the challenges arising from the revolutionary restructuring of American medical education following the Flexner Report. In 1930, the school moved to what was to become one of the world's largest aggregations of medical facilities. Located just west of downtown Chicago, this complex contained three medical schools, seven hospitals, colleges of dentistry, pharmacy, nursing, and two undergraduate universities. CMS occupied an eleven-story facility in a renowned research and educational center.

In 1967, the University of Health Sciences was established. The University comprised the Chicago Medical School, the School of Related Health Sciences (now College of Health Professions), and the School of Graduate and Postdoctoral Studies. In 1980, the University relocated to its current campus in North Chicago, IL, adjacent to the North Chicago Veterans Affairs Medical Center and Naval Station Great Lakes.

In 1993, the institution was renamed Finch University of Health Sciences in honor of its long-time leader and Chair of the Board of Trustees, Mr. Herman M. Finch. The University, granted full accreditation by the North Central Association in 1980, represented one of the first educational institutions in the country devoted exclusively to educating men and women for a broad range of professional careers in health care and research. Founded in Chicago in 1912, the Dr. William M. Scholl College of Podiatric Medicine became part of the University structure in 2001.

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 2009, the University announced the opening of the College of Pharmacy.

In addition to the name change and the announcement of several new strategic initiatives, the University is currently in the midst of profound physical growth. In October 2002, the University opened its Health Sciences Building, a 140,000-square-foot state-of-the-art facility that houses laboratories, auditoriums, classrooms, departmental offices, a student union, the Feet First Museum, University bookstore, recreational game room, exercise facility, and a café. The University became a residential campus for the first time in its history when three student housing facilities, totaling 180 apartments, opened in July 2003.

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. Located on the north end of campus is the Heather Margaret Bligh Cancer Research Laboratory, a cancer immunology research and treatment complex.

Dr. Rosalind Franklin, through her pioneering work in the science of life and 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.

After 98 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. To learn more about Dr. Rosalind Franklin and the University's dedication to her legacy, visit www.lifeindiscovery.com.

MISSION

The primary mission of Scholl College is the education and training of professionals in the health sciences. The University considers participation in research and other contributions to the advancement of knowledge in the life sciences as a fundamental activity of the faculty. The University also recognizes its responsibilities to make its intellectual and physical resources available for the education and health needs of the community.

- ***To Educate Those Who Will Serve — The Students***
By providing an excellent academic program, producing graduates with the diagnostic and treatment skills as well as values necessary for entry to postgraduate education and, ultimately, the podiatric medical profession.
- ***To Care for Those in Need — The Community***
By providing high quality and ethical podiatric care for the community, regardless of an individual's ability to pay, utilizing designated multiple clinical sites.
- ***To Discover and Disseminate Knowledge — The Health Care Providers and Patients***
By conducting innovative and cutting-edge research in the field of podiatric medicine.
- ***To Educate Practicing Professionals — The Providers of Lower Extremity Health Care***
By fostering an environment that encourages scientific inquiry and research, and provides continuing education in podiatric medicine.

VISION

The College will be recognized as America's leading center for the development of podiatric physicians, curricular innovation, the discovery and dissemination of knowledge in lower extremity health and the provision of exemplary service to health professionals and society at large.

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 through the North Central Association of Colleges and Schools.

North Central Association of Colleges and Schools
Higher Learning Commission
30 North LaSalle Street, Suite 2400
800.621.7440
312.263.0456



Additionally, the Dr. William M. Scholl College of Podiatric Medicine is accredited by the Council on Podiatric Medical Education of the American Podiatric Medical Association. The College is approved by the Illinois Board of Higher Education and by the Illinois State Approving Agency for Veterans' Education.

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 with permission of the Chair of the Admissions Committee. 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. 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, 319-337-1357. Online MCAT registration is available at 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).

Faculty prefer to have a composite evaluation from the pre-professional advisory committee at the primary undergraduate institution attended. Three letters of evaluation from individual faculty members may be substituted for the composite evaluation. Letters from health professionals and personal references or recommendations may be submitted in addition to the academic evaluations at the candidate's option. All evaluations and recommendations are considered confidential admission records and cannot be released to the applicant. 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.

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, www.e-aacpmas.org.

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 from MCAT Records. It is the responsibility of the candidate to forward the appropriate letters of recommendation directly to the Office of Admissions at Scholl College.

TRANSFER AND ADVANCED STANDING ADMISSIONS

Candidates for advanced standing or transfer admission to Scholl College must contact the College's Office of Admissions & Recruitment at 800-843-3059 for an application. Consideration for advanced standing or transfer is at the discretion of the Admissions Committee and decided on an individual basis.

Students who have attended a podiatric or other health professions school may be admitted at a more advanced level. Such applicants must have met the prerequisite course requirements for entering students and must have satisfactorily completed courses that are equivalent to those offered by Scholl College. Applicants may be required to pass examinations to establish their qualification for admission or advanced standing. Applicants who have completed basic medical sciences as graduate students may also be considered for admission as advanced standing students.

Applicants being considered for transfer or advanced standing admission must have a personal interview and submit a letter from the dean of the health professions school or graduate school and one other faculty member. 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.
 - 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.
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.
 - 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.
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: 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 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 Student Affairs and 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 Director of Academic Services and Retention Management (or designee) 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 anytime 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 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 college 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 Enrollment Management 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 Committee 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 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:

Fine Arts (including Art, Music, Performing Arts)	
Humanities (including English, Humanities, Foreign Language and Literature, Linguistics, Philosophy, Speech, Women's Studies)	18 QH*
*not less than 12 QH in Humanities	
Behavioral/Social Sciences (including Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology)	18 QH
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, 47 QH of which count for Biology major.

MCBA 500A, B & C	Clinical Anatomy	10
PBBS 502A & B	Biochemistry	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
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 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 of \$25.00.

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 will be excluded from classes. Also, students may be charged an additional \$150 fee each month until sufficient documentation is provided.

The State of Illinois requires that all entering students show proof of compliance with the following immunization standards*:

- **Tetanus/Diphtheria:** required every 10 years
- **Rubella** (German measles)
 - Rubella titer showing immunity to rubella is required
 - Copy of labor
- **Rubeola** (measles)
 - Rubeola titer showing immunity to rubeola is required
 - Copy of laboratory report must be submitted for compliance
- **Mumps**
 - Documentation of at least one mumps vaccine, given after the age of one
 - Mumps titer is optional
- **Varicella** (chicken pox): a titer, not merely documentation of disease, is required
 - If varicella titer is negative, then varicella vaccines are required
 - Varicella vaccine is given in two doses, one month apart
 - Copies of all laboratory reports are required for compliance
- **Hepatitis B Series** atory report must be submitted for compliance
 - Immunizations are given in three parts: the second is given one month after the first and the third is given six months after the first
 - Hepatitis B surface antibody titer testing is also required
 - May be drawn as soon as 1–2 months after the third injection
 - Antibody titer should be positive (If antibody is negative following the series, then a booster injection is required, followed by a repeat titer one month later)

- **Polio:** documentation of childhood doses or, if no documentation is available, booster with injectable polio vaccine (IPV) is required
- **Tuberculosis Skin Test (ppd):** required every year; if you have a history of a positive ppd skin test, then a chest x-ray, taken within three months before matriculation, is required; if BCG was given more than five years ago, ppd is required
- **Hepatitis A** and **Meningococcal Meningitis** are highly recommended but optional at this time

**Written documentation, including laboratory reports of all titers, is required for compliance. It is recommended that students also maintain a personal copy of all immunization records for safekeeping. Immunization exemptions are allowed on religious grounds and require a formal statement of declaration from the student indicating the reasons for exemption. Exemptions are also allowed for medical contraindications and require a letter from the student's physician. Immunization standards may change if the State of Illinois changes requirements.*

ACADEMIC RECORDS

A copy of each student's complete academic record at the University is furnished upon request to him/her after each academic quarter attended – a written request form is available on the [Registrar's Website](#). 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.

HOLIDAYS, VACATION TIME AND BREAKS

Scholl students are required to follow the University Holiday Calendar. This is true for all degree seeking doctoral students (combined, regular and IGPBS).

New Year's Eve (½ Day)	Labor Day
New Year's Day	Columbus Day
Martin Luther King, Jr., Day	Thanksgiving Day
President's Day	Day After Thanksgiving Day
Memorial Day	½ Day Christmas Eve
Independence Day	Christmas Day

These days are noted in the University's [Human Resource Website](#).

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](#) for procedures described to ensure such rights for the student and the University.

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 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 Handbook](#) for information regarding Students' Personal and Academic Information.

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 [Campus 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 growing scholarship assistance program, most financial aid to health profession students is in the form of educational Loans. Please refer to the [Student Financial Services Office](#) and the [Scholl College Scholarship Information](#) 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

Other Scholarships and Grant Sources

Students are urged to investigate sources of scholarships outside the College by contacting their local library or college library or visit the Web sites of the Financial Aid Page at www.finaid.org and the Student Loan Marketing Association at www.salliemae.com/.

HEALTH INSURANCE

Health Insurance options for students of the School of Graduate and Postdoctoral Studies is the same as for employees of this University. Please see the Summary Plan Descriptions on the [RFUMS Human Resources webpage](#).

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 Student Council are:

- Alpha Gamma Kappa Fraternity
- American Association of Women Podiatrists
- American Society of Podiatric Dermatology
- Durlacher Honor Society
- The Family Pod
- Kappa Tau Epsilon Fraternity
- Men's and Women's Basketball Teams

Pediatric Interest Association
 Pharmacology Club
 Phi Alpha Pi Fraternity
 Practice Management Club
 Running Club
 Scholl Ambassadors
 Scholl Christian Fellowship
 Sports Medicine club
 Student Advisory Board
 Student Chapter of the American College of Foot and Ankle Orthopedics and Medicine
 Student Chapter of the American College of Foot and Ankle surgeons
 Student Hillel Association
 Student National Podiatric Medical Association

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.

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 each school. A few of the committees on which students are serving include Admissions, Graduate Faculty Council, Curriculum, Academic Standards, Faculty Search Committees and the Financial Aid Committee.

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. It also names student representatives to school committees.

STUDENT POLICIES, RECORDS AND RESOURCES

Refer to the [RFUMS Student Handbook](#) for information topics which include:

STUDENT CONDUCT POLICY

CAMPUS LIFE

EDUCATIONAL OPPORTUNITY POLICIES AND PROCEDURES

INFORMATION TECHNOLOGY SERVICES: PRINCIPLES AND POLICIES

MISSING PERSON POLICY

STUDENT HEALTH AND WELL-BEING

- I. ACCOMMODATIONS AND STUDENT DISABILITY
- II. EXPOSURE INCIDENTS
- III. IMMUNIZATION REQUIREMENTS AND RESOURCES
- IV. INSURANCE
 - Health Insurance
 - Dental and Vision Insurance

STUDENTS' PERSONAL AND ACADEMIC INFORMATION

- I. ACADEMIC PERIOD
- II. STUDENT RECORDS
- III. POLICY STATEMENTS AND GUIDELINES
 - Public Information
 - Confidential Information
 - Rights of Access and Review of Records
 - Limitation on Access
 - Supplementary Exceptions
 - Custodians of Student Records
 - Release of Grades
 - Right to Challenge Content of Records
 - Creation, Permanence, and Disposal of Student Records
 - Transferring Admissions Records to the Registrar's Office

RESOURCES

- I. BUSINESS SERVICES
- II. CAMPUS SECURITY
- III. DIVISION OF STUDENT AFFAIRS
 - Academic Support Services
 - Disability Support Services
 - Fitness and Recreation
 - Multicultural Student Services
 - Student Counseling Service
 - Student Housing
 - Student Life
 - Tutoring and Study Skills Assistance
- IV. FINANCIAL AID OFFICE
- V. FOOD SERVICE
- VI. INFORMATION TECHNOLOGY SERVICES
 - Desire2Learn (D2L)
 - Student E-mail
 - Student Housing Network and Telephone Access

Technology Purchase Information

WebAdvisor

Wireless Network Information

VII. INSURANCE

Disability Insurance

Health Insurance

Malpractice Insurance

VIII. LEARNING RESOURCES

Academic Computing Labs

Boxer University Library

Educational Technology

Information Commons

Presentation Practice Room

Small Group Rooms

24-Hour Study Space

IX. PARKING ON CAMPUS

X. STUDENT COUNCIL AND STUDENT ORGANIZATIONS

XI. STUDENT EMPLOYMENT

XII. STUDENT HEALTH

XIII. TRANSPORTATION OPTIONS

Airport Transportation

Metra Train Service

University Van Shuttle to Metra Station

Pace Bus Service

ORIENTATION PROGRAM

New students are required to participate in an Orientation Program held during the week prior to the beginning 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 Scholl community. Registration will take place, and presentations will be given on budgeting, counseling programs, and student organizations. 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 PM2 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

In 1990, Scholl College began new initiatives in research for students. Basic instruction is achieved through a new didactic course, developed by the research department, and participation in new or ongoing basic 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. Advanced research training is available for students with appropriate prior experience through our innovative Summer Research Fellowship Program, which provides a summer of research training.

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 and Clinical Science coursework and clinical experiences. 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, Interprofessional Healthcare Teams, Culture in Healthcare, 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, Podiatric Orthopedics, Essentials of Clinical Reasoning II, Medicine, Peripheral Vascular Disease, Dermatology, Orthotic Laboratory Workshop, General Surgical Principles and Anesthesiology, Podiatric Radiology and Community Service Podiatry, and Community Health and Practice Management. The Podiatric Clinical Skills and Reasoning II Workshop and Clinic consists of orthosis fabrication, operating room techniques, clinical laboratory skills, anesthesia administration, clinical problem-solving activities, orthopedic workshops, radiology workshops, and closely supervised patient care of a palliative nature.

The first part of the third year consists of the Capstone Clinical Experiences in Podiatric Medicine, Applied Biomechanics, Podiatric Radiology and Podiatric Surgery. During the Capstone Clinical Experiences there is also participation in Podiatric Clinical Skills and Reasoning III- Clinic. The remainder of the third year is spent in required, affiliated, and elective clinical experiences.

Students spend their entire fourth year participating in required, affiliated, and elective clinical experiences. These clinical experiences take place at academic health science centers and community hospitals, on the Scholl College campus, at local area clinical facilities, and other affiliated programs outside of the Chicago area. 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.

CLINICAL COMPETENCY EXAM COMPONENT

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 Medicine, Radiology, Surgery, and Biomechanics. The exam will be given in two parts. The first part will be the skill component which will consist of four simulated History and Physical exam cases. The cases will be 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. Both parts will be given on the same day. The exam will be administered to students in January of their fourth year.

COLLEGE CURRICULUM

Because the Scholl College catalogue must be prepared well in advance of the years in includes, programs are subject to change without notice.

First Year: *All courses are letter-graded unless otherwise indicated.*

Course Number	Course Title	Credit Hours
MCBA 500A, B & C	Clinical Anatomy	10
PBBS 502A & B	Biochemistry	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 502	Biomechanics	6
PMED 502A & B	Podiatric Medicine and Surgery	4
PMED 503	Podiatric Clinical Skills and Reasoning I	3
HMTD 500	Interprofessional Healthcare Teams	1
HMTD 501	Culture in Healthcare	1
MCUR 502A, B & C	Essentials of Clinical Reasoning I	6
Total Credit Hours		70

Second Year: *All courses are letter-graded unless otherwise indicated.*

Course Number	Course Title	Credit Hours
PBBS 601A & B	Pharmacology	9
PBBS 602A, B & C	Pathology	10
MCUR 602D, E & F	Essentials of Clinical Reasoning II	5
PAPB 605	Sports Medicine	2
PMED 606A & B	Pediatric Orthopedics	4
PSUR 602A, B & C	General Surgical Principles and Anesthesiology	10
PRAD 602A,B & C	Podiatric Radiology	6
PMED 610	Community Health and Practice Management	4
PMED 606A,B & C	Podiatric Clinical Skills and Reasoning II- Workshop	3
PMED 605A, B & C	Podiatric Clinical Skills and Reasoning II- Clinic	3
PDPM 600	Basic Science Competency Exam	1
PMED 602	Peripheral Vascular Disease	2

PMED 603	Dermatology	2
PMED 608A & B	Medicine	8
PMED 609A & B	Community Service Podiatry	2
PAPB 604	Orthotic Laboratory Workshop	1

Total Credit Hours		72
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Third Year: *All courses are letter-graded unless otherwise indicated.*

Course Number	Course Title	Credit Hours
PAPB 705	Applied Biomechanics Capstone Clinical Experience Workshop	8
PMED 707	Podiatric Medicine Capstone Clinical Experience- Workshop	8
PMED 705	Applied Biomechanics Capstone Clinical Experience- Workshop	8
PRAD 702	Podiatric Radiology Capstone Clinical Experience- Workshop	10
PSUR 704	Podiatric Surgery Capstone Clinical Experience- Workshop	8
PMED 708A, B & C	Podiatric Clinical Skills and Reasoning II- Clinic	8
PSUR 800	Affiliated Podiatry Clinical Experience	8
PELE 700	4-Elective Podiatry Clerkships	32
Total Credit Hours		82

Fourth Year

Course Number	Course Title	Credit Hours
PMED 801	Internal Medicine Clinical Experience	8
PMED 802	Emergency Medicine Clinical Experience	8
PSUR 802	General Surgery Clinical Experience	8
PMED 803	Fourth Year Podiatric Medicine Clinical Experience (Hines VA)	8
PACE 801	Cook County (Stroger) Hospital Podiatry Clinical Experience	8
PACE 802	North Chicago (James Lovell) VA or Westside (Jesse Brown) VA Clinical Experience	8
PELE 800	6 Elective Podiatry Clinical Experiences	48
PDPM 800	Clinical Competency Exam	1
Total Credit Hours		97

Total Credit Hours Required To Graduate		313
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DEPARTMENTAL INFORMATION**Department of Basic Biomedical Sciences****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, including clinical correlation lectures by medical professionals. The lectures are complemented by complete regional dissections of human cadavers in the laboratory.

PBBS 502A & B Biochemistry 7 credits

Biochemistry is a comprehensive series of lectures on medical biochemistry, presenting the physiochemical aspects in the human being. The biosynthesis and energy yielding transformations of biomolecules (proteins, nucleic acids, lipids, carbohydrates and small-molecular weight compounds) will be detailed and their relationship to health will be illustrated through examining disease states and case studies. This course provides a strong foundation for the upper level courses; Pathology, Pharmacology and Medicine.

PBBS 503A & B Structure and Function 11 credits

This lecture and laboratory course presents the principles of medical histology and physiology. Normal organ systems will be examined at the ultra structural, microscopic, and whole-organ levels. The histology lab uses virtual microscopy in the University's computer lab rooms. 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 505A & B Microbiology and Immunology 7 credits

Microbiology and Immunology is a comprehensive series of lectures on fundamental microbiological and immunological principles. Chemical and physical 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 10 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.

**PDPM 600 NBPME Part I Review and Basic
Science Competency Exam 1 credit**

This course is composed of an online portion consisting of review materials for all Basic Biomedical Science courses and a comprehensive examination covering all Basic Biomedical Science courses. The course is intended to help prepare the students for the National Board of Podiatric Medical Examiners (NBPME) Part I examination and assess their progress in their Basic biomedical Science courses over the first two years. The course is graded on a pass/fail basis.

Faculty and Associated Staff

Daniel Bareither, PhD, Professor

John Becker, PhD, Professor

Barry Dickinson, PhD, Lecturer

Michael Fennewald, PhD, Adjunct Associate
Professor

Mark Grumet, DC, Clinical Instructor

Robert Intine, PhD, Associate Professor

Bruce Manion, PhD, Professor and Chair

Gabriella Szabo-Csicsai, PhD, Lecturer

Ann Snyder, PhD, Adjunct Associate Professor

Derek Talbot, DC, Clinical Instructor

DEPARTMENT OF MEDICINE

HMTD 500 Interprofessional Healthcare Teams

1 credit

HMTD 500 is the first component, extending through the fall, winter, and spring quarters of the Interprofessional First Year Experience for all incoming students at RFUMS. The course is an experiential learning opportunity for students to interact in interprofessional health care teams focusing on the collaborative approach to patient-centered care with emphasis on team interaction, communication, service learning, evidence-based practice and quality improvement. Interprofessional teams of students develop and participate in significant community-based service learning projects. These projects focus on prevention education. There is also an opportunity for a small cohort of interprofessional students to collaborate in a patient-centered clinical experience.

HMTD 501 Culture in Healthcare

1 credit

HMTD 501 is the second component of the Interprofessional First Year Experience for all incoming students at Rosalind Franklin University. This interactive course focuses on developing student awareness and knowledge of culture and diversity issues within the healthcare community and the community at large. The course is designed to encourage small group discussion and problem solving. The topics include: Cultural Heritage and History, Diversity Health and Illness, Health Transitions, Healing Traditions, Familial Health Traditions, and Health Care Delivery. The interprofessional First Year Experience extends through the Fall, Winter and Spring quarters of the first year curriculum.

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 One 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

3 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 I.

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.

PMED 603 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 –Clinic 3 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 --Workshop 3 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.

PMED 608A & B Medicine 8 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 609A & B Community Service Podiatry Clinical Experience 2 credits

The Community Service Podiatry Clinical Experience is a comprehensive outpatient/ambulatory 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 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 707 Podiatric Medicine Capstone Clinical Experience—Workshop 6 credits

This Capstone Clinical Workshop Experience, provided in the third year, 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 A, B & C 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.

PMED 801 Internal Medicine Clinical Experience
8 credits

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

PMED 802 Emergency Medicine Clinical Experience
8 credits

This fourth-year clinical rotation is a hands-on clerkship at one of two area hospitals. It will introduce the student to emergency medicine. Actual participation in treatments will vary with circumstances.

PMED 803 Fourth Year Podiatric Medicine Clinical Experience (Hines VA)
8 credits

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Birute Balciunas, DPM, Assistant Professor
Barry Brandes, DPM, Professor
Philip Gianfortune, DPM, Professor and Chair
Severko Hrywnak, MD, DPM, Assistant Professor
Debra Levinthal, DPM, Assistant Professor and Assistant Chair
Semyon Shulman, MD, Assistant Professor
Ruth Songco-Chi, DPM, Assistant Professor
Ronald Wise, MD, Associate Professor
Charles Witt, DPM, Professor
Jim Wrobel, DPM, MS, Associate Professor

Faculty and Associated Staff

DEPARTMENT OF APPLIED BIOMECHANICS

PAPB 501 Understanding and Implementing Clinical Research 1 credits

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 502 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 and audiovisual materials.

PAPB 604 Orthotic Laboratory Workshop 4 credits

Students will spend 4 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 fall of 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. Emphasis will be placed on pediatric orthopedics.

PAPB 705 Applied Biomechanics Capstone Clinical Experience—Workshop 7 credits

This capstone workshop experience is composed of six weeks of hands-on-biomechanics examinations, pediatric and orthopedic clinical causes utilizing problem based learning, strapping and padding techniques, computer and visual gait analysis, orthosis prescribing and manufacturing, shoes gear modification, rehabilitative medicine modalities, athletic bracing and gait assistive devices and gait abnormalities.

Faculty and Associated Staff

Manish Bharara, PhD, Lecturer

Ryan Crews, MS, Lecturer

Edwin Harris, DPM, Instructor

Neil Horsley, DPM, Assistant Professor and Chair

Beth Jarrett, DPM, Associate Professor

David Kibrit, DPM, Assistant Professor

Sanseop “Steve” Kim, MS, CPed Lecturer

Karona Mason, DPM, Associate Professor,
Assistant Dean of Clinical Sciences

Bijan Najafi, PhD, Assistant Professor

Jim Wrobel, DPM, MS, Associate Professor

DEPARTMENT OF RADIOLOGY

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.

Course objectives:

- 1) to familiarize the student with the principles of x-ray generation;
- 2) to present the student with a basic understanding of x-ray unit function and operation;
- 3) to familiarize the student with proper image production and control image appearance;
- 4) to present the student with the concepts of exposure to radiation and the proper methods of radiation health and safety;
- 5) to familiarize the student with the terminology and relevant positioning criteria in obtaining diagnostic images of pedal structures;
- 6) to familiarize the student with normal radiographic anatomy and anatomical variants;
- 7) to familiarize the student with the radiology of

- structural orthopedic diseases;
- 8) to familiarize the student with the effects of metabolic disorders of a systemic nature on bone and soft tissue;
- 9) to familiarize the student with the radiographic appearance of infection;
- 10) to familiarize the student with the radiographic appearance of fractures and fracture classification;
- 11) to familiarize the student with disorders of the joints;
- 12) to familiarize the student with the radiographic appearance of benign and malignant neoplasm's of bone and soft tissue and metastatic disease;
- 13) to familiarize the student with the descriptive terminology to present orally, or write detailed impressions of diagnostic radiographs in an organized and clear fashion.

PRAD 702 Podiatric Radiology Capstone Clinical Experience –Workshop 8credits

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 the 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 session 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.

Course objectives:

- 1) To provide knowledge and experience in proper radiographic positioning and safety;
- 2) to further develop and enhance skills in radiographic interpretation and evaluation;
- 3) to provide an organized formation for the evaluation of radiographs and advanced imaging modalities;
- 4) to further familiarize students with normal radiographic anatomy, cross-sectional anatomy and anatomical variants;
- 5) to familiarize students with soft tissue and osseous pathology and their radiographic appearance in a clinical setting;
- 6) to provide practical experience in clinical radiography and
- 7) to familiarize the student with advanced imaging modalities and their clinical applications.

PRAD 802 Radiology Elective Clinical Experience **4 credits**

The Radiology Elective rotation at the University of Chicago is a unique opportunity presented as a two-credit-hour experience. The course consists 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. It is expected that students will 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 electives are available, and each elective will only accommodate two students.

Course Objectives:

- 1) better understand the uses and indications of imaging modalities available to podiatric physicians;
- 2) advance the level of interpretative skills for various types of imaging modalities, including plain film, computed tomography, magnetic resonance imaging, and other interventional studies;
- 3) interact with radiology residents and attending physicians during conferences and group discussions;
- 4) prepare a case presentation for use in the teaching file; and
- 5) become familiar with the working of a radiology department in a busy teaching hospital.

Students may apply for the clerkship through the Department chair or designee.

Faculty and Associated Staff

Daniel Evans, DPM, Professor and Department Chair
Robert Baron, DPM, Professor
Adam Fleischer, DPM, Assistant Professor
Casimir Strugielski, BS, RT (R), Assistant Professor

DEPARTMENT OF SURGERY

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

This comprehensive surgery course of lectures 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. Lectures are augmented with audiovisual aids. In addition to the surgery component, this course also provides the students with the basics of anesthesiology, including patient evaluation, drugs associated with anesthesia (local and general), and pharmacologic and physiologic effects. Complications of anesthesia and drug interactions are emphasized. The topics of nitrous oxide and relative analgesia also are addressed. This course is a prerequisite for Podiatric Surgery.

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 lecture. 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, and 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 workshop during postoperative patient care.

PSUR 802 General Surgery Clinical Experience 8 credits

This experience will introduce the fourth-year podiatric medical student to hospital-based general

surgery. The student will have preoperative, intraoperative, and 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. The rotation is one month in duration and is performed at John H. Stroger, Jr., Hospital of Cook County. To enhance patient care and student experience, on-call duty is a part of the student's responsibilities.

PSUR 803 Anesthesiology Elective Clinical Experience 8 credits

This elective clinical experience is designed to provide the podiatric medical student with the knowledge and skills that a contemporary podiatric physician should possess to manage a patient safely through the anesthetic phase of surgery. Experiences will be offered in preoperative assessment, including history and physical evaluation from an anesthesia standpoint, starting and maintaining IV lines, IV sedation and laryngeal mask airway management, and spinal anesthesia. Experience is also given in postoperative management of pain and other problems encountered in the preoperative phases of surgery.

PSUR 805 Vascular Surgery Elective Clinical Experience 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 Peripheral Vascular Diseases 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, and the surgical team will include third-year medical students from Chicago Medical School and Rush University. In addition to the clinical exposure, there will also be a wet lab component. The rotation will be limited to one or two students per month.

Faculty and Associated Staff

Terence Albright, DPM, Professor and Acting Dean
 Darrell Latva, DPM, Associate Professor
 Paul Lucas, DPM, Assistant Professor
 Nancy Parsley, DPM, Assistant Professor,
 Associate Dean of Academic Affairs
 Stephanie Wu, DPM, Assistant Professor
 Martin Yorath, DPM, Associate Professor and Chair,
 Associate Dean Clerkship & Residency Placement

THE COMBINED DEPARTMENTS OF BIOMECHANICS AND ORTHOPEDIC DISEASES, MEDICINE, RADIOLOGY, AND SURGERY

PDPM 800 Clinical Competency Exam 1 credit

The clinical Competency Exam assesses the clinical knowledge and skills of students before they graduate and begin their residency training. The exam is given to students after successful completion of mandatory clinical experiences.

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. This is to ensure that these clerkships meet the student learning outcomes with the standards set by Scholl College of Podiatric Medicine for its students on off-campus rotations, and in order to help the College continue to be in compliance with the standards sets by the Council on Podiatric Medical Education for student education.

In addition, the office also provides guidance to students throughout their podiatric curriculum concerning Clerkship and Residency planning and selection. While not all students may choose a PM&S-36 residency program, it is the aim of this Office to insure that all students are at least aware that three years of post-graduate training in a PM&S-36 program are considered the current state of the art for post-graduate training in podiatric medicine and podiatric surgery.

The office also provides an administrative function in connection with the PM&S-36 residency program co-sponsored between Advocate Illinois Masonic Medical Center and Rosalind Franklin University of Medicine and Science.

SCHOLL COLLEGE SPECIAL PROGRAMS AND CONTINUING EDUCATION

The **Office of Special Programs** was created to develop programs that better meet the continuing education needs of the podiatric physician. As part of an educational institution, the office is able to offer programs to other healthcare practitioners who also encounter foot and ankle conditions. This is best reflected in the mission, "To educate those who now serve- providers of foot and ankle health care."

Services include:

- Support special programs and develop further certificate, continuing education (CE) and other programs to meet the needs of the podiatric physician for professional development and accreditation and licensure.
- Increase exposure of the podiatric profession to other medical professional (to ultimately increase visibility and recruitment).
- Facilitate partnerships between Scholl College programs and outside agencies to collaborate on continuing education programs in research or clinical topics.
- Advise student groups in the development and promotion of their program.
- Promote community outreach.

To learn more, visit [Office of Special Programs and Continuing Education](#)

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 may run from as early as 5:30 a.m. 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:

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)
 Eastern Virginia Medical School (Virginia Beach, VA)
 Encinco/Tarzana Regional Medical Center (Encinco, CA)
 Florida Hospital-East Orlando (Orlando, FL)
 Forest Park Hospital (St. Louis, MO)
 Franciscan Foot & Ankle Institute (Federal Way, WA)
 Frankford Hospital (Philadelphia, PA)
 Genesys Regional Medical Center (Grand Blanc, MI)
 Graduate Hospital (Philadelphia, PA)
 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)
 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)
 Kentucky Podiatric Residency Program (Louisville, KY)
 Lakeside Hospital (Metairie, LA)
 Lakewood Regional Medical Center (Lakewood, CA)
 Larkin Community Hospital (South Miami, FL)
 Legacy/Kaiser Permanente (Portland, OR)
 Long Beach Memorial Medical Center (CA)
 Loretto Hospital (Chicago, IL)
 Medical Center of Beaver (Beaver Falls, PA)
 Mercy Hospital (Coon Rapids, MN)
 Michael Reese Hospital (Chicago, IL)
 Mineral Area Regional Medical Center (Creve Coeur, MO)
 Mother Cabrini Medical Center (New York, NY)
 Mt. Sinai Hospital Medical Center (Chicago, IL)
 Mt. Sinai Medical Center (Miami, FL)
 Multicare Foot & Ankle Residency Program (Tacoma, WA)
 New York Methodist Hospital (Brooklyn, NY)
 North General Hospital (NY, NY)
 Northwest Podiatric Surgical Residency Program – Swedish Medical Center (Seattle, WA)
 Norwegian American Hospital (Chicago, IL)
 Oak Brook Surgical Center (Oak Brook, 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)
 Phoenix Baptist Hospital (Phoenix, AZ)

Presbyterian Hospital of Greenville (Greenville, TX)
 Provena/St. Mary's Hospital (Bourbonnais, IL)
 Provident Hospital of Cook County (Chicago)
 Regions Hospital (St. Paul, MN)
 Roger Williams Hospital (Providence, RI)
 Rush North Shore Medical Center (Skokie, IL)
 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)
 Central Alabama (Montgomery, AL)
 Dayton VA (Dayton, OH)
 Denver VA (Denver, CO)
 DVA New York Harbor Healthcare (NY, NY)
 DVA Yale – New England Healthcare (West Haven, CT)
 Greater Los Angeles VA (West Los Angeles, CA)
 Hines VA (Hines, IL)
 Huntington VA (Huntington, WV)
 Leavenworth VA (Leavenworth, KS)
 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 Minneapolis VA (Minneapolis, MN) VA (Miami, FL)
 New York VA (New York, NY)
 North Chicago VA (North Chicago, IL)
 Northport VA (Northport, NY)
 Palo Alto VA (Palo Alto, CA)
 Phoenix VA–Carl T. Hayden (Phoenix, AZ)
 Salt Lake City VA (Salt Lake City, UT)
 St. Louis VA (St. Louis, MO)
 Tampa VA (Tampa, FL)
 Tucson VA (Tucson, AZ)
 Washington DC VA (Washington, DC)
 Jesse Brown VA Medical Center (Chicago, IL)
 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. Michael's Medical Center (Newark, NJ)
 St. Vincent Charity Hospital (Cleveland, OH)
 St. Vincent/Foot & Ankle Surgery Center Indianapolis, IN)
 St. Vincent Hospital (Worcester, MA)
 St Vincent Mercy Medical Center (Toledo, OH)
 Surgical Hospital of Oklahoma (Oklahoma City, OK)
 Thorek Medical Center (Chicago, IL)
 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 Medicine and Dentistry (Newark, NJ)
 University of Texas Health Science Center San Antonio, TX)
 UPC South Side Hospital (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

Albuquerque VA (Albuquerque, NM)
 Atlanta VA (Atlanta, GA)
 Augusta VA (Augusta, GA)
 Baltimore VA (Baltimore, MD)
 Black Hills VA (Black Hills, SD)
 Boston VA (Boston, MA)
 Central Alabama (Montgomery, AL)
 Dayton VA (Dayton, OH)
 Denver VA (Denver, CO)
 DVA New York Harbor Healthcare (NY, NY)

DVA Yale – New England Healthcare (West Haven, CT)
Greater Los Angeles VA (West Los Angeles, CA)
Hines VA (Hines, IL)
Huntington VA (Huntington, WV)
Leavenworth VA (Leavenworth, KS)
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)
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Palo Alto VA (Palo Alto, CA)
Phoenix VA–Carl T. Hayden (Phoenix, AZ)
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Tampa VA (Tampa, FL)
Tucson VA (Tucson, AZ)
Washington DC VA (Washington, DC)
Jesse Brown VA Medical Center (Chicago, IL)