



Dr. William M. Scholl College  
of Podiatric Medicine

ACADEMIC CATALOGUE 2006–2007





## **Dr. William M. Scholl College of Podiatric Medicine Academic Catalogue 2006–2007**

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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*Dear Prospective Student:*

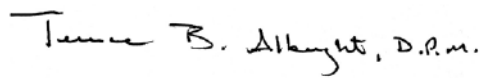
*Our population's growing emphasis on exercise and health, combined with a rapidly increasing number of senior citizens, is creating an unprecedented opportunity for new doctors of podiatric medicine.*

*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,*

A handwritten signature in black ink that reads "Terence B. Albright, D.P.M." The signature is written in a cursive, flowing style.

*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 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, infectious diseases, internal medicine and surgery, at the nationally renowned John H. Stroger, Jr., Hospital of Cook County and other leading Chicago teaching hospitals. The Clinics at Rosalind Franklin University were renovated and the Scholl Clinics and associated faculty and personnel were relocated to the North Chicago campus in 2004. The Clinics are 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 300 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 of Rosalind Franklin University

Rosalind Franklin University of Medicine and Science is a four-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, M.D., Ph.D., 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 (UHS) was established. The University comprised the Chicago Medical School, the School of Related Health Sciences (SRHS, now College of Health Professions), and the School of Graduate and Postdoctoral Studies (SGPDS). 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. Finch 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, Ph.D., a pioneer in the field of DNA research. The name change became legal on March 1, 2004, at which time the School of Related Health Sciences also changed its name to College of Health Professions.

In addition to the name change and the announcement of several new strategic initiatives, the University 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, M.D., 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.

Major hospital affiliates include: North Chicago Veterans Affairs Medical Center, John H. Stroger, Jr., Hospital of Cook County, Mount Sinai Hospital and Medical Center, and Lutheran General Hospital. The University's clinical campus consists of the North Chicago Veterans Affairs Medical Center, The Clinics at Rosalind Franklin University, and the Rosalind Franklin University Center for Women's Health.

Dr. Rosalind Franklin, through her pioneering work in the science of life and through her unflagging perseverance, serves as a role model for our faculty and students, and represents the future of biomedical science and integrated health care. Her history mirrors our own in many profound ways, marked by dedication to discovery even in the midst of difficult times. Upon that history, her legacy guides the future of the University itself.

After 94 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](http://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

If there is an arena to which the description “constant change” can be applied without hesitation, it is health care. How will the world of medicine differ next year, a few years from now, in another generation? Clearly, no one has a definitive answer. However, it is not a world totally void of certainties. One example: building a career as a podiatric medical physician on the foundation of the Dr. William M. Scholl College of Podiatric Medicine. 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.

## Equal Opportunity

It is the policy of Rosalind Franklin University of Medicine and Science not to discriminate on the basis of race, color, national origin, sex, sexual orientation, disability, age, religion, or veteran status in its programs and activities, including, but not limited to, recruitment, admissions and employment. Inquiries regarding this policy may be directed to the Executive Director of Student Affairs, 3333 Green Bay Road, North Chicago, IL 60064; 847-578-8351.

## Accreditation

The Dr. William M. Scholl College of Podiatric Medicine at Rosalind Franklin University of Medicine and Science is accredited by the Council on Podiatric Medical Education of the American Podiatric Medical Association. It also is accredited by The Higher Learning Commission and is a member of the North Central Association, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504; 800-621-7440 or 312-263-0456. 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. Chicago is arguably one of the foremost cultural, educational, and scientific centers of the world. University students enjoy an environment rich in cultural and leisure activities, with neighboring communities that boast award-winning restaurants, museums, and more.

For directions and a map, visit [www.rosalindfranklin.edu/map.pdf](http://www.rosalindfranklin.edu/map.pdf).



## 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 encouraged 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, approximately 80% 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 twice yearly 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](http://www.aamc.org). An MCAT taken more than three years prior to the year of matriculation will not be considered. Scores from the Graduate Record Examination may be accepted on a case-by-case basis at the discretion of the Admissions Committee. Students whose native language is not English may be required to submit scores from the Test of English as a Foreign Language (TOEFL).

The 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](http://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 Scholl College Office of Admissions. 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 Student Services 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 official transcripts of pre-professional and professional academic work, in addition to letters 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, Physical Diagnosis, Dermatology, Radiology, Podiatric Medicine, Podiatric Surgery, Podiatric Orthopedics 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, podiatric orthopedics, 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, Primary Skills Clinical Experience, Podiatric Surgery, Podiatric Orthopedics, 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 Physical Diagnosis.
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 Primary Skills Clinic.
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 Center 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, orthopedic 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 Health and Technical Standards Committee of the College. In doing so, however, the College must maintain the integrity of its curriculum and preserve those elements deemed essential to the education of a podiatric physician.

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



Scholl College cannot guarantee that all applicants are qualified to study and practice podiatric medicine. If the applicant thinks he/she may not be qualified under the foregoing statements, the applicant is advised to consult the Assistant Dean for Student Services (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 second 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):

- 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 Assistant 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

## Support Mechanisms

The Immunization Coordinator at The Clinics 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, a core committee of faculty members and physicians has been established, known as the Health and Technical Standards Committee. The committee is charged with the following:

1. Reviewing each applicant's or student's situation on an individual case basis;
2. Keeping abreast of current medical literature related to infectious diseases and disabilities, and with current laws, and;
3. Communicating and interacting 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. The Assistant Dean of Clerkship and Residency Placement serves as the Chair of the Health and Technical Standards Committee.

## External Clinical Requirements (Clerkship Programs)

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 Health and Technical Standards Committee 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 B.S.:

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, 51 QH of which count for Biology major:

MCBA 500A & B	Clinical Anatomy	11
PBBS 502A & B	Biochemistry	8
PBBS 503A & B	Structure and Function	12
PBBS 504A & B	Neuroscience	5
PBBS 505A & B	Microbiology and Immunology	7
PBBS 506A & B	Lower Extremity Anatomy	8
<b>Scholl College hours:</b>		<b>51</b>
<b>Total Hours:</b>		<b>186</b>

### Additional requirements for the Bachelor of Science degree:

1. Satisfactory completion of at least 51 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 B.S. degree.

## Immunization Policy

### 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 laboratory report must be submitted for compliance
- **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:**
  - 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

\*Copies of all laboratory reports are required for compliance.

- **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.*

## 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 Scholl College Office for Student Services.

## Financial Aid Program

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. Students should remember that borrowing means obligating future income to repayment of loans. Even a small reduction in total borrowing during in-school periods will result in substantial overall savings. The College will provide a series of Debt Management Seminars throughout the student's education to help the student plan his/her finances.

Application forms and additional information about scholarship and loan programs are available from the Office of Student Services or may be downloaded from the College's Web site at [www.rosalindfranklin.edu/scpm/](http://www.rosalindfranklin.edu/scpm/). Veterans who are entitled to benefits under the Veterans Education Training Acts should present their Certificate of Eligibility from the Veterans Administration to the Office of the Registrar.

## Scholarships and Loans

### Scholl Distinguished Scholar Award

The College may award up to 25 Scholl Distinguished Scholar Awards during the academic year. 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; up to 10 awards may be made to members of the second-year class. To be eligible for consideration, entering first-year students must have completed a minimum of ninety (90) semester hours at the time of application for admission, and have earned a cumulative grade point average of 3.6 (out of 4.0) or higher.

Letters of recommendation, faculty interview evaluations, and other pertinent data may be used in making the selections. No special application for first-year entering students is needed. The awards are for one year and are not renewable.

Second-year awards will be based on successful completion of the current academic year with a minimum grade point average of 3.4. Requirements for selection may include, but are not limited to, essays, faculty recommendations, and evaluation of extracurricular activities. Additional application information is available from the Office of the Assistant Dean for Student Services. Selection is made by the Scholl Scholarship Committee. Distinguished Scholar Awards are annual awards only and renewal is not guaranteed for any succeeding year.

### Angelo P. Creticos, MD, Endowed Fourth-Year Scholarship

One full-tuition scholarship for a fourth-year student is available each year. The Angelo P. Creticos, MD, Endowed Fourth Year Student Scholarship is presented to a student who meets the qualifications for the Scholl Distinguished Scholar Award and, in addition, has demonstrated the knowledge, skills and dedication necessary to provide excellence in primary foot care.

### Scholl Merit Scholar Awards

Available to incoming first-year students, Scholl Merit Scholar Awards provide scholarships between \$3,000 and one quarter of the tuition. Approximately 25 students receive the awards each year. To be eligible for consideration, students must have earned an overall grade point average of 3.0 (out of 4.0) or higher at the time of application for admission. The Scholarship Committee selects the recipients, and in addition to grade point average, may examine admission interview scores, letters of recommendation, and personal statements from the admissions application. The awards are for one year and are not renewable.

## Endowed Scholarships

A number of endowed and alumni-sponsored scholarships, ranging from \$400 to \$1,000, are awarded each year to eligible third- and fourth-year students. Approximately 15-20 such scholarships are presented annually to students based on financial need and academic performance. Philip R. Brachman Scholarships are financed by a major Alumni Association endowment.

## Illinois State Podiatric Scholarship

The Illinois Podiatric Residency and Scholarship Act provides full tuition scholarships to students who agree to practice full time within the state of Illinois in a designated shortage area. One year of service is required for each year the student receives the scholarship. The student must be a resident of the state of Illinois at the time of application for the scholarship. Minority students will be given preference in selection. The Illinois State Podiatric Scholarship is administered by the Illinois Department of Public Health, Center for Rural Health.

## Indian Health Service Scholarships

Native Americans and Alaskan Natives are eligible to apply for an Indian Health Service Scholarship. The purpose of the IHSS is to provide an incentive for Native people to seek education in the health service fields and, ultimately, serve their tribal communities, whether on reservations or in urban Indian health clinics. A service commitment is required for scholarship participation. For more information and to obtain an application, contact: Indian Health Service Scholarship, Twinbrook Metro Plaza, Suite 100, Grant Management Branch, 12300 Twinbrook Parkway, Rockville, MD 20852, 301-443-6167.

## Scholarships for Disadvantaged Students

The Scholarships for Disadvantaged Students program provides grant assistance to needy students who are deemed to be educationally or economically disadvantaged. In order to be considered for a grant from this program, federal regulations require that students supply complete parental financial data on their FAFSA, as well as submit a copy of their parents' federal income tax return to the Financial Aid Office.

## Private Scholarship and Grant Sources

American Podiatric Medical Association Educational Foundation, 9312 Old Georgetown Road, Bethesda, MD 20814, provides a number of scholarships for podiatric medical students each year.

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](http://www.finaid.org) and the Student Loan Marketing Association at [www.salliemae.com](http://www.salliemae.com).

Residents of Arkansas, Louisiana, Mississippi, Maryland, Delaware, and North Carolina are eligible to apply for a grant or loan from their state.

## Federal Educational Loan Programs

*Stafford Loan:* The subsidized Stafford Loan program provides up to \$8,500 per academic year for students with financial need. Unsubsidized Stafford loans are available for the lesser of the cost of education less other resources, or to a maximum of \$30,000 per year for first- and second-year students, and \$36,666 for third- and fourth-year students. The cumulative maximum allowed for subsidized and unsubsidized Stafford loans, including undergraduate and graduate loans, is \$189,125.

*Perkins & Health Professions Loans:* Perkins and Health Professions loans are offered at the College. The amounts vary each year and are dependent on the grant funds provided by Congress.

## Private Loan Programs

The Signature Health Loan Program provides loans for students in an amount equal to their financial need. Because private loan programs are more costly than federal programs, students should first determine their eligibility for federal loan programs. Borrowers who are not citizens or permanent residents of the United States may be eligible for a Signature Health Loan if they apply with a credit worthy cosigner who is a U.S. citizen or permanent resident.

## Housing

Rosalind Franklin University offers on-campus living for students in modern, state-of-the-art apartments. For more information about these one- and two-bedroom apartments, or to learn how the Office of Student Housing can assist you in locating off-campus housing, visit [www.rosalindfranklin.edu/housing](http://www.rosalindfranklin.edu/housing).

## Student Services and Activities: Helping You Keep on Track

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](http://www.apmsa.org).

### **Outreach Programs**

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

### **Helping the Homeless**

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

### **Free Clinic for the Uninsured**

More than 1.8 million Illinois residents are uninsured. In response to this growing public issue, a Free Foot Clinic for the Uninsured is operated as a cooperative community service by the College. Under supervision of faculty clinicians, Scholl College students provide free care to men, women, and children referred to this clinic by health care organizations throughout Lake County. As part of this program, foot care teams visit several community-based clinics to provide care to the uninsured.



## Research

In 1990, Scholl College began new initiatives in research for students. Basic instruction is achieved through a didactic course, “Introduction to Podiatric Medicine, Community Health and Research,” and participation in new or ongoing basic and clinical research projects. Faculty-initiated projects may be funded through direct grants from the Scholl College Research Committee. 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 at several prestigious Chicago area medical schools and hospitals.

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 each and every student who wishes to meaningfully participate.

For more information about research at Scholl, visit [www.rosalindfranklin.edu/scpm/research/](http://www.rosalindfranklin.edu/scpm/research/).

## Curriculum

The four-year curriculum at Scholl College is composed of Basic Biomedical and Clinical Science coursework and clinical experiences. Basic Biomedical Sciences coursework is taught in the first two years; Clinical Sciences coursework is taught in the first and second years and the first half of the third year.

First-year courses consist of Clinical Anatomy, Biochemistry, Structure and Function, Neurosciences, Lower Extremity Anatomy, Microbiology and Immunology, Interprofessional Healthcare Teams, Fundamentals of Podiatric Medicine, and Community Health and Research. 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, Essential Skills Experience, Biomechanics, Clinical Biomechanics and Sports Medicine, Introduction to Clinical Medicine, Peripheral Vascular Diseases, Dermatology, Podiatric Surgery and Anesthesiology, and Principles of Podiatric Radiology. The introductory Essential Skills Experience 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 courses in Podiatric Radiology, Neurology, Advanced Podiatric Surgery, Orthopedic Diseases, Practice Management and Jurisprudence, Medicine, and Pediatric Orthopedics. The remainder of the third year is spent in required, affiliated, and elective clinical clerkship experiences, all of which may include didactic sessions such as conferences, clinical case presentations, and lectures.

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.

## College Curriculum

Because the Scholl College Catalogue must be prepared well in advance of the years it 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	Clinical Anatomy	11
PBBS 502A & B	Biochemistry	8
PBBS 503A & B	Structure and Function	12
PBBS 504A & B	Neuroscience	5
PBBS 505A & B	Microbiology and Immunology	7
PBBS 506A & B	Lower Extremity Anatomy	8
PMED 501A, B & C	Fundamentals of Podiatric Medicine, Community Health and Research	5
HMTD 500	Interprofessional Healthcare Teams	1

*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
PMED 601A, B & C	Essential Skills Clinical Experience	9
PMED 602	Peripheral Vascular Diseases	2
PMED 603	Dermatology	3
MMED 502A & B	Introduction to Clinical Medicine I	4
PBOD 601	Biomechanics	4
PBOD 602A & B	Clinical Biomechanics and Sports Medicine	6
PSUR 601A, B & C	Podiatric Surgery and Anesthesiology	8
PRAD 601A & B	Principles of Podiatric Radiology	2

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

Course Number	Course Title	Credit Hours
PBOD 701A & B	Essential Skills Clinical Experience – Orthopedics	5
PBOD 702	Orthopedic Specialty Clinic	2
PMED 701A & B	Essential Skills Clinical Experience – Medicine	4
PMED 702	3rd Year Podiatric Medicine Clinical Experience	2
PRAD 801	Clinical Radiology Clerkship	6
PSUR 701A & B	Essential Skills Clinical Experience – Surgery	6
PSUR 702	Surgical Psychomotor Skills Clinical Experience	4
PMED 704	Medicine	6
PMED 706	Neurology	4
PMED 703	Practice Management and Jurisprudence	2
PBOD 703	Orthopedic Diseases	3
PBOD 704	Pediatric Orthopedics	5
PRAD 701	Advanced Podiatric Radiology	5
PSUR 703	Advanced Podiatric Surgery	4
PMED 705A, B & C	Community Service Podiatry Clinical Experience	3
PELE 700	Elective Podiatry Clerkships	24

#### Fourth Year

Course Number	Course Title	Credit Hours
PMED 801	Internal Medicine Clerkship	8
PMED 802	Emergency Medicine Clerkship	8
PMED 803	4th Year Podiatric Medicine Clerkship	8
PRAD 801	Clinical Radiology Clerkship	6
PSUR 802	General Surgery Clerkship	8
PACE 800	Affiliated Podiatry Clerkship	8
PACE 801	Cook County Podiatry Clerkship	8
PACE 802	North Chicago VA Podiatry Clerkship	8
PELE 800	Elective Podiatry Clerkship	32
Total credits required to graduate:		293

## Departmental Information

### Department of Basic Biomedical Sciences

#### **MCBA 500A & B Clinical Anatomy 11 credits**

Clinical Anatomy is a comprehensive series of lectures on the gross structure and function of the human body. The lectures are complemented by complete regional dissections of human cadavers in the laboratory.

#### **PBBS 502A & B Biochemistry 8 credits**

Biochemistry is a lecture course in medical biochemistry, presenting the physiochemical aspects of normal and occasionally abnormal processes in the human being. Subjects covered will include a description of biomolecules – proteins, nucleic acids, lipids, carbohydrates and small-molecular weight compounds such as vitamins and hormones. Dynamic aspects of life processes will include intermediary metabolism, i.e., energy-yielding transformations of molecules, biosynthesis and degradation of structural components of cells and extracellular matrix, biosynthesis and degradation of certain essential compounds such as heme, flow of information and electrolyte/buffer/water homeostasis. Clinical cases will be presented as well.

#### **PBBS 503A & B Structure and Function 12 credits**

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

#### **PBBS 504A & B Neuroscience 5 credits**

Neuroscience is a comprehensive series of lectures on the structure, neurophysiology, and function of the human nervous system. The lectures are complemented by visual aids, laboratory demonstrations, and clinical applications.

#### **PBBS 505A & B Microbiology and Immunology 7 credits**

Microbiology and Immunology is a comprehensive series of lectures on fundamental microbiological and immunological principles emphasizing their applications to podiatric medicine. 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**

A comprehensive lecture and laboratory series covering the gross anatomy of the lower extremities. Visual aids, demonstrations, and clinical applications are presented in lecture classes 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 of particular utility to the podiatrist. Clinical applications of pharmacologic principles pertinent to the podiatrist are also presented. 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. Numerous case studies are interposed throughout the course. These presentations illustrate diverse pathology, integrate basic science concepts with clinical presentations, and introduce patient management concepts.

### Faculty and Associated Staff

Daniel Bareither, PhD, Professor

John Becker, PhD, Associate Professor

Michael Fennewald, PhD, Coordinator and Lecturer;

Microbiology and Immunology Associate Professor

Robert Intine, PhD, Research Assistant Professor,  
Biochemistry

Bruce Manion, PhD, Associate Professor and  
Department Chair

John Minarcik, PhD, Coordinator and Lecturer, Pathology

Ann Snyder, PhD, Coordinator and Lecturer;

Cellular and Molecular Pharmacology Research  
Associate Professor

## Department of Medicine

### **HMTD 500 Interprofessional Healthcare Teams 1 credit**

This course is an experiential learning opportunity for all students at Rosalind Franklin University of Medicine and Science to learn about a collaborative model of care. The students will interact in healthcare teams focusing on patient-centered care emphasizing evidence-based practice, quality improvement strategies, and informatics.

### **MMED 502A & B Introduction to Clinical Medicine 4 credits**

Introduction to Clinical Medicine 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 501A, B & C Fundamentals of Podiatric Medicine, Community Health and Research 5 credits**

Fundamentals of Podiatric Medicine, Community Health and Research encompasses aspects of clinical podiatric medicine that serve as a foundation to enhance understanding of the basic science and future clinical courses. It provides the student with knowledge of the scope of podiatric medicine, provides the foundation to critically analyze scientific literature, and continues the development of problem solving skills. The broad spectrum of this course requires self-study in order to complete the necessary objectives.

### **PMED 601A,B & C Essential Skills Clinical Experience**

**9 credits**

The Essential Skills Experience (ESE) is designed to provide the podiatric student with skills and cognitive ability to function in the advanced clinical experiences of the third and fourth years. The Essential Skills Experience is composed of patient care and workshop sessions in the areas of podiatric medicine and podiatric orthopedics. 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.

The podiatric medicine component of the ESE begins with the "Introduction to the Center of Excellence for the Uninsured Podiatric Clinic," a 9-hour lecture block. The fall semester workshops progress the second-year student through the basic podiatric medical skills necessary to function in the Clinic. Those skills include implementing universal precautions, patient safety, taking and recording medical histories, performing and recording podiatric physical examinations, making patient presentations, writing progress SOAP notes, and the use of podiatric instrumentation in patient care. As each skill is developed, it is performed on patients in the Clinic thereafter under the supervision of the clinical faculty and the assigned third-year podiatry student. The spring semester includes patient care under the supervision of clinical faculty and problem-based learning cases, each followed by accompanying clinical skills workshops.

The Podiatric Orthopedics section of ESE includes development of skills in biomechanical examinations, orthopedic strapping and padding, gait analysis, and methods of immobilization, as well as orthopedically oriented problem-based learning. In addition, the student rotates through the Scholl Orthotic Laboratory to learn techniques of insole and orthoses production, as well as orthoses and shoe modifications.

The student is required to satisfactorily complete all components of the Essential Skills Experience prior to progressing to the subsequent clinical experiences of the third and fourth years.



**PMED 602 Peripheral Vascular Diseases 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 3 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 701A & B Essential Skills Clinical Experience — Medicine 4 credits**

This component of the Essential Skills 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 those aspects of podiatric care and evaluation that require greater repetitions and numbers of experiences. 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.

**PMED 702 Third-Year Podiatric Medicine Clinical Experience 2 credits**

This clinical experience of the third year provides the student with patient care experiences involving the clinic. The experience encompasses aspects of diagnosis and management of patients with diverse pathology. The student's involvement in direct patient care is an extension of those experiences and skills acquired in the Essential Skills Experience. The student is expected to efficiently employ evaluative and management skills on patients to whom the student is assigned, under direct supervision of the clinical faculty.

**PMED 703 Practice Management and Jurisprudence 2 credits**

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

The student will gain the knowledge and understanding of the principles of operating a medical practice.

**PMED 704 Medicine 6 credits**

The Medicine course is devoted to the pathophysiology, signs, symptoms and therapy of medical illness that are encountered on an ambulatory basis. Special emphasis is placed on systemic disorders that effect the lower extremities. A balanced view of the range of problems that are encountered by the primary care physician is also discussed. The student will be able to recognize ambulatory medical problems that fall outside the scope of Podiatric Medicine so that appropriate referral can be made.

Oral discussions involving case presentations leads to an understanding of the problem-solving approach to medicine. The student is encouraged and expected to participate. The prerequisite course is an introduction to clinical medicine. The course involves applying the skill and knowledge obtained in Introduction to Clinical Medicine to diagnosing medical problems. This course serves to organize the student so that there is a parallel transition from pre-clinical studies to clinical studies.

**PMED 705A, B & C Community Service Podiatry Clinical Experience 3 credits**

The Community Service Podiatry Clinical Experience has a total of 60 contact hours (20 hours in summer session, 24 hours in fall session, and 16 hours in spring session). It 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 706 Neurology 4 credits**

This course is divided into three segments. The first presents the general principles of the neurological examination with emphasis on the lower extremities. The second addresses syndromes, emphasizing lower extremity and gait disorders. The third segment relates the most common diseases that produce these syndromes.

**PMED 801 Internal Medicine Clerkship 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 Clerkship 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 Clerkship 8 credits**

The Podiatric Medicine Clerkship at the Hines VA Hospital is a four-week comprehensive ambulatory and inpatient clinical experience. The experience encompasses aspects of diagnosis and management of patients with diverse pathology of the foot and ankle. The broad nature of the clerkship allows the student to enhance skills and knowledge in the areas of podiatric medicine, podiatric orthopedics, podiatric surgery, and medical imaging. The clerkship builds upon previous clinical experiences. The broad scope and intensive nature of this clerkship requires self-study in order to complete the necessary objectives.

## Faculty and Associated Staff

Mary Ann Bender, DPM, Clinician,  
Homeless Care Program  
Barry Brandes, DPM, Professor  
Philip Gianfortune, DPM, Professor  
and Department Chair  
Severko Hrywnak, MD, DPM, Assistant Professor  
Kurt Kurowski, MD, Associate Professor  
Debra Levinthal, DPM, Assistant Professor  
and Assistant Chair  
Mary Martino, DPM, Assistant Professor  
Semyon Shulman, MD, Clinical Assistant Professor  
Ruth Songco-Chi, DPM, Assistant Professor  
Ronald Wise, MD, Associate Professor  
Charles Witt, DPM, Professor  
Jim Wrobel, DPM, MS, Associate Professor



## Department of Biomechanics and Orthopedic Diseases

### **PBOD 601 Biomechanics**

**4 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.

### **PBOD 602A & B Clinical Biomechanics and Sports Medicine**

**6 credits**

This course is designed to provide a comprehensive understanding of the application of biomechanics in sports medicine and clinical practice. The student's knowledge of biomechanics of the lower extremity will be utilized to analyze, in detail, deviations from normal structure and function, both in the adult and pediatric age groups. Treatments for these abnormal structural and/or functional conditions will be considered with special emphasis on orthoses and foot gear selection. The material will be presented in a lecture setting, focusing on the integration of the student's knowledge into the clinical scenario.

### **PBOD 701A & B Essential Skills Clinical Experience — Orthopedics**

**5 credits**

This clinical experience is composed of two weeks in the summer session of the third year and seven weeks during the fall semester of the third year. Students participate in the uninsured clinic for patient care and participate in hands-on workshops in orthopedic taping and padding, gait analysis, orthotic prescription writing, orthotic manufacturing, and orthopedic-oriented problem-based learning cases.

### **PBOD 702 Orthopedic Specialty Clinic**

**2 credits**

The Orthopedic Specialties Clinical Experience is a two-week clinical experience offered in the spring of the third year. This clinical experience is designed to integrate the biomechanics and orthopedic knowledge and problem-solving techniques learned in the second and third years to a more advanced setting. Emphasis is placed on sports medicine, pediatric orthopedics, and gait analysis, as well as orthoses construction experience with additional information given on orthoses prescription writing. Clinical experiences are provided through Scholl College's Clinic for the Uninsured.

### **PBOD 703 Orthopedic Diseases**

**3 credits**

This course covers the common variations in the musculoskeletal system, generalized and disseminated disorders of bone, inflammatory disorders of joints and related structures, and neuromuscular disorders and injuries. Disorders of epiphysis and epiphyseal growth, neoplasms of the musculoskeletal system, fractures, dislocations, and soft tissue injuries are reviewed.

### **PBOD 704 Pediatric Orthopedics**

**5 credits**

Pediatric Orthopedics is a required course offered in the fall of the third year. This course is designed to integrate the biomechanics and orthopedic knowledge problem-solving techniques learned in the second year to a more advanced setting. Emphasis will be placed on pediatric orthopedics.

## Faculty and Associated Staff

Jerome Bloom, MFA, Instructor  
 Edwin Harris, DPM, Instructor  
 Neil Horsley, DPM, Assistant Professor  
 Beth Jarrett, DPM, Associate Professor  
 David Kibrit, DPM, Assistant Professor  
 Karona Mason, DPM, Associate Professor  
 and Department Chair  
 Fred Rahimi, DPM, Lecturer  
 Lisa Shoene, DPM, Lecturer

## Department of Radiology

### **PRAD 601A & B Principles of Podiatric Radiology 2 credits**

This course consists of didactic lectures and clinical presentations with an emphasis on the clinical applications of basic radiography. 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 generation, image control, and radiation safety for the patient and operator. This will assist the student in producing a diagnostic quality radiograph. This course will also provide a basic understanding of the interpretive skills necessary to properly and thoroughly evaluate an x-ray image and allow for a better review of radiographs that are presented in other second-year courses. PRAD 601 will culminate in a presentation of the various advanced imaging modalities available to the practitioner and will illustrate clinical examples and the interpretation of such studies. Successful completion of PRAD 601 is a requirement for PRAD 701. Students will be responsible for material presented in PRAD 601 in the PRAD 701 course.

### **PRAD 701 Advanced Podiatric Radiology 5 credits**

The introductory component of this course deals with basic imaging principles from technique to radiation safety, as well as radiobiology and positioning. The remainder of the course presents radiographic anatomy, cardinal radiographic features of disease, and orthopedic radiology typically encountered in clinical practice. The material is presented in a lecture format, augmented with slides and other audiovisual aids to demonstrate both the normal and the abnormal. Major emphasis is placed on the understanding of normal radiographic anatomy: alterations in bone density, metabolic bone diseases, traumatology and fractures, arthropathies, and both bone and soft tissue tumors. Descriptions of these pathologies are given and examples shown. Though the lower extremity is emphasized, the course may use radiographs of other anatomic regions.

Course Objectives: 1) to familiarize the student with principles of radiography and all facets of the clinical application of radiation; 2) to familiarize the student with normal radiographic anatomy and anatomical variants; 3) to familiarize the student with the

radiology of structural orthopedic diseases; 4) to familiarize the student with the effects of metabolic disorders of systemic nature on bone and soft tissue; 5) to familiarize the student with the radiographic appearance of infection; 6) to familiarize the student with the radiographic appearance of fractures; 7) to familiarize the student with disorders affecting the joints; 8) to familiarize the student with the radiographic appearance of benign and malignant lesions of bone and soft tissue, as well as metastatic disease; 9) to familiarize the student with the various stages of avascular necrosis and the structures most commonly affected; and 10) to familiarize the student with extrapedal skeletal radiology and orthopedic diseases as they affect the foot.

### **PRAD 801 Clinical Radiology Clerkship 6 credits**

This clerkship is a four-week experience actively utilizing and building upon the knowledge obtained in PRAD 701 Advanced Podiatric Radiology, through the use of clinical exercises in diagnostic radiology. The student will gain hands-on experience in radiographic safety and positioning. The student will receive 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 clerkship utilizes case presentations, lecture, and workshop formats. A variety of instructional media are employed including computer-assisted education and laser discs. In addition, a hospital-based radiology experience is 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 environments.

Course Objectives: 1) to provide knowledge and experience in proper radiographic interpretation and evaluation; 2) to provide an organized format for the evaluation of radiographs; 3) to familiarize students with normal radiographic anatomy and variants; 4) to familiarize students with soft tissue and osseous pathology and their radiographic appearances in a clinical setting; 5) to provide a practical experience

in clinical radiography; 6) to familiarize the student with advanced imaging modalities and their clinical applications; and 7) to familiarize the student with radiographic safety and positioning for pedal radiographic studies.

**PRAD 802 Radiology Elective Clerkship 5 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, arthrography, 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, each elective will only accommodate two students.

At the conclusion of this elective, the student should be able to: 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.

## Faculty and Associated Staff

Robert Baron, DPM, Professor and Department Chair  
 Larry Dixon, MD, Visiting Lecturer  
 Daniel Evans, DPM, Associate Professor  
 and Assistant Chair  
 Adam Fleischer, DPM, Visiting Lecturer  
 Fred Rahimi, DPM, Visiting Lecturer  
 Casimir Strugielski, RT, Assistant Professor

## Department of Surgery

### **PSUR 601A, B & C Podiatric Surgery and Anesthesiology 8 credits**

This comprehensive surgery course of lectures provides the student with the basic concepts and principles of surgery, wound healing, surgical problems/complications, and medical records. Emphasis is also placed upon the fundamentals of podiatric surgery, as well as newer concepts and techniques. Lectures are augmented with audiovisual aids.

In addition to the surgery component, this course also provides the student 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 Advanced Podiatric Surgery.

### **PSUR 701A & B Essential Skills Clinical Experience — Surgery 6 credits**

The summer experience provides students with their first clinical exposure in the operating room. It allows for the practical application of the principles of operating room technique. Instruction is also given in some aspects of surgical management, including administration of local anesthetics and application of surgical bandages. The entire experience is spent in and around the operating room suite. Upon successful completion, the student will be able to function in a safe manner in an operating room with minimal assistance from supervisors.

The fall experience provides the student with additional exposure to the operating room environment and an introduction to the preoperative care of surgical patients. Its purpose is two-fold: to enhance the skills learned in the summer experience, and to permit practical application of the principles of perioperative care that are presented in workshops and in didactic courses. By the end of the rotation, the student is expected to function more independently in an operating room and to understand and apply basic principles of pre-operative care. The student is evaluated by the surgical staff with regard to technical abilities, knowledge, and professional characteristics.

### **PSUR 702 Surgical Psychomotor Skills and Clinical Experience 4 credits**

This provides exposure to overall management of the surgical patient. Its purpose is to allow the student to develop and refine psychomotor skills in the practical application of the principles of surgery and anesthesia presented during the previous year. The student will spend time in the operating room, surgical cadaver laboratory, hospitals, and workshops. At the end of the rotation, the student is expected to be proficient in the perioperative management of the surgical patient. Students are evaluated by the surgical staff regarding technical ability, knowledge, and professional characteristics. Successful completion of Advanced Podiatric Surgery and the Essential Skills Clinical Experiences from May through December are prerequisites for beginning this rotation.

### **PSUR 703 Advanced Podiatric Surgery 4 credits**

This course builds upon the material presented in PSUR 601A, B & C. The material presented is based upon the fundamentals of podiatric surgery, but also includes newer techniques in the field. The primary surgical topics covered focus on the midfoot, rearfoot, and ankle. Successful completion of PSUR 601A, B & C is a prerequisite for this course.

### **PSUR 802 General Surgery Clerkship 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 Clerkship 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 perioperative phases of surgery.

**PSUR 804 Orthopedic Surgery Elective Clerkship 8 credits**

This elective clinical experience is designed to provide the podiatric medical student with the knowledge, skills, and values that a contemporary podiatric physician should possess; to develop abilities necessary to manage orthopedic surgical emergent and non-emergent situations until specialized care is available; and to introduce the student to the diagnosis and emergent treatment of foot and ankle injuries. This rotation is held at Mount Sinai Hospital's Department of Orthopedics in Chicago.

**PSUR 805 Vascular Surgery Elective Clerkship 8 credits**

This clerkship has been developed as an elective to be completed in the fourth year after successful completion of PSUR 802, General Surgery Clerkship. The clerkship is designed to expose the fourth-year student to various aspects of the surgical management of peripheral vascular disease affecting the arterial and venous components of the vascular tree. While not exclusively focusing on peripheral vascular diseases affecting the foot, many of the services provided by the Vascular Service will involve lower extremity peripheral vascular cases. The aim of the rotation is to enhance the theoretical knowledge gained in 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  
 David Armstrong, DPM, Professor  
 Vickie Driver, DPM, Associate Professor  
 Adolph Galinski, DPM, Professor  
 Darrell Latva, DPM, Associate Professor  
 and Assistant Chair  
 Paul Lucas, DPM, Assistant Professor  
 Stephanie Wu, DPM, Assistant Professor  
 Martin Yorath, DPM, Associate Professor  
 and Department Chair



## 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)  
 Bon Secours NJ Health System (Hoboken, NJ)  
 Botsford General Hospital (Farmington Hills, MI)  
 Cambridge Hospital (Cambridge, MA)  
 Covenant Medical Center (Waterloo, IA)  
 Detroit Medical Center (Detroit, MI)  
 Eisenhower Army Medical Center (Fort Gordon, GA)  
 Florida Hospital-East Orlando (Orlando, FL)  
 Graduate Hospital (Philadelphia, PA)  
 Grant Medical Center (Columbus, OH)  
 Gunderson Lutheran Medical Foundation (LaCrosse, WI)  
 HealthOne Presbyterian/St. Luke's (Denver, CO)  
 HealthSouth Surgery Center of South Bay  
 (Torrance, CA)  
 Hennepin County Medical Center (Minneapolis, MN)  
 Howard University Hospital (Washington, DC)  
 Houston Podiatric Foundation (Houston, TX)  
 Inova Fairfax (Falls Church, VA)  
 Jewish Hospital (Cincinnati, OH)  
 JFK Medical Center (Atlantis, FL)  
 John H. Stroger, Jr., Hospital of Cook County  
 (Chicago, IL)  
 John Peter Smith Hospital (Fort Worth, TX)  
 Kaiser Permanente – Hayward (Hayward, CA)  
 Kennedy Hospital Systems (Cherry Hill, NJ)  
 Lakeside Hospital (Metairie, LA)  
 Larkin Community Hospital (South Miami, FL)  
 Loretto Hospital (Chicago, IL)  
 Madigan Army Medical Center (Tacoma, WA)  
 Martin Army Hospital (Fort Benning, GA)  
 Massachusetts General Hospital (Boston, MA)  
 Medical Center of Beaver (Beaver Falls, PA)

Medical Center of Independence (Independence, MO)  
 Memorial Hospital of Rhode Island (Pawtucket, RI)  
 Memorial Medical Center (Long Beach, CA)  
 Mercy Medical Center/University of Maryland  
 (Baltimore, MD)  
 Michael Reese Hospital (Chicago, IL)  
 Midwestern Regional Medical Center (Zion, IL)  
 Millcreek Community Hospital (Erie, PA)  
 Mother Cabrini Medical Center (New York, NY)  
 Mt. Sinai Hospital Medical Center (Chicago, IL)  
 Mt. Sinai Medical Center (Miami, FL)  
 Multicare Hospital System (Tacoma, WA)  
 New York Methodist Hospital (Brooklyn, NY)  
 North Colorado Medical Center (Denver, CO)  
 Northlake Regional Medical Center (Tucker, GA)  
 Northridge Hospital (Northridge, CA)  
 Norton Audubon Hospital Podiatric Program  
 (Louisville, KY)  
 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)  
 Palmetto General Hospital (Hialeah, FL)  
 Parkway Regional Medical Center (North Miami, FL)  
 Phoenix Baptist Hospital (Phoenix, AZ)  
 Provena/St. Mary's Hospital (Bourbonnais, IL)  
 Regions Hospital (St. Paul, MN)  
 Roger Williams Hospital (Providence, RI)  
 Rush North Shore Medical Center (Skokie, IL)  
 Sacred Heart Hospital (Chicago, IL)  
 Scott & White Memorial Hospital (Temple, TX)  
 Southeast Michigan Surgical Hospital (Warren, MI)  
 South Miami Hospital (South Miami, FL)  
 St. Francis Medical Center & Hospital (Hartford, CT)  
 St. John North Shores Hospital (Harrison Township, MI)  
 St. Joseph Hospital (Chicago, IL)  
 St. Joseph Regional Medical Center (Milwaukee, WI)  
 St. Joseph Regional Medical Center (South Bend, IN)  
 St. Luke's Hospital (Allentown, PA)  
 St. Luke's Medical Center (Phoenix, AZ)  
 St. Mary's Medical Center (Evansville, IN)  
 St. Mary's Medical Center/  
 Illiana Surgical Center (Hobart, IN)  
 St. Michael's Medical Center (Newark, NJ)

St. Vincent Charity Hospital (Cleveland, OH)  
 St. Vincent Hospital (Worcester, MA)  
 St Vincent Mercy Medical Center (Toledo, OH)  
 St. Vincent's Catholic Medical Center (Jamaica, NY)  
 Surgical Hospital of Oklahoma (Oklahoma City, OK)  
 Swedish Medical Center (Seattle, WA)  
 Thorek Medical Center (Chicago, IL)  
 Trinity Regional Hospital (Fort Dodge, IA)  
 University of Medicine and Dentistry (Newark, NJ)  
 University of Texas Health Science Center  
 (San Antonio, TX)  
 UPMC South Side Hospital (Pittsburgh, PA)  
 Washington Hospital Center (Washington, DC)  
 Westchester General Hospital (Miami, FL)  
 Western Pennsylvania Hospital (Pittsburgh, PA)  
 Womack Army Hospital (Fort Bragg, NC)

## Department of Veterans Affairs

### Medical Centers

Albuquerque VA (Albuquerque, NM)  
 Amarillo VA (Amarillo, TX)  
 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)  
 Central Texas VA (Temple, TX)  
 Connecticut Health Care System (Newington, CT)  
 Dayton VA (Dayton, OH)  
 Denver VA (Denver, CO)  
 Greater Los Angeles VA (West Los Angeles, CA)  
 Hines VA (Hines, IL)  
 Hudson Valley–Montrose (Montrose, NY)  
 Huntington VA (Huntington, WV)  
 Leavenworth VA (Leavenworth, KS)  
 Jerry L. Pettis VA–Loma Linda (Loma Linda, CA)  
 Madison VA (Madison, WI)  
 McGuire/Richmond VA (Richmond, VA)  
 Miami VA (Miami, FL)  
 Minneapolis VA (Minneapolis, MN)  
 New York VA (New York, NY)  
 North Chicago VA–Great Lakes (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)  
 Tennessee VA–Alvin C. York (Murfreesboro, TN)  
 Tucson VA (Tucson, AZ)  
 Washington DC VA (Washington, DC)  
 Westside VA (Chicago, IL)  
 Yale VA (West Haven, CT)