



Western
University
OF HEALTH SCIENCES

College of
Podiatric Medicine

CURRICULUM OVERVIEW

ACADEMIC YEAR
2019-2020

OUR MISSION

The mission of Western University of Health Sciences College of Podiatric Medicine is to mentor and educate students by providing innovative educational experiences, including interprofessional patient care, and producing in them a passion to improve the lives of others.





OUR VISION & CORE VALUES

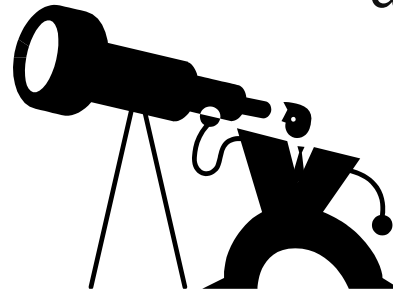


VISION

- The global leader of innovative and integrated Podiatric Medical Education

CORE VALUES

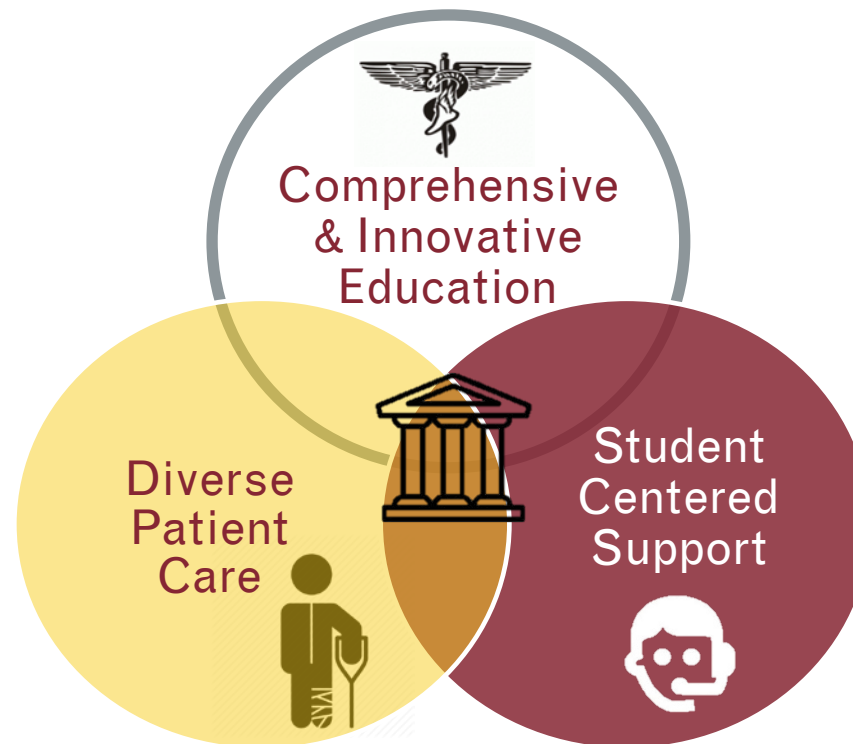
- Embody a humanistic tradition that encompasses compassion, humility, integrity, truth, quality and service.



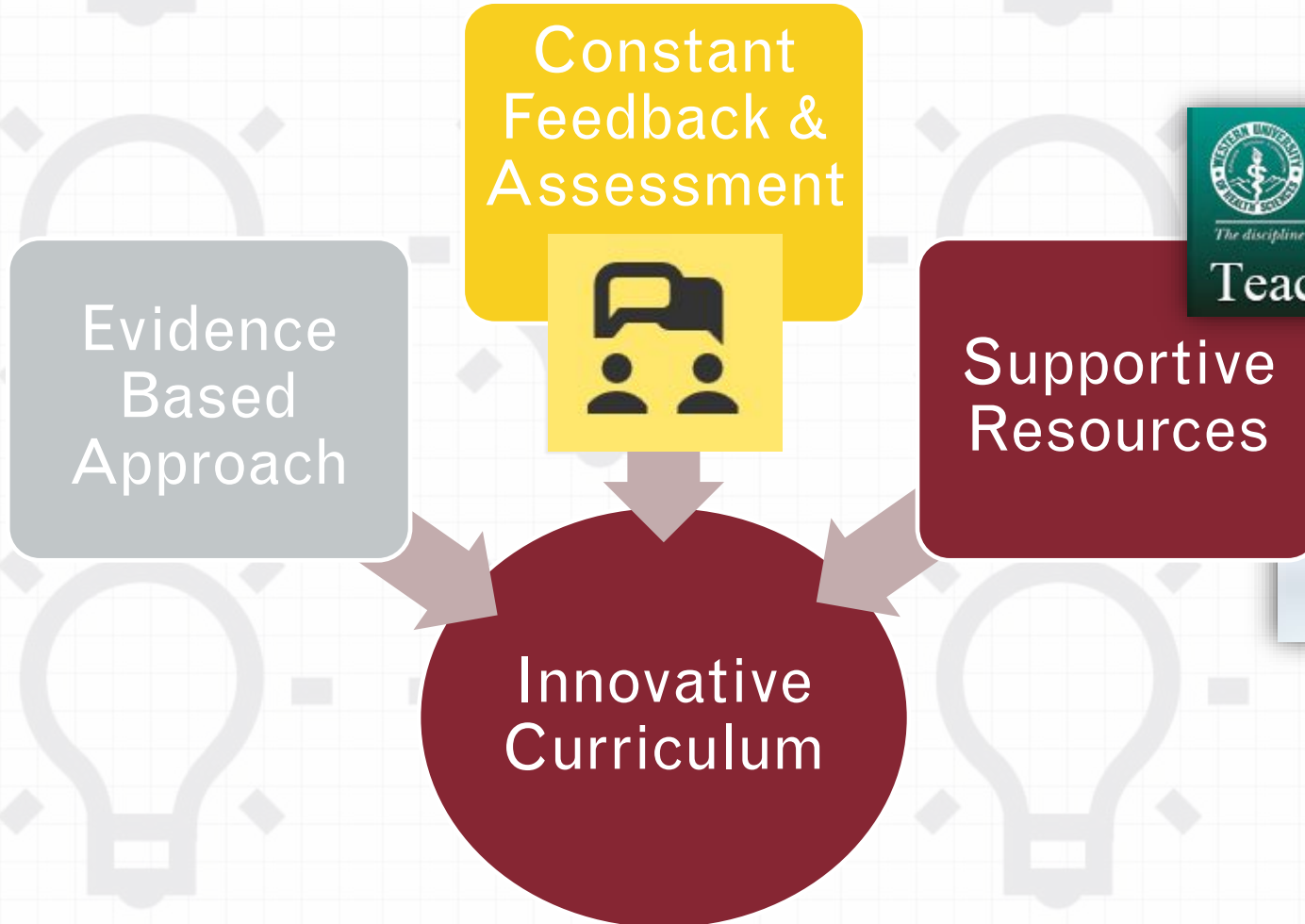
3 Pillars

THAT SHAPE OUR STUDENTS FOR SUCCESS

If you want to find quality education and training to practice in today's health care environment, and you want a supportive learning environment, then consider Western University of Health Sciences College of Podiatric Medicine.



ELEMENTS OF INNOVATION





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CURRICULUM



A PRODUCT OF INNOVATION



Start with the end in mind...

1. Define/Identify the **Outcome**
2. Define/Identify the **Assessment**
3. Define/Identify the **Learning Activity**

TWO-PASS MODEL TIMELINE

Year 1 | Pre-Clinical Foundations

1



Organ Systems & Podiatric Principles

High yield basic science integrated with clinical science - focused on wellness. Core podiatric content integrated in a comprehensive clinical thought process.



Early Patient Care Skills

Simulation labs focused on humanism, communication, and patient care safety.



Team-Based Skills

Innovative interprofessional experiences focused on the foundations of team-based medicine.

2



Integrated Systems & Podiatric Principles

Year 1 foundation layered with advanced clinical principles - focused on health restoration. Core podiatric content advances in complexity in a continued comprehensive clinical thought process.



Early Patient Care Skills

Simulation labs on systems focused psychical exams, diagnosis and treatment plan; continued emphasis on communication and humanism.



Team-Based Skills

Interprofessional experiences advances to simulated critical care points that require application of team-based medicine principles.



YEAR 1 & 2 SUMMARY

• **Standardized Patient Encounters**

- Humanistic patient-provider communication skills
- State of the art simulations
- Emphasis on critical thinking

• **Hands-on Community Service Clinics**

- Office based procedures
- Preventative care
- Health screening
- Patient education

Early Patient
Care Exposure



Team-Based Patient Care Skills

Whole Body Curriculum

- 10 Human Body Systems
- Lower Extremity Anatomy
- Podiatric Medicine & Surgery
- Biomechanics
- Radiology

Critical Analysis Skills

- Basic Biostatistics for Clinicians
- Research Methodology

Comprehensive
Foundation



Built-in Student Wellness: seat time reduced from 40 hrs/wk to 24-28 hrs/wk

Academic Counseling
Mental Health Services
Disability Accommodations

Board Preparation

- Protected preparation time
- Board preparation materials
- Mock Board Written Exam

Mentorship/Networking

- Faculty advisor
- Conference Week

Student Centered
Support



Innovative Delivery & Evidence Based



CURRICULUM TIMELINE



Year 3 | Clinical Rotations (including 2 elective months)

3



Broad Clinical Exposure

Core rotations in medical & surgical disciplines that focus on the whole human body; students integral to care team (*Internal Medicine, General Surgery, Emergency Medicine, Podiatric Surgery, etc.*)



Diverse Patient Care

Long-standing academic/ teaching hospitals; varied patient populations



Team-Based Skills

Applied team-based medicine in the clinical setting



Critical Thinking

Didactic experiences that advance pre-clinical foundations

4



Advanced Clinical Experiences

6 core rotations in sub-specialty medical & surgical disciplines; 4 elective months in podiatric med/surg (*Plastic Surgery, Infectious Disease, Vascular Surgery, etc.*)



Diverse Patient Care

Core hospitals across the USA; elective rotations at podiatric residency program



Team-Based Skills

Applied team-based medicine in the clinical setting



Residency Match & Board II Support

Mock interviews, simulated Boards Part II CSPE

3RD YEAR CORE ROTATION SITES

- Note: List of core rotation sites subject to change based on new affiliations

Olive View Medical Center/ UCLA



DVA Greater Los Angeles Health Care System



WesternU Health | Pomona



Arrowhead Regional Medical Center



Riverside University Health Systems



THIRD YEAR DIDACTIC EXPERIENCES

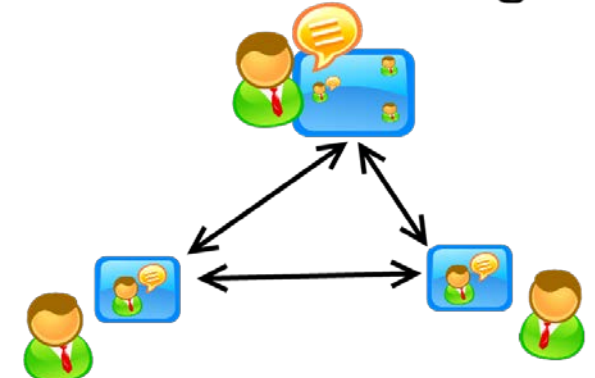


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- Occurs one afternoon per week, for 9 months
- Foundation enhancement learning experiences
- Supportive services to prepare for externships and residency interviews
- Objective Structured Clinical Exam (OSCE)
 - Competency Assessment
 - Feedback to Student
- Journal club twice a month
- Case conference once a month

Web Conferencing





YEAR 3 & 4 SUMMARY

Wide range of pathology exposure

- Rotations in different disciplines such as medicine, general surgery, podiatry, etc.
- Varied patient population
- In-patient and outpatient clinics
- Emphasis on critical thinking

Seasoned teaching/academic hospitals

Early externship experiences/ 6-7 before residency interviews

Well-Rounded
Clinical Experience



Team-Based Patient Care Skills

- Applied skills from year 1&2

Critical Analysis Skills

- Journal Club
- Case Conference

Whole body physicians specializing in the lower extremities

Clinical skills workshop

Comprehensive
Foundation



Academic Counseling
Mental Health Services
Disability Accommodations

Board Preparation

- Protected preparation time
- Mock board standardized patient exam

Mentorship

- Mock residency interviews
- Faculty & peer advisor
- Rotation preparation

Student Centered
Support



Innovative Delivery & Evidence Based



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WESTERNU
SUMMER
STUDENT
RESEARCH
GRANT



- Funded program for student research projects over the 1st summer (before 2nd year)
- Students create research ideas or work on existing projects
- Poster or oral presentation at the end of the summer
- Leads to academic presentation and/or journal publication
- ~50% of CPM students participate



INTENSIVE SUMMER ANATOMY COURSE (ISAC)



SELECTION CRITERIA



Students with:

- Science GPA of 3.35+ **and** MCAT average of 26+ (or 500 +)
- Successful completion of anatomy, physiology or anatomy and physiology course in undergraduate coursework.

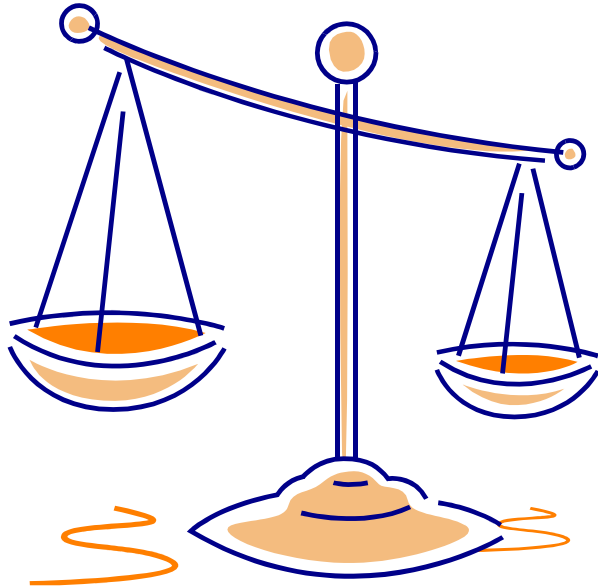


Begins June **prior** to the start of the academic school year.



Accelerated 7-week course.

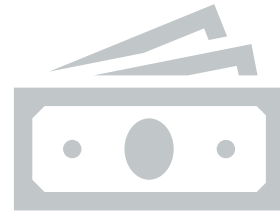
WHY TAKE ANATOMY OVER THE SUMMER?



- **ISAC GOAL:**
 - To *improve the ratio* of facilitators to students during dissection periods
 - 1:35.2 → 1:8-12



...MORE
REASONS TO
TAKE SUMMER
ANATOMY!



- **8.5 credits**
- Facilitators will be **chosen** from students who score **>80%** in ISAC
 - No additional exams during the academic year
 - Still must attend lecture
- **Compensated** for teaching lab
- **Score of < 70%** must take MGA during academic year

FIRST COME FIRST SERVE ENROLLMENT

ISAC fills up
QUICKLY!

Inquire with Office
of Admissions if
interested in ISAC
and apply early

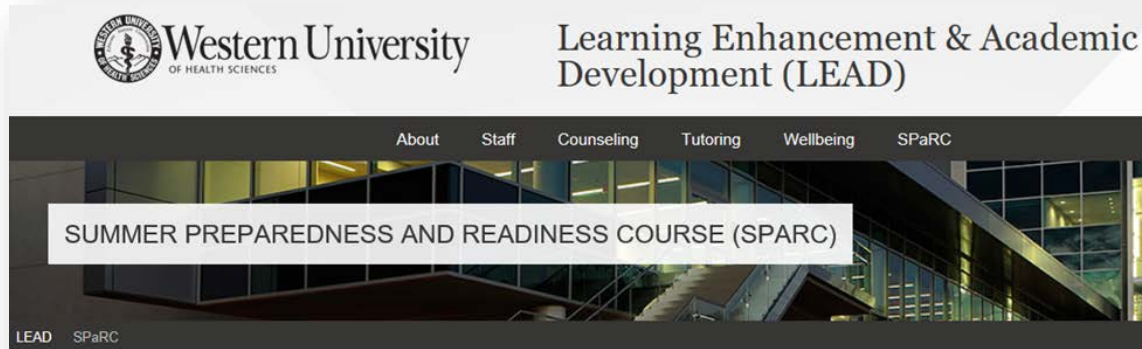
Enrollment is on a
first come first
serve basis



SUMMER PREPAREDNESS AND READINESS COURSE (SPARC)



WHY PAY FOR A SUMMER PREP PROGRAM?



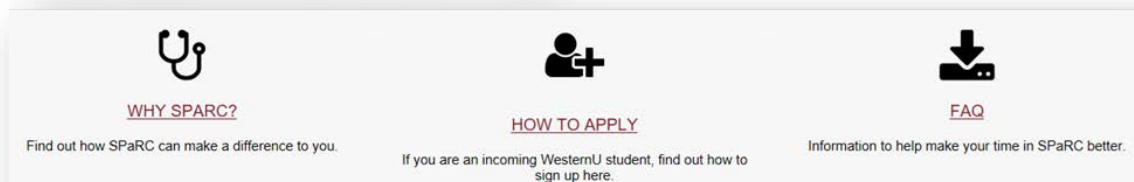
The Summer Preparedness and Readiness Course (SPaRC) is a five week program designed to prepare incoming students for the rigors of their chosen program. SPaRC provides students with an introduction to applicable courses, skills, and competencies in an interprofessional healthcare setting while easing their transition to a professional graduate program. SPaRC also helps students evaluate their strengths and weaknesses in the areas of academics, and inter- and intra-personal development. By the time school starts officially, SPaRC participants have been introduced to deans and faculty, know how to access crucial resources on campus, have experienced and dealt with information overload, and, best of all, have already connected with fellow students in and outside of their programs.

SPaRC dates will be June 8 to July 10, 2020

- Evaluates personal academic strengths & weaknesses
- Provides tools to help transition to medical school
- Gives hands-on preview of WesternU courses

Apply through LEAD from WesternU website

<http://www.westernu.edu/lead/lead-summer-prep/#smspplinks>





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ADDITIONAL DEGREE PROGRAMS



MASTER OF SCIENCE IN HEALTH SCIENCES (MSHS)



- Health Professions Education (HPE) or Community Health Education (CHE)
- 2 options for application to “Research in Podiatric Medicine Track”
 - Before matriculation
 - During year 2 of DPM program
- 5-year program
 - Masters course work done in between years 2 & 3 prior to clinical rotations



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MASTER OF SCIENCE IN BIOMEDICAL SCIENCES (MSBS)

- Prepare for a career in research within the biotech industry, academia, and in both public and private research institutions.
- Two-year master program that emphasizes interdisciplinary research.



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FOR QUESTIONS, CONTACT US AT...

- <http://prospective.westernu.edu/>





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THE END

THANKYOU!