DOCTOR OF PODIATRIC MEDICINE PROGRAM

Podiatric physicians manage patients with a broad range of foot and ankle problems; they diagnose and treat foot and ankle conditions for patients of all ages. Educating patients on prevention or reoccurrence is a vital aspect of their practice. Podiatric physicians medically, surgically and mechanically manage foot and ankle problems and care for patients with diabetes who are vulnerable to limb-threatening complications. It is not uncommon for these specialists to treat conditions associated with peripheral vascular disease, various forms of arthritis, trauma, neurologic disorders and sports or occupation related injuries.

Program Requirements

The majority of students matriculating to DMU-CPMS will have earned a bachelor's degree before enrolling at DMU. You may apply while working toward completion of the requirements for your degree. You will have the opportunity to indicate this on your application. Bachelor's degrees must be conferred by a regionally accredited institution from within the United States. In some situations, exceptional students may be considered for admission after completing only three years (90 semester hours) of undergraduate work at a regionally accredited institution.

Applicants must submit entrance exam (e.g. MCAT) scores during the application process; scores no older than three years are preferred. A science GPA and cumulative GPA of 2.7 or higher are recommended to be considered for admission. The following courses are required for admission:

Subject	Required Course(s) or Term Hours
Biology	8 semester hours, with lab
General Chemistry	8 semester hours, with lab
Organic Chemistry	8 semester hours, with lab (may substitute 4 semester hours of Biochemistry)
Physics	8 semester hours, with lab
English: Comp/Literature/Speech	6 semester hours

It is highly recommended students take biochemistry. Other recommended courses include genetics, human anatomy, statistics and physiology.

Additional information can be found on the DPM Program Admissions Requirements website.

Program Application Process

Application to the Doctor of Podiatric Medicine Program is accepted through the American Association of Colleges of Podiatric Medicine Application Service (AACPMAS), which is a centralized application service.

Detailed information regarding the process can be found on the DPM Program Admissions website.

Competitive applicants will be invited to participate in an interview.

Applicants' admissions accounts will reflect status updates throughout the process.

Students wishing to be considered for transfer into the DPM program from another podiatric program must meet the following criteria:

- Student must be enrolled in a CPME-, COCA- or LCME-accredited institution.
- Student must be in good academic standing defined as no academic deficiencies exist.
- Student must have a cogent reason for requesting transfer.
- Student must meet the requirements for admission as a first-year student as outlined in the previous section.
- Student must submit a formal letter of request stating reasons for transfer.
- Student must submit a supportive letter of recommendation from the dean of his/her current medical school stating student is in good academic standing.
- Student must submit official transcripts from his/her current school and all other institutions attended, including undergraduate institutions.
- Student requesting transfer must have passed APMLE Part I if requesting transfer at the completion of the second year.
- Student must be willing to attend an interview by request.
- A review of transcripts will determine what credit will be granted if any for prior course work, as well as which CPMS courses will be required prior to graduation.
- Student must be enrolled at DMU a minimum of two years and meet all graduation requirements of the Student Handbook (unless part of a teach-out plan from another podiatry program).
- Student must complete a criminal background check prior to transfer.
- Student must not have any felony convictions or had violations of professional or moral conduct.

Additional information regarding eligibility, application process and requirements can be obtained by contacting the Admissions Office.

Students who have completed coursework in the Master of Health Care Administration (MHA), Master of Public Health (MPH), Master of Science in Anatomy (MSA) or Master of Science in Biomedical Sciences (MSBS) program and are accepted into the DPM program may petition to receive advanced standing for courses completed in the initial program. A maximum of 12.0 advanced standing credit hours can be requested. Courses must have been completed within the last two years and students must have earned a minimum of a "B" grade in order to be considered for advanced standing credit. Additional information regarding advanced standing credit can be reviewed in the Advanced Standing Credit policy.

Curriculum Overview and Outline

The College of Podiatric Medicine and Surgery prepares podiatric medical students through an integrated program of didactic, laboratory and clinical experiences in medical centers and ambulatory care facilities.

Students receive a core of basic science instruction based on an integrated systems curriculum reflecting the interrelationship and interdependence of body systems. This is an innovative method of instruction that focuses on the systems of the body (e.g., hematological, cardiovascular). The basic sciences (e.g., anatomy, microbiology, biochemistry) are taught as they apply to the specific system under study. Clinical cases and simulation experiences relate each system to today's podiatric medical practice.

The basic science curriculum for podiatric medical students is essentially the same as the curriculum for students in the College of Osteopathic Medicine as classes are taught jointly. Additional comprehensive instruction in the functional anatomy of the lower extremity is provided to students in the College of Podiatric Medicine and Surgery.

Courses taught in the second and third year are designed to meet the general medicine and profession-specific educational needs of podiatric medical students.

During the last 24 months of the four-year course of study, students receive clinical experiences in ambulatory clinics, medical centers and community practices. During this phase, podiatric medical students interact with other members of the health care community, such as primary care physicians, specialists and students in other health care programs. Emphasis is upon developing an understanding of podiatric medicine as an integral part of interprofessional, patient-centered health care.

Research

Research is a vital aspect of the podiatric curriculum. Students receive instruction in research design and methodology, compliance issues and the principles of evidence-based medicine. Faculty and students are involved in a variety of research projects leading to peer-reviewed publication and scientific presentation. A biomechanics human performance laboratory supports the research of several faculty from the College of Podiatric Medicine and Surgery and the College of Health Sciences.

Students can become involved in research projects with basic scientists or clinicians. This typically includes major participation in the preparation of the research protocol, preparation of grant applications and significant involvement in data collection and analysis.

Program Outcomes

To review the college's outcome statistics (e.g. board exam pass rates, graduation rates, residency placement rates, distance education information, etc.) and how they compare to national averages, please visit the program outcomes webpage.

CPMS Student Competency Domains

• Apply current and emerging knowledge of human structure, function, development, pathology, pathophysiology, and psychosocial development to patient care.

• Provide effective and compassionate patient-centered care (with emphasis on the lower extremity) that promotes overall health to diverse populations. Exhibit cultural awareness to ensure that patients and their families are provided the highest quality of care that demonstrates respect for diverse cultures

• Apply scientific methods and utilize clinical and translational research to further the understanding of contemporary podiatric medicine and its application to patient care.

• Demonstrate communication and interpersonal skills that result in relevant and professional information exchange and decision-making with patients, their families, and members of the health-care team.

• Exhibit the highest standards of competence, ethics, integrity, and accountability. Place the patient's interest above oneself.

• Demonstrate the ability to work as an effective member of a health-care team.

• Demonstrate an understanding of common societal problems (e.g., issues of addiction or abuse) and their impact on patients and their families.

Licensure

Podiatric physicians are required to be licensed in the states in which they practice. Each state has its own requirements for granting licensure and its own licensing board. Generally, a license can be obtained by a state board-administered examination, and/or by acceptance of the certificate issued by the National Board of Podiatric Medical Examiners, or by reciprocity from another state. The National Board of Podiatric Medical Exam process includes administration of the American Podiatric Medical Licensing Examinations (APMLE). APMLE Part I is administered at the completion of the second year and APMLE Part II Clinical Skills and Part II Clinical Knowledge are administered during the fourth year. Currently, APMLE Part II Clinical Skills is suspended and alternative evaluations are being explored. CPMS students are required to pass Part I and take both parts of Part II. The majority of states, including Iowa, now require completion of an approved residency program.

TECHNICAL STANDARDS FOR ADMISSION, ACADEMIC PROMOTION AND GRADUATION

The purpose of this document is to specify the technical standards the University deems essential for a student to matriculate, remain in good standing and ultimately achieve all the competencies necessary for graduation within their program. The University, therefore, requires candidates to confirm their ability to comply with these standards, with or without reasonable accommodation, as a condition of admission and on an annual basis thereafter within a program's advising processes.

Fulfilment of the technical standards for graduation does not guarantee that a graduate will be able to fulfill the technical requirements of any specific post-graduate residency or fellowship program or employment setting.

A candidate who is seeking a DO, DPM, MSPAS, DPT or OTD degree at Des Moines University must be capable of completing core educational requirements and achieving the competencies in the basic and clinical sciences. DMU seeks to develop candidates who have a deep and robust health science or medical knowledge base and outstanding clinical skills, with the ability to appropriately apply them, effectively interpret information, and contribute to decisions across a broad spectrum of medical situations and settings. The critical skills required to be successful are outlined below and include the ability to observe, communicate, perform motor functions, as well as to understand, integrate core knowledge and skills, and to behave appropriately in varied educational and professional situations.

Reasonable accommodations consistent with the Americans with Disabilities Act Amendments Act and the Iowa Civil Rights Act may be required by otherwise qualified individual candidates to meet the technical standards specified below. Requests for University-provided accommodations will be granted if the requests are reasonable, do not cause a fundamental alteration of the health science or medical education program, do not cause an undue hardship, are consistent with the standards of the health science or medical profession, and

are recommended by the Accommodations and Educational Support Specialist.

1. Observation: Candidates and students must be able to acquire required information and timely interpret demonstrations, experiments, and laboratory exercises in the basic sciences. They must be able to observe a patient/client accurately for purposes of interactions, evaluation, and treatment.

2. Communication: Candidates and students must be able to demonstrate proficiency in the English language such that they can communicate effectively in oral and written form with all members of the health care team. Candidates and students must be able to communicate with patients/clients in order to elicit and share information. They must have the capacity for comfortable verbal and non-verbal communication and interpersonal skills to enable effective caregiving of patients/clients and collaboration within a multidisciplinary team. In any case where a candidate's ability to communicate is compromised, the candidate must demonstrate reasonable alternative means and/or abilities to communicate with patients/clients and members of the healthcare team.

3. Motor and Sensory: Candidates and students must have sufficient motor and tactile function to execute movements reasonably required to perform basic laboratory tests, perform physical examinations, and provide clinical care, including emergency treatment to patients. Such actions may require coordination of both gross and fine muscular movements and strength, vestibular function, and functional use of the senses of touch to meet professional care standards. In any case where a candidate's ability to complete and interpret physical findings using such skills and functions is compromised, the candidate must demonstrate reasonable alternative means and/or abilities to retrieve these physical findings. Candidates and students must be willing and able to touch and examine **without regard to known or perceived race, color, national origin, ethnicity, creed, religion, age, disability, sex, gender, gender identity, sexual orientation, pregnancy, veteran status, genetic information, or other characteristics protected by law.**

4. Strength and Mobility: Candidates and students must demonstrate strength, including upper and lower extremity and body strength, and mobility to provide clinical care, attend to emergency codes, and to perform or direct such maneuvers as CPR.

5. Evaluation and Treatment Integration: Consistent with the ability to assess at a minimum symmetry, range of motion, and tissue textures, candidates and students must perform proper evaluation and treatment integration.

6. Intellectual, Conceptual, Integrative, and Quantitative Abilities: Candidates and students must have the ability to accurately measure, calculate, reason, analyze, synthesize, problem solve, and think critically. They must also have the ability to participate and learn through a variety of modalities including, but not limited to, classroom instruction, small groups, virtual learning, team and collaborative activities. Interpretation of information from multiple sources (written, verbal, environmental, and interpersonal) is also expected. In addition, candidates and students should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. Candidates and students must be able to concentrate, timely analyze and interpret data, and make decisions within areas in which there is a reasonable amount of visual and auditory distraction.

7. Behavioral Attributes, Social Skills, and Professional Expectation: Candidates and students must be able to effectively utilize their intellectual abilities, exercise good judgment, complete all responsibilities attendant to the evaluation and care of patients/clients, and develop mature, sensitive, and effective relationships with patients and colleagues. Candidates and students must be able to professionally manage heavy workloads, prioritize conflicting demands, and function effectively under stress. They must be able to adapt to changing environments; to display flexibility, to learn to function in the face of their own possible biases and uncertainties inherent in the clinical problems of patients, and to not engage in substance overuse or abuse. Candidates and students must be able to understand and determine the impact of the social determinants of health and other systemic issues (including workload and environmental demands) which impact the care for all individuals in a respectful and effective manner regardless of known or perceived race, color, national origin, ethnicity, creed, religion, age, disability, sex, gender, gender identity, sexual orientation, pregnancy, veteran status or any protected status. Professionalism, compassion, integrity, concern for others, ethical standards, interpersonal skills, engagement, emotional intelligence, and motivation are all qualities that are required throughout the educational process.

REASONABLE ACCOMMODATIONS

Des Moines University welcomes qualified candidates and students with disabilities who meet the technical standards of the program, with or without reasonable accommodations. Students with a disability who may need accommodations during their educational career at DMU will be asked to reaffirm their need for accommodations when acknowledging the ability to meet technical standards annually. The student is responsible for requesting accommodations through the Accommodations and Educational Support Specialist in Academic Support within the Center for Educational Enhancement. Please reach out in person, by email (accommodations@dmu.edu), or by calling Academic Support at 515-271-1516. The Accommodations and Educational Support Specialist reviews all requests for accommodations through an individualized, interactive process.

The use of an intermediary may be a reasonable accommodation while performing some non-essential physical maneuvers or non-technical data gathering. However, an intermediary cannot substitute for the candidates' or student's interpretation and judgement. Intermediaries may not perform essential skills on behalf of the candidate or student, nor can they replace technical skills related to selection and observation.

PROCESS FOR ASSESSING COMPLIANCE WITH THE TECHNICAL STANDARDS

Candidates are required to attest at the time they accept an offer to matriculate that they meet the applicable technical standards, with or without reasonable accommodation, and annually confirm they continue to meet these standards. These standards are not intended to deter any candidate or student who might be able to complete the requirements of the curriculum with reasonable accommodations.

The University will provide reasonable accommodations as may be required by the Americans with Disabilities Act or the Iowa Civil Rights Act

A student whose behavior or performance raises questions concerning his or her ability to fulfill these technical standards may be required to obtain evaluation or testing by a health care provider designated by the University, and to provide the results to the Center for Educational Enhancement to be considered as part of the interactive process to determine possible reasonable accommodations.

Technological compensation can be made with respect to certain technical standards, but candidates and students should be able to perform these standards in a reasonably independent manner.

PHYSICAL HEALTH

In addition to the technical standards set forth, candidates and students must possess the general physical health necessary for performing the duties of a student in the health sciences and a health professional in training without endangering the lives of patients and/or colleagues with whom they might have contact.

Course Sequence

Code	Title	Credit Hours
Year I		
Fall		
POD 1215A	Integrated Clinical Medicine & Anatomy I	7
FDSC 1201	Foundational Sciences I	8
POD 1223	Principles & Practices of Podiatric Med	2.5
Spring		
POD 1215B	Integrated Clinical Medicine & Anatomy II	6
FDSC 1202	Foundational Sciences II	6.5
FDSC 1203	Foundational Sciences III	7.5
Credit Hours 37		
Year II		
Fall		
PHYPM 2115	Medical Pharmacology	5.5
POD 2204	Cultural Competency in Medicine	1
SYST 2201	Clinical System I: Cardio/Pulmonary	4
SYST 2206	Clinical System II: Endo/Hematology	3.5
SYST 2205	Clinical System III: Neph/Gi/Nutrition	3.5
SYST 2241	Clinical System IV: Neuro/Beh Med	3
Spring		
ANAT 2211	Lower Limb Anatomy	3.5
POD 2210	Fundamentals of Foot Function	3
POD 2207	Clinical Podiatric Medicine and Diagnost	4
POD 2122	Geriatrics	1.5
SYST 2244	Lower Extremity Dermatology	2
POD 2237	Podiatric Clinical Rotations	4
POD 2220	Clin Pod Biomechanics / Surg	6.5
Credit Hours 45		
Year III		
ACLS 3202	Advanced Cardiac Life Support	0.5
POD 3205	HC Systems, Community Med, Med Jurispru	2.5
POD 3206	Evidence-Based Trauma	1
POD 3207	Emerg Med / Pod Trauma	2.5
POD 3210	Basic Surgical & Medical Skills	1
POD 3217A	Podiatric Med & Surg Rotation	12
POD 3217B	Podiatric Med & Surg Rotation	12
POD 3221	Evidence-Based Rearfoot Pathology	1
POD 3224	Evidence-Based Forefoot Pathology	1
POD 3225	Evidence-Based Infectious Disease	1
POD 3227	Emergency Medicine Simulation Rotation	1
POD 3232	Medicine/Surgery Rotation	4
POD 3231	Comm-Based Pod Med/Surg Rotation	4
POD 3234	Clinical Biomechanics	1
Credit Hours 44.5		
Year IV		
POD 4217	Clinical Skills Assessment (Course taken in 1.0 credit hour increments over three terms)	3
Students must complete 44 credit hours of clinical rotations during their fourth year		
POD 4220	Podiatric Medicine/Surgery Rotation	4-20
POD 4221	Core Rotation	4-12
POD 4222	Private Practice Rotation	4-12
POD 4223	Academic Medicine Rotation	4-16
POD 4224	Medicine Rotation	4-16
POD 4225	Medical Specialties Rotation	4-12
POD 4226	Research Rotation	4-12
POD 4227	Global Health Rotation	4
Credit Hours 47		
Total Credit Hours Required 173.5		

ELECTIVE COURSES

There are no *required* elective hours in the DPM program; a complete list of University electives may be found on the Elective Courses page. Prior to the start of each term, students are provided a list of electives for which DPM students are eligible.

Graduation Requirements

The University awards the professional degree of Doctor of Podiatric Medicine (DPM) upon recommendation of the faculty. The Academic Progress Committee reports annually to the college faculty the names of students who have met requirements for the doctoral degree.

To graduate, a student must:

- Exhibit high standards of professional behavior and receive the faculty's recommendation for graduation.
- Pass all required systems, courses, rotations and examinations.
- Take and pass APMLE Part I and take both APMLE Part II clinical knowledge and clinical skills exams (if applicable) administered by the National Board of Podiatric Medical Examiners.
- Maintain a grade point average (GPA) of at least a 2.0.
- Be of good moral character and emotional stability.
- Have attained the age of 21 years.
- Be approved for graduation by the Board of Trustees of the University as recommended by the CPMS faculty, following recommendation by the CPMS Academic Progress Committee. Non-academic as well as academic performance is evaluated and considered for graduation.
- Satisfactorily discharge all financial obligations to the University.
- Complete all graduation requirements, including the graduation clearance process.
- Attend graduation ceremony at which time the degree is conferred. Excused absence from commencement for extraordinary extenuating circumstances will only be considered through written appeal to the Dean of the College.