

TEMPLE UNIVERSITY SCHOOL OF PODIATRIC MEDICINE

Course Catalog
SPRING 2008



School of
Podiatric Medicine
TEMPLE UNIVERSITY®

TEMPLE UNIVERSITY SCHOOL OF PODIATRIC MEDICINE SPRING 2008 COURSE CATALOG

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OUR MISSION

To educate highly qualified, ethical and professional podiatric medical students who, upon completion of the curriculum, are prepared for licensure and entry into postgraduate medical education, and to advance the podiatric medical profession through research, quality patient care and community service.

OUR VISION

We will graduate doctors of podiatric medicine who are trained using the most innovative procedures and advanced technology.

We will establish the Foot and Ankle Institute as the preeminent center of excellence for the diagnosis and treatment of maladies of the lower extremity.

We will increase the body of knowledge of the lower extremity through research, scholarly publication and presentation.

MESSAGE FROM THE DEAN



Thank you for considering TUSPM for your career in podiatric medicine. I hope that this document answers your questions about the profession, and informs you about the many excellent resources that TUSPM has to offer. If you choose a career in podiatric medicine, you can't afford not to choose Temple!

Some of the distinctions of TUSPM include:

- Fully integrated with a large, comprehensive university health system.
- Largest podiatric medical treatment facility anywhere, the Foot & Ankle Institute, with more than 50,000 patient visits annually.
- Early hands-on clinical training — rotations through our two facilities, as well as through various facets of the Temple University Health System — start at the beginning of your third year.
- One of the few schools to offer the benefit of a connection to a major university. Our students enjoy all Temple University facilities, including numerous libraries, computer labs, and sporting and cultural events.
- The largest podiatric medical library in the United States.
- On-campus housing for students.

As dean, I am proud to say that TUSPM is often referred to as the “Harvard” of podiatric medical schools. If you're interested in a career in podiatric medicine, I urge you to consider attending our internship program, held twice yearly, or arrange a visit with our Department of Student Affairs at 215-625-5451. I look forward to meeting you in the coming school year.

Sincerely,

John A. Mattiacci, D.P.M.

Dean

HISTORY

In September 1963, the Pennsylvania College of Podiatric Medicine (PCPM) opened in Philadelphia. PCPM existed in rented facilities for its first few years, and, in 1965, moved into its own center at 8th and Pine Streets.

When the current campus opened in 1973 at 8th and Race Streets, it was the first facility ever developed specifically for podiatric medical use. In addition to classrooms and labs, the complex included student housing and a medical clinic, now known as the Foot & Ankle Institute.

After Temple's own School of Chiropractic closed in 1960, several members of its faculty obtained a charter from the Commonwealth of Pennsylvania to open a new podiatric medical school. And, in July 1998, PCPM merged with Temple University.

According to James E. Bates, D.P.M., the longtime president of PCPM, the school was “always thought of as the best college for podiatric medicine.” He adds, “Our students are leaders all over the country; we have always had a very strong clinic and we maintain international relations with podiatrists all over the world. We are very proud.”

TUSPM is fully accredited by the Council on Podiatric Medical Education.

WHAT IS PODIATRIC MEDICINE?

Podiatric medicine is a branch of medicine that utilizes the allopathic system, concerned with the diagnosis, treatment and prevention of problems and diseases of the lower extremity, with particular emphasis on the foot and ankle. A practitioner in the field is known as a D.P.M., or Doctor of Podiatric Medicine.

In the clinical area of podiatric medicine, podiatric physicians diagnose and treat lower extremity problems, including those problems caused by systemic diseases.

There are many areas of specialty for the practicing podiatric physician, including:

SURGERY – Procedures ranging from forefoot digital surgeries to complex procedures, like post-traumatic and reconstructive foot and ankle surgery. Other areas of focus include arthroscopy, bone grafts, bone stimulation, complex wound repair, skin grafts, or internal and external fixation.

PODIATRIC ORTHOPEDICS – Concentrates on biomechanical disorders, including kinesiology and gait disorders that occur when the movement of the foot and ankle falls outside the range of normal limits, which result from osseous and soft tissue imbalances related to malalignments of the skeletal structures. This specialty area includes sports medicine and physical medicine, and may rely on physical modalities and therapies, such as anodyne ultrasound, electronic stimulation, and computer-aided isokinetic exercises for rehabilitative purposes.

WOUND CARE – Chronic non-healing wounds are a common complication of diabetes, as are arterial and venous diseases affecting the foot. Podiatric physicians are involved in all aspects of wound care, including prevention, wound debridement, advanced wound therapies, and major foot and ankle reconstructive procedures that may include amputation.

PODOPEDIATRICS – Podiatric physicians diagnosis and treat children's problems, such as in-toeing, flat feet, congenital or hereditary disorders or traumatic injuries.

GERIATRICS – The mature patient requires periodic assessment and continuing foot care because of complications relating to chronic and other diseases, such as arthritis, diabetes mellitus, and peripheral circulatory disease.

PRIMARY MEDICINE – Focuses on in-grown toenails, corns, warts and more complex skin or nail pathologies (dermatology). Other areas may include neurological problems and various conditions associated with chronic pain.



ACADEMICS

ACADEMIC DEPARTMENTS

ADMINISTRATION

John A. Mattiacci, D.P.M., Dean

James P. Burke, Ph.D., Associate Dean of Academic Affairs

Roderick B. Jones, M.B.A., C.P.A., Assistant Dean of Finance and Administration

Vincent Muscarella, D.P.M., Assistant Dean for Clinical Affairs

Larry Newman, D.P.M., Assistant Dean and Medical Director

Samuel J. Spadone, D.P.M., Assistant Dean for Institutional Research and Program Integrity

BASIC SCIENCE

James P. Burke, Ph.D., Associate Professor, Biochemistry

Marion M. Chan, Ph.D., Associate Professor

COMMUNITY HEALTH AND AGING

Full-time Faculty

Samuel Spadone, D.P.M., Instructor

GAIT STUDY CENTER

Full-time Faculty

Ben Heilman, M.S., UNS/Chief Engineer

Jinsup Song, D.P.M., Ph.D., Assistant Professor

Emily Zoltick, Assistant Engineer

PODIATRIC MEDICINE AND ORTHOPEDICS

Full-time Faculty

Robert A. Christman, D.P.M., Associate Professor

Ziad Labbad, M.D., D.P.M., Associate Professor

William J. Martin, D.P.M., Associate Professor

James McGuire, D.P.M., P.T., Chair, Assistant Professor

Larry Newman, D.P.M., Assistant Professor

Howard J. Palamarchuck, D.P.M., Assistant Professor

Lesly Robinson, D.P.M., Assistant Professor

Jinsup Song, D.P.M., Ph.D., Assistant Professor

Samuel Spadone, D.P.M., Instructor

Tracey Vlahovic, D.P.M., Assistant Professor

Kendrick Whitney, D.P.M., Assistant Professor

Kathya Darnos Zinszer, D.P.M., Instructor

PODIATRIC SURGERY

Full-time Faculty

Gary R. Bauer, D.P.M., Associate Professor

Kieran T. Mahan, D.P.M., M.S., Chair, Professor

William J. Martin, D.P.M., Associate Professor

Gabriela Mendez, D.P.M., Assistant Professor

Jason Miller, D.P.M., Assistant Professor

Vincent Muscarella, D.P.M., Assistant Professor

Jason Piraino, D.P.M., Assistant Professor

Jane Pontious, D.P.M., Associate Professor

CURRICULUM

Courses begin and end at various times throughout the year, with several courses overlapping. This staggered schedule reduces the number of courses being taken concurrently and eliminates the high number of final examinations students take.

■ YEAR ONE

■ PODIATRIC HISTOLOGY (100)

Course Director: Albert Lamberti, Ph.D., Department of Anatomy, Temple University School of Medicine

Course Length: 12 weeks

Lecture Hours: 42

Lab Hours: 42

Credit hours: 6.5

Definition

Histology is the branch of anatomy dealing with the microscopic and ultramicroscopic structure of the cells and tissues of animals. Little serious biological research or clinical practice can be conducted without recourse, at some point, to information derived from histological technique. Most medical theory is based upon premises formulated by histologists or physicians acting as histologists.

The primary instruments used in obtaining histological information are the light and electron microscopes. Advanced research methods include use of organic dyes to stain selected structures, histochemistry, autoradiography, and immunofluorescence.

Purpose

The science of histology explains the anatomical basis of other important biomedical sciences, such as biochemistry, physiology, pharmacology, and medicine. In addition, histology teaches and sharpens the arts of observation, coupled with the retention and recognition of complex biological patterns. With this in mind, this course will train the student to become skilled in the linkage of visual data seen in the laboratory with intellectual knowledge gained in the lecture hall. This linkage is the foundation of making a diagnosis, the cornerstone of medical practice.

■ GENERAL ANATOMY (102)

Course Director: Helen Pearson, Ph.D., Associate Professor

Course Length: 13 weeks

Lecture Hours: 59

Lab Hours: 107

Credit Hours: 11.5

Definition

General Anatomy, or Anatomy 102, includes the developmental and general anatomy of the entire body, excluding the lower extremity. The fetal period of development (ninth week to birth) will be the focal point for the embryological aspects of the course. This period of study will include an introduction to teratology — the study of abnormal development.

Three approaches to the material are used concurrently throughout the course: lectures presenting concepts of structure and function, films and radiographs demonstrating structures in specific regions, and dissections of cadavers revealing the interrelationships of all structures of the body.

Following the satisfactory completion of General Anatomy, the student will have an understanding of the relationship between the developmental processes and the other primary anatomical sciences: gross anatomy, neuroanatomy and histology. The student will be able to describe and discuss, using proper anatomical terminology, the embryological devel-

opment and gross structural organization of the following body regions: back, thoracic and abdominal walls, thoracic cavity, abdominopelvic cavity and perineum, head and neck, and upper extremity.

The student will demonstrate, through successful completion of both didactic examinations and laboratory practicals, a working knowledge of the general anatomy of the various somatic and visceral systems, including organogenesis, of these body regions and their visceral contents.

While the student will study all body systems, the musculoskeletal, nervous and circulatory systems will receive the most emphasis because of their direct functional significance to the lower extremity. The student will achieve an understanding of general anatomy as a series of regions that are integrated by the different systems into the entire human body. This knowledge will provide background for courses in Lower Extremity Anatomy.

Purpose

General Anatomy is included in the podiatric medical curriculum because it is necessary that the podiatrist understand the fundamental anatomy of the entire body in order to deal successfully with a specialized part of it. This course provides not only a basic foundation in human anatomy, which will be of use in later courses, but also an appreciation of the fact that the foot is not an isolated entity.

A working knowledge of gross and developmental anatomy will give the student of podiatric medicine an understanding of three-dimensional anatomical relationships. This ability is necessary in order to evaluate a patient when conducting a complete physical examination. It will also increase the podiatrist's ability to communicate with other physicians.



■ LOWER EXTREMITY ANATOMY (103)

Course Director: Raymond R. DiPrimio, D.P.M., Assistant Professor

Course Length: 28 weeks

Lecture Hours: 96

Lab Hours: 78

Credit Hours: 13.5

Definition

Lower Extremity Anatomy includes the study of normal structure, plus certain common, and clinically important, variations. The course's length will allow students the opportunity to learn both details of structure and the relationships among the structures of the lower limb. Part of the material is presented systemically, and part of it regionally. The course is taught through both lecture and dissection. Clinicians are invited to give lectures explaining the clinical relevance of the material.

Objectives

Upon satisfactory completion of this course, students will be able to accurately describe all major structures of the lower limb, state their relationships, and explain their basic functions. In addition, students will also be able to describe and explain the functional significance of certain common variations in lower extremity anatomy. Students will be able to demonstrate this knowledge by solving basic functional and clinical problems encountered in course examinations.

Purpose

A detailed knowledge of the anatomy of the lower extremity is a prerequisite for other courses. It provides students with the specific knowledge essential for understanding podiatric surgery, radiology,

orthopedics, and biomechanics. It also facilitates the learning of pathology, where deviations from normal anatomy will be encountered.

■ NEUROSCIENCE (104)

Course Co-directors: Steven Driska, Ph.D., Associate Professor; Helen E. Pearson, Ph.D., Associate Professor

Course Length: 16 weeks

Lecture Hours: 65

Lab Hours: 6

Credit Hours: 6.5

Definition

Neuroscience comprises the study of the structure and function of the nervous system at different levels of organization, from ionic movements across neuronal membranes to the transmission of information at synapses, the function of networks of neurons, the processing of sensory information and motor commands, ultimately leading to higher cortical functions such as cognition. The course will be presented through lectures, handouts, audiovisual aids, case history presentations, and laboratory exercises.

Objectives

Upon successful completion of the neuroscience course, the student will:

- understand the development of the nervous system and how it relates to anatomy in the adult.
- understand the function of electrically excitable cells, the diversity, distribution and action of chemical synapses, the cellular basis of information transmission in the nervous system, and the function of simple neural circuits, particularly spinal reflexes.
- understand the principles of sensory transduction and the coding of sensory information in the nervous system.
- know the nervous pathways associated with sensory systems, including those conveying cutaneous, proprioceptive and pain information, as well as the special senses of vision, olfaction, audition and balance, and understand the basic functioning of these systems.
- understand the physiology of muscle, and how the nervous system controls muscles to achieve desired movements, especially in relation to posture and gait.
- know the nervous pathways associated with motor systems, including organization of the spinal cord, descending pathways, the basal ganglia and the cerebellum, and understand the basic functioning of these systems.
- know the circuitry and understand the feedback pathways associated with nervous control of body homeostasis.
- understand the structural bases of arousal, higher cortical functions, memory and emotion.
- be familiar with hereditary, metabolic and mechanically induced pathologies, especially with respect to peripheral sensation and motor function.
- understand the structural bases of neurological examination, and develop an appreciation of the clinical tests used to evaluate nervous system function, especially for the lower extremity.

Purpose

The nervous system serves as the site of integration of many functions of the body. The purpose of the neuroscience course is to familiarize students with both neuroanatomy and neurophysiology, especially in relation to normal and pathological function in the lower extremity. The course will help prepare students for courses in pharmacology, podiatric medicine, biomechanics and clinical neurology.



■ BIOCHEMISTRY (110)

Course Director: James P. Burke, Ph.D., Associate Professor

Course Length: 22 weeks

Lecture Hours: 4

Clinical Correlation Hours: 10.5

Credit Hours: 10

Definition

Biochemistry is the study of the molecular basis of life, including the study of molecular processes, which are fundamental for the function and maintenance of tissues and organs.

Objectives

- Have a thorough knowledge of the types of molecules involved in the structure and metabolism of the human body.
- Understand how, through catabolism and anabolism, energy is made available to the body and used both for activity and synthesis of structural components.
- Appreciate the significance of dietary components in maintaining the normal structure and metabolism of the human body.
- Understand how biochemical malfunctions can lead to pathological conditions with special emphasis on such diseases as diabetes, gout and the hereditary biochemical alterations.
- Have a working knowledge of the biochemical processes whose measurements in patients are of clinical significance. These would include mechanisms of blood clotting, serum protein formation, control of blood glucose levels, acid and base equilibria and their relationship to respiration, etc.
- Have sufficient feeling for the subject to be able to appreciate the biochemical relationships of pathology, pharmacology of microbiology which will be met in future work.

Purpose

To relate biochemical principles to the art of healing. Biochemical events sustain all bodily functions, and an understanding of biochemical pathways enhances the ability to understand physiology, pathology and pharmacology.

■ PHYSIOLOGY (111)

Course Director: Steve Driska, Ph.D., Associate Professor, Department of Physiology, Temple University School of Medicine

Course Length: 12 weeks

Lecture Hours: 60 Student Biomedical Sciences #111

Lab Hours: 8

Credit Hours: 6.5

Definition

This course presents the basic principles and concepts necessary for comprehending the function of the various systems so that the student can understand the total integrated organism. To understand the function of an organ, it is essential to have a knowledge of its structure. Modern techniques and typical values for recording body function will be included in the course.

Purpose

To present a good foundation in mammalian physiology needed for the practice of clinical podiatry. A clear understanding of all body functions helps the clinician to understand abnormal conditions of the extremities. We cannot separate clinical problems presented to the podiatrist from specific functions of all systems in the leg as well as the entire physiology of the total organism. Our lectures are about the average man or woman and how he or she functions.

■ FUNDAMENTALS OF PODIATRIC PRACTICE I (130)

Course Director: Lesly Robinson, D.P.M., Assistant Professor

Credit Hours: 2

Definition

This course will prepare the student for uncomplicated patient encounters, which will involve eliciting a patient history and performing a routine physical examination. This course will also establish a basic understanding of podiatric medicine and be a foundation upon which to build a career as a podiatric medical student.

Objectives

- Historical background, evolution, ethics, and current role of podiatry in healthcare.
- Familiarize the student with medical terminology, language, and abbreviations commonly used in podiatric medicine.
- Recognize and relate the proper terminology for nail pathologies commonly seen in podiatric medicine.
- Review principles of charting that acknowledge current standards of utilization and review.
- Introduce the student to common podiatric pathologies and methods of examination based upon regional anatomy.
- Familiarize the student with basic knowledge of shoes to include proper names, anatomy, indications and usage.
- Introduce the student to the fundamentals of interviewing the patient, eliciting a history and performing a general examination.
- Demonstrate the preparedness of the first-year student for basic patient contact by eliciting histories in a clinic setting.

■ INTRODUCTION TO BIOMECHANICS AND ORTHOPEDICS (140)

Course Director: Steven Kravitz, D.P.M., Assistant Professor

Course Length: 13 weeks

Lab Hours: 2

Credit Hours: 3

Definition

The course presents an overview of the biomechanics of the lower extremity, with emphasis on the function of the foot in normal, and in abnormal, gait. Basic biomechanical examination techniques, including gait analysis, are demonstrated through lectures and workshops.

Objectives

Upon completion of this course, the student will:

- possess an understanding of podiatric/biomechanic/orthopedic terminology.
- understand development of the lower extremity.
- have a general understanding of foot function in gait and components of the gait cycle.
- have an understanding of common biomechanic abnormalities of the foot.
- have a basic understanding of the components involved in a biomechanic examination.
- have an understanding of techniques used in gait analysis.

Purpose

To prepare the student to examine patients for orthopedic disorders of the lower extremity by developing a thorough understanding of normal structure and function. The student will be prepared to study musculoskeletal pathology in later coursework.

■ INTRODUCTION TO RESEARCH DESIGN (161)

Course Coordinator: Robert A. Christman, D.P.M., M.Ed.,
Associate Professor

Course Length: 6 weeks

Lecture Hours: 6

Department of Community Health and Aging

Definition

This course will introduce the student to research design and methodology.

Objectives

At the completion of this course, the student will have the fundamental skills to address the issue of research design validity.

Students will be able to properly apply the scientific method, design a fundamental research project, and critique medical and research literature.

Purpose

To help clinicians keep abreast of state-of-the-art medical changes. Students and podiatrists must be able to understand the medical and scientific literature to maintain their continuing education. Furthermore, the student and podiatrist who desire to contribute to this literature must have knowledge and understanding of research design and methodology.

■ YEAR TWO

■ FUNDAMENTALS OF PODIATRIC PRACTICE II (200)

Course Directors: Tracey Vlahovic, D.P.M., Assistant Professor;
Howard Palamarchuk, D.P.M., Assistant Professor; Kathya Zinszer,
D.P.M., Instructor

Credit Hours: 9.5

Definition

This course prepares students for entry into clinical training by providing basic instruction in the physical examination and assessment of patients, including laboratory medicine and special studies.

Because the patient is more than the sum of his or her structural and physiological properties, students will also learn the elements of behavioral science necessary to understand and enhance the complex human interaction that forms the therapeutic alliance in patients with and without mental illness. Students will also become familiar with podiatric chairside and surgical instrumentation and asepsis protocols. Moreover, students will be introduced to the diagnosis and management of (including alternatives to traditional medical intervention) some of the patient concerns most commonly encountered in practice.

Finally, documentation requirements will be reviewed. This will expand on the material presented in Fundamentals of Podiatric Practice I to include medicolegal requirements for documentation of the level of service provided.

Objectives

- To develop basic knowledge of techniques of physical examination, the (patho) physiology giving rise to normal and abnormal findings on examination, and the interpretation of these findings.
- To develop an appreciation of the role of laboratory medicine in selected disease states including the indications for and interpretation of commonly used laboratory studies.
- To develop an understanding of the indications for radiographs and special imaging studies and their use in a cost-effective manner.
- To develop an understanding of the complexities of human behavior in states of mental health and illness that may impact treatment decisions and outcomes, and prepare the future practitioner to recognize, influence, and make appropriate referrals when indicated.
- To develop familiarity with podiatric instrumentation and its use in common chairside procedures. This will include awareness of asepsis in the handling and storage of instruments and the measures needed to protect instruments from damage during use and sterilization so as to maximize their useful life.
- To develop an appreciation of some of the common conditions patients present to the podiatric practitioner, and the diagnostic workup and treatment options for them.
- To develop familiarity with the medications and dressings most commonly used in podiatric practice, their indications, contraindications, and guidelines for safe use.
- To develop an appreciation for “alternative medicine” modalities and when these might be beneficially applied.
- To introduce students to myriad complexities of medicolegal documentation and substantiation of having provided the services billed.

Purpose

To prepare students to enter clinics and participate in external clinical training rotations in a variety of specialty medical disciplines. Moreover, this course introduces the students to many of the basic examination and intervention techniques that will form the basis of much of their future professional careers.



■ PHARMACOLOGY (210)**Course Co-directors:** Alan Cowan, Ph.D.; Michael Sirover, Ph.D.**Course Length:** 24 weeks**Lecture Hours:** 86**Credit Hours:** 9**Definition**

Pharmacology deals with the properties and effects of drugs or, in a more general sense, with the interactions of chemical compounds and living systems. It is a discipline of biology and is closely related to other disciplines, particularly physiology and biochemistry. The rational treatment of the vast body of knowledge concerning drugs and drug effects is the primary domain of pharmacology.

Objectives

To acquaint the student with drugs that are useful in preventing, diagnosing and treating disease, with special emphasis on therapeutic agents used in podiatric medicine. It is hoped that the students' knowledge of these drugs will provide a sound basis for rational clinical use.

All podiatry students should be able to attain the following objectives before entering his or her clinical years:

- To study some of the general principles pertaining to drug metabolism and pharmacokinetics.
- To learn the pharmacologic implications to the fetus of administering drugs to the pregnant mother.
- To see how the study of receptors relates to the nature of the drug-receptor interaction and the pharmacology of a drug.
- To review the physiology of the autonomic nervous system and how various drugs can affect this life-sustaining system.
- To become familiar with agents used for diuresis and to examine the clinical implications of diuretic therapy.
- To identify and learn the types of hypertension and their causes where known, and to identify the sites at which drugs may act in ameliorating hypertension.
- To classify according to mechanism of action drugs that affect cardiac rhythm and to master how these drugs affect strength-interval curves, refractoriness and vulnerability.
- To describe and understand the clinical situations in which the cardiac glycosides are used and develop the rationale for their use. Newer agents used for the treatment of CHF are also presented.
- To discuss and learn the pharmacologic properties and actions of drugs affecting the central nervous system and to consider the therapeutic rationale for using drugs to alter its function.
- To be able to select a local anesthetic rationally, based on knowledge of its chemistry, mechanism and spectrum of action, and potential side effects.
- To present the pharmacological properties and therapeutic uses of opioids, opioid antagonists, and related analgesics.
- To study and learn the physiological and biochemical factors involved in the use of inhalation anesthetic agents and to learn the properties of drugs used for general anesthesia.
- To study some of the general principles pertaining to toxicology and to become acquainted with several prototype compounds and how to approach the treatment for several types of poisoning situations.
- To examine past and current trends in the management of diabetes mellitus.
- To describe and learn the actions of non-steroidal anti-inflammatory agents, and agents with analgesic and antipyretic properties without anti-inflammatory effects.

- To discuss the causes of gout and the therapy that is instituted in its treatment.
- To be able to use antibiotics correctly in the treatment of bacterial infections as well as practical approaches to the control of drug resistance.
- To become familiar with the chemotherapeutic agents useful in neoplastic disease.
- To evaluate current trends in dermatopharmacology and how the podiatrist should make use of these trends.
- To understand the interaction of drugs with the ever-growing number of over-the-counter medications.

Purpose

There are several reasons for considering pharmacology as one of the increasingly important basic sciences of podiatric medicine. Large numbers of drugs are used in the practice of podiatric medicine. They cannot be applied intelligently or even safely without some understanding of their mode of action, side effects, toxicity, and metabolism. As powerful new drugs are introduced, the necessity for adequate pharmacological knowledge on the part of the podiatrist becomes increasingly mandatory.

Finally, pharmacology is important in podiatry because of the commercial influences that will be exerted upon the future podiatrist in his selection of drugs. A good understanding of the principles of pharmacology should provide the student with a critical attitude and the ability to evaluate rationally the claims made for various new drug preparations.

Prerequisites

Pharmacology represents a new vocabulary for the student; however, it assumes the student is familiar with the basic principles of physiology, biochemistry and anatomy.

■ MEDICAL MICROBIOLOGY AND IMMUNOLOGY (220)**Course Co-directors:** Marion M. Chan, Ph.D., Associate Professor; Jay Hammel, Ph.D., Associate Professor**Course Length:** 24 weeks**Lecture Hours:** 94**Conference Hours:** 10**Lab Hours:** 44**Credit Hours:** 13**Definition**

The etiology, control, immunology, and pathogenesis of infectious disease related to medical bacteriology, virology, mycology and parasitology.

Objectives

- An understanding of the principles of microbiology and immunology.
- A knowledge of microorganisms, their identification and relationship to disease with an emphasis on those microbes of particular interest to the practicing podiatrist.
- The maintenance of a sanitary environment with an understanding of sources of infection, contagion, and practice of microbial control.
- A well-rounded scientific approach to the infectious problems of the patient with an appreciation of the contributing medical disciplines.
- An epidemiological awareness of the responsibility of the podiatrist to the patient.
- An understanding of microbiologic clinical laboratory services, their reporting systems and their value to clinical practice.

Purpose

To understand the cause, transmission, and control of microbial diseases, as well as the specific and non-specific host responses to infection, is a prerequisite to medical competency in prevention, diagnosis, and treatment as well as the use of aseptic technique in office and hospital environments.

■ PRINCIPLES OF PATHOLOGY (221)

Course Director: Nahum J. Duker, M.D.

Course Length: 32 weeks

Contact Hours: 92

Credit Hours: 9

Definition

Pathology is concerned with the dynamics of disease processes and the elucidation of such factors as disease etiology, pathogenesis, morphology, and biological behavior.

Objectives

Upon completion of the class, the student should:

- be able to appreciate the biomolecular and ultrastructural origin of disease.
- understand the evolution of cellular and tissue alteration from incipency to manifestation of disease.
- be aware of the possible complications as well as the clinical manifestations of disease.
- be conversant with terminology of disease processes as well as fluent in the application and interpretation of clinical laboratory studies.

Purpose

Students ordinarily have no opportunity to dissect after completing Lower Extremity Anatomy, although other courses often raise new questions. This course provides the facilities and material that will enable students to seek answers to some of those questions.

Prerequisites

Coursework in anatomy, histology, biochemistry and physiology.

■ FOOT AND ANKLE RADIOLOGY (P235/P236)

Course Coordinator: Robert A. Christman, D.P.M., M.Ed., Associate Professor

Course Length: 20 weeks

Contact Hours: 60

Credit Hours: 6

Definition

This course will introduce the student to the scope of diagnostic radiology applicable to podiatric medicine, including the following:

- Radiography: radiologic sciences (physics, chemistry, and biology), radiation protection and safety, principles of radiography, radiography of the foot and ankle, and special diagnostic imaging studies.
- Radiographic Interpretation: principles of radiographic interpretation; normal and variant radiographic anatomy and development of the foot and ankle; systematic evaluation of bone and joint disorders; and, bone and joint abnormalities.

Objectives

At the completion of the radiology course the student will be able to:

- describe the principles of radiation physics, chemistry, and biology.
- practice radiation protection and safety.
- describe lower extremity radiography equipment and accessories.
- discuss the formation of the radiographic image.
- assess film quality.
- perform radiologic positioning techniques of the foot and ankle.
- apply the principles of film interpretation to any given radiograph.
- identify normal and variant radiographic anatomy of the foot and ankle.
- identify normal and variant development of the foot and ankle.

- systematically assess bone and joint abnormalities in a radiograph.
- describe and identify the radiologic features of pertinent pathology: positional abnormalities, congenital anomalies, skeletal dysplasias, fractures and related disorders, arthritis, infection, tumors and tumor-like processes, metabolic, endocrine, circulatory, and nutritional disorders, soft tissue abnormalities.
- discuss special imaging techniques applicable to foot and ankle imaging.

Purpose

Radiology is an important diagnostic tool for evaluating foot and ankle pathology. However, because of the potential risks associated with ionizing radiation, students must know the radiological sciences to provide protection and safety to all involved. The doctor of podiatric medicine is responsible for practicing proper radiography in the office setting, whether by himself or herself or by an appropriate assistant or technologist. The doctor must also be familiar with all special imaging studies applicable to imaging of the foot and ankle so that they are ordered as warranted.

The podiatric physician encounters numerous pathologic conditions radiographically that are either intrinsic to the foot or represent manifestations of extrinsic disease. Therefore, the student must not only learn specific radiologic pathology of the foot and ankle, but must acquire an understanding of general diagnostic radiology and pathologic correlation. Furthermore, the student must learn how to analyze a radiograph systematically and acquire a basic knowledge of bone radiology in order to interpret radiographs and establish differential diagnoses.

Prerequisites

Coursework in: undergraduate physics, chemistry, and biology or equivalent, also: Lower Extremity Anatomy.

■ PATHOMECHANICS (240)

Course Director: Kendrick A. Whitney, D.P.M., Assistant Professor

Course Length: 24 weeks

Lecture Hours: 3

Credit Hours: 6

Definition

The course reviews single-plane osseous deformities of the lower extremity and their effect on normal foot function. It also establishes the normal criteria for foot function and the structures involved, and how to alter abnormal foot function. Gait analysis, including phasic activity of muscle, is reviewed.

Objectives

- To provide an understanding of normal foot function.
- To provide an understanding of normal gait.
- To define and describe effect of single plane osseous deformities on the lower extremity.
- To understand value of comprehensive orthopedic examination.
- To understand the use of orthotics and their effect on the foot.
- To be able to develop a treatment plan based on biomechanics.

Purpose

To provide the student with a thorough approach to normal and abnormal foot function, to enable him or her to understand the mechanics of normal and abnormal locomotion, and to enable the student to create a treatment plan to improve the mechanics.



■ ORTHOPEDIC SEMINAR/CASTING (241)

Course Director: James E. McNerney, Jr., D.P.M., Associate Professor

Lecture Hours: 4

Workshop Hours: 3

Credit Hours: 1

Definition

In this course, actual casting is demonstrated for pathological traumatic conditions of the lower extremity. Students participate in the casting process, which provides insight into the handling and application of casting.

Objectives

- Normal functional anatomical position of the thigh, leg, foot and ankle.
- Ability to apply and handle casting materials.
- Understanding the usage of application.
- Realization of the hazards of casting.
- Understanding of when to use each type of immobilization.

Purpose

To acquaint students with the adequate technique of the handling and application of casting materials.

■ PHYSICAL MEDICINE AND REHABILITATION (242)

Course Director: James B. McGuire, D.P.M., P.T., Assistant Professor

Course Length: 10 weeks, spring term

Credit Hours: 1.5

Definition

This course describes the use of various physical therapeutic modalities in treating the podiatric medical patient. Patient evaluation, treatment plan development and proper progress reporting will be emphasized.

Objectives

- To provide the student with an understanding of the role of physical medicine and rehabilitation and the profession of physical therapy in the treatment of the podiatric patient.

- To provide the student with knowledge of all physical modalities and procedures used in the treatment of disorders of the foot and ankle. (Emphasis will be placed on the most commonly used treatments with only brief mention of other related modalities.)
- Students will understand the purpose and use of the modalities and procedures presented and be able to properly prescribe and administer them in the treatment of foot, ankle, and related disorders.
- Students will understand both indications and contraindications for each modality and procedure presented.
- Students will know the elements of a complete therapeutic treatment plan and be able to record patient progress including evaluation, progress notes, goal setting with rationale and discharge. SOAP format, short- and long-term goal setting and functional outcome reporting will be discussed.

Purpose

This course is an integral part of the practice of podiatric medicine. Podiatric physicians are licensed to both provide and prescribe physical medicine modalities in the treatment of their patients. A general knowledge of the scope of practice of physical and occupational therapists, and a specific knowledge of the prescription and application of modalities commonly used in the practice of podiatric medicine is essential.

■ CLINICAL FOOT ORTHOPEDICS (243)

Course Director: James McGuire, D.P.M., P.T., Assistant Professor

Credit Hours: 2.5

Definition

This course examines the application, fabrication and use of various lower extremity orthotic and prosthetic devices and shoes in treating biomechanically, medically, and/or neurologically induced weight-bearing and gait-associated pathologies. Included in the course are lectures on biomechanical assessment, regional mechanical pathologies and specific therapies to address them, foot casting techniques, foot orthotic fabrication, orthotic application and adjustment, lower extremity orthotic and

prosthetic management, and orthodigital and shoe therapy. Course content is presented in lecture format with the use of demonstrations, video, and guest lecturers when appropriate and available.

■ INTRODUCTION TO GENERAL PODIATRIC SURGICAL PRINCIPLES (250)

Course Director: Gabriela Mendez, D.P.M., Assistant Professor
Credit Hours: 3.5

Definition

This course will introduce various aspects of foot surgery, such as charting and informed patient consent, wound healing, wound closure, bone healing, tendon, ligament, nerve healing and repair, as well as various technical aspects of surgery such as hemostatic techniques and dressing. Also included is a comprehensive overview of the principles and techniques of modern anesthesia.

Objectives

To expose the student to surgical techniques, such as wound healing, bone healing, nerve, tendon and ligament healing and repair as well as charting and record keeping techniques. To expose the student to the principles, techniques and medicines commonly employed in anesthesia.

Purpose

To allow the student to learn the various techniques in lower extremity surgery, to expose the student to the specialty and principles of anesthesia, and charting and order writing to be prepared to function in the Department of Surgery during the junior and senior years and in the hospital setting.

■ PRINCIPLES OF DIGITAL AND METATARSAL SURGERY (252)

Course Director: Jason Piraino, D.P.M., Assistant Professor

Course Length: 11 weeks

Lecture Hours: 40

Credit Hours: 4

Definition

This is a comprehensive one-trimester, 4-hours-per-week course dealing with soft tissue and osseous pathology affecting the toes and lesser metatarsus. The structure and function of the forefoot will be discussed, and patient evaluation and perioperative management will be described. Emphasis will be placed on specific reconstructive surgical procedures, both historical and those currently used, with detailed attention being given to sound surgical principles, rationale for selection, step-by-step performance, and objective post-operative assessment.

Objectives

To have the didactic knowledge necessary for developing a functional clinical and practical understanding of forefoot surgery. Basic surgical principles and a thorough knowledge of the surgical anatomy of the toes and lesser metatarsus will serve as the foundations for this clinical and practical understanding of forefoot surgery.

Purpose

To familiarize the student with the appropriate diagnostic techniques and accepted conservative and surgical treatment of patients suffering from diseases and disorders of the forefoot. Abnormalities of the forefoot constitute a large segment of the pathology treated by the podiatrist.

■ PERIOPERATIVE PROTOCOL (253)

Course Director: William J. Martin, D.P.M., Associate Professor;
Kimberly M. Flood, R.N., B.S.N., CNOR;
Tina Lauri, Instructor

Lecture Hours: 8

Workshop Hours: 4 /Student Surgery 253

Credit Hours: 1.5

Definition

This course exposes the student to the various introductory aspects of foot surgery, such as informed consent, aseptic technique, airborne pathogens regulations, infection control, fluid management, office emergencies, podiatric instrumentation, surgical charting and CPR.

Objectives

- To expose the student to various perioperative regimes, equipment and procedures necessary to develop a comprehensive understanding of the concepts basic to operating room function.
- To demonstrate those activities designed to: assure efficient and safe care of the patient undergoing surgery; meet local and state regulatory guidelines; and be consistent with accepted practices and standards of care.



Purpose

To introduce the student to various perioperative techniques in lower extremity surgery so they can demonstrate confidence in their skills by participating as members of the surgical team during junior and senior years in the Department of Surgery, outpatient surgical suite, clinical and hospital surgical settings.

■ GERONTOLOGY (260)

Course Director: Samuel J. Spadone, D.P.M., Instructor

Course Length: 1 week

Lecture Hours: 10

Credit Hours: 1

Definition

The course will provide a basic understanding of the health and social needs of the older patient, their special needs as they relate to the aging process, the geriatric patient and those patients with chronic diseases, and their relationship to foot health, podiatric care and the delivery of healthcare, preventive services and other related considerations.

Objectives

- To understand that gerontology and geriatrics are special bodies of knowledge and need special approaches.
- To know that the practitioner in geriatrics serves as a teacher, a researcher, a consultant, a health planner, and both a primary and secondary care practitioner.
- To understand the historical importance of gerontology and geriatrics in relation to changes in society.
- To have an understanding of the demographic and epidemiological patterns of the elderly.
- To separate as well as integrate the effects of aging in disease.
- To recognize and realize the importance of the team approach in the clinical and related care of the older patient and in those patients with chronic diseases.
- To explore the ethical issues that frequently occur in the care of the elderly.
- To understand normal aging, clinically and socially.
- To understand the components, goals and relationships of the health-care team in the management of the aging patient, as well as those patients with debilitating diseases.
- To recognize and know when to seek special consultation in the care of the geriatric patient; and the rendering of such care to an individual and/or to a community.
- To be able to distinguish changes due to aging from those that reflect disease and to integrate those changes into a clinical care pattern.
- To understand and identify the special care needs in relation to the podiatric care of the geriatric patient.
- To understand death and dying, through religious and cultural aspects, grief, bereavement and personal perspectives.
- To gain an understanding of the diseases and conditions associated with aging, their podiatric implications, the impact of those implications, and relationships to the community and society.
- To recognize the importance of prevention and health promotion on the quality of life and the older patient.
- To identify and understand the political issues involved in aging the funding for patient care.

Purpose

To provide a basic understanding of geriatric care and to permit the student to relate all of the clinical courses and programs at the Temple University School of Podiatric Medicine, to the special needs of the older patient.

■ YEAR THREE

June through November: consists of sessions that include morning clinic in TUSPM's Foot & Ankle Institute and in area hospitals, in conjunction with afternoon classes.

MORNING ROTATIONS

Foot & Ankle Institute:

- Surgery Clinic
- Orthopedic Clinic
- Podiatric Medicine
- Diagnosis Clinic
- Wound Care/Physical Medicine
- Radiology
- Satellite Clinics
- TUSPM Operating Room
- Graduate Hospital
- Family Medicine Clinics
- Temple Children's Hospital
- West Jersey Hospital
- Philadelphia Veterans Affairs Hospital
- Anesthesia (area hospitals)

AFTERNOON CLASSES

■ FUNDAMENTALS OF DERMATOLOGY (330)

Course Director: Tracey Vlahovic, D.P.M., Assistant Professor, Department of Dermatology and Cutaneous Biology

Definition

This is a course in the basic and clinical aspects of cutaneous medicine. It provides a foundation that will enable the student to recognize and understand a number of diseases in which the skin is solely or largely the central focus of disturbance; it is also an introduction to general medicine, since the skin so often reflects internal disease.

Objectives

To gain a background in the fundamentals of skin diseases, knowledge of the materials and methods of treating the skin, an ability to analyze and interpret data collected in a skin examination and to diagnose the particular pathology, and a level of competency to insure proper handling of the patient with a skin disease on the lower extremities.

Purpose

In addition to the dermatologist, the podiatrist follows the prescribing for skin eruptions of the feet. One of the major functions of the podiatrist is to train the patient in the care of his or her feet and to prevent disease. Knowledge and care of the skin play a prominent role in the program of preventive podiatric medicine.

■ INTRODUCTION TO INTERNAL MEDICINE (335)

Course Director: Jerry Goldstein, M.D., J.D.

Course Length: 10 weeks

Credit Hours: 4

Definition

Internal medicine is the study of the etiology, pathophysiology, clinical signs, symptoms and treatment of a wide variety of illnesses of the adult human body.

Objectives

To familiarize the student with the language and the means by which the most common medical conditions are diagnosed and treated. In addition, the course will emphasize the interrelationship of podiatric and internal medicine.

Purpose

More and more, podiatry is being integrated into the medical mainstream. The podiatry resident and attending will be expected to possess a core knowledge of internal medicine so that he/she can function as an equal practitioner in the clinical arena.

■ PEDIATRIC FOOT AND ANKLE ORTHOPEDICS (342)

Course Director: Vincent Muscarella, D.P.M., Associate Professor

Lecture Hours: 3

Credit Hours: 3

Definition

This course covers the study of childhood disorders as they affect the lower extremity.

Objectives

To elevate the student in his/her recognition and treatment of the pediatric and adolescent patient. The course will include presentations of the normal and abnormal.

Purpose

This course is placed into the curriculum for an appreciation, understanding and prevention of adult orthopedic pathology as related to the newborn, infant and adolescent patients.

■ SPORTS MEDICINE (343)

Course Director: Howard J. Palamarchuk, D.P.M., Assistant Professor

Course Length: winter term

Lecture Hours: 2 per week

Credit Hours: 2

Definition

This course is concerned with the specific areas of sports and athletics and the relationship of lower extremity mechanics and function on those activities. It also covers injury in sports; i.e. mechanisms, types of injuries, treatment, and prevention.

Objectives

- To explore the scope of sports practice, the ethics of the doctor-athlete relationship and the legal liabilities of the sports physician.
- To identify, diagnose and treat common injuries of the foot, ankle and leg encountered in everyday practice.
- To understand the biomechanics of sports injuries and the use of treadmill and video analysis to examine and interpret the cause of injury in gait.
- To gain insight into athletic footwear and footwear prescription, and the use of foot orthoses in the treatment and prevention of sports injury.
- To understand the impact of nutrition and health lifestyles on the adolescent, adult, and geriatric athlete and to identify and screen physiopsychological aberrations such as eating disorders, substance abuse, "little-league syndrome," and obsessive behaviors.

Purpose

To provide the student with the basic understanding of sports injury and prepare him or her to treat such injuries. By combining knowledge of biomechanics, orthotics, primary podiatric care, physical therapy, and traumatology with knowledge of sports, the student will be able to treat the total athlete.

■ TRAUMATOLOGY (346)

Course Director: Jason Miller, D.P.M., Assistant Professor

Course Length: 10 weeks

Lecture Hours: 2

Credit Hours: 2.26

Definition

This course covers the various types of trauma, soft tissue and osseous, experienced by the lower extremity.

Objectives

An overall view of diagnosing and treating lower extremity trauma, a knowledge of injuries common to the lower extremity, exposure to managing a multiple-trauma patient, the priorities of patient care, and experience in reading and interpreting X-rays involving fractures.

Purpose

To acquaint the student with the problems of trauma occurring in the lower extremity.

■ PRINCIPLES OF FIRST RAY SURGERY (352)

Course Instructor: Jane Pontious, D.P.M., Associate Professor

Course Length: 11 weeks

Lecture Hours: 2 per week

Credit Hours: 2

Definition

This is a one-trimester, two-hours-per-week lecture course dealing with the etiology, clinical, X-ray criteria and surgical approaches to correct hallux valgus and hallux limitus deformities and related conditions.

Objectives

At the completion of this course, the student will be expected to:

- Clinically evaluate patients with 1st metatarsophalangeal joint (MPJ) deformity.
- Evaluate the same patient with regard to X-ray criteria.
- Logically formulate a treatment plan, including surgical procedure, and post-op management.
- Be able to describe surgical procedures used to correct 1st MPJ deformities.
- Be familiar with possible complications of these procedures and their treatment.

Purpose

This course is given because hallux abductus valgus and hallux rigidus deformities are common forefoot structural abnormalities which the podiatrist must treat.

■ PRINCIPLES OF RECONSTRUCTIVE SURGERY OF THE FOOT AND LEG (353)

Course Director: Kieran Mahan, D.P.M., Professor

Course Length: 10 weeks

Lecture Hours: 3 per week

Credit Hours: 3

Definition

This is a one-trimester course that offers a comprehensive overview of the major rearfoot, ankle and foot deformities, such as flatfoot, from the point of clinical evaluation and surgical intervention.

Objectives

To allow the student to evaluate rearfoot and ankle deformities to develop treatment programs.



Purpose

To expose the student to the rationale of examining and treating major rearfoot, ankle and leg deformities.

■ CADAVER SURGERY (355)

Course Directors: Gary R. Bauer, D.P.M., Associate Professor;
Jason Piraino, D.P.M., Assistant Professor

Credit Hours: 2

Definition

This is a one-semester laboratory course that offers an overview of commonly performed podiatric surgical procedures and techniques.

Objectives

To allow the podiatric medical student hands-on experience to perform surgical procedures upon a cadaver, and to demonstrate manual skill techniques common to first-degree level podiatric practice.

Purpose

To expose the student to the principles of surgical anatomy, and commonly performed podiatric surgical techniques and pre-, peri-, and post-operative considerations.

■ COMMUNITY HEALTH (360)

Course Director: Samuel Spadone, D.P.M., Instructor

Course Length: 12 weeks

Lecture Hours: 3.25

Credit Hours: 3.25 Quarter Hours

Definition

To be able to identify the role and responsibility of the podiatrist functioning within the hospital community requires a basic understanding of hospitals, their general functions and their organizational structure. The first segment of the course will define these roles and identify the relationship of podiatry to this area of activity.

The next segment of the course will be devoted to discussions relating to the problems of community health, comprehensive healthcare, and the podiatrist's responsibilities as a health professional within the community, including a full description of the health organizational system as it is presented today.

An additional segment of the course will identify special elements, including biostatistics, epidemiology, health education, social welfare, mental retardation, and public health law.

Objectives

- To identify the relationship of podiatrists to the modern hospital.
- To understand the organizational and operational structures of hospitals and related community facilities at a community function.
- To be familiar with the functions of the podiatrist in the hospital and understand the contributions of podiatry to total healthcare programs.
- To understand the various accreditation and approval procedures in hospitals and related community and educational programs.
- To have complete understanding of the patients for whom the podiatrist will assume responsibility.
- To understand the role of the health professional in the community.
- To have an awareness of the basic principles of preventive medicine and podiatry.
- To have an understanding as to the relationship of the podiatry profession to the community.
- To understand and gain a knowledge of the working relationship of epidemiologic methods.
- To gain a knowledge of the field of biostatistics and its relationship to podiatric medicine and epidemiology.
- To gain a knowledge of health education and its relationship to prevention and patient care.

- To gain knowledge into the social welfare aspects of healthcare, the social aspects of disease, and the social needs of foot problems in patients.
- To have a basic understanding of mental health and mental retardation, and its relation to podiatry.
- To have a basic understanding of public health law.

Purpose

To permit the student to identify his or her role and responsibility in the hospital organizational structure, to permit the student to understand the total concept of comprehensive patient management and to begin to think of himself or herself and his/her patients in relation to the community and the environment, and to provide basic information to permit students to understand public health methods, understand research information, prepare and understand data, and understand the relationship of disease to healthy individuals.

■ THE LAW AND PODIATRIC MEDICINE (361)

Course Co-directors: John E.X. Monaghan, J.D.;

Eric Greenberg, D.P.M., J.D.;

Robert F. Fortin, J.D.;

Alexander R. Ferrante, J.D.;

Karen S. Burns, J.D.

Course Length: 11 weeks

Lecture Hours: 1.50

Credit Hours: 1.50 Quarter Hours

Definition

This course involves the study of basic legal concepts as they affect the podiatrist, including governmental and statutory control of the profession, contracts, torts, crimes, and the relationship of professional ethics and law.

Objectives

- An understanding of the basic legal concepts as they affect the podiatrist.
- The demonstration of the above-stated objectives through a written examination.

Purpose

This course is an integral part of the podiatrist's spectrum of knowledge as to self-protection, a more effective relationship with fellow practitioners and patients, and a better rapport with lawyers, judges, and the courts.

■ PROFESSIONAL ADMINISTRATION AND DEVELOPMENT (362)

Course Director: Lawrence A. Levine, D.P.M., Associate Professor

Course Length: spring term

Lecture Hours: 1

Credit Hours: 1.5

Definition

This course will study the art and science of the many facets of a podiatric medical practice. It will address the practical application of previously learned didactic information to enable the student to make intelligent decisions as to his or her practice type, location, finances, third-party relationships, staffing, and the myriad of factors involved in growing a medical practice. Topics will include motivational introspection, practical guidance, and current crucial issues affecting the business of medicine. Emphasis will also be placed on record keeping, governmental financial obligations, computerization, and other topics based on student needs.

Purpose

To teach the student the following:

- the ability to evaluate their personal needs and goals regarding podiatric practice.
- the ability to evaluate patients regarding their needs for competent, compassionate, quality podiatric medical care.
- the ability to evaluate opportunities in the field of clinical podiatric medicine.
- the ability to evaluate their financial positions and needs. The ability to negotiate with financial institutions and present a succinct, well-thought out business plan.
- the ability to organize a professionally suitable office and run it according to the best ethical business standards.
- the ability to translate didactic knowledge into clinical applicability including patient motivation.
- the ability to act as an employer.
- the ability to understand the practice opportunities available to the new podiatric physician.
- the ability to develop a relationship with third-party providers.

Further, the student must be made aware that all of his/her didactic learning must eventually correlate to the successful practice of podiatric medicine. The practice of any medical discipline is, more and more, becoming a business. By evaluating strengths and overcoming weaknesses, setting realistic goals, and relating well to patients, the new practitioner will have the greatest chance of success. Early planning and evaluation is essential to realizing career goals and personal satisfaction with a career choice. This course attempts to translate clinical competency to career success.

■ ANATOMY 301 — ADVANCED DISSECTION

Course Director: Arthur Washburn, Ph.D., Assistant Professor

Lab Hours: 4

Credit Hours:

Definition

This is an independent study elective that gives students the opportunity to study selected anatomical regions in more detail. It may be taken in the second, third, or fourth year. It may be taken more than once, but only once in a year. Registration will be limited to six students per trimester, upon application.

Objectives

During the course, the student will make a detailed study by dissecting a region(s) of interest or, alternatively, use dissection to study a structure(s) of interest; will develop manual dexterity by producing a dissection of the highest quality; and will learn how to prepare a research bibliography.

Purpose

After completing the Lower Extremity Anatomy course, students ordinarily have no additional opportunity to dissect, even though other courses will often raise new dissection questions for them. This course provides the facilities and material that enable interested students to seek answers to some of those questions.

This course will be offered December through May: six one-month full-time blocks, as follows:

- Foot & Ankle Institute — 3 months
- Podiatric Surgery Clinic
- Podiatric Orthopedics Clinic
- Podiatric Medicine Clinic

- Medicine Rotations — 3 months
- Internal Medicine Clerkship*

AND two selections from below

- Infectious Diseases Clerkship*
- Vascular Disease Clerkship*
- Orthopedic Clerkship*
- Clinical Neurology Clerkship*

*Students will complete a structured online learning module, with an exam, on these medical topics during the respective medical clerkship.

■ YEAR FOUR

TUSPM's fourth-year clinical education program has been designed to provide optimal cognitive and technical development, while maintaining individual scheduling flexibility. It includes:

- medicine clerkships at Temple University Health Science Center, area teaching hospitals and our special affiliated hospitals.
- podiatric externship programs in hospitals and other healthcare facilities throughout the United States.
- podiatric medical rotations in the Foot & Ankle Institute.

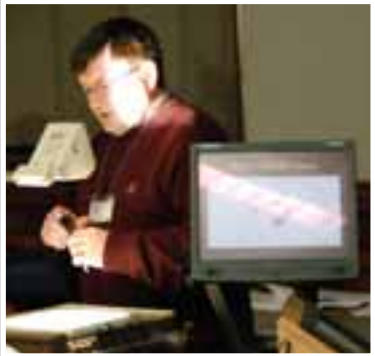
- private podiatric medical practice setting — podiatric clerkship
- 10 one-month units (see below) and two one-month vacations
- Community Health Clerkship*
- Medical clerkships (select two of the four from below)
 - Infectious Disease
 - Orthopedics
 - Vascular Medicine and Surgery
 - Clinical Neurology
- TUSPM Foot & Ankle Institute
 - Clinic: Podiatric Surgery
 - Clinic: Podiatric Medicine
 - Clinic: Podiatric Orthopedics
- Hospital-based podiatric externships
 - Core Surgical
 - Core Surgical
 - Medicine and Surgery
 - Medicine and Surgery

*Students will complete a structured online learning module, with an exam, on these medical topics during the respective medical clerkship.

ACADEMIC CALENDAR

Please visit <http://podiatry.temple.edu/acadcalndr.html> to view our current calendar.





PROGRAMS AND SERVICES

POSTGRADUATE TRAINING

TUSPM has an excellent record of placing students in postgraduate residency training programs, with almost 100 percent placement each year.

The Office of Graduate Placement is always accessible to students through the director's office. Profiles and manuals on CD-ROM are available, detailing hundreds of available residency programs.

The Graduate Placement Office gives seminars about the application process as well as preparation for interviews. This office also organizes weekly meetings during the summer and fall, in which residency programs come to TUSPM and offer presentations on their programs.

All podiatric medical school graduates complete a standard two-year surgical residency program. The first year focuses on podiatric medicine, and the second on forefoot surgery. Approximately 50 percent of our students continue their postgraduate training for a third year with a focus on rearfoot surgery. Our graduates are accepted into the most prestigious residency programs across the country, and many complete their residency within the Temple University Health System itself.

DIVERSITY

TUSPM supports an environment that is sensitive to sexual orientation, cultural, ethnic, religious, and gender-specific concerns within the community. We are proud of our history of a diverse student body.

Historically, TUSPM has taken a proactive approach to recruitment and retention of minority students. The school continues to emphasize recruitment of minority students by implementing a component of the strategic recruitment plan that targets this population. The director of Student Services also has a supportive role in the retention of minority students.

The past three first-year classes were 52 percent female, with more than 40 percent of the student body indicating they were an ethnic minority. Approximately 8 percent of the student body indicated they were married prior to matriculating.

Additionally, TUSPM has historically enrolled economically and educationally disadvantaged students. The ethnic representation of our student body includes African American, Asian American, Indian, Pakistani, Latin American, Mexican American, and Native American. Furthermore, approximately 5 percent of our student body is comprised of international students.

STUDENT SERVICES

TUSPM provides an array of services to help students in educational, financial, health, wellbeing and social interaction, as well as programs specifically focused on their unique needs as podiatric medical students. The president of Temple University has mandated to all schools and colleges within the university that student service is of the highest priority.

The following are examples of services provided by TUSPM.

- **Summer Academic Reinforcement Program (SARP).** The school continues to offer participation in SARP to every new student. This program facilitates the first-year student's transition into our environment, both academically and socially. The three-week program focuses on learning techniques in two basic science courses: General Anatomy and Biochemistry. Experienced students, under the direct supervision of faculty members, teach the program, which also provides a workshop that covers test- and note-taking skills, and stress and time management. The workshop is conducted by a counselor from the Temple University Tuttleman Learning Center. Typically, 15 percent to 18 percent of the entering class participate in these activities.

- **Counseling Services:** Students have many avenues in which they can get personal help for problems ranging from test-taking anxiety and time management to more serious psychological problems. Counseling is provided by Temple University Main Campus Health Science Center. Appointments are made through the Tuttleman Center, and all information is strictly confidential. Most services are free of charge.
- **Psychiatric Services and Emergency Care:** Provided at Temple University Hospital and at local hospitals. Phone numbers and contacts are in the student handbook. Also, the Office of Student Affairs can assist in making contacts.
- **Tutoring Services:** TUSPM offers tutoring services for those having difficulty with their studies. Students make an appointment with the administrator for the dean of Academic Affairs to secure these services. Students can arrange for an upperclassman tutor paid through work-study funding, or secure their own tutor privately through the Office of Student Affairs. Students are also given help in required subjects, as well as tips on studying, test-taking, and mock and practice examinations. Resources to improve study habits are also available through the Tuttleman Learning Center.

DUAL-DEGREE PROGRAMS

The School of Podiatric Medicine, the Fox School of Business, and the College of Health Professions, Department of Public Health, offer programs that lead to the degrees of D.P.M. and master of business administration (M.B.A.), or D.P.M. and master of public health (M.P.H.), respectively. These combined degree programs allow students to earn two advanced degrees in five years.

D.P.M./M.B.A. Degree

In the evolving and highly competitive healthcare industry, it is critical for podiatrists to plan, organize and control the issues impacting their profession. This combined degree offers students the expertise to manage their own practices and to educate and train students for leadership roles in podiatry management within healthcare organizations. In this five-year program, students spend the first two years in the podiatric medicine program, the third year earning and completing the M.B.A. degree, and the fourth and fifth years completing their podiatric medical education and earning their D.P.M. degree.



D.P.M./M.P.H. Degree

Temple University's Department of Public Health and Temple University School of Podiatric Medicine have created a program whereby podiatric students may obtain a Masters in Public Health (M.P.H.) while they complete the D.P.M. program. This combination degree will enhance careers in medicine by enabling physicians to better understand and address the social, behavioral and environmental factors that influence the health of their patients. Additional benefits include new career opportunities and access to a broader base of external funding.

Temple's M.P.H. is fully accredited by the Council on Education in Public Health (CEPH) and provides a credential that indicates competency in social, environmental, and behavioral aspects of health, the analytic sciences of epidemiology and biostatistics, and principles of health service management, including program planning, evidence-based practice, and evaluation.

The combined D.P.M./M.P.H. degree interweaves the podiatric medical school curriculum and the public health curriculum so that podiatric students will add only one year to their clinical training experience. Podiatric students will begin the M.P.H. curriculum on a part-time basis during the second semester of their first year of medical school, and complete the program with one year of full-time M.P.H. coursework taken during a leave of absence from the School of Podiatric Medicine, after completion of the second year of podiatric medical school.

M.P.H. Degree Requirements for Dual-Degree Students in Podiatry:

- 27 semester hours [9 courses] of required courses
- 3 semester hours [1 course] of elective coursework approved by advisor
- 9 semester hours of fieldwork-practicum in conjunction with a field placement

Dual-degree students receive 6 semester hours (2 courses) of credit towards the elective requirement of the M.P.H., based on their podiatric schoolwork. As such, the dual-degree program is an efficient way for students to complete the two degrees.

In the fieldwork-practicum, students complete an in-depth, community-based project in one of a wide range of approved local health agencies in order to gain experience in applying skills acquired in the academic program, including epidemiological assessment of health problems, program development, data management and analysis, and program evaluation.

D.P.M./Ph.D. Degree in Bioengineering

TUSPM offers a joint program with the University of Pennsylvania School of Engineering and Applied Science and Drexel University's Biomedical Engineering and Science Institute, leading to a D.P.M./Ph.D. degree in bioengineering. This unique and challenging opportunity is for those interested in biomedical engineering and research.

The seven-year program consists of the regular four-year medical course of study at TUSPM and three years of graduate work at either Penn or Drexel. Students enter the Ph.D. program after completing the first two years (basic sciences) of the D.P.M. curriculum, and then return to TUSPM for two clinical years when the Ph.D. work is completed. This Ph.D. curriculum consists of coursework in mathematics, engineering, life sciences, and research, culminating in a dissertation.

To be eligible for this program, students should have a bachelor's degree in science or engineering and must meet the D.P.M. prerequisites. Specific academic suggestions to prepare for the Ph.D. curriculum include:

- Calculus-based physics sequence, rather than algebra-based.
- Two additional courses in calculus, including differential equations.

- A computer science course requiring proficiency in a high-level language.
- Any courses in mechanical or electrical engineering and statistics or research design.

Although interested students do not have to apply to Penn or Drexel before being admitted to TUSPM, they should start with these suggested courses as soon as possible. Students deficient in a math/engineering background will need to take such courses during the summer before TUSPM matriculation, the summer between the first two TUSPM years, or at the beginning of the graduate program. The Ph.D. program advisors at Penn and Drexel will help students prepare for doctoral work.

Costs and Financial Aid for the D.P.M./Ph.D. Program

- Tuition costs for the D.P.M. years of the D.P.M./Ph.D. program do not vary from the regular D.P.M. curriculum.
- Graduate school fees for Penn and Drexel are computed on a per-credit-hour basis. See the appropriate school materials for current fees.
- Financial aid for the Ph.D. portion of the program can take the form of research fellowships or teaching assistantships.

- Information about the University of Pennsylvania program can be obtained from:

Department of Bioengineering
University of Pennsylvania
240 South 33rd Street
Philadelphia, PA 19104-6392
(215) 898-8501

<http://www.seas.upenn.edu/be>

To obtain a graduate school application from Penn, call the Office of Graduate Admissions at (215) 898-5720.

- Information about the Drexel University program can be obtained from:

Biomedical Engineering & Science Institute
Drexel University
32nd and Chestnut Streets
Philadelphia, PA 19104
(215) 895-2215

<http://biomed6.coe.drexel.edu>

To obtain a graduate school application from Drexel, call the Office of Graduate Admissions at (215) 895-6700.

COLLABORATIVE PROGRAMS

The Temple University School of Podiatric Medicine, in collaboration with seven medical facilities in Texas, Colorado, Connecticut, Pennsylvania, Arizona, Michigan and New York, has developed a unique podiatric medical education program. Through these affiliations, applicants accepted into this program will receive two years of classroom instruction at the TUSPM campus in Philadelphia. Most of years three and four are completed at one of the following facilities:

- The University of Texas Health Sciences Center, San Antonio, Texas
- Botsford General Hospital, Farmington Hills, Michigan
- Southern Arizona Veteran's Affairs Healthcare System

During year three, students will have the opportunity to complete their clinical education in a six-month continuous block at one of the above institutions. The required third-year rotations are of four weeks duration and will include: three months in allopathic medical clerkships (internal or family medicine plus vascular disease, neurology, orthopedics, or infectious diseases) and three months in primary podiatric medicine and surgery.

The fourth year includes a total of five (5) one-month rotations over the year (not a continuous block) at the affiliated institutions. These



rotations will consist of four (4) one-month rotations in podiatric medicine/surgery, and one of the remaining allopathic medical clerkships (from list in third year).

RESEARCH

Research at TUSPM focuses on fundamental biomechanical studies of lower extremity structure and function and clinical outcomes studies, including evaluation of therapeutic modalities and wound care products. A suite of laboratories, the Leonard S. Abrams, D.P.M. Center for Advanced Wound Healing, and the Foot and Ankle Institute all play a critical role in support of research.

The Gait Study Center, on the second floor of the TUSPM, is a state-of-the-art laboratory dedicated to studying lower extremity biomechanics. The mission of the center is to promote health and mobility through biomechanical research and education.

The focal point of the Gait Study Center is the 52" walkway. Embedded in the walkway are a pair of force platforms to quantify three-dimensional ground reaction forces, an EMED pressure platform for determining barefoot plantar pressure, and the instrumented GaitmatII for measuring the spatial and temporal parameters of gait. There is a wireless Pedar in-shoe pressure measurement system that can evaluate the effectiveness of foot orthoses, braces, or shoes on loading under the foot.

In addition, a three-dimensional, five-camera-based motion analysis system is used to capture lower extremity motion during posture and gait. Surface EMG recording equipment is available for detecting muscle activation patterns as well.

The Gait Study Center also has a number of custom-developed methods to further characterize specific foot biomechanics, including hindfoot alignment, arch height assessment, and first metatarsophalangeal joint flexibility. For more information, please visit <http://podiatry.temple.edu/Gaitlab>.

A biomechanics testing laboratory, on the fourth floor, contains an Instron Material Testing machine for structural and surgical construction evaluation. A microcirculation laboratory, also on the fourth floor, is dedicated to the study of cutaneous microcirculation through the employment of a laser Doppler flowmeter.

A number of innovative studies are currently being conducted at TUSPM. Drs. Song, Mahan, Pontious, and Bauer, in conjunction with the Gait Study Center staff, are completing a pilot study examining the efficacy of functional electrical stimulation as a treatment for bunions.

Drs. Jinsup Song, Roberta Newton (professor of physical therapy and associate director, Temple University Institute on Aging), and Marian Garfinkel (senior certified Iyengar yoga instructor) are currently enrolling subjects for a study examining the effects of yoga exercises in postural stability and health in elderly women. In collaboration with Howard Hillstrom, Ph.D., from the Hospital for Special Surgery, Dr. Song received an National Institutes of Health (NIH) R03 grant to examine the relationship between the geometry of the metatarsal heads, more specifically the parabolic shape created by their positions in the foot, and foot function. In addition, Benjamin Heilman and Dr. Song have been developing a multi-segmental foot model to better describe foot motion during gait to overcome limitation of 3D foot motion analysis. Conventionally, 3D motion analysis was limited since the foot was assumed to be one rigid body.

The Gait Study Center collaborates with other members of the TUSPM community as well. Drs. Song, Zinszer, Bauer, and McGuire are conducting clinical trials to evaluate the efficacy of new and innovative wound products, such as King MRE0094 gel to treat diabetic ulcers.

A number of students have enhanced their education by conducting independent research projects in the Gait Study Center, and have received awards in recognition of their achievements. Traditionally, student teams from TUSPM have excelled in the American College of Foot and Ankle Surgeons' research poster competition. Currently, Chad Moorman (Class of 2008) is completing a soccer-shoe research study

with funding from the American Podiatric Medical Students Association.

Dr. Song, Benjamin Heilman (chief engineer of the Gait Study Center), Dr. Palamarchuk, and students Ann Nakai (class of 2008), Roodabeh Samini (class of 2007), and Kwasi Kwaadu and Rajan Patel (class of 2009) are evaluating a novel exercise protocol to combat shin splints.

TECHNOLOGY

STUDENT COMPUTER ACCESS

Students have the use of computers in multiple locations at the school. The Krausz Library has 10 computers with high-speed internet access. The Kallelis room in the Foot & Ankle Institute has four computers for faculty and students to research clinical questions. The Moskow Center on the fourth floor has 48 computers and two high-speed laser printers for student use. These computers also contain tutorials and review questions for the National Board exams.

Wireless internet access is available to the Temple community throughout the building. There are access points in the Krausz Library, the Foot & Ankle Institute, the third floor student lounge, and in classrooms 236, 318, 319, 420 and 421.

You can conveniently access a number of centralized technology resources and services through Temple's gateway, TUPortal. The web site is: <http://tuportal.temple.edu>. To log on, use your AccessNet username and password.

- **Blackboard** is a popular online resource used by faculty and students to share classroom materials. Faculty can post syllabi and course information and create discussion forums. Students can submit assignments, participate in discussion groups, take tests online, and check grades.
- **Apreso** enables instructors to capture an entire in-class lecture and instantly transform it into a streaming video file that can be viewed through Blackboard.
- **Campus Pack**, available through Blackboard, includes Journal and Team tools. Journal is a blog tool that allows you to create a diary or journal-style web site to which you can add content and/or comments. The Team tool allows groups of students to collaborate in creating shared web pages.
- **TUmail**, Temple's e-mail system, is accessible anywhere on the internet using a web browser. A personal calendar is also included in TUmail. You can configure an e-mail program, such as Microsoft Outlook/Outlook Express, or Mozilla Thunderbird, to access your Temple e-mail.
- **OWLnet** enables you to register for courses, review your roster, check your grades, view account balances and financial aid information, pay bills online, change address information, print your account information by semester and enroll in health insurance.
- **TUlibrary** serves as a gateway for accessing thousands of library research databases and journals. You can also use the online catalog to search the Temple University Libraries collection. With TUlibrary, you can explore a specific academic field or search across a broad spectrum of disciplines.
- **Cherry & White Pages** is Temple's online directory where you can look up classmates and faculty members, update your personal contact information, and personalize your @temple.edu e-mail address.
- **Diamond Dollars** is a debit card system that enables you to use your OWLcard to make campus purchases for books, food, supplies, special event tickets, and color and specialized printing.

- **MyHousing** provides access to your housing application, contact information and roommate information.
- **Electronic portfolios** offer a web-based format to show your work, review progress, and create a resume. E-portfolios support text, graphics, video, and audio files.
- **Turning Point** enables you to give immediate feedback to your instructors. By using a response pad, also referred to as a "clicker," you can answer questions, respond to surveys, take opinion polls, and more.
- **Turnitin** helps detect possible plagiarism in student papers. Many faculty members use this resource, and some make it available to students for checking their papers before submitting them.

LIBRARY SERVICES

The Charles E. Krausz Library has one of the largest collections of podiatric medical literature in the country. This library, along with the Health Center Library (Kresge Hall) and the Health Center Library South, make up the library system serving the Health Science Center of Temple University.

The collection is comprised of books, journals, (print and electronic format), newsletters, and videos. The collection's emphasis is on podiatry, lower extremities and the related areas of medicine. The library houses 10,000 monographs and currently subscribes to more than 300 journals in print and online. Students have access to several thousand online journals, many of which are full-text.

Visit <http://diamond.temple.edu> for more information about these libraries.

Library hours during the academic year are as follows:

Monday to Thursday: 8 a.m. to 11:30 p.m.

Friday: 8 a.m. to 4:45 p.m.

Saturday: 8 a.m. to 4:45 p.m., and

Sunday: noon to 10:30 p.m.

Videos of class lectures are kept in both the reserve and main collections. They must be viewed in one of the five video-viewing rooms.

Inter-Library Loan: Books, journal articles, and documents not held by the library may be requested through ILL. This is a free service.

Literature Searching: This service is provided through OVID. OVID has a number of medical and scientific databases available. PubMed is also available for searching. The library provides mediated searches for patrons who are interested. This is a fee-based service. M.D. Consult is another database offered. This is an effective tool for searching for answers to clinical questions.

Online Catalog: The library's collection has been incorporated into the Temple University main library system, known as DIAMOND. The system searches all the libraries within the Temple system. The catalog is searchable by keyword, author and title for both books and journals. Searching can also be done on course reserves, specific libraries and collections, and call number.

Library Computer Lab: There are six computers available in the lab for use in word processing and internet searching.

Reserve Collection: All books, reprints, and media required or recommended by faculty for their students are available in the reserve collection. A student ID is required when requesting reserve materials. Loan period is two hours for reserve materials.

The loan period for books is two weeks, with one renewal. Bound journals do not circulate.



STUDENT LIFE AND SERVICES



STUDENT LIFE

STUDENT ORGANIZATIONS

Associations and Committees

The American Podiatric Medical Students' Association (APMSA)

The American Podiatric Medical Students' Association is the official national organization representing all students enrolled at the seven colleges of podiatric medicine across the country. By virtue of their enrollment at a college of podiatric medicine, all students are members of this association. APMSA provides a forum to discuss problems, to further the profession of podiatric medicine on a national level, and to establish the means for obtaining desired goals.

In an effort to remain abreast of current policies and to keep current on an ever-growing and changing profession, APMSA maintains liaisons with a number of other associations and councils affiliated with podiatric medicine. These liaisons allow APMSA to not only remain up to date on issues, but they also allow the students representation within these affiliated organizations.

TUSPM Chapter of the Student National Podiatric Medical Association (SNPMA)

The Student National Podiatric Medical Association has been established at the seven colleges of podiatric medicine to promote ethnic and multicultural student equality, to enhance fellowship among all students, and to sustain a high degree of professionalism among minority students. Also, it provides a channel of communication among underrepresented students, members of the faculty, members of the APMSA, the National Podiatric Medical Association (NPMA), the local minority podiatric medical association, and the American Podiatric Medical Association (APMA).

TUSPM Student Council

The TUSPM Student Council is the Executive Committee of the Pennsylvania Podiatric Medical Students' Association (PPMSA). Its officers, as defined by the constitution, include a president, vice president, recording secretary, corresponding secretary, and treasurer. The remaining members include a president for each of the four classes, a PPMSA representative for each class, an APSMA class representative,

Pennsylvania Podiatric Medical Association representatives for each class, and faculty and administrative representatives. Student association meetings are open to any student and are posted in advance of the meeting.

Student committees associated with Student Council include:

- Achilles staff (yearbook)
- Big Brother/Big Sister program
- Student judiciary
- Clinic committee
- Faculty evaluation committee
- Tutoring committee

The Student Council web site has more information including constitutions, requirements, and member information for the above student committees.

Clubs affiliated with Student Council include:

- American Association of Women Podiatrists
- American College of Foot and Ankle Surgeons Student Chapter
- Diabetes Awareness Club
- Christian Fellowship Association
- Helping Hands
- Practice Management Club
- Radiology Club
- Sports Medicine Club

Student Council also has a web site for more information about the above affiliated clubs.

Honor Societies

Stirling-Harford Diprimio Honorary Anatomical Society

- Candidates must achieve a final cumulative average of at least 90 in General Anatomy, Lower Extremity Anatomy, Neuroanatomy and Histology, with no single anatomy course grade below an 88.
- Candidates shall attain a passing grade in all other subjects during the first year.
- Repeating students shall not be eligible for membership in the society.
- Candidates shall express, in writing, their desire for membership in the society in response to an invitation from the society.

Pi Delta National Podiatric Honor Society

- Candidates must have completed 50 percent of the scholastic work applicable toward the degree granted by TUSPM, with a scholastic average of at least 90 or its equivalent.
- Graduates must be majoring in an area of specialization in podiatric medicine and have completed 15 semester hours toward an advanced degree.
- Faculty members of TUSPM whose principal duties include teaching first-degree professional and advanced level students in podiatric medicine.
- Individuals with degrees in podiatric medicine or a minimum of a bachelor's degree in science with research or teaching appointments at TUSPM.

HEALTH SERVICES

Healthcare and health services are provided by Temple University's student health services, located on Main Campus and the Health Sciences Center campus. The services provided by physicians and staff from Temple University Hospital include family practice, gynecology and psychology. Vaccinations are also provided to all students in need at the same location. Proof of vaccination is required of all students, as well

as tuberculosis testing, to work in the clinics of TUSPM and all external hospital rotations sites

All students are required to have appropriate health insurance coverage. Coverage is offered by Temple University. A representative from Main Campus makes a presentation annually about coverage. Students can also secure their own private insurance coverage. The Office of Student Affairs oversees the insurance process at TUSPM and is available to answer students' questions.

The university has established a Student Health Advisory Committee comprised of representatives from the various health science center programs to address the concerns of students and provide recommendations for policy and process. The TUSPM director of Student Services serves on the Committee representing the concerns of our college.

HOUSING

The on-campus complex contains 72 fully furnished apartments, coin-operated laundries, study areas, and common social areas. Residents provide their own linens and do their own housekeeping. The complex is designed to provide maximum security with minimum constraint, while offering convenient living arrangements. Temple University offers a limited number of spaces for married students and students with families. One, two and three bedroom units are available.

Students not living on campus can select their housing arrangements from a wide variety of options available in the city and nearby suburban areas. Most students live within walking distance of TUSPM. For students with cars or those willing to use public transportation, the suburbs are often the best choice. The surrounding areas, including New Jersey, are connected to Philadelphia by subways, trains, and bus routes, all with stops within two to three blocks of TUSPM.

This service is under the direction of the coordinator for graduate housing at Temple University. The coordinator's time is divided between Main Campus and TUSPM. The coordinator is responsible for securing and managing housing on campus for TUSPM site students as well as at other Temple University housing sites (apartments, condos etc.). The office also help coordinate student life and safety on campus by organizing activities such as sports, and field trips and providing safety

information and conducting fire drills and evacuation procedures. Information on Philadelphia and housing in the surrounding areas is also available through the Student Housing Office for students wishing to live off campus.

PHILADELPHIA

The Temple University School of Podiatric Medicine and the adjacent Foot & Ankle Institute are at North 8th and Race Streets in Philadelphia, Pennsylvania. Parking is available at the lot on Cherry Street between 8th (southbound) and 9th (northbound) Streets. View a map to see our exact location.

Public Transportation

SEPTA provides bus, subway and regional rail service within three blocks of TUSPM. Buses run the length of Market Street which is two blocks south of TUSPM, and the Market/Frankford Subway (east/west) also stops at 8th and Market Streets. Additionally, on the Broad Street Subway (north/south) spur, the Chinatown stop is located at 8th and Race Streets. All SEPTA regional rail lines stop at the Market East Station, located in the Gallery Mall, at 10th and Market Streets. For more information regarding SEPTA transportation and timetables go to <http://www.septa.org>. If traveling from New Jersey, PATCO makes its nearest stop to TUSPM at 8th and Market Streets.

Driving Directions

For driving directions from your specific location, go to Mapquest and enter our address/nearest intersection (N. 8th Street and Race Street, Philadelphia, PA 19107) as the destination point.

Inter-Campus Shuttle Bus

During the academic year, a shuttle bus runs every hour on the hour from TUSPM from 7:00 a.m. to 11:00 p.m. The northbound/departing run leaves from TUSPM at 8th and Cherry Streets, goes to the Temple University Center City campus Broad Street and Arch Street (northbound) and John F. Kennedy Blvd. (southbound/returning), Temple University Main Campus (Broad Street and Berks Street) and Temple University Health Science Campus (Jones Hall, Broad Street and Ontario).



The shuttle bus leaves from Cherry Street near the intersection of 8th Street. For more information about the Temple University inter-campus shuttle bus or to view a schedule, click [here](#). There is a Shuttle Info Line for all Temple shuttle services. Access this information by calling 215-204-7377 24 hours a day, 7 days a week. An updated recorded message will give current status of shuttle schedules. All students/faculty/employees using the shuttle must show a valid Temple ID.

COMMUNITY OUTREACH OPPORTUNITIES

In collaboration with the Boy/Girl Scouts of America, TUSPM sponsors the **Medical Explorers** program, which exposes area high school students to a variety of healthcare professions, with an emphasis on podiatric medicine.

Students provide foot care information and screening services at various community health fairs, including The Spruce Street Medical Center



Annual Community Health Fair in West Philadelphia, The Bright Hope Baptist Church Health Fair near Main Campus, and many other venues throughout the region.

Additionally, the Student National Podiatric Medical Association volunteers their services at homeless shelters and soup kitchens.

OTHER STUDENT SERVICES

Additional initiatives include the **Big Sibling** program in which recently accepted students are linked with a rising second-year student during the summer prior to the start of classes. The big sibling assists the incoming student with their acclimation process and will interact with him or her throughout the year. Additionally, each new student is assigned a faculty advisor whom they meet at a luncheon during the first week of school. The advisor meets with the student throughout the year to discuss concerns and answer questions. Students are encouraged to consult with advisors if they experience personal or academic issues.

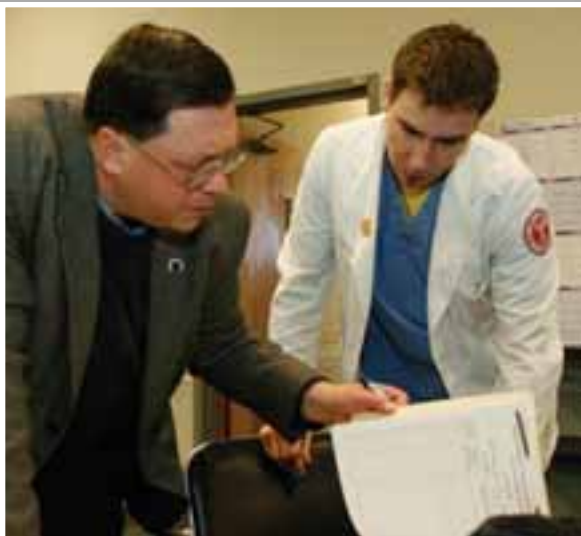
Another academic service is the **Stirling-Harford Diprimio Anatomical Lab**. This facility and staff function as another proactive approach for retaining students. The lab is staffed by Stirling-Harford Scholars who assist students in assimilating course information.

TUSPM also sponsors an annual breakfast for married students and families, to allow the students to interact and form an informal support network with each other.

Temple University offers a free shuttle bus service that reaches all city locales of Temple University, including the Temple University Hospital, which is convenient for students doing rotations at the hospital.

TUSPM students also have access to all Temple University activities and facilities, including libraries, fitness centers, gyms, sporting events, and theater and cultural events.

Furthermore, the department of Student Affairs also facilitates the development and participation of various student organizations. The director of student services serves as an advisor in addition to a liaison with the Health Sciences Center and other entities for student government, council and club participation in a number of endeavors. Based on budgetary issues, funds are allocated to assist students in support of their activities.



LEFT

ADMISSIONS AND FINANCIAL SERVICES



ADMISSIONS

TUSPM seeks to enroll qualified students regardless of race, gender, religion, or physical handicap. TUSPM is proud of its tradition as a national and international resource, having educated men and women from all over the country and a number of foreign countries.

TUSPM is also committed to helping students with the cost of medical education, providing some form of financial aid to approximately 85 percent of TUSPM students. This year, we awarded more than \$500,000 in scholarships to incoming students based on cumulative GPA, the competitiveness of the undergraduate institution, and MCAT, GRE or DAT scores. Scholarships for second-, third- and fourth-year students, as well as loans and work study, are available through the Office of Student Affairs.

FINANCIAL AID

A financial counselor is available in the Student Affairs office during normal school hours, five days a week. The counselor's duties include processing loans, making adjustments such as increases, reductions, and cancellations. Loans are certified from the lenders and include Stafford, Perkins, HPSL and private bank and foreign loans.

Students are also counseled on their financial responsibilities and liabilities. Even during the application interview process potential students are given a presentation on financing a medical school education.

Problems with loans, hardships, forbearance, and overextension are handled by Debt Management through Main Campus. A representative of the Debt Management Office coordinates meetings and presentations for students on a periodic basis with the TUSPM Office of Financial Aid.

SCHOLARSHIPS

To help students defray the cost of podiatric medical school, alumni and other supporters of the Temple University School of Podiatric Medicine have established a number of scholarships. In September 2007, the college awarded more than \$640,000 in scholarship money to incoming first-year students and more than \$800,000 to more than 140 students for the 2007-08 school year. Additional scholarships are being funded on an ongoing basis. For more information about each scholarship, go to the listing of TUSPM scholarships and their criteria.

HEALTH SAFETY PRACTICES

Students are educated throughout their careers as to the laws, regulations, and precautions that must be taken in the health workplace environment. Students are taught universal precautions in handling blood-borne pathogens and disease. Teaching in both the classroom and clinic reinforces OSHA regulations governing safety in the workplace. The student handbook contains the Temple University AIDS policy.

Students are also educated in the curriculum as to federal regulations and procedures governing patient confidentiality (HIPAA). Accidents or incidents regarding students and patients in the course of patient care are to be reported to the Quality Assurance Coordinator. An incident report must be completed by the parties involved and submitted to the clinic supervisor.

STUDENT MALPRACTICE INSURANCE

All students participating in clinic rotations at TUSPM and all hospital rotations and clerkships approved by Temple University are covered under a malpractice policy administered by Temple University's Risk Management Department. All outside rotations and clerkships are supplied with a proof of insurance fact sheet that is maintained and distributed through the Office of Medical Education at TUSPM. Students are not covered by this malpractice policy at any outside rotation or clerkship that is not approved by Temple University. Any student wanting to participate in an unapproved program must sign a waiver recognizing the fact that their participation is strictly observational.

LICENSING, PROFESSIONAL CREDENTIALING AND ETHICAL PRACTICE

Students can obtain information on licensure and credentialing in the Office of the Registrar. Students also attend a professional day-long seminar sponsored by the American Podiatric Medical Association. They also participate in a practice management course as part of the third-year curriculum. For more information, contact the Registrar's Office at (215) 625-5443.

