



ROCKY VISTA UNIVERSITY

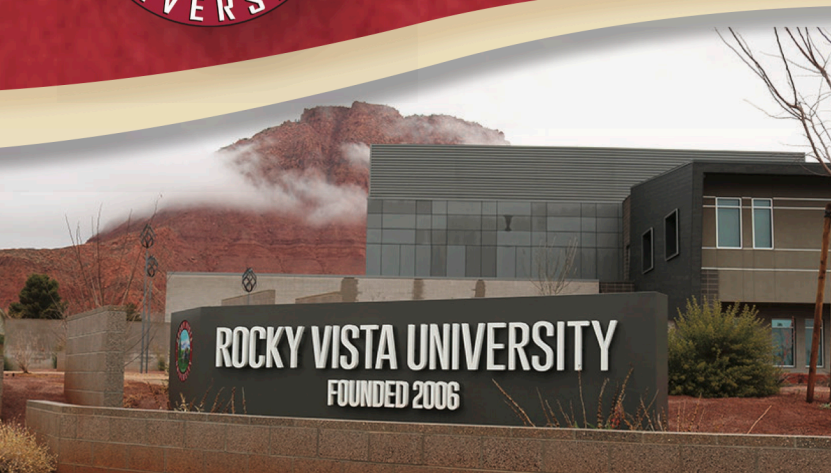


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RVU Student Handbook and Catalog

Introduction

A Message from the President and Provost

This year's RVU Student Handbook and Catalog is published as our country, and healthcare education system, is hopefully coming out of the pandemic. While there still seems to be much work to do in terms of vaccinations, immunity, and public health, the RVU community eagerly anticipates moving ahead. Over the past year, our dedicated faculty, staff, and students have found new ways to teach, work, and study, enhancing the learning environment and increasing efficiencies while finding new ways to connect. We all look forward to the opportunity to seek a new normal in work, life, and education. As I write this, the RVU Covid Response Team is evaluating our opportunities to move first to Phase Green and then to Phase White, which will allow us to return to something closer to our previous state. I remain very optimistic that our future together shines brightly.

Rocky Vista University is a dynamic and innovative university that has become a leader in osteopathic education. In addition to the nationally recognized College of Osteopathic Medicine—which expanded its footprint to Southern Utah in the summer of 2017—the Master of Science in Biomedical Sciences degree program and the Master of Physician Assistant Studies degree program help create the strong foundation of the graduate medical university our founders envisioned. RVU is living our vision to “Achieve New Heights in Medical Education,” as evidenced by the number of peer institutions studying our curricular model to enhance their performance on the National Licensing Examination, as well as the Cut Suit™ surgical simulation training model. Additionally, the curriculum offers specialized tracks in Global Medicine, veterans-focused Long Term Care, Rural and Wilderness Medicine, Academic Medicine and Leadership, Digital Health, Urban Underserved, and Physician-Scientist for those students who have a strong interest in research.

For many years, RVU has received the Military Friendly® Award for its exemplary military education programs and veteran initiatives. The Military Medicine Program focuses on students who are considering careers or have scholarships in the Armed Forces, by providing an understanding and educational experience in military medicine and culture.

Our successes are a direct result of our dedicated faculty and staff who are passionate about working with a diverse, robust student body. Our mission statement reads: “Rocky Vista University provides quality healthcare education while inspiring students to serve with compassion, integrity, and excellence.” These are more than words stenciled on our walls and printed in our marketing materials; they are words we live by every day. The commitment to our mission is evident in the relationship among the members of the RVU community; one that is collaborative, not competitive. This sense of family and pride resonates in the halls of RVU. Compassion, integrity, and a strong service orientation are traits we seek when selecting members of our community, whether it be students, faculty, or staff. We actively seek opportunities to be of service on the local, national, and international levels and hold ourselves to the highest ethical standards.

We welcome you to the Rocky Vista University family and the legacy of our graduates as, together, we create the future.

Warm regards,

David Forstein, DO, FACOOG

President, CEO, and Provost

Rocky Vista University

Mission, Vision Statement and Core Values

Mission

Rocky Vista University provides quality healthcare education while inspiring students to serve with compassion, integrity and excellence.

Vision Statement

Achieving New Heights in Medical Education.

Core Values

Integrity:

The quality of living a unified life in which one's convictions are well-considered and match one's actions, demonstrating fairness, honesty, sincerity, professionalism, and a consistent commitment to our mission, vision, and values.

Collegiality:

Mutual respect, collaboration, and the open exchange of ideas advance mutual goals and facilitate individual growth.

Compassion:

The willingness to be engaged with the needs of others.

Diversity:

An awareness and dignity for all, regardless of culture, race, ethnicity, national origin, gender, religion, sexual orientation, physical ability, socioeconomic status or individual life experiences.

Excellence:

The commitment to exceed expectations in education.

Service:

Through active service, we support one another and seek to meet the needs of the larger community.

Innovation:

Delivering new and creative ways to provide healthcare education while consistently demonstrating compassion, integrity, and excellence.

About Rocky Vista University

Rocky Vista University (RVU) is a rapidly growing institution with two locations. The founding campus is located in the town of Parker, Colorado—just 20 miles southeast of Denver. The community is known for its excellent school system, extensive biking and jogging trails, recreational facilities, dining, and entertainment, as well as a wide variety of arts and community events held throughout the year. The technologically-advanced, 145,000 square foot facility boasts auditoriums, laboratories, a simulation center, and study areas that have been professionally engineered to promote a positive learning environment. This includes a standardized patient lab that has been designed and equipped to replicate the testing facilities of the National Board of Osteopathic Medical Examiners, as well as the U.S. Medical Licensing Examination.

Rocky Vista University's second location is in Ivins, Utah, approximately 15 minutes from downtown St. George. The two-story 104,000 square foot academic center complements the natural scenery of the area. It includes two 200-seat lecture halls, three seminar rooms, 36 breakout rooms, an osteopathic clinical skills lab, a full dissection gross anatomy lab, a multipurpose/neuroanatomy/ultrasound lab, a simulation center, standardized patient rooms, and a 4,300 square foot library. The Southern Utah campus (RVU-SU) also includes a 23,000 square foot medical office building across the street, for administrative offices and a future

medical clinic. Additionally, the Southern Utah Veterans Home, which is adjacent to the campus, provides students with longitudinal care experience.

RVU takes pride in its experienced and talented administration, faculty, and staff, as well as its exceptional student body. A strong sense of community is evident at RVU.

Degree Programs

Rocky Vista University currently offers three programs: Doctor of Osteopathic Medicine (DO), Master of Physician Assistant Studies (MPAS), and Master of Science in Biomedical Sciences (MSBS).

Doctor of Osteopathic Medicine

(Available at both campus locations)

Osteopathic physicians are distinguished by an emphasis on primary care and a tradition of caring for patients in underserved rural and urban areas. Osteopathic physicians respect the relationship between physical structure and organic function viewing the body as an interdependent unit, rather than an assortment of parts and systems. All medical and surgical specialties are represented within the osteopathic profession. However, the training of primary care physicians and the commitment to serve rural, minority, and underserved populations is characteristic of RVU and the osteopathic profession.

Master of Physician Assistant Studies

(Colorado campus location only)

The mission of the Rocky Vista University Physician Assistant Program is to prepare clinically competent, collaborative, and compassionate physician assistants to provide primary care.

Master of Science in Biomedical Sciences

(Available at both campus locations)

The Master of Science in Biomedical Sciences (MSBS) program offers a core curriculum in the Biomedical Sciences designed to prepare students to enter professional education and/or advanced degree programs in the biomedical disciplines.

Accreditations

Rocky Vista University has full authorization with the Colorado Department of Higher Education.

Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, CO 80202
303-862-3001

Rocky Vista University is accredited by the following agencies:

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60604-1411
Telephone: 800.621.7400 or 312.263.0456
Fax: 312.263.7462
info@hlcommission.org
www.hlcommission.org

American College of Surgeons
633 N. Saint Clair Street, Chicago, IL 60611
Phone: (312) 202-5000

Rocky Vista University has programmatic accreditation through the following agencies:

Commission on Osteopathic College Accreditation
142 East Ontario Street,
Chicago, IL 60611-2864
Phone: (312) 202-8048
predoc@osteopathic.org

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
12000 Findley Road, Suite 275, Johns Creek, Georgia, 30097
Phone: 770-476-1224
<http://www.arc-pa.org/>

For information on accreditation, please visit the RVU website.

Professional Licensure Disclosure Statement

Rocky Vista University College of Osteopathic Medicine (RVUCOM) is an American Osteopathic Association (AOA) accredited program of study. Graduation from an AOA Commission on Osteopathic College Accreditation (COCA) accredited college of osteopathic medicine is required in order to begin training in an AOA or ACGME (Accreditation Council for Graduate Medical Education) residency program to which he or she has been accepted, and to take the COMLEX-USA Level 3 examination. The RVUCOM program meets the educational degree completion requirements for applying for licensure in all 50 states and the U.S. Territories.

RVU strongly encourages students to determine any additional requirements for licensure in the state in which they seek to practice osteopathic medicine.

Students should refer to the individual state licensing bodies, as well as the Federation of State Medical Boards or the Physician Licensing Service for requirements for licensure.

University Policies

Reservation of Power

The RVU Student Handbook and Catalog is a reference guide to provide students with important information about policies, procedures, requirements, and services. The Handbook is available online at www.rvu.edu. This Handbook is not intended to be a contract nor part of a contractual agreement between the University and the student. Each edition of the RVU Student Handbook and Catalog supersedes all previous handbooks. Failure to read the Handbook and to be familiar with the rules, policies, and procedures contained in it does not excuse the student from being required to comply with the stated provisions.

Rocky Vista University reserves the rights to amend, modify, add to, or delete information contained within the RVU Student Handbook and Catalog at any time without notice. Such changes may include, but are not limited to, changes in tuition and/or fees, academic requirements, curriculum, and responsibilities of the student.

Please note: at times, program policies will be more stringent than University policies. Students are required to follow program policies first. In the event the issue can't be resolved at the program level, it will be addressed at the University level by the Provost, whose decision is final.

Disclaimer

This Handbook may not contain all policies applicable to RVU students. If you are searching for a policy that is not found in this Handbook, please contact the Compliance Office or Student Affairs for assistance or visit DynamicPolicy for a list of policies by category

Non-Discrimination Statement

It is the policy of Rocky Vista University and all of its affiliated colleges and organizations not to engage in discrimination or harassment against any person because of race, color, religion or creed, sex, gender, gender identity, pregnancy, national or ethnic origin, non-disqualifying disability, age, ancestry, marital status, sexual orientation, veteran status, political beliefs or affiliations, and to comply with all federal and state non-discrimination, equal opportunity and affirmative action laws, orders and regulations, including remaining compliant and consistent with the Civil Rights Act; the Americans with Disabilities Act; the

Rehabilitation Act of 1973; and Title IX of the Education Amendments of 1972. This policy on non-discrimination applies to admissions, enrollment, scholarships, loan programs, participation in University activities, employment and access to, participation in, and treatment in all University centers, programs, and activities.

Questions, comments, or complaints regarding discrimination or harassment may be directed to the RVU Office of Compliance and/or the Title IX Coordinator by calling (720) 874-2481. Complaints may also be filed with the U.S. Department of Education, Office for Civil Rights by visiting their website or calling their Customer Service Hotline: (800) 421-3481.

Sexual Misconduct and Non-Discrimination Policy

Rocky Vista University (the “University”) is committed to the principles of academic and professional excellence and to fostering a positive learning and working environment for its students and employees.

Accordingly, the University does not discriminate on the basis of sex in the administration of or in connection with its educational and admission policies, scholarship and loan programs, or employment practices, and it is required by Title IX of the Educational Amendments of 1972 to not discriminate in such a manner.

It is the intent of the University to provide its employees and students with an environment free of sexual discrimination, sexual harassment, and sexual violence (collectively “sexual misconduct”), and to respond appropriately to reports of sexual misconduct. The civil and respectful treatment of one another is a foundation of our principles, and the University will not tolerate any form of sexual misconduct. Persons found responsible for sexual misconduct are subject to disciplinary measures, up to and including dismissal or termination, consistent with this Sexual Misconduct Policy and Investigation Procedures (“Policy”) and any other applicable disciplinary procedures.

Compliance with this Policy is a term and condition of student enrollment and employment at the University. Questions about this policy or Title IX can be directed to the Title IX Coordinator at (720) 874-2481. RVU’s Sexual Misconduct and Non-Discrimination Policy and Procedures document is a working document that invites participation and input from the entire

RVU community. Revisions will be made on an ongoing basis that reflect community feedback and participation in Title IX educational and prevention activities.

Sexual Misconduct and Non-Discrimination Reporting, Investigating, and Hearing Procedures

Any individual who believes that an employee or student of the University, including him or herself, has been subjected to sexual misconduct is encouraged to immediately follow the applicable reporting and investigation procedures and may also pursue criminal, civil, and/or administrative remedies provided by federal and state law. The University encourages all individuals to report possible sexual misconduct that they suffer or observe, and requires responsible employees of the University to do so.

For a full account of the University’s reporting, investigation, and hearing procedures, please review the information on the RVU website. Questions about this policy or Title IX can be directed to the Title IX Coordinator at (720) 874-2481.

Title IX Policy

All RVU employees and students are trained about Title IX Sexual Misconduct Laws on an annual basis.

Students and employees are made aware of, and updated on, the Federal Title IX Act and RVU’s policies throughout each year.

RVU’s Title IX Coordinator manages the University’s response to complaints of sex-based discrimination, including sexual harassment, stalking, sexual assault, relationship violence, and other forms of sexual misconduct, as well as retaliation.

If you believe you or someone you know has been the victim of sexual misconduct or are aware of sexual misconduct and would like to find out about how the University can help you, contact the Title IX Coordinator at (720) 874-2481.

You may also want to make an appointment to talk with one of RVU’s Sexual Assault Advocate and Mental Health counselors. The counselor on the Colorado campus can be reached at (720) 875-2896 and the counselor on the Utah campus can be reached at (435) 222-1270. Your conversation will remain confidential and will not be shared with the Title IX Coordinator.

You may seek the assistance of a trusted faculty member; if you do so, please keep in mind that all University employees (other than medical or counseling professionals) are mandatory reporters and must report all information to the Title IX Coordinator.

For direct access to the current Title IX policy, visit the website.

Pregnant and Parenting Students Policy

In accordance with the Pregnant and Parenting Student Civil Rights outlined by the U.S. Department of Education’s Office of Civil Rights (OCR), RVU must

excuse a student's absence because of pregnancy or childbirth for as long as the student's physician deems the absences medically necessary. In addition, when a student returns to school, the student must be allowed to return to the same academic and extracurricular status as before the medical leave began. Students enrolled in courses, fellowship, or clinical rotation during or after pregnancy may face unique challenges regarding attendance and the ability to be absent from the site. Pregnant and parenting students who are in the midst of courses, clinical rotation or fellowship should work with the Associate Dean of Student Affairs to address challenges unique to the students' situation. Students on or entering clinical rotation should also contact their Program Director (PA) or the Associate Dean of Clinical Education (COM), as schedules can be rearranged.

For the full policy and how to make requests for accommodations, please go to DynamicPolicy or contact your campus Associate Dean of Student Affairs or the Title IX Coordinator.

CLERY Act

Rocky Vista University shares many of the same interests and concerns as other colleges and communities, including a concern about crime. The University has been fortunate not to have experienced a significant number of crimes, but one should not be misled into thinking the campus is crime-free. There is always the possibility of a criminal act occurring against a member of the RVU community despite the best efforts of the Safety and Security Department and the administrative staff. A truly safe campus can only be achieved through the shared responsibility of all members of the RVU community.

The University is committed to maintaining a safe environment to support a healthy, learning-centered campus. This commitment includes making necessary physical improvements that promote safety and well-being; the revision and updating of policies, procedures, and rules; and an obligation to hold accountable those who choose to commit crimes or violate rules and regulations.

Every student, faculty, staff member, and visitor has an individual responsibility to be aware of their personal safety, to properly utilize college resources, to make positive choices, and to use common sense. Crimes, violations, hate crimes, suspicious persons or activity, and safety issues should be reported upon discovery through the appropriate channels as described in this Handbook. Please take the time to familiarize yourself with the emergency procedures and the important information on the website. Updates, timely warnings, and important information regarding safety on campus will be communicated by emails, fliers, TV monitors, and other presentations.

For more information, view the RVU Annual Security Report.

To obtain a copy of the Daily Crime Log, please visit the Security Office on either campus.

Health Insurance Portability and Accountability Act (HIPAA)

The HIPAA Privacy Rule (Public Law 104-191) regulates the use and disbursement of individually identifiable health information and gives individuals the right to determine and restrict access to their health information. It requires that reasonable and appropriate technical, physical, and administrative safeguards be taken with electronic, individually identifiable health information. Specifically, we must ensure the confidentiality, integrity, and availability of all electronic protected health information we create, receive, maintain, or transmit.

All students at Rocky Vista University must complete a training course over the privacy laws that apply to the Health Professions to meet requirements of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Annual refresher training is required as well. The HIPAA training is provided online, and information to access training will be provided at orientation. A score of 80% or better on the HIPAA training course is a requirement prior to entering RVU programs.

All RVU students are required to abide by all rules, regulations, and policies of HIPAA. RVU has a zero-tolerance policy for violation of patient privacy, and failure to adhere to the mandates of HIPAA is grounds for immediate dismissal from the program.

Students are further expressly prohibited from taking photographs or video of patients without proper preceptor and patient consent. Any and all photographs or videos properly obtained are to be used for educational purposes only and shall not be distributed in any fashion, including, but not limited to, email, hard copy, or social media. The improper acquisition, use, or dissemination of any patient photos or videos is considered a significant violation of both HIPAA and program policies and may result in immediate dismissal from the program.

OSHA - Biosafety, Universal Precautions, and Bloodborne Pathogens

All students must complete a basic training course in biosafety, as required by the Occupational Safety and Health Administration (OSHA). Because patient contact and/or hands-on learning is a required part of the RVU curriculum, all RVU students must complete OSHA

training annually. The avenue chosen for completion of this training is the Collaborative Institutional Training Initiative (CITI) online program.

Instructions for registering and logging onto the CITI website, and specific instructions on which courses are required, are provided annually by the Compliance Office.

Needlestick and Bloodborne Pathogen Exposure

Upon matriculation and each year of program enrollment thereafter, all students are required to complete online training for prevention of exposures to infectious and environmental hazards. Additionally, prior to beginning clinical experiences, students are provided a quick-reference guide detailing appropriate procedures to follow in the event of an exposure or needlestick injury. Once a student has experienced an exposure or needlestick, the student shall seek immediate treatment in accordance with current and appropriate medical standards. The student shall immediately notify his/her preceptor and fill out any and all forms required by the clinical sites. Should an exposure incident occur, the student should contact RVU's Department of Human Resources, after following hospital or clinic protocol. Should students incur any costs related to evaluation and treatment of an exposure or needlestick injury, the student should submit all claims to the Human Resources Department for processing with Worker's Compensation.

The full policy on Needlesticks and Exposure Incidents can be found on [DynamicPolicy](#).

Professional Liability and Workers' Compensation Insurance

Students are covered by RVU's professional liability and workers' compensation insurance for all RVU-sponsored curricular and co-curricular activities, including rotations, shadowing, health fairs, medical mission trips, etc. Any student who is injured while on clinical rotation must notify the Associate Dean of Clinical Education and Human Resources immediately. Students are not covered for non-RVU activities.

The Family Educational Rights & Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student"

under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) The policy in its entirety can be found on [DynamicPolicy](#)

Student Complaints

It is RVU campus policy that all students at all times have the right to lodge a complaint or grievance or appeal that they deem important without fear of retaliation of any sort or any other adverse consequence as a result of doing so.

RVU provides the opportunity for students to resolve conflicts and/or related complaints using two levels, informal or formal, or both. Students may elect the avenue that serves their specific needs most appropriately, although some matters may not be available via the informal process. The recommended general strategy is to first contact the specific individuals or units most directly connected with the issue at hand unless there are good reasons for not doing so, such as issues related to alleged sexual misconduct. The Associate Dean of Student Affairs can provide guidance on complaint protocol and potential resolution.

The informal resolution process is designed to resolve problems for students having difficulty with other students, staff, or campus procedures short of written complaints, investigation, and disciplinary action. This process may involve mediation or discussion with the respondent and does not involve a written, formal complaint. This process should not be used for complaints involving academic, disability, discrimination, and/or racial or sexual harassment issues.

The formal complaint procedure is designed to resolve problems for students who are having difficulty with other students, faculty, staff, or processes that cannot be resolved through the informal resolution process, or for students who choose to have an investigation and adjudication in a formal setting. This procedure entails a complaint filing and cannot ensure anonymity.

Details on the Student Complaints and Grievance Procedures, as well as the complaint form, are available on the website and the student portal (MyVista). In addition, hard copies of these documents can be found in the Office of Student Affairs and students may request that the form be emailed to them. Assistance is available from the Associate Dean of Student Affairs.

Student Complaints to Accrediting Bodies

Students may file a complaint with the University's institutional accrediting body by contacting the following agencies:

Higher Learning Commission (HLC)

230 S. LaSalle Street; Suite 7-500; Chicago, IL 60604
Phone: (800) 621-7440

Colorado Department of Regulatory Agencies

1560 Broadway, Suite 110, Denver, CO 80202
Phone: (800) 886-7675

Utah Department of Commerce, Division of Consumer Protection

P.O. Box 146704, Salt Lake City, UT 84114
Phone: (801) 530-6601

Commission on Osteopathic College Accreditation of the American Osteopathic Association

142 East Ontario Street, Chicago, IL 60611-2864
Phone: (312) 202-8048
predoc@osteopathic.org

U.S. Department of Education

Office for Civil Rights
<https://www2.ed.gov/about/offices/list/ocr/index.html>

Regarding AOA COCA Standards & Procedures

Students enrolled at RVU may also file a complaint regarding the University's adherence to accreditation standards directly through the University. No anonymous complaints will be processed. Complaints should be filed in writing with the Associate Dean of Student Affairs of the respective location. Resolution of the complaint shall be made in writing/electronically to the complainant. The Associate Dean of Student Affairs will make an effort to process and adjudicate the complaint on a timely basis, although processing time may vary depending on the subject matter and complexity of the complaint. A letter of adjudication and resolution will be issued to the complainant. A student who is not satisfied with the adjudication and resolution of the complaint regarding AOA COCA Accrediting Standards and Procedures may appeal to the Dean of RVU in writing within ten days of the letter of adjudication and resolution of the complaint. The decision of the Dean on appeal will be final. No action shall be taken by RVU against a student for filing a complaint.

Students may also lodge complaints or grievances against RVU with the Commission on Osteopathic College Accreditation should they so desire at the following address:

Director, Department of Accreditation
American Osteopathic Association
142 E. Ontario St., Chicago, IL 60611
Toll-free: (800) 621-1773;
Local: (312) 202-8000
Fax: (312) 202-8200
predoc@osteopathic.org

Colorado Voter Registration

RVU is required by the Higher Education Act of 1965 (HEA) to distribute voter registration forms to its students. You will find all the information you need to register to vote or make any changes to your registration information (address, name change, etc.) at the Colorado Secretary of State website.

Utah Voter Registration

RVU is required by the Higher Education Act of 1965 (HEA) to distribute voter registration forms to its students. You will find all the information you need to register to vote or make any changes to your registration information (address, name change, etc.) at the Utah Voter Registration website.

Student Confidentiality and Conflict of Interest

In compliance with the COCA, HLC, and ARC-PA relevant accreditation regulations, RVU is committed to ensuring the prevention of potential conflicts of interest for student academic advancement and the protection of student confidentiality in the clinical setting. Students seeking healthcare will not be placed in a position in which they could potentially be treated by any faculty or staff that have authority over their educational pursuits. Authority over a student's educational pursuits at RVU is defined by those RVU personnel who, including but not limited to, determine grades, ongoing status of academic standing, and academic advancement within the Program, College, or University, such as Deans, Program Directors, Department Directors, Course Directors or any other faculty who may have grading authority. Medical providers in any of the aforementioned roles will be precluded from providing medical care for a student unless specifically requested by the student. Neither the principal faculty of the COM, MSBS, or PA program, the PA or MSBS program directors, nor the COM or PA program medical directors will serve as healthcare providers for students. In all cases of emergency, care is provided by another faculty member or medical personnel. Further, RVU students participating in clinical training will not be involved in the medical care of other students, unless expressed permission is individually obtained from the student patient. Patient confidentiality will be guaranteed for all RVU students in all clinical settings.

Firearms and Other Prohibited Items

Possessing unauthorized firearms, ammunition, explosives, fireworks, and/or other dangerous weapons or instruments resembling them, which may cause fear/alarm in or harass another person within or upon the grounds, buildings, or other facilities of RVU or at any

RVU-sponsored or supervised function or event is prohibited. Any person(s) in violation of this regulation shall be subject to University disciplinary action and/or criminal charges. An exception is granted only for city, state, or federal law enforcement officers.

Prohibited Items

RVU disallows the following items within its facilities due to existing RVU policies, fire safety laws, as well as federal, state, and local laws. Possession of any of the following items may result in seizure and/or destruction of the items by an RVU representative and may result in disciplinary action:

- Alcoholic beverages and containers without approval from the President, Vice President of Enrollment Management & External Relations, or Associate Dean of Student Affairs;
- Narcotics, drugs, and drug-related items;
- Firearms, weapons, ammunition and related paraphernalia, BB guns, and air guns;
- Explosive materials;
- Realistic replicas of firearms or other weapons;
- Gasoline, kerosene, and other fuels;
- Firecrackers and fireworks;
- Combustible decorations;
- Candles, lanterns, incense, etc. (no open flames);
- Chemicals of any kind (exceptions: approved custodial cleaning chemicals, lab chemicals);
- Additional furniture (without prior approval of the Director of the Department of Facilities and Grounds);
- Immersion heaters;
- Pets, including fish and reptiles (exception: approved ADA service animals);
- Items that may affect the safety or security of the University.

RVU Student ID Badge Policy

University policy requires all students obtain and carry their RVU Student ID Badge while on campus. It is primarily used for identification, for verification of RVU status, and for using University services, such as access to the building. The badge may be obtained at the Security Office on each campus. Completion of the Critical Student Information Survey is required to obtain the RVU Student ID Badge. Use of the badge by anyone other than the person to whom it was issued is strictly prohibited. The cardholder is responsible for any and all losses associated with their card. RVU Student ID Badges are the property of RVU and must be returned on request.

It is the responsibility of the University to ensure the safety and security of all its students and employees. All students are expected to wear their RVU ID Badge at all times when in RVU buildings. Current students may request the replacement of ID badges according to the following information.

Campus Safety and Security will replace one (1) issued ID badge at no charge to current employees and students; however, subsequent requests to replace additional ID badges will result in a fee of \$10 each. Replacement for ID badges will be referred to the Safety and Security Department and payment will be made through the Finance Department prior to the creation of a new ID badge.

Lost and Found Policy

The Safety and Security Department will receive/collect lost and found items and store them in a secure property room until claimed by the owner. Property must be logged into the collection book and assigned a property tag. When an item is claimed, a release of property waiver must be completed and signed before any item is returned to the owner. The waiver is to be filed in the appropriate folder.

Items turned in will be held for a period of 180 days, after which Security will produce an email notice to employees and the current student body providing a period of one (1) week for anyone to claim lost items. After the one-week period, all remaining unclaimed items will be donated to charity. The 180-day holding period will conform to the current semester terms, which will expire at the end of the spring semester in June and the fall semester in December of each year.

Email Signature Policy

RVU utilizes a standardized email signature for students and employees, in order to maintain consistent branding for the University, to exhibit professionalism, and to identify spam emails. The Marketing Department is responsible for maintaining and enforcing this policy, as well as ensuring the appropriate branding and representation of the University. Examples of the signature and instructions for setting it up are located at [DynamicPolicy](#).

Student Communicable Disease Vaccine Policy

This policy ensures student compliance with the mandate that all students attending RVU are vaccinated for specified communicable diseases (e.g. COVID-19) or receive an exemption for medical or religious reasons.

RVU students include students attending any RVU program at any of the RVU locations. Communicable disease references a disease that is transmissible by contact with infected individuals or their bodily discharges or fluids by contact with contaminated surfaces or objects, by ingestion of contaminated food or water, or by direct or indirect contact with disease vectors.

To ensure the safety of the RVU Community, all students are required to provide proof of vaccination from COVID-19 (or other disease specified by the university) or receive an approved exemption for medical or religious reasons. Deadlines for compliance will be determined and announced by the university. The Office of Enrollment Management in conjunction with Deans/Program Directors will be responsible for ensuring student compliance.

1. Proof of vaccination: All students will upload their vaccine card in SentryMD (COM clinical students are encouraged to upload their information into SentryMD, but may simply upload their information into New Innovations as required by Clinical Education). 2. Students requesting exemptions for medical or religious reasons will complete the form located in SentryMD. Requests will be evaluated and students will be advised of their status within one week of submitting their request. Enrollment Management will forward approved exemptions to the Registrar and to the individual programs. 3. Incoming students who are accepted within a month of matriculation, will have up to 7 weeks to be compliant with showing proof of vaccination. 4. Students who have approved exemptions will be required to complete the Attestation Form each morning prior to coming on campus. While on campus they will need to wear a mask and adhere to social distancing whenever possible. Students who are out of compliance may be subject to an honor code violation. 5. Students must upload proof of vaccination as directed by the university/program. Those receiving an exemption must reapply (resubmit the request form) each year that the vaccine is required. 6. Students receiving exemptions understand that an approved exemption does not guarantee that exemptions will be granted by all clinical sites.

General Academic Policies and Procedures

Attendance

The University does not require attendance to be recorded. Attendance is established by the programs and individual course instructors who have the option of taking attendance in their course at any time.

Student Complaints

Rocky Vista University upholds high standards and expectations of professional conduct for all its community members. As with any institution that educates and employs a large number and variety of people, we may sometimes be challenged by conflicts, lack of clarity in policies, or problems that may arise from misunderstandings.

RVU encourages students and employees to first make attempts to resolve conflicts with the person with whom there is a dispute. When a desirable outcome cannot be reached by both parties, available options to students and employees are described on the website.

Retaliation or retribution of any kind from any student or employee against a complainant or other involved parties is strictly prohibited.

Student Responsibility to Obtain Information

Each student enrolled in RVU is individually responsible for knowledge of the current academic regulations, general and specific requirements, the operational policies, any changes to current or newly published policy or procedures, and any other official documents or announcements of the University.

Students are responsible for remaining aware of educational obligations (e.g. their grades, the procedures for remediation, the times and locations of all examinations or laboratory sessions, the time and location of clinical externships). Students are also responsible for being aware of and meeting all deadlines.

Official University communications include, but are not limited to, email and written notices. All students are required to maintain and access their University email account daily for any communications that have been sent. The University may send communications via email, U.S. mail, and/or registered/certified mail at its discretion. The student is responsible to maintain their correct address with the Office of the Registrar. Failure to receive communications from the University (email, regular mail, certified mail, registered mail, etc.) does not relieve the student of her/his duties and obligations that are included in any and all communications.

Acceptable Use of Computing Resources Policy

The University is committed to providing secure yet open networks and systems that protect the integrity and confidentiality of information and data. The Office of Information Services is charged with providing the University community with the technological resources to deliver and support these commitments.

Each member of the University community is responsible for the security and protection of electronic information. Resources to be protected include networks, computers, software, and data.

All users are expected to act in a responsible, ethical, and lawful manner when using the University's

information services resources. The following are examples, but are not an exhaustive list, of prohibited activities:

- Using the University's information services resources to attempt unauthorized use or interference with legitimate use by authorized users of other computers or networks, including misrepresentation of his or her identity to other networks (e.g. IP address "spoofing");
- Modifying or re-configuring of the software, data, or hardware of the University's information services resources (e.g. system/network administration, internal audit);
- Knowingly creating, installing, executing, or distributing any malicious code (including but not limited to viruses, worms, and spyware) or another surreptitiously destructive program on any of the University's information services resources, regardless of the result;
- Hacking into University computers or networks (this activity may be subject to prosecution by state or federal authorities);
- Unauthorized use or distribution of intellectual property or copyrighted material, including unauthorized peer-to-peer file sharing (this activity may be subject to prosecution by state or federal authorities, up to and including fines and/or imprisonment);
- Using a computer system attached to University resources to capture data packets (e.g. "sniffer");
- Launching denial of service attacks against other users, computer systems, or networks;
- Using the University's information services resources to transmit abusive, threatening, or harassing material, chain letters, spam, or communications prohibited by state or federal laws is prohibited under this policy;
- Accessing (e.g. reading, writing, modifying, deleting, copying, moving) another user's files or electronic mail without the owner's permission regardless of whether the operating system allows this access to occur except in cases where authorized by the University;
- Knowingly interfering with the security mechanisms or integrity of the University's information technology resources (users shall not attempt to circumvent information technology protection schemes or exploit security loopholes);
- Connecting devices (e.g. switches, routers, hubs, computer systems, and wireless access points) to the network that are not approved by the Office of Information Services at the University (it should be noted that connecting through a University-provided authorization process is considered, by default, to be approved access);
- Connecting any device that consumes a disproportionate amount of network bandwidth;
- Intentionally physically damaging or disabling University computers, networks, or software without authorization;

- Intentionally sharing University passwords; and
- Using the University's resources for the production or viewing of pornography

The University's informational resources are provided for use in conducting authorized University business. Using these resources for personal gain or for illegal or obscene activities is prohibited. Users observing any illegal activities must report their observance to an appropriate University official.

Abuse of networks or computers at other sites through the use of the University's resources will be treated as an abuse of the University's information technology resource privileges. Abuse of University policies, resources, or other sites through the use of information technology resources may result in termination of access, Honor Code violations, dismissal, legal action, and/or other appropriate disciplinary action. Notification will be made to the appropriate University office or local and federal law enforcement agencies. The Office of Information Services is authorized to isolate and/or disconnect computer systems from the network while assessing any suspected or reported security incident, in order to minimize risk to the rest of the University's network. This includes but is not limited to hospitals and clinics that may be involved in student education.

Required Technology

Each student is required to have a laptop computer with wireless capabilities that meets the specifications published and distributed annually by the University's Office of Information Services. The recommended platform is Microsoft Windows.

Each student is also required to obtain a handheld device, such as a recent-model smartphone or tablet, that supports Wi-Fi access and internet browsing.

E-Mail Communication Policy

Rocky Vista University has established email as a primary vehicle for official communication with students, faculty, and staff. Each registered student is assigned an official RVU email address by the Office of Information Services (IT Help Desk), according to a naming convention regulated by IT. All official University email communications will be sent to the assigned @rvu.edu address, including but not limited to communications from faculty to students, from students to faculty, from administrative departments to students, and from students to students.

The University expects that students will open and read emails in a timely manner. Failure to open and read University communications delivered to an official email address in a timely manner does not absolve recipients from knowing and complying with the content of such communications.

Students may redirect their official RVU email address to another address (e.g. Hotmail, Yahoo, Gmail, AOL) at their own risk. The University is not responsible for the handling of emails by other service providers. Having email redirected does not absolve recipients from knowing and complying with the content of the communication sent to their official University email address.

Improper use of computing systems, including email, as described in the "Acceptable Use of Computing Resources" policy found in the RVU Student Handbook and Catalog, is prohibited and may result in disciplinary action. Students using the RVU email system must abide by the Student Code of Conduct and Student Conduct Standards.

Mass Email Messages

All mass emails from students shall first be approved through the Associate Dean of Student Affairs. It shall be noted that RVU staff will utilize the Email Policy for Employees when authorizing a mass email on behalf of any student or student group.

"Mass email" is defined as an email addressed to all RVU email accounts or to one or more of the following groups: All RVU Faculty, All RVU Employees, All Students, "Class of". It is important to note that sending a message to members of a club, organization, or a group of less than 20 students does not constitute a mass emailing.

The RVU email system provides the capability to communicate rapidly and widely to internal audiences through mass or broadcast email. Many consider the use of mass emails as spam so this method of communication shall be used carefully, considerately, and conservatively to maximize the impact of important messages.

Mass emails shall only be used to communicate information that affects a large number of faculty, staff, and/or students.

Enforcement

The Office of Information Services and the Office of Student Affairs will enforce this policy to the best of their abilities. In accordance with established University practices, policies, and procedures, violation of this policy may result in disciplinary review, expulsion from the University, suspension or revocation of network account, termination of employment, legal action, or other disciplinary action as deemed appropriate. In addition, any use of the University email system for obscene or harassing activities will warrant the loss of email privileges. Students who engage in such activity may also face sanctions under the Student Code of Conduct.

Social Media Policy

The Marketing Department is responsible for maintaining and enforcing this policy, as well as ensuring the appropriate branding and representation of the University. The Marketing Department reserves the right to make changes to the social media policy at any time.

Affiliated User Sites

Affiliated user sites are defined as accounts or pages that are officially associated with and approved by RVU. These accounts or pages may be run by student clubs or interest groups, tracks, departments, or fellows. Any accounts or pages that bear the RVU name or branding must receive approval or action will be taken to close the account or page. To become an affiliated user site, the administrator should contact marketing@rvu.edu. Any existing account or site that bears the RVU name or branding must receive approval through the above process or action will be taken to close the account/site.

Posts must be service- or education-based or should further the objective of the student club, interest group, track, or department. It is the responsibility of the account or page administrator to ensure that posts accurately reflect RVU's core values. Communications on social media sites must comply with all applicable University policies.

Official Class Groups on Facebook

Facebook groups offer a place for students to talk, share information, post advertisements or requests, and support one another. Every year, a representative of the Marketing Department will create a Facebook group for each new matriculating class. As this is an official RVU account, it will be subject to the Code of Conduct. Students may not create other groups for the class, though they may create personal groups that are not linked to RVU by name or branding.

Membership is open to students who have matriculated into or plan to matriculate into the cohort for the group page they are requesting membership for. Students from other classes may also join if they are representatives from the following student organizations: Student Government Association (SGA); Class Council; Peer Mentor; Tutor; or Ambassador. Students from other classes who do not meet that criteria and who wish to promote events, housing opportunities, or other appropriate content to the page are welcome to reach out to the Marketing Department or to student leadership to have the content posted to the page on their behalf.

Posting on Personal Sites

Members of the RVU Community are encouraged to share University news and events that are a matter of public record with their social networks. However, despite the site or account being personal, if there is a violation of RVU's Code of Conduct or Appropriate Conduct and Discipline, students or employees may still face disciplinary action, particularly if RVU is tagged or mentioned in the post.

Confidentiality

Proprietary information about RVU should not be posted on social media. This includes, but is not limited to, personal information about students, alumni, employees, contractors, or partners. Information obtained from internal or confidential meetings—such as financial, legal, or operational information, strategies, and forecasts—should not be posted on social media or affiliated user sites.

Patients and their right to privacy is protected by the Health Insurance Portability and Accountability Act (HIPAA). Never disclose a patient's name or identifiable information on social media, nor use their image without their permission (or that of a guardian, if the patient is a minor).

Protected information must not be disclosed through social media. This includes information about students' personal or educational records, and all other sensitive information outlined in the US federal Family Educational Rights and Privacy Act (FERPA). Violations of FERPA or HIPAA via social media will be referred to the Office of Student Affairs (students) or Human Resources (employees). Additionally, violations may result in an official site or account being deactivated. To view the Social Media Policy in full, it can be found on DynamicPolicy.

Professional Communications

Students and employees are expected to abide by the Code of Conduct and behave professionally in all types of communication—whether in public or private conversation. Online forms of communication include but are not limited to forums, gaming platforms, messaging apps, and social media platforms. The following communication is specifically prohibited:

- Personal attacks on any RVU community member, including fellow students, faculty, or staff.
- Any language which can be described as vulgar, obscene, threatening, abusive, intimidating, or harassing.
- Discriminatory comments, hate speech, or hostility towards others on account of race, religion, sex, ethnicity, nationality, citizenship, disability, sexual orientation, or gender identity.
- Any posts which are derogatory disrespectful, demeaning, or disparaging.

- Content determined to be inappropriate, including offensive, obscene, racist, homophobic, sexist or sexually explicit language or photos.

Inappropriate communication should be referred to the Office of Student Affairs and may result in disciplinary sanctions, including reprimand, probation, suspension, or even dismissal. Refer to the section in this Handbook "Disciplinary Sanctions" for additional information.

Student Health Insurance

All students are required to obtain health insurance prior to matriculation and to maintain health insurance throughout their time of enrollment at the University. Students must participate in the University-sponsored health insurance program or submit an approved waiver with documentation of alternative equivalent coverage. If a student's insurance is scheduled to expire during the academic year, they must obtain a new waiver form with proof of new insurance at least 30 days prior to the expiration of their old insurance. The current cost of the Student Health Insurance program may be obtained from the Office of Student Financial Services. Any student who has a lapse of health insurance coverage will be summarily removed from classes and/or externships and may be subject to dismissal.

Parking Permits

Parking permits are required to park on campus and must be properly displayed. They are issued on an individual basis and may not be transferred. Permits are only valid when obtained through the RVU Security Office and they remain the property of RVU. The owner of a permit is responsible for any/all citations issued to any vehicle displaying their permit. Students are to park in specified areas only.

Code of Conduct

Statement of Student Rights and Responsibilities

The University upholds the highest standards of academic excellence. Each student has certain rights and responsibilities, including the following:

- Personal and intellectual freedom;
- Respect for the equal rights and dignity of all University community members;
- Dedication to the scholarly and educational purposes of the University;
- Participation in promoting and ensuring the academic quality and credibility of the institution; and

- Responsibility to comply with the legal and ethical standards of the University, the professional organizations and institutions with which it has partnered the ethical standards of healthcare professions, as well as those of the local authorities, the state and national laws, and applicable rules and regulations.

Code of Student Conduct and Academic Responsibility

The Code seeks to promote the highest standard of behavior and academic integrity by setting forth the responsibilities of students as members of the University community. Abiding by the Code ensures a climate wherein all members of the University community can exercise their rights of membership.

The University is a community of scholars in which the ideals of freedom of inquiry, thought, expression, and freedom of the individual are sustained. However, the exercise and preservation of these freedoms and rights require a respect for the rights of all in the community to enjoy them to the same extent. Willful disruption of the educational process, destruction of property, interference with the rights of other members of the University community, and interference with the orderly process of the University as defined by the administration will not be tolerated. Students enrolled in the University assume an obligation to conduct themselves in a professional and ethical manner compatible with the expectations of their peers, administration, and future profession. The University retains the power to maintain order within the University and to exclude those who are disruptive to the educational process or the ethical standards of healthcare professionals.

Any violations of the Code of Student Conduct and Academic Responsibility or University policies and procedures may result in disciplinary action and/or criminal prosecution where applicable. These disciplinary actions may include a variety of administrative actions up to and including dismissal. Admission candidates found to have not met the Code of Student Conduct and Academic Responsibility as outlined may be subject to rescindment of the offer of admission.

The Physician Assistant Program has a program-specific mechanism in place to address conduct violations (refer to "Requirements for Promotion and Graduation" in the Master of Physician Assistant Studies Program Catalog section of this Handbook). However, in the event a PA student has an alleged violation of University policy, the student may be brought before the University Honor Code Committee or Provost, in accordance with University policy

Honor Code

RVU students follow this credo: "As a student of Rocky Vista University, I will be ever vigilant in aiding in the general welfare of the community, sustaining its rules and organizations, and will not engage in practices that will in any way bring shame or discredit upon myself, my school, or my profession."

Honor Code Committee

The Honor Code Committee is composed of student representatives from the DO program (first year, second year, and clinical years), the MSBS program, and the PA program. All student representatives are elected by their respective classmates. The Associate Dean of Student Affairs chairs the Honor Code Committee and may ask any student to appear before the Honor Code Committee for cause. For more egregious violations, the student may be required to meet with the Student Performance Committee (SPC).

- The student shall receive adequate notice of the time, place, and subject of the meeting. Such written notice may be in the form of an official University email, U.S. mail, or hand delivery.
- Appearance before the Honor Code Committee is mandatory.
- In cases with alleged egregious actions, as determined at the sole discretion of the Chair, legal representation at the hearing may be allowed. This is not a formal legal hearing; thus, rules of civil procedure and evidence do not apply. Counsel may not proffer statements or questions, although notes to his or her client are permitted. The University reserves the right to have its own legal counsel present.
- The names of all witnesses must be provided to the Associate Dean of Student Affairs in advance of the hearing. Any witnesses will be called to speak to the Committee individually. Witnesses may be asked to remain outside the meeting room for later recall. The student will not be present during the questioning of any witnesses. The Chair of the Committee reserves the right to call additional witnesses.
- The student will be given the opportunity to present his or her statements to the Committee and to respond to any questions. The student will only be present during his or her statement unless otherwise approved by the Chair.
- The Dean (DO program) or the respective Program Director (MSBS program or PA program) shall review the Honor Code Committee's recommendations and may either accept, reject, or modify the recommendations. The student shall be notified of the Dean or Program Director's decision by U.S. mail or personal delivery within ten business days.
- The decision of the Dean or Program Director is final.

Academic Integrity

The University holds its students to the highest standards of intellectual integrity. Therefore, any attempt by a student to pass any examination by improper means, present work that the student has not performed, aid and abet another student in any dishonest academic act, or have direct knowledge of such without reporting it, will subject the offending student to a meeting before the Honor Code Committee or the Student Performance Committee for possible disciplinary action, which may include probation, suspension, or even dismissal from the University.

All students are expected to commit to academic integrity by observing the standards for academic honesty. The following acts violate the academic standards:

- Cheating: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise;
- Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise;
- Facilitating academic dishonesty: intentionally helping or attempting to help another to violate any provision of this code;
- Plagiarism: the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment;
- Misrepresentation;
- Bribery in an attempt to gain an academic advantage;
- Forging or altering documents or credentials;
- Utilization of position or power by a student for personal benefit or to the detriment of another student, faculty member, or member of the staff;
- Dishonesty in any form; and
- Behavior that does not meet the standards of the University, its affiliates, and the healthcare professions.

Students are expected to submit tests and assignments that they have completed without aid or assistance from other sources. Students must avoid any impropriety or the appearance of impropriety in taking examinations or completing work in pursuance of their educational goals; failure to do so may subject students to an action by the Honor Code Committee or the Student Performance Committee.

Copying of examination questions is expressly forbidden.

Conduct Standards

Students will not interfere with the rights, safety, or health of members of the University community, nor interfere with other students' rights and privileges in pursuit of their educational goals. Students are

expected to abide by all University, College, and Program rules and regulations, and all local, state, and federal laws and regulations affecting their education and profession.

Failure to abide by rules and regulations at the University, College, local, state, and federal levels may lead to a meeting before the Honor Code Committee or the Student Performance Committee (or the Student Assessment and Promotions Committee for the PA Program) and disciplinary actions up to and including dismissal from the University. Markedly egregious violations of the Code of Conduct by a student, including violent acts, crimes, or behaviors such that there is a perceived real or potential threat to University personnel or property may be referred directly to the Dean or Program Director for investigation and action without Committee involvement.

Violations include but are not limited to:

- Theft, robbery, and related crimes;
- Vandalism or destruction of property;
- Disruptive behavior/disorderly conduct on the campus, at University-affiliated sites or at any University- or club-sponsored events, on- or off-campus;
- Physical or verbal altercation, assault, battery, domestic violence, or other related crimes;
- Possession, transfer, sale, or use of illicit and/or illegal drugs, or in the case of a minor, alcohol;
- Illegal possession of or use of a firearm, fireworks, weapons, explosives, or other dangerous substances or items on campus, at University-affiliated sites or at any University or club-sponsored event, on- or off-campus; •
- Appearance in class or on campus, at University-affiliated sites, or at any University- or club-sponsored events, when the student is impaired due to the use of drugs or alcohol;
- Failure of any student to report another student who has indication of impairment while that student is interacting with patients;
- Any act or conspiracy to commit an act that is harassing, abusive, or discriminatory or that invades an individual's right to privacy, including but not limited to sexual harassment; discrimination and abuse against members of any racial, ethnic, national origin, religious group, or on the basis of sex/gender, sexual orientation, marital status, or cultural group and/or any other protected group or as a result of an individual membership in any protected group;
- Sexual misconduct;
- Stalking;
- Unacceptable use of computing resources as defined by the University;
- Impeding or obstructing a University investigatory, administrative, or judicial proceeding;
- Threats of or actual physical harm to others, or damage or vandalism to property;

- Any activity that may be construed as hazing or engaging in, supporting, promoting, or sponsoring hazing of another student, faculty, or staff member;
- Embezzlement or misuse of University and/or student organizational monies or resources;
- Failure to comply with the directives of a University official;
- Violations of the terms or conditions of a disciplinary sanction imposed by the administration;
- Violation of state or federal law, rule, regulation, or ordinance;
- Violation of HIPAA privacy requirements; and
- Fraud, misrepresentation, forgery, alteration, or falsification of any records, information, data, or identity.

Honor Code

RVU students follow this credo: “As a student of Rocky Vista University, I will be ever vigilant in aiding in the general welfare of the community, sustaining its rules and organizations, and will not engage in practices that will in any way bring shame or discredit upon myself, my school, or my profession.”

Honor Code Committee

The Honor Code Committee is composed of student representatives from the DO program (first year, second year, and clinical years), the MSBS program, and the PA program. All student representatives are elected by their respective classmates. The Associate Dean of Student Affairs chairs the Honor Code Committee and may ask any student to appear before the Honor Code Committee for cause. For more egregious violations, the student may be required to meet with the Student Performance Committee (SPC).

- The student shall receive adequate notice of the time, place, and subject of the meeting. Such written notice may be in the form of an official University email, U.S. mail, or hand delivery.
- Appearance before the Honor Code Committee is mandatory.
- In cases with alleged egregious actions, as determined at the sole discretion of the Chair, legal representation at the hearing may be allowed. This is not a formal legal hearing; thus, rules of civil procedure and evidence do not apply. Counsel may not proffer statements or questions, although notes to his or her client are permitted. The University reserves the right to have its own legal counsel present.
- The names of all witnesses must be provided to the Associate Dean of Student Affairs in advance of the hearing. Any witnesses will be called to speak to the Committee individually. Witnesses may be asked to remain outside the meeting room

for later recall. The student will not be present during the questioning of any witnesses. The Chair of the Committee reserves the right to call additional witnesses.

- The student will be given the opportunity to present his or her statements to the Committee and to respond to any questions. The student will only be present during his or her statement unless otherwise approved by the Chair.
- The Dean (DO program) or the respective Program Director (MSBS program or PA program) shall review the Honor Code Committee's recommendations and may either accept, reject, or modify the recommendations. The student shall be notified of the Dean or Program Director's decision by U.S. mail or personal delivery within ten business days.
- The decision of the Dean or Program Director is final.

Academic Integrity

The University holds its students to the highest standards of intellectual integrity. Therefore, any attempt by a student to pass any examination by improper means, present work that the student has not performed, aid and abet another student in any dishonest academic act, or have direct knowledge of such without reporting it, will subject the offending student to a meeting before the Honor Code Committee or the Student Performance Committee for possible disciplinary action, which may include probation, suspension, or even dismissal from the University.

All students are expected to commit to academic integrity by observing the standards for academic honesty. The following acts violate the academic standards:

- Cheating: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise;
- Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise;
- Facilitating academic dishonesty: intentionally helping or attempting to help another to violate any provision of this code;
- Plagiarism: the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment;
- Misrepresentation;
- Bribery in an attempt to gain an academic advantage;
- Forging or altering documents or credentials;
- Utilization of position or power by a student for personal benefit or to the detriment of another student, faculty member, or member of the staff;
- Dishonesty in any form; and

Behavior that does not meet the standards of the University, its affiliates, and the healthcare professions. Students are expected to submit tests and assignments that they have completed without aid or assistance from other sources. Students must avoid any impropriety or the appearance of impropriety in taking examinations or completing work in pursuance of their educational goals; failure to do so may subject students to an action by the Honor Code Committee or the Student Performance Committee.

Copying of examination questions is expressly forbidden.

Conduct Standards

Students will not interfere with the rights, safety, or health of members of the University community, nor interfere with other students' rights and privileges in pursuit of their educational goals. Students are expected to abide by all University, College, and Program rules and regulations, and all local, state, and federal laws and regulations affecting their education and profession.

Failure to abide by rules and regulations at the University, College, local, state, and federal levels may lead to a meeting before the Honor Code Committee or the Student Performance Committee (or the Student Assessment and Promotions Committee for the PA Program) and disciplinary actions up to and including dismissal from the University. Markedly egregious violations of the Code of Conduct by a student, including violent acts, crimes, or behaviors such that there is a perceived real or potential threat to University personnel or property may be referred directly to the Dean or Program Director for investigation and action without Committee involvement.

Violations include but are not limited to:

- Theft, robbery, and related crimes;
- Vandalism or destruction of property;
- Disruptive behavior/disorderly conduct on the campus, at University-affiliated sites or at any University- or club-sponsored events, on- or off-campus;
- Physical or verbal altercation, assault, battery, domestic violence, or other related crimes;
- Possession, transfer, sale, or use of illicit and/or illegal drugs, or in the case of a minor, alcohol;
- Illegal possession of or use of a firearm, fireworks, weapons, explosives, or other dangerous substances or items on campus, at University-affiliated sites or at any University- or club-sponsored event, on- or off-campus;
- Appearance in class or on campus, at University-affiliated sites, or at any University- or club-sponsored events, when the student is impaired due to the use of drugs or alcohol;

- Failure of any student to report another student who has indication of impairment while that student is interacting with patients;
- Any act or conspiracy to commit an act that is harassing, abusive, or discriminatory or that invades an individual's right to privacy, including but not limited to sexual harassment; discrimination and abuse against members of any racial, ethnic, national origin, religious group, or on the basis of sex/gender, sexual orientation, marital status, or cultural group and/or any other protected group or as a result of an individual membership in any protected group;
- Sexual misconduct;
- Stalking;
- Unacceptable use of computing resources as defined by the University;
- Impeding or obstructing a University investigatory, administrative, or judicial proceeding;
- Threats of or actual physical harm to others, or damage or vandalism to property;
- Any activity that may be construed as hazing or engaging in, supporting, promoting, or sponsoring hazing of another student, faculty, or staff member;
- Embezzlement or misuse of University and/or student organizational monies or resources;
- Failure to comply with the directives of a University official;
- Violations of the terms or conditions of a disciplinary sanction imposed by the administration;
- Violation of state or federal law, rule, regulation, or ordinance;
- Violation of HIPAA privacy requirements; and
- Fraud, misrepresentation, forgery, alteration, or falsification of any records, information, data, or identity.

Classroom Behavior

The virtual and in-person classroom is a shared learning environment and students in the classroom are required to conduct themselves in a professional manner. Any activities that distract from the learning environment, including but not limited to playing computer games, updating social media, or talking may be considered disruptive activity.

A faculty member, instructor, or proctor may dismiss any student from class who is considered to be disruptive. Any student dismissed from class for disruptive or unprofessional behavior will be reported to the Associate Dean of Student Affairs (or the appropriate Program Director in the event the behavior relates to an MSBS or PA student) for appropriate disciplinary action and may be required to appear before the Honor Code Committee or the Student Performance Committee.

Course and Faculty Evaluations

Each student has a responsibility to provide constructive evaluation for the courses and the instructors. This responsibility may be met in part by participation in course evaluations that are required by the University. Students will be expected to comply with any specific requirements for completing course and faculty evaluations outlined by their individual Programs. The University expects each student to comply with this responsibility and obligation in a constructive, professional manner so that optimal feedback can be provided. The student's input will help improve the educational effectiveness of the curriculum, as well as assist faculty members by providing them with constructive input.

Impaired Student Policy

The safety and welfare of patients demands that all healthcare providers perform at the highest level of cognitive ability. The illegal use or abuse of drugs or alcohol impairs the ability of a healthcare professional to provide optimal care and may impact the student's future ability to be licensed as a healthcare provider, at a state's discretion. Please check applicable state laws. Although the use of marijuana is legal in the state of Colorado, it is listed as an illegal drug by the U.S. Federal Drug Enforcement Agency. As such, the use of marijuana in any form that has not been prescribed by a physician for medical purposes is a violation of University policy.

All students, as a condition of enrollment at Rocky Vista University, must agree to abide by the University's Impaired Student Policy. Under this policy, students who are identified as suffering from substance abuse or addiction or who exhibit symptoms suggestive of impairment, either on campus or at one of its affiliates, are subject to immediate drug and alcohol screening and may be referred for further evaluation and treatment. Refusal of a mandatory drug and alcohol screen will be grounds for immediate dismissal by the Dean or the Provost.

Any member of the University community who observes a student with symptoms suggestive of impairment, substance abuse, or addiction must report the matter to the Associate Dean of Student Affairs or the Provost immediately.

Privacy

There is no expectation of privacy of information stored on or sent through University-owned information services, resources, and communications infrastructure.

The University reserves the right to preserve or inspect any information transmitted through or stored in its computers, including e-mail communications and individual login sessions without notice when:

- there is reasonable cause to believe the user has violated or is violating University guidelines or procedures;
- an account appears to be engaged in unusual or excessive activity;
- it is necessary to do so to protect the integrity, security, or functionality of the University's information technology resources or to protect the University from liability; and/or
- it is otherwise permitted or required by policy or law.

The University is not liable for the loss of or misappropriation of any private or personal information that may be stored on University resources

Dress Code

Students are expected to dress in a manner that demonstrates respect for other students, faculty, administration, staff, and visitors. As part of professionalism, students must abide by a business casual dress code.

In accordance with business casual guidelines, slacks/trousers and jeans are appropriate, as are dresses and skirts with modest lengths. Collared shirts, sweaters, and blouses are acceptable. Examples of clothing that are not appropriate include the following: shorts, miniskirts, sweatpants, pajama pants, exercise pants, leggings (made of spandex or other form-fitting materials), shirts with spaghetti straps, halter tops, and clothing that may expose the midriff and torso. In addition, flip-flops and baseball caps are inappropriate. T-shirts are permitted as long as they do not contain offensive language or images. Questions regarding appropriate attire may be directed to the Office of Student Affairs.

Students should refer to the course syllabi for further dress code requirements. While on externships, proper hospital/clinical office attire must be worn, abiding by the dress code requirements of the specific clinical site. Unless specified otherwise, students must wear their RVU white coats and RVU name tags at all times when on clinical externships, standardized patient encounters, and shadowing experiences.

Students must also wear their white coats when participating in service learning projects or at RVU-sponsored co-curricular activities, such as staffing a health fair. Students inappropriately dressed will be requested to leave the campus and not return until appropriately dressed. Questionable or disputed cases of attire shall be presented to the Associate Dean of

Student Affairs, whose decision will be final. Repeated violations will be considered unprofessional behavior and may result in disciplinary action.

Students are not required to maintain business casual attire after 5:00 pm on Monday through Friday or on weekends, unless notified by the administration to be professionally dressed. The University also reserves the right to relax the dress code for specific occasions (e.g. Casual Fridays) and students will be notified of any adjustments.

Failure to Report a Violation

Every member of the University community has the duty to file a complaint with the Office of Student Affairs if it is felt a violation of the Honor Code has occurred. Failure to report a violation of the Honor Code is itself a violation. All members of the University community have an affirmative duty to participate in the inquiry or investigative process.

Policies and Procedures for Alleged Code of Conduct Violations

Any member of the University community may file a written complaint with the Office of Student Affairs.

During the period of time of any disciplinary action, except dismissal, the student may be directed to comply with specific requirements including counseling, auditing one or more courses, medical treatment, preparing scheduled reports, or other requirements intended to rehabilitate the student and/or to ensure that the student is able to continue with his or her education without further monitoring.

Records of dismissal or leave of absence (administrative or voluntary) and the date of each determination shall be placed in the student's permanent records. The Honor Code Committee shall have non-exclusive authority to evaluate all alleged student violations of misconduct, whether academic, professional, or ethical. Exceptions to this authority include, but are not limited to, the following:

- Nothing shall limit the right of the University or a University-affiliated institution to immediately remove a student who poses a threat, has been accused of a violent act or threat, appears impaired, or any act that constitutes a violation of state, local, or federal law. A student who has been removed from the University shall not return until given permission to do so by the Provost;
- The Provost is authorized to take whatever action is deemed necessary, including removing a matter from the Honor Code Committee's consideration, whenever in the judgment of the Provost such

action may prevent harm to the health, safety, and welfare of any individual, to school property, or to the integrity of the educational process;

- The PA Program has its own Student Assessment and Promotions Committee to deal with violations of the Student Academic Integrity and Conduct Code. Please refer to the "Master of Physician Assistant Studies Program Catalog" section of this Handbook for more information about the process.

Disciplinary Sanctions

Any violations of the conduct standards may result in a complaint being filed against the student. The Provost, Associate Deans, or Directors of Education at clinical sites may, at their discretion, immediately suspend a student pending a hearing on the charges. Violations are subject to disciplinary action, up to and including, suspension or dismissal from the University. Students found in violation of the codes of student conduct and/or University policies and procedures may have one or more sanctions as described below. The list does not exclude other actions that may be directed by the Provost.

Reprimand

A reprimand is an oral or written notification to the student that continuation of wrongful conduct may result in more severe disciplinary penalties. Whether oral or written, the reprimand will be noted in the student's file. The Student Non-Professional Conduct Report may be used to document violations of behavioral conduct. A reprimand may also include the following sanctions:

- **Verbal Warning:** A verbal admonition to the student by a University faculty, administration, or staff member that his/her behavior is inappropriate. A verbal warning will be noted in the student's file for a designated period of time and expunged, at the discretion of the Associate Dean of Student Affairs, if no further violations occur;
- **Disciplinary Warning:** Formal notice to a student that his/ her action and/or behavior have not met University standards. This sanction remains in effect for a designated period of time and may be expunged from the student file at the discretion of the Associate Dean of Student Affairs;
- **Restitution:** Payment made for damages or losses to the University directed by an adjudicating body; or
- **Restriction or Revocation of Privileges:** The temporary or permanent loss of privileges, including, but not limited to, the use of a particular University facility, visitation privileges, and parking privileges.

Disciplinary Probation

Disciplinary probation is a period of time during which a student has the opportunity to demonstrate that he or she can effectively cease behavioral misconduct. Probation can be for any period of time.

While on probation, the student is prohibited from:

- Holding office in any University organization, clubs, or student government;
- Attending international medical mission trips;
- Being elected to any honorary position.

Additionally, students holding leadership office may be removed from their positions.

During probation for disciplinary reasons, the student must show appropriate behavioral, professional, and personal conduct as defined in the conditions of his or her probation. The student may be required to seek professional behavior modification, education, or counseling. Additionally, the student is required to refrain from any further violation of the code and may be required to comply with any other requirements intended to rehabilitate the student. If, while on probation, the student violates the terms of his or her probation, actions may be taken up to and including dismissal from the University.

Suspension

Suspension bars a student from attending school for a defined period of time with revocation of all other privileges or activities, including the privilege of entering the campus for a specified period of time. Suspension is included in the calculation of the college's established time limit for completing all graduation requirements.

In clinical years, suspension can be imposed for the remainder of the current externship and/or future additional externships. Readmission will not be entertained until the suspension period is completed and is subject to approval of the Dean or Provost. The student is barred from the campus and University-affiliated sites without specific approval during the time of the suspension.

Other Appropriate Actions

Disciplinary action not specifically outlined above, but approved through the Chief Academic Officer/Provost, Dean, or the Associate Dean of Student Affairs or their designee.

Appeals Process for Code of Conduct

Students who have been found in violation of the Code of Conduct have the ability to appeal decisions within

five business days in writing. Appeals decisions will be made within ten business days of receiving the request.

- If the Associate Dean of Student Affairs made the conduct decision of the student, the student can appeal to the Dean or Program Director.
- If the Dean or Program Director made the conduct decision, the student can appeal to the Provost.
- Honor Code Committee conduct decisions are sent as recommendations to the Associate Dean of Student Affairs and the Dean or Program Director to make the decision. Students who are appealing this decision should appeal to the Provost or their designee.
- If the Provost (or their designee) made the conduct decision, the student can appeal to the President.

Appeal Considerations

- Requests for appeals must be made in writing to the next level of administrator based on who initially heard your case. The appeal must come in writing within five business days of receipt of your initial decision.
- The appeal must be based on one or more of the following: 1) a significant error in fact that materially impacted the outcome; 2) evidence of demonstrated prejudice by the initial decision maker or the Honor Code Committee that affected the outcome; 3) new material information or evidence that was not available at the time of the consideration of the matter or was not available and could not be made available to the decision maker at the time of their decision; 4) the sanction imposed is extraordinarily disproportionate to the offense committed; and 5) errors of process under the Student Handbook involving your rights that materially affected the outcome of this matter. Any new material or evidence must be submitted with the appeal.
- Once an appeal is decided, the outcome is final. Further appeals are not permitted, even if a decision or sanction is changed on remand.

Prohibition of Retaliation

The University prohibits retaliation against any employee or student who, in good faith, reports, rejects, protests, or complains about a Code of Conduct violation. Retaliation is a violation of University policy. The University will not tolerate discrimination, recrimination, or reprisal against any employee or student who reports or participates under this policy in good faith in a related investigation or hearing.

Complaints of retaliation should be reported to the Associate Dean of Student Affairs or the Title IX Coordinator if related to sexual misconduct or Title IX. Such complaints will be investigated and handled in a

prompt and equitable manner. Any individuals, including Reporting Parties and alleged Reporting Parties, who are determined to have made knowingly false statements during the course of an investigation, may be subject to discipline, which may include termination or dismissal.

Student Educational Records

Academic Records

The Office of the Registrar maintains all documentation placed in the matriculated student's permanent record. Educational records include but are not limited to post-matriculation admission applications, registration in attempted and completed courses, grades, name and address changes, diplomas, transcripts, and residency/licensure paperwork. The Office of the Registrar also tracks and maintains health/immunization records, drug screens, and background checks.

Student Contact Information

Students must notify the Office of the Registrar of any changes in legal name, mailing address, phone number, or emergency contact via the Critical Student Information Form (accessible via the MyVista Student Portal). Students must complete this form upon matriculation and the start of each academic term throughout their career with RVU, as part of the process to be included in the roster count for each start of the term, as well as any time information has changed.

For the protection of the student identity, the safekeeping of confidential records, and in case of emergencies, notification of change of information must be within thirty (30) days of the change. Non-compliance may result in disciplinary action.

Course Registration

The Office of the Registrar is responsible for managing all course registrations and open periods for registration. Students will have access to view their course registrations via the MyVista Student Portal.

Grades

Please refer to the specific degree program's section of this catalog for information related to final grade reporting.

Grade Point Average (GPA)

RVU grade point averages (GPA) are based on a 100-point scale. The GPA is calculated by dividing quality points by GPA credit hours (pass/fail

coursework is already excluded). The GPA will be a twodigit number with two decimal places and will not be rounded.

Grade Reports

Students may view final course grades by logging into the MyVista Student Portal. Final grades are posted at the end of each semester.

Grade Change Policy

Grades submitted by faculty and/or course or program directors at the end of a course or semester are final and not subject to change by reason of revision of judgment on the part of these individuals. A new exam or additional work undertaken or completed after the grade report has been recorded or retaking the course will not pose a basis for changing a grade. Faculty members are under no obligation to accept late or additional work.

The grade change process may only be used to correct a grade due to:

- Correction of an error in grading;
- Grade appeal (please see individual program policies for grade appeals processes);
- An "incomplete" previously recorded for the course;
- Remediation of a course.

Students will have ten (10) business days following the posting of final course grades, exclusive of institution-recognized holidays or breaks, to appeal a grade.

Grade changes may be submitted by the appropriate faculty member to the Office of the Registrar via the Grade Change Request form, found on the iNet under the Staff/Faculty Forms section. All fields must be completed correctly and the form submitted within thirty (30) business days following the event which necessitates the grade change (error found, appeal decision, resolution of an incomplete, or completion of a remediation). Upon receipt, the Registrar will review the request, consult with the requesting faculty member for any clarifications, as needed, and confirm once the change is made.

Degree Audits

The Degree Audit is an advising tool to assist students in determining their individual progress toward completing degree requirements. While it might include evaluative measures and achievement milestones, it is intended to be a resource but does not serve as a transcript.

Students can obtain information regarding their general program progress and requirements toward graduation, as follows:

- Pre-Clinical Students (OMS I and OMS II): see the campus Director of Pre-Clinical Education
- Clinical Students (OMS III and OMS IV): refer to New Innovations
- MSBS and PA Students: see faculty advisor of the program

Administrative Holds

A student who fails to meet obligations to the University may be placed on administrative hold, during which time he/she may not be allowed to register, receive a diploma, or receive a transcript. The student must settle financial accounts with the Office of Student Financial Services and determine with the Registrar which office placed the administrative hold in order to clear the obligation with that respective office.

Background Check and Drug Screen

Upon acceptance of an offer of placement within any program within RVU, all RVU students are required to complete a criminal background check and a drug screen as outlined in their matriculation agreement. Information regarding this process is made available upon acceptance. Failure to comply with this requirement may result in the revocation of acceptance.

Students enrolled in the DO program will be required to complete an additional background check and 10-panel drug screen before they enter their third year and again before they enter their fourth year. PA students are required to submit to a criminal background check and drug screen prior to the start of the clinical rotation year. All students may be subject to additional background checks, drug screens, and security measures per clinical site requirements. In addition, the University reserves the right to require random and for-cause drug screenings at any time during a student's enrollment.

Admitted students charged with an offense prior to matriculation must notify the Vice President of Enrollment Management and External Relations and individual Program Directors immediately. Currently enrolled PA students charged with an offense must notify the the Program Director and the Associate Dean of Student Affairs. Currently enrolled COM and MSBS students charged with an offense must notify the Associate Dean of Student Affairs.

Health Records and Immunizations

RVU follows the latest requirements set forth by the Centers for Disease Control and the Advisory Committee on Immunization Practice. Therefore, students must satisfy all requirements for

immunizations at the time of admission and throughout their tenure, as compliance is required on a continuous basis.

Failure to provide all required documentation may prevent matriculation or, in the case of a matriculated student, lead to dismissal. In addition, non-compliant students will be immediately removed from clinical experience and direct patient care until compliance has been achieved. Students are responsible for the expenses of all tests and must meet the conditions listed below (note that some immunization requirements may vary by clinical sites):

- Measles (Rubeola), Mumps, and Rubella (MMR): Serologic proof of immunity by Surface Antibody IgG titers for Measles (Rubeola), Mumps, and Rubella. Quantitative lab report including numerical result values and numerical reference range required. Only quantitative (numerical) results accepted.
- Hepatitis B: Serologic proof of immunity by Surface Antibody IgG titers for Hepatitis B. Quantitative lab report including numerical result values and numerical reference range required. Only quantitative (numerical) results accepted.
- Varicella: Serologic proof of immunity by Surface Antibody IgG titers for Varicella. Quantitative lab report including numerical result values and numerical reference range required. Only quantitative (numerical) results accepted.
- Tetanus Diphtheria, Pertussis (Tdap): Tdap or TD booster required every ten years after initial Tdap on file.
- Two Separate Tuberculosis Skin Tests (PPD/Mantoux): Upon entry into the program you must provide one of the following options:
 1. Blood Draw: T-Spot or QuantiFERON TB Gold Blood draw that is negative and within 12 months.
 2. Skin Tests: TB Two-step (Two TB skin tests within 21 days of each other and no more than 12 months old).
 3. If a TB skin test is positive: a chest x-ray must be completed every 2 years. Annual update required. If TB is updated prior to the past TB expiring only 1 TB is required. If the TB expires a full two-step or blood draw is required.

Additionally, in order to minimize the risk of an influenza outbreak on campus or in affiliated clinical facilities, all students are encouraged to receive the annual influenza vaccination (except when medically contraindicated) while enrolled at RVU.

During the COVID-19 Pandemic, all students are also required to be vaccinated against this virus. Documents related to immunizations and screenings are maintained and monitored through the Office of the

Registrar. For information regarding specific Health and Immunization Requirements, please visit the Office of the Registrar's webpage.

Requests for Exemptions

Any student who requests an exemption to any immunization, screening, and titer requirement due to a medical contraindication or religious mandate must contact the University in writing immediately upon acceptance into the program or immediately upon learning of a new medical contraindication. The request for exemption must include the reason(s) for the request and any applicable supporting documentation. If the request is prior to matriculation, PA students should contact the Chair of the PA Admissions Committee and the Vice President of Enrollment Management. Incoming students of the COM or MSBS Programs should contact the Vice President of Enrollment Management.

If the request is after matriculation, the request should be directed to the Associate Dean of Student Affairs or individual Program Directors (MSBS or PA). If the request for exemption is approved, the student will be permitted to matriculate; however, the student may not be able to participate in all required educational activities, and the student will be required to acknowledge that not all educational activities or clinical sites may be available to them. Clinical sites maintain their own regulations and policies regarding immunizations, screenings, and titers, as well as any potential exemptions; therefore, students are expected to comply with the clinical site requirements. If a student is unable to maintain compliance with site requirements due to medical contraindications or religious reasons, the student is responsible for notifying both the clinical site and the program immediately.

Student Enrollment Status Changes

Leave of Absence

A leave of absence suspends all student activities associated with the University and may be voluntary or administratively directed as described below. A leave of absence may not exceed one year either cumulatively or within a single leave during the student's enrollment, unless this requirement is waived by the Dean (DO program) or Program Director (MSBS and PA programs) and Associate Dean of Student Affairs. If the student does not return within the timeframe approved, he/she will automatically be considered to have voluntarily withdrawn. The specific timeframe of the leave of absence is dependent on the ability of the student to return to classes within the curricular framework and to complete the required course work in the time and sequence dictated by the faculty and the curriculum.

Any student who is granted or placed on a leave of absence is responsible for his/her own financial obligations. Therefore, all students taking a leave of absence are required to contact the Office of Student Financial Services to determine their status, as they may not meet the federal requirements for a leave of absence for Title IV financial aid.

Students going on leave will be directed to return at a specific starting point but may not be allowed to return in the middle of a course or semester. While on a leave of absence, students are not eligible to make up incomplete class work, remediate any examinations, or take any portion of any licensing or certification examinations without express permission from the Dean (DO program) or Program Director (MSBS and PA programs) and Associate Dean of Student Affairs.

Voluntary Leave of Absence

A voluntary leave of absence is one that is requested by a student to withdraw temporarily from classes for personal, financial, or medical reasons. The request for voluntary leave of absence must be submitted in writing to the Associate Dean of Student Affairs. If approved and if the student is in good academic standing, the student may be allowed to re-enter the program at the end of the leave without any need for reapplication, remediation, or reevaluation; however, the student may be required to meet specific requirements in order to be allowed to return.

If a student is granted a leave of absence while current coursework is still in progress, he/she will discontinue further course work. In all such cases, an appropriate designation for each course in progress will be entered on the transcript. In the case of a withdrawal from a course, students will be required to meet the course requirements in entirety before being permitted to progress into the next academic year.

If a leave of absence is granted while the student is not in good standing, is under review for a disciplinary action, or has a disciplinary action imposed on them, then the student may not be reinstated to the University without a review by the program's student performance and/or progression committee. Upon completion of its review, the respective committee shall make a recommendation to the Dean or Program Director. If the student is denied reinstatement, their status will be changed to a withdrawal. If the student is granted reinstatement, special disciplinary action requirements may be imposed as a condition of their reinstatement, where appropriate.

Students granted a leave of absence for a medical reason must have a licensed physician certify in writing that their physical and/or mental health is sufficient to permit them to continue in their education. The physician providing the certification must either be

designated by or approved by the Associate Dean of Student Affairs or by the appropriate Program Director (MSBS or PA) for the certification to be accepted.

Administrative Leave of Absence

An administrative leave of absence is a mandatory, involuntary leave of absence imposed by the Dean (DO program) or Program Director (MSBS and PA programs) or Associate Dean of Student Affairs. During the leave, the Dean (DO program) or Program Director (MSBS and PA programs) and Associate Dean of Student Affairs will provide the student with the opportunity to rectify or seek rehabilitation/treatment for the problem that precipitated the directed leave.

To be reinstated after an administrative leave of absence, the student must be able to demonstrate to the satisfaction of the Dean (DO program) or Program Director (MSBS and PA programs) and Associate Dean of Student Affairs that the pre-established requirements have been met and that he/she shows a reasonable likelihood that previous problems will not recur.

Sabbatical

A sabbatical is a one-year leave of absence to allow RVUCOM students to pursue extended full-time training or studies at another institution that will lead toward an additional certificate, degree, or scholarly publication. Students are not required to pay tuition or attend courses through RVUCOM during a sabbatical. Participating in this special program will delay graduation from RVUCOM by one year.

Withdrawal

An involuntary withdrawal/dismissal is a University-initiated process that can occur for both academic (such as multiple course failures) and non-academic reasons (unprofessional conduct, violation of University policies, and/or violation of the Student Code of Conduct). In addition, students who fail to complete an academically related activity for ten (10) consecutive days without notifying the Associate Dean of Student Affairs shall be considered withdrawn.

A voluntary withdrawal is a student-initiated resignation under which he/she surrenders all rights and privileges as a student of the University. Students must notify the Associate Dean of Student Affairs of their request for a voluntary withdrawal verbally or in writing. To return to the University, students must initiate a new application through the Office of Admissions.

Students who voluntarily withdraw from the University are required to meet with or verbally notify their Dean or Program Director, the Associate Dean of Student Affairs, and the Office of Student Financial Services

Dismissal Policy and Right to Appeal

Dismissal is the permanent termination (involuntary withdrawal) of a student's academic enrollment. The Program Director, Associate Deans of Student Affairs, and/or the Dean are responsible for imposing this action. A student who chooses to appeal a dismissal must do so in writing to the Provost within five (5) business days of the date of dismissal. While appealing a dismissal, a student may continue to attend classes and take all examinations pending the results of the appeal. The reasons for which a student may be dismissed from the University include but are not limited to the following:

- Circumstances of an illegal, behavioral, ethical, or academic nature that warrant such action;
- Failure to meet the Academic Standards; and/or
- Determination of factors that would interfere with or prevent the student from practicing and meeting the professional and ethical standards expected of a healthcare professional.

Readmission

If a student is dismissed or withdraws from any program within RVU, they may apply for readmission through each program's individual admissions process. In order to be considered for readmission, the student must provide adequate evidence that the conditions or factors that caused the prior dismissal or withdrawal have changed significantly, so that there is a reasonable expectation that the student can perform satisfactorily if readmitted. If the student is readmitted, their prior academic record will remain part of their overall academic record and will be recorded on the permanent transcript.

Transcripts (Official and Unofficial)

Official transcripts are housed in the Office of the Registrar, and students may request a copy of their official transcript at any time, free of charge. Official transcripts issued directly to the student will bear the marking Issued to Student at the top of each page. Any outstanding obligations to the University (financial, academic, etc.) must be satisfied prior to the release of official transcripts.

RVUCOM fully complies with the AAMC guidelines for medical school transcripts. This includes an unabridged academic history of the student's enrollment.

Unofficial transcripts are not printed on security paper and are labeled Unofficial. Students can access unofficial transcripts via the MyVista Student Portal at any time during the student's enrollment.

Diplomas

Diplomas are issued to students once it has been determined the student has completed all program degree requirements and the degree has been conferred. The Office of the Registrar issues all diplomas and processes requests for replacement diplomas.

Transfer of Credit

Each degree program has specific requirements for the transfer of credit between another educational institution and the University. Please refer to the section on individual degree programs for more information

Verification of Enrollment

Students may request verification of their enrollment at Rocky Vista University at any time by writing to the Registrar via the MyVista Student Portal.

Student Financial Services

Tuition, Fees, and Refunds

Tuition and applicable fees vary according to the degree program in which the student is enrolled. Please refer to the section for each individual degree program for more information.

Students will be billed for tuition and fees approximately 30 days prior to the beginning of each semester. Tuition and fees must be paid in full by the first day of class. Late tuition payments or failure to make arrangements to pay tuition will result in the student being removed from class and/or clinical externships.

Students who withdraw (either voluntarily or involuntarily) before the first day of class of a semester for which they have already paid their tuition and fees will receive a 100% refund for that semester, with the exception of any non-refundable deposits, which will be retained by the University. Students who matriculate into the University, begin classes or externships, and subsequently withdraw within the first seven calendar days of a semester shall receive a refund equal to the amount of their tuition for that semester less \$4,000. Fees may be refunded with the exception of charges already incurred as of the date of withdrawal.

Students who withdraw from the University (either voluntarily or involuntarily) after the first seven days of class or externships, but by the thirtieth calendar day of the semester, shall receive a refund of 50% of the amount of tuition paid for that semester. No fees will be refunded. No refunds will be granted to students who withdraw after the thirtieth calendar day of the semester.

Any exceptions to this refund policy must be made by the Provost.

All dismissals are deemed involuntary withdrawals from the University.

Tuition Refund Policy

Tuition and applicable fees vary according to the degree program in which the student is enrolled. Please refer to the section for each individual degree program for more information.

Students will be billed for tuition and fees approximately 30 days prior to the beginning of each semester. Tuition and fees must be paid in full by the first day of class. Late tuition payments or failure to make arrangements to pay tuition will result in the student being removed from class and/or clinical externships.

Students who withdraw (either voluntarily or involuntarily) before the first day of class of a semester for which they have already paid their tuition and fees will receive a 100% refund for that semester, with the exception of any non-refundable deposits, which will be retained by the University. Students who matriculate into the University, begin classes or externships, and withdraw (including leave of absence) within the first 30 calendar days of a semester will be refunded according to the following schedule: 1st week: 90%; 2nd week: 75%; 3rd week: 50%; 4th week: 25%; After 4th week: 0%.

Any exceptions to this policy must be first approved by the Dean or Program Director, with final approval by the Provost. If seeking an exception to this policy, complete the online "Tuition Refund Form" (located on the iNet), and provide a detailed explanation. Students who are dismissed or required to take a leave of absence as a result of a Student Performance Committee (SPC) recommendation, or other administrative action, are eligible for a 100% tuition refund.

There are occasions when a recommendation and decision for Dismissal or Leave of Absence from a program's Student Assessment or Performance Committee, or from an administrative entity, may occur within the first four weeks of a semester as a result of performance or other issues that occurred in the previous semester. In these, students are eligible for a 100% tuition refund for the current semester.

Financial Aid

The Office of Student Financial Services is available to assist students with finding the financial resources needed to achieve their educational goals. While the primary responsibility for meeting educational costs rests with the student, the Office of Student Financial

Services can help students bridge the gap between the cost of their education and their own financial resources.

The Office of Student Financial Services at RVU is committed to the highest standards of professional conduct. Their goal is to provide information and advice, determined solely by the best interests of our students. A copy of the Financial Aid Code of Conduct can be found on the RVU website.

Current students finance their educational costs with a combination of federal and private loans, scholarships, and their own resources. The financial ability of applicants to complete their education at the University is important because of the limited number of seats available in each class. Applicants should have specific plans for financing each year of education, which include tuition; fees; living expenses; books; equipment; clinical externship travel; expenses related to taking COMLEX, USMLE exams, or other professional examinations; and miscellaneous expenses.

Types of Aid Available

The University participates in several scholarships for incoming students, including the Military Health Profession Scholarship Program (HPSP), GI Bill® Benefits, National Health Services Corp, and the Western Interstate Commission for Higher Education (WICHE) scholarships. Each scholarship is described on the RVU website. Other federal, state, and local loan forgiveness and scholarship programs may be available for qualified students.

Prior Credit Policy for GI Bill® Recipients: In accordance with Title 38 USC 3675 and 3676 and 38 CFR 21.4254, all Veterans or eligible dependents who use GI Bill® Benefits for this training are required to bring in documentation of all previous training credit and education. Veterans are required to submit all prior training transcripts, including military transcripts, to the institution for review. This institution will review all prior credit, and maintain a record of such training in the student's VA file. VA students' records must be kept for 3 years following the ending date of the last period certified to VA. Referenced law: Title 38

CFR 21.4209(f))

How to Apply for Financial Aid

Students who wish to apply for a loan must complete the Free Application for Federal Student Aid (FAFSA) each year. Students should complete the online FAFSA and use the RVU school code 042189. RVU students are strongly encouraged to complete their FAFSA prior to April 1st.

The Office of Student Financial Services will determine the financial aid eligibility for each student annually. RVU will receive FAFSA information directly from the Department of Education. In some cases, additional documentation may be required, based upon edits in the FAFSA system or information in the National Student Loan Data System (NSLDS). We may also request other information from students in order to ensure we award financial aid in compliance with federal rules and regulations.

The maximum amount of financial aid any student may receive is the Cost of Attendance (COA). The COA is an estimate of the cost of attending RVU and maintaining a modest but adequate standard living. The COA varies by year in school and is updated annually. Students are strongly encouraged to complete a personal budget and to only borrow the minimum amount needed to cover their actual costs. Many RVU students are able to live on less than the COA by budgeting carefully and reducing their expenses for room, board, personal, and transportation costs. The COA is posted on the RVU website and the MyVista Student Portal.

Students may request an adjustment to their COA for required dependent-care expenses or the cost of an approved study abroad externship, as long as the student will receive credit for the course. Please contact the Office of Student Financial Services for more information.

The Office of Student Financial Services will communicate financial aid information and awards to individual students by electronic means. Any student who wishes to receive paper copies of award letters or other financial aid correspondence may opt out of electronic communications by providing a written request to the Office of Student Financial Services.

Students should be aware that RVU will submit loan information to the NSLDS and this information will be available to guaranty agencies, lenders, and schools who are authorized users of the data system.

How Aid is Disbursed

Most financial aid awards are equally split between the fall and spring semesters. Financial aid funds are usually sent to RVU near the beginning of each term and will be applied to the student's account. Institutional charges such as tuition, fees, and health insurance will be paid first. If a credit balance remains after payment of the outstanding balance, a refund will be issued to the student within fourteen days of the creation of the credit balance. Refunds are normally disbursed through the RVU e-Refund process and are direct deposited into the student's personal bank account.

Return of Title IV Funds Policy

This policy shall apply to all students enrolled at Rocky Vista University who are eligible to receive financial aid from Title IV funds and who totally withdraw, are dismissed, take an approved leave of absence, drop out, or stop attending all classes in the semester.

Students who stop attending class (for any of the reasons listed above) before completing more than 60% of a semester will have their Title IV aid recalculated based on the percent of the term they completed. For example, a student who withdraws completing only 20% of the term will have “earned” only 20% of any Title IV aid that was disbursed or could have been disbursed. The remaining 80% must be returned. If the student withdraws after completing 60% of the semester the student would earn 100% of the Title IV aid. In determining the percentage of the semester completed for a student who withdraws, the school includes in the denominator the total number of calendar days in the semester excluding any scheduled breaks of at least five consecutive days. The school includes in the numerator the total number of days up to the date of withdrawal excluding any scheduled breaks of at least five consecutive days.

If the amount of Title IV aid disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, the student may be eligible to receive a Post-Withdrawal Disbursement of the earned aid that was not received. If the unearned amount includes loans, the school must obtain permission from the student before making a Post-withdrawal disbursement. The student will have 14 days from the date of the notice to accept or decline some or all of the loan amount.

If the amount of Title IV aid disbursed to the student exceeds the amount of loan the student earned, the school must return a portion of the excess equal to the lesser of:

- The institutional charges multiplied by the unearned percentage of the Title IV aid; or
- The entire amount of excess Title IV aid.

If the school is not required to return all of the excess Title IV funds, the student must return the remaining amount. In the case of loans, the student must return the loan amount in accordance with the terms and conditions of the Master Promissory Note. Unearned Title IV funds shall be returned in the following order:

1. Direct Unsubsidized Loan
2. Direct Grad-PLUS Loan.

“Title IV Funds” refers to the Federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and includes: Direct Unsubsidized Loans and Direct Grad-Plus Loans.

- A student is not considered withdrawn for R2T4 purposes only, if:
- The institution obtains written confirmation that the student will attend a later module in the same payment period of period of enrollment;
- The student completes the requirements for graduation;
- The student completes one or more modules that, together, comprise at least 49% of the days in the payment period; or
- The student completes coursework equal to or greater than the coursework required for half-time enrollment.

When there is an unofficial withdraw, a student's withdrawal date is:

- The last documented date of an academically related activity recorded by the college or, if no date is available, the midpoint of the student's term of enrollment.

Any student intending to officially withdraw or requesting a leave of absence must notify the Associate Dean of Student Services either orally or in writing. All requests for a leave of absence will be approved or denied by the Dean.

Refunds on all institutional charges (tuition and fees) will be calculated according to the RVU refund schedule. Please refer to RVU's Tuition Refund Policy for more information.

Students are responsible for any portion of institutional charges that are outstanding after Title IV funds are returned.

Deadlines

- Within 45 days from the date RVU determined that the student withdrew, the college will return unearned funds.
- Within 30 days from the date RVU determined that the student withdrew, the college will offer a post-withdrawal disbursement, if applicable. Students will have 14 days from the date of the notice to respond.

Student Support and Services

Administration/Faculty Office Hours

The University administration endorses an open-door policy and encourages students to meet regularly with the administration and faculty. Regular office hours are established by the administration and faculty for student appointments

Career Advising

Career advising and resources are provided to guide students in making informed decisions and successfully planning their careers. Career advising is available on an individual basis and through a variety of programs, workshops, and specialty interest groups. Career advisors provide students with career and residency planning information, advice, timelines, and resources. Students are required to make an appointment to speak with a Career Advisor via the Office of Student Affairs once each year throughout their program of study.

Campus Safety and Security

The Department of Public Safety and Security has several ways to ensure that the campus community remains a safe and secure learning environment, including CCTV surveillance cameras, an access-controlled facility, advanced fire control system, Alertus and RAVE Emergency Notification systems in Colorado and RAVE system in Utah, as well as officer patrols and escorts. The Security team is committed to providing safety and security services in a professional and consistent manner. RVU strives to provide these services with integrity, timely communication, and problem-solving. The Security Department serves 24 hours a day, 7 days a week. They provide patrols, escorts, investigations, crime prevention, and many other services. Students, staff, or faculty who witness a crime, accident, emergency, or suspicious person should promptly call the Security Department at (720) 875-2892 in Colorado or (435) 222-1300 in Utah or 911. The Security Department should be informed of any 911 calls so assistance can be provided to the local law enforcement or fire personnel.

Students, staff, and faculty will receive emergency notifications, including campus closures and weather delays via SMS text messages and email notifications. In the event a Timely Warning Notice is issued, the campus community will be notified as soon as possible through our Emergency Notification Systems in the form of SMS text messages, email, Alertus audible announcement beacons, and/or bull horn/public address system. Students, staff, and faculty will receive a text message notification of RVU campus closures or emergencies.

Disabilities and Academic Accommodations

Students are required to meet the technical standards set forth by the college/program in which they are enrolled, if applicable, with or without reasonable accommodations. RVU complies with federal and state law prohibiting discrimination against any applicant or enrolled student on the basis of race, color, religion, sexual preference, age, disability, or other protected status. In accordance with its obligations under the

Americans with Disabilities Act of 1990 and Section 5.04 of the Rehabilitation Act of 1973, RVU does not discriminate against qualified individuals with disabilities in admission or in access to programs and activities.

A person with a disability is someone who has a physical or mental impairment that limits substantially one or more major life activity, such as caring for one's self, performing manual tasks, learning, walking, seeing, hearing, breathing, and working; has a record of such an impairment; or is regarded as having such an impairment. Although students with temporary illness or injury are not considered disabled by law, every reasonable effort to accommodate their needs will be exercised.

All requests for accommodation are evaluated on a case-by-case basis. This request and evaluation process includes a formal request for accommodation/s, the review of clinical documentation and a determination of the reasonableness of the accommodation requests by the ADA Committee. Primary clinical documentation or other diagnostic information held by the RVU Disability Officer in the Student Affairs Office on each campus is kept confidential and is released to a third party only with the student's written permission or as required by law. General information about a student's disability and accommodation request/s, however, may be shared with other RVU officials or, in limited circumstances, with third parties who have a legitimate need to know. The student's disabilities file is maintained by the RVU Disability Officer and is held separately from the student's official academic record.

Although disclosure of a disability may not be necessary or appropriate for some, those who seek reasonable accommodations from RVU must follow the procedures outlined below.

Academic Accommodations Process

It is the student's responsibility to initiate the process for disability services or accommodations. RVU students are expected to be actively responsible for all aspects of their accommodation request(s). Students requesting accommodations must take the initiative to seek assistance, comply with deadlines and agreements, and participate in the following procedure:

1. Contact the RVU Disability Officer.

RVU students requesting accommodations should contact the campus RVU Disability Officer in the Office of Student Affairs. This contact should take place at least three weeks prior to the start of a semester/ term, course, or clinical externship or immediately following an injury or illness, in order to disclose a disability/ illness/injury and to initiate accommodation(s).

2. Provide Clinical Documentation.

The student has the obligation to provide current evidence of the disability, including supporting documentation from a physician or clinician holding a terminal degree in a field that qualifies the professional to evaluate the student, diagnose the condition, and provide recommendation(s) for the accommodation(s) requested.

Clinical documentation must be supported by a recent medical, psychological, psychometric, and/or educational assessment that includes the date administered and evaluated by a qualified professional along with the credentials of the professional performing the evaluation and testing. Documentation presented must be no older than 24 months prior to the date of the request of accommodation(s).

3. Complete the "Request for ADA Accommodation/s Application".

In initiating the accommodation process, the student must complete a written request for reasonable accommodation(s) and submit current clinical documentation that supports the request for accommodation(s). The student can obtain the Request for ADA Accommodation/s Application from the campus Disability Office. The RVU Disability Officer will make an initial evaluation of the request with respect to the completeness of the clinical or other diagnostic documentation submitted.

Sometimes a student may be asked to provide additional comprehensive documentation/information if previous documentation is outdated or does not include sufficient relevant information required by the ADA Committee. Last-minute submission of documentation may result in unavoidable delays in consideration of requested services.

The University has the right to require a second opinion (at the University's expense) by a provider recognized by the University as having expertise in the evaluation, diagnosis, and treatment of the alleged condition in their consideration of the appropriateness of a student's request for accommodation(s) or services.

4. ADA Accommodation Request Review.

Upon receipt of the Request of ADA Accommodation Application and clinical documentation to support the request of accommodations, the ADA Committee will review the student's request. Upon approval of the ADA Committee, the student will receive the requested accommodation(s) and the Office of Testing and appropriate RVU officials will be notified for the term designated by the committee. Once approved for accommodations, the Testing Center will send out instructions for the administration and location of exams with accommodations.

If a student is denied accommodations by the ADA Committee, the student can appeal the decision to the Associate Dean of Student Affairs.

Any accommodations granted by the University are not applicable retroactively and will not affect past performance evaluations, administrative, or academic actions.

Students seeking accommodations for licensure exams (USMLE, COMLEX, and PANCE) must directly petition the National Board of Medical Examiners (NBME), the National Board of Osteopathic Medical Examiners (NBOME), or the National Commission on the Certification of Physician Assistants (NCCPA).

5. Yearly review of Course/Clinical Accommodations by Disability Officer.

Any student who wishes to utilize his or her approved accommodations for more than one year must renew his/her request for accommodations annually before the beginning of each academic year. The student will need to complete a Renewal Request form and meet with the campus RVU Disability Officer to review accommodation needs and supporting documentation for the upcoming year.

Educational Support Services

Educational support is available to all students. Services are provided to all students who may be experiencing academic difficulty and to students who wish to enhance the efficiency and the effectiveness of their study and test-taking strategies. Services are offered through individual consultation tailored to identify potential problem areas and provide strategies/resources which meet each student's specific needs and are integrated with the course curricula.

Individual Consultation

- Confidential, individualized consultation regarding learning styles, time management, test-taking strategies, and academic performance;
- Diagnostic evaluation of study practices and their effectiveness;
- Structured intervention strategies to increase learning productivity and efficiency;
- Individual preparation for courses, externships, and licensure examinations;
- Referrals to on- and off-campus professionals;
- Information about resources to enhance learning; and
- Learning disabilities and ADA Accommodations.

Workshops, large and small group sessions

- Effective study strategies, test taking, and time management; and

- Strategy and resource preparation strategies for comprehensive examinations (such as COMLEX and USMLE).

Tutoring

- Individual, small-group, and large-group tutoring is available for almost all courses and labs; see "Tutoring" section for more information.

Educational Support Services are free of charge for RVU students. Students may contact the Office of Student Affairs to request educational support services.

The Frank Ritchel Ames Memorial Library

The Frank Ritchel Ames Memorial Library fosters information literacy by providing students with access and the skills necessary to use the most current and impactful medical information for the health of their future patients. Students, faculty, residents, and staff—in Colorado, Utah, or elsewhere—share access to the same digital collection, which contains books, journals, and databases necessary to learn and practice healthcare. Both physical library locations provide access to print copies of required and recommended textbooks, as available. Library users can enjoy a warm and collegial space staffed by highlytrained information professionals who play a significant role in the development of future healthcare providers learning to practice medicine with compassion, integrity, and excellence.

IT Help Desk

The Information Technology (IT) Help Desk is available to assist students both on- and off-campus with technical issues they may encounter throughout enrollment. The IT Help Desk is generally available Monday through Friday from 8:00 am until 5:00 pm. Students enrolled at the Colorado campus can email helpdesk@rvu.edu for assistance; students enrolled at the Utah campus can email uthd@rvu.edu for assistance.

Marketing and Communications

The RVU Marketing Department provides many services for members of the RVU community:

Hometown News Program

Upon matriculation and graduation, students will be given the opportunity to have a press release written about their accomplishment and sent to their hometown newspaper of choice. Students will receive information on the Hometown News program via email. It can also be accessed by sending an email to marketing@rvu.edu.

Press Releases

If students, faculty, or staff would like to have a press release created and distributed about an event, accomplishment (either individually or departmentally), please contact marketing@rvu.edu.

Vista View Newsletter

The Vista View is a quarterly publication that is produced by the Marketing Department with the intention of communicating news, events, and accomplishments to the entire RVU community. Students and employees are encouraged to send in information about any accomplishments (such as posters, presentations, publications) and milestones (engagements, marriage, births) to marketing@rvu.edu.

Event Marketing

When students or clubs are holding events, they can contact Marketing for assistance in planning, materials (such as fliers), and/or social media and regular media marketing.

Photography

The Marketing Department will be happy to provide photography services for student events. Please notify Marketing of the event at least two weeks in advance to ensure adequate coverage.

Apparel and Products

Marketing approval is required for any apparel or merchandise that students or employees would like to produce that uses the RVU logo, wordmark, mascot, or any other reference to the University or its programs. The Marketing Department will ensure compliance in several areas:

- The RVU logo or wordmark, if used, has not been tampered with, distorted, or changed in any way. This policy is true for fliers and graphics created by students as well.
- If a one-color logo or wordmark is used, it must be one of six colors: black, white, gray, RVU red, RVU tan, or RVU cream.
- If one of the following words/phrases appear—Rocky Vista University, RVU, Rocky Vista University College of Osteopathic Medicine, RVUCOM, RVUCOM-SU, RVU PA, Physician Assistant Program, MSBS—that it be one of the following fonts: Michaelangelo, Arial, Palatino Linotype, or Bell MT. If none of these choices are available, simlfont options will be considered and must be approved by the Marketing Department.
- Additionally, if any of these phrases are used, they must be one of the six official colors (listed above).

- If using RVU, RVU PA, MSBS, RVUCOM, they must be in all capital letters.
- When using RVU abbreviation, COM or PA must also be abbreviated. Likewise, when writing out "Rocky Vista University" in full, "College of Osteopathic Medicine" or "Physician Assistant Program" must also be written out in full.

Website

The Marketing Department is responsible for maintaining and updating the RVU website. If a student or employee has suggestions or revisions for the website, they should contact marketing@rvu.edu. Any revisions or suggestions is subject to the Website Policy, which can be accessed at [DynamicPolicy](#)

Mental Health Counseling

All students have access to a variety of mental health services, including individual and couples counseling, workshops, and 24/7 psychiatric services. Information is maintained and posted in the Office of Student Affairs and is listed on the RVU website and other strategic locations throughout the campus. Mental health counseling is available for students through the Office of Student Affairs at no cost. When receiving services outside of the University, the individual student and his/her personal health insurance are responsible for all fees that are incurred through the utilization of such services

Colorado Physician Health Program

(303) 860-0122;

899 Logan Street, Suite 410, Denver, CO

The Colorado Physician Health Program (CPHP) is a nonprofit organization, independent of other medical organizations and the government. CPHP provides the peer assistance services for licensed physicians and physician assistants of Colorado. CPHP also has training program contracts to serve residents, medical students, and physician assistant students. CPHP clients have assured confidentiality as required by law or regulation. Peer assistance services aid individuals who have any health problems such as emotional, psychological, or medical problems. For example, CPHP assists its clients with medical and/or psychiatric conditions (e.g. Alzheimer's disease, HIV infection, depression or substance abuse) as well as psychosocial conditions (e.g. family problems or stress related to work or professional liability difficulties). CPHP provides diagnostic evaluation, treatment referral, and treatment monitoring and support services. CPHP believes that early intervention and evaluation offer the best opportunity for a successful outcome and preventing the health condition from needlessly interfering with medical practice.

StudentLinc

StudentLinc is a service that provides all RVU students free, confidential access to a professional counselor 24 hours a day, 7 days a week. Students can speak to a professional counselor to discuss stress associated with school, problems with balancing work and personal life, financial matters, and any other issue. They are available by calling (888) 893-LINC (5462).

Office of Research and Scholarly Activity

Rocky Vista University is committed to producing high quality basic, clinical, and educational research and scholarly works to achieve new heights in medical education and be a thought leader in healthcare research. As such, the institution supports research and scholarly activities both financially and with support services available through the Department of Research and Scholarly Activity.

In order to achieve this, all students participating in research or scholarly activity agree to follow all policies and procedures outlined by the Department of Research and Scholarly Activity as found in [DynamicPolicy](#) and linked to the University's website (<https://www.rvu.edu/academics/office-of-research-and-scholarly-activity/>). Additionally, students will be able to find a quick start guide on the website that will walk them through the steps of starting at research project at RVU.

Office of Simulation in Medicine and Surgery

The Office of Simulation In Medicine and Surgery (SIMS) serves all programs at RVU to provide dynamic, hands-on learning opportunities. Simulation events and workshops occur regularly and are popular with students. Offerings include high-fidelity electronic manikins, human-worn task trainers, virtual reality simulated patients, live actor standardized patients, ultrasound, and surgery courses. SIMS is involved in significant research in the healthcare simulation field and holds the prestigious status as a Comprehensive Accredited Education Institute by the American College of Surgeons. In the Office of SIMS resides the Division of Clinical Medicine and Surgery, with a cast of engaged and enthusiastic faculty specialists.

Office of Testing

The Office of Testing (OOT) is in charge of preparing, administering, and processing scores for all written exams, quizzes, and rubric-scored essay assignments, providing score reports to faculty, and administering post-exam reviews. The OOT is available to answer student questions about testing, arrange make-up

exams and reviews for excused absences, and work with the Directors of Preclinical Education, Program Directors, Deans, and Course Directors to ensure the quality and security of evaluation material.

RVU takes academic integrity very seriously, and the OOT designs the proctoring and administration of exams. With student cooperation, the Office of Testing seeks to provide the most secure, consistent, and distraction-free exam environment possible.

Print Center

The Print Center streamlines the University's print needs. It reduces outsourcing and incorporates additional services, including business card production, poster printing, lamination, binding, and many more. RVU departments and students are able to send their print jobs directly to the Print Center, using an online system, and pick them up at The Print Center is located at the Colorado campus on the second floor, inside the library, and is open Monday through Friday from 8:00 am to 5:00 pm MST. RVUCOM-SU print jobs are processed and then shipped to the Utah campus. The Print Center may be contacted through email at printcenter@rvu.edu or by phone at (720) 874-2459.

MyVista Student Portal

Students are provided access to the MyVista Student Portal upon acceptance. MyVista provides students with access to unofficial transcripts, the academic calendar, the ability to add and drop courses run a degree audit, view financial information, receive important news and alerts, and access the Learning Management System, which houses online content for courses, including lecture notes for courses, syllabi, video lecture links, and additional course material, as determined by course faculty. Grades for exams, quizzes, and other course assignments are also available on the MyVista Student Portal, as well as final course grades.

Tutoring

Tutors are a vital part of RVU and a valuable resource for all students. The tutoring program is coordinated through the Office of Student Affairs and provides support for students within each course. Student tutors have a strong level of understanding/competence of the course content and are available at no charge. Tutoring sessions are available in one on one, small group, and large group sessions. For questions about the tutoring program or assistance with scheduling, please contact the Office of Student Affairs.

Writing Center

The RVU Writing Center integrates with the curriculum through written assignments and reflections. The

Writing Center supports faculty and students alike through one-on-one and small group meetings, offering guidance across all stages of the writing process. Through audience and genre centered instruction, specific feedback, and access to resources, the RVU Writing Center assists writers in the development of effective written communication, assignments, and professional documents.

One-on-one and small-group sessions are tailored to support students and build more accomplished writers in any type of written work, including:

- Reflective writing;
- Proposals, reports, and reviews;
- Abstracts and manuscripts;
- Personal statements; and,
- CVs, resumes, and other professional writing documents.

Sessions are designed to help students:

- Understand assignment expectations;
- Generate, organize, and develop ideas;
- Analyze, synthesize, and argue;
- Summarize, paraphrase, and document sources; and,
- Recognize and revise issues with grammar and syntax.

Student Associations, Clubs, and Organizations

Student Association of Military Osteopathic Physicians & Surgeons (SAMOPS)

Student Association of Military Osteopathic Physicians and Surgeons (SAMOPS), the student chapter of this national organization, is open to all College of Osteopathic Medicine students in the military or public health service. The chapter serves as liaison between on-campus military students and those on externships or military alumni.

Student Government Association

The SGA is the official governing body for all students at Rocky Vista University. The SGA is composed of officers from the College of Osteopathic Medicine (voted into office by students of the COM), the sitting presidents of first- and second-year classes for the COM, the sitting president of the MSBS class, and the sitting president of the MPAS class. Responsibilities of the SGA include collecting and expressing student

opinions, acting as a liaison between the student body and the administration, supporting organization and class activities, and working to improve the quality of life for all students at RVU.

American College of Osteopathic Emergency Physicians (ACOEP)

The American College of Osteopathic Emergency Physicians (ACOEP) exists to support quality emergency medical care, promote interests of osteopathic emergency physicians, support development and implementation of osteopathic emergency medical education, and advance the philosophy and practice of osteopathic medicine through a system of quality and cost effective healthcare in a distinct, unified profession

American College of Osteopathic Family Physicians (ACOF)

The objective of the undergraduate chapter of the American College of Osteopathic Family Physicians (ACOF) is to advance the specialty of family practice in the field of osteopathic medicine and surgery. The organization works toward the advancement of family practice and recognition of the importance of the family practitioner's role in the context of osteopathic medical services in the community. The chapter advances the role of the family practitioner as the backbone of modern medical practice. Membership in this organization entitles students to benefits such as seminars, educational programs, and financial support to various family practice conferences.

American College of Osteopathic Pediatricians (ACOP)

The purpose of the American College of Osteopathic Pediatrics (ACOP) is to foster and stimulate interest among osteopathic medical students in the practice of Pediatrics. National membership includes discounted rates to the National Convention and access to online education and support materials. The local RVU chapter utilizes speakers, community service, public outreach, and cooperation with local clubs and organizations to further the understanding and appreciation of Pediatric Medicine

American College of Osteopathic Physical Medicine & Rehabilitation (ACOPMR)

Physical Medicine and Rehabilitation (PMR), also referred to as Physiatry (PM) or Rehabilitation Medicine (RM) is the medical specialty concerned with diagnosing, evaluating, and treating persons with physical disabilities. The primary goal of the physiatrist is to achieve maximum restoration of physical, psychosocial, and vocational function through comprehensive multi-disciplinary rehabilitation.

American Medical Women's Association (AMWA)

The American Medical Women's Association (AMWA) is a national organization that also functions at the local level to advance women in medicine and improve women's health. The RVU branch of AMWA is designed to foster female students as leaders in medicine by providing resources to female students, access to networking and mentoring opportunities, and connecting female students with national AMWA initiatives and leadership. Additionally, the AMWA Club seeks to raise awareness of gender equity through outreach and recruitment, by promoting the increased study of women's health issues, and through funding and education initiatives.

American Osteopathic Academy of Sports Medicine (AOASM)

The purpose of the American Osteopathic Academy of Sports Medicine (AOASM) is to advance a mutually respectful relationship among dedicated, competent sports medicine specialists and to provide a quality educational resource for AOASM members, allied health sports medicine professionals, and the general public.

American Osteopathic College of Anesthesiologists (AOCA)

The purpose of the American Osteopathic College of Anesthesiologists (AOCA) is to advance the standards of practice and service in the specialty of Anesthesiology, aid in providing opportunities for study and training in the art and science of Anesthesiology, and maintain and promote the highest moral and ethical standards in the practice of Anesthesiology.

Anesthesia Club

Utah Campus Only

The Anesthesia Club allows students to learn and witness proper anesthesia techniques providing speakers to offer guidance regarding proper anesthesiology principles and practices. This club exposes student to the various opportunities in anesthesiology via creation of an American Society of Anesthesiologists Student Component, physician guest speaker presentations, and shadowing.

Christian Medical and Dental Society (CMDA)

The Christian Medical and Dental Society (CMDA) is a national organization that began in 1931. The chapter is composed of healthcare professionals and students who are committed to living out their faith through their profession. Benefits of the club include seminars, journals, and newsletters.

Collegium Aesculapium

The Collegium Aesculapium is an internal organization for LDS and non-LDS, faith-centered medical professionals. The objective of Collegium Aesculapium Foundation, Inc. is to assist members in balancing professional, scientific, personal, and spiritual aspects of their life. The purpose of the Student Chapter of Collegium Aesculapium at Rocky Vista University is to accomplish the Collegium's objective in the lives of students entering the field of medicine.

Colorado Medical Society (CMS)

Colorado Campus Only

The mission of the Rocky Vista University chapter of the Colorado Medical Society (CMS) is to bring the students of medicine in the state of Colorado into one organization; to promote the science and art of medicine, the betterment of the public health and the unity, harmony and welfare of the medical profession; and to unite with county and district medical societies to form and maintain the Colorado Medical Society.

Community Outreach and Medical Mentors (COMM)

As a subcommittee of the RVUCOM-SU Chapter of SAACOF, the Community Outreach and Medical Mentors Department is a volunteer-based organization dedicated to providing opportunities for student doctors to serve the community. The COMM is committed to promoting understanding through education, to using experience and knowledge to mentor future student doctors, and to inspiring young minds to pursue careers in science and medicine.

Dermatology/Pathology (DERM/PATH)

The Dermatology/Pathology ACO is formed of RVU students that are interested in learning more about pathology—a specialty of medicine that is dedicated to the study of disease, the processes of disease, and how departure from the normal inner workings of the body impact the person as a whole. Students will be introduced to the overview of pathology as a medical specialty and learn what pathology will encompass in the academic environment. DERM/PATH endeavors to introduce students to current pathological issues through events, speakers, and journal ACO presentations. DERM/PATH also focuses on bringing to light pathology residency options (with attention to COMLEX and USMLE scores and test differences), potential shadowing experiences, presentations of gross specimens throughout the academic semester, student tutoring, fundraising for humanitarian and research causes, and the delicate balance between the practice of medicine and the pathology behind it. Any current student or entering student is encouraged and welcome to join DERM/PATH if they are considering pathology as a specialty, are interested in delving further into the realms of pathology, or would like to enhance their academic learning.

Global Medicine Outreach (GMO Club) / DOCARE

The Global Medical Outreach Club (GMO Club) or DOCARE at RVUCOM is established in recognition and support of global health outreach programs and efforts to provide healthcare to underserved people worldwide. This club arranges speakers, events, and programs for students to explore areas of medicine that they ordinarily would not have the ability to access in their university training. This includes service to medically underserved communities abroad, as well as within the United States. It promotes exposure to diverse ethnic and cultural groups and fosters cultural sensitivity and advocacy for vulnerable populations. GMO Club / DOCARE offers insight to student physicians looking to participate in various medical missions.

Integrative Medicine Club (IMC)

Integrative Medicine Club (IMC) club is meant to embody the osteopathic model of viewing the body as a whole and looking through various lenses of treatment. The club provides students with information and opportunities to understand, explore, and pursue various treatment modalities and aid in expanding knowledge on topics such as meditation, yoga, nutrition, Eastern medicine, and functional medicine.

Medical Research Club

The Medical Research Club's focus is to provide opportunities for students to engage in medical research while in medical school through attending medical research lectures and conducting clinical/benchtop research. This club allows students to learn about and participate in graduate level research and provides speakers who offer guidance regarding the pursuit of medical research opportunities.

Obstetrics & Gynecology Club (OB/GYN)

The Obstetrics & Gynecology Club (OB/GYN) is passionately committed to excellence in women's health. With integrity, OB/GYN seeks to educate and support osteopathic healthcare professionals to improve the quality of life for women. In doing so, OB/GYN provides opportunities for fellowship and joy in our profession.

PsychSIGN

Utah Campus Only

SIGN (Student Interest Group in Neurology) / PsychSIGN (Psychiatry Student Interest Group Network) aim to provide opportunities for RVU students to learn more about the fields of Neurology and Psychiatry as well as the role of allied health professions that support Neurologists and Psychiatrists. SIGN/PsychSIGN develops programs and events that allow students to participate in lecture-based learning, service-based activities, and hands-on clinical exposure activities.

Rotary Community Corps of Rocky Vista University (RCC/RVU)

Colorado Campus Only

The Rotary Community Corps of Rocky Vista University was formed in conjunction with the Rotary Club of Parker. The RCC/RVU is involved in service projects within the community and also supports projects sponsored by the Rotary Club of Parker

RVU Internal Medicine Club (RVUIMC)

The RVU Internal Medicine Club (RVUIMC) exists to provide early exposure to students of the many facets of internal medicine. Those involved in the RVUIMC have the opportunity to attend monthly meetings with speakers from general internists, hospitalists, and the

different specialties in internal medicine. Some of the internal medicine specialties include Cardiology, Pulmonology, Gastroenterology, Infectious Disease, and Rheumatology. Lunch is provided to club members at these meetings. Additionally, RVUIMC members have the opportunity to attend conferences held by the American College of Physicians (ACP) and the American College of Osteopathic Internists (ACOI). Part of the cost to attend these conferences is reimbursed from club funds. Finally, the RVUIMC hosts a blood drive in the fall and assists in teaching clinical skills to first year students.

RVU Ultrasound Interest Group

The USIG is designed to build leadership in the use and understanding of ultrasound technology, specifically at the patient bedside or point-of-care. Through education, the main goal is to teach and encourage proper use of this tool in the clinical setting. The USIG is a mentorship program open to all students at RVUCOM. Students will have the opportunity to learn, practice, and hone their ultrasound skills during monthly workshops.

Sigma Sigma Phi (SSP)

Sigma Sigma Phi is the National Osteopathic Honor society for Osteopathic Medical Students. Rocky Vista University's Chapter is Omicron Theta, and membership is by invitation only. To be eligible to apply for membership, students must rank within the top 25% of their class, have a cumulative GPA of at least 80.0%, and have no honor code violations. Eligible students will receive an invitation to apply. Invitations are sent out at the end of each semester.

SIM Scholar Club

The Sim Scholar Clubs mission is to facilitate realistic learning environments for medical students to practice and develop teamwork, communication, and technical skills that will be fundamental to their future clinical safety and success. This is accomplished through simulation events in surgical, emergency, and obstetrics labs while accompanied by physicians from the medical community who offer guidance and constructive feedback on how to handle the presented cases.

STIGMA

The purpose of STIGMA shall be to promote awareness of mental health within all branches of medicine, provide opportunities for students to learn about Psychiatry as a specialty, and host events, allowing students to improve their knowledge and skill sets in addressing mental health concerns both in their private and professional life.

The Student American Academy of Osteopathy (SAAO)

The Student American Academy of Osteopathy (SAAO) is a professional organization dedicated to serving osteopathic medical students. It is the COM's extension of the American Academy of Osteopathy (AAO), a national association established in 1937. The academy maintains the goal of developing the science and art of total healthcare, with an emphasis on palpatory diagnosis and the use of osteopathic manipulative medicine. Membership in SAAO allows students to receive AAO publications and to attend the annual convocation, both at reduced prices.

Student American Osteopathic Association of Orthopedics (SAOAO)

The mission of the Student American Osteopathic Association of Orthopedics (SAOAO) is to form a bridge between Osteopathic Medicine and Orthopedic Surgery, in order to create a holistic functioning system to provide all members with the opportunity to change the future of Osteopathic Orthopedic medicine by being well-educated and experienced healthcare practitioners.

Student Association of Military Osteopathic Physicians & Surgeons (SAMOPS)

Student Association of Military Osteopathic Physicians and Surgeons (SAMOPS), the student chapter of this national organization, is open to all College of Osteopathic Medicine students in the military or public health service. The chapter serves as liaison between on-campus military students and those on externships or military alumni.

Student Osteopathic Medical Association (SOMA)

The Student Osteopathic Medical Association (SOMA) is the official organization for osteopathic medical students and the affiliated student organization of the American Osteopathic Association. Its purpose is to advance the osteopathic profession, advocate for public health and welfare, and to represent the views and opinions of osteopathic medical students. SOMA national affiliations with similar groups at other schools provide the largest network for information exchange and interaction available today. Membership in SOMA brings many benefits, including free subscriptions to Student Doctors and Medical Students and discount prices on diagnostic equipment, the Preceptorship

Program, SOMA scholarships, life insurance programs, and more. Locally, SOMA is involved in the school, hospital, and citizen communities through various service projects and socials.

Student Osteopathic Surgical Association (SOSA)

The Student Osteopathic Surgical Association (SOSA) welcomes osteopathic medical students interested in surgery or its subspecialties. The SOSA strives to advance the discipline and the knowledge and skills of the individual student with a career interest in surgical fields.

Ultrasound Society Club (US)

Ultrasound Society Club (US) is a club designed to build leadership in the use and understanding of ultrasound (US) technology, specifically at bedside or point-of-care. Through education, the main goal is to teach and encourage proper use in the clinical setting.

The Wilderness Medicine Society Student Interest Group (WMSIG)

The Wilderness Medical Society Student Interest Group (WMSIG) is a sub-committee under ACOEP with the purpose of advancing, healthcare, research, and education related to wilderness medicine. This group promotes the preparation for participants to become more adept at rendering emergency medical care in remote and austere environments.

University Administration

David Forstein, DO, FACOOG

President, CEO, and Provost of RVU

- DO, Philadelphia College of Osteopathic Medicine, 1990

Jerry Armstrong

Vice President of Human Resources

- MS, Central Michigan University, 1977

David Irons, CPA, MBA

Controller

- CPA, State of Colorado, 2012
- MBA, Colorado Technical University, 2006

David Park, DO, FAAFP, FACOFP

Vice-President and Dean of MCOM

- DO, New York Institute of Technology College of Osteopathic Medicine, 1998

Julie Rosenthal, MS

Vice President of Enrollment Management and External Relations

MS, Roosevelt University, 1997

Doctor of Osteopathic Medicine

A Message from the Dean

Welcome to Rocky Vista University College of Osteopathic Medicine. The following pages describe our unique curriculum and the policies that will guide you on your journey to becoming an osteopathic physician. I can think of no other profession that is as personally and intellectually rewarding.

Our medical school curriculum at Rocky Vista University will help you prepare for your future as a practicing physician in every way. You will receive both “high tech” and “high touch” training that will lead to a solid foundation in the practice of medicine.

Rocky Vista University students assimilate the knowledge and skills required to prepare them for any field of medicine they wish to pursue. Our graduates distinguish themselves in the delivery of the highest quality of medical practice.

The faculty and staff of Rocky Vista University College of Osteopathic Medicine are committed to your medical education. We invite you to join us in this journey that will lead you to an exciting, demanding, and ultimately rewarding career of service to others, promoting health and curing disease throughout the nation and throughout the world.

Sincerely,

Heather P. Ferrill, DO, MS, MEdL

Dean of Rocky Vista University College of Osteopathic Medicine

Mission Statement

To educate and inspire students to become highly competent osteopathic physicians and lifelong learners prepared to meet the diverse healthcare needs of tomorrow through innovative education, relevant research, and compassionate service.

Vision Statement

- RVUCOM promotes the incorporation of traditional osteopathic principles and philosophy with an emphasis on wellness, holistic care, and the integration of structure and function in all of its educational efforts.
- RVUCOM promotes an educational model that provides an opportunity for success to its students and graduates by: a) providing access to quality educators, clinicians, and researchers; b) the promotion of active learning by its students; and c) the encouragement of individual responsibility.
- RVUCOM encourages life-long learning through its emphasis on developing educational skills and competency in its students along with the promotion of problem solving skills and an appreciation of scientific inquiry.
- RVUCOM strives to graduate osteopathic physicians who are prepared to enter and succeed in all areas or disciplines of graduate medical education.
- RVUCOM promotes the advancement and distribution of medical knowledge through its support of research and scholarly activity by its faculty, staff and students.
- RVUCOM strives to prepare physicians dedicated to improving access to quality, competent, and timely health care for all, with an emphasis on developing primary care physicians to improve medical access for at-risk and rural populations, and to provide public service and advance public health.
- RVUCOM strives to provide a curriculum and learning environment that will integrate a strong foundation of medical knowledge with the professional, cultural and ethical traits desired in its students and graduates.
- RVUCOM strives for excellence in all its activities and is dedicated to being a leader in the osteopathic profession and in its community.

Introduction: An Osteopathic Physician

Osteopathic medicine, founded in America in the 1860s, is a unique form of healthcare founded by Dr. Andrew Taylor Still. It is based upon a holistic viewpoint that incorporates a bodymind-spirit approach to the practice of medicine. Doctors of Osteopathic Medicine are full-practice physicians and licensed to practice medicine in all 50 states. DOs are found in every medical specialty, but their main emphasis has always been in the fields of primary care (family practice, internal medicine, obstetrics/gynecology, and pediatrics).

DOs partner with their patients to promote health, prevent disease, as well as treat acute and chronic illness. Osteopathic physicians receive full training in all

the basic biological sciences, medicine, surgery, and obstetrics. In addition, extra training is provided in the areas of preventive medicine, the inter-relationship of body systems, and the musculoskeletal system. DOs are trained in the use of manipulative medicine as another tool they can utilize in the diagnosis and treatment of illness. By combining all available medical options (medication, surgery, physical therapy, etc.) with osteopathic manipulative medicine, DOs offer their patients the most comprehensive care available in medicine today

RVUCOM Academic Calendar

Fall 2021 Semester

OMS I and II Classes:

July 19, 2021 - December 13, 2021

OMS III Clinical Externships:

July 12, 2021 - December 17, 2021

OMS IV Clinical Externships:

July 6, 2021 - December 3, 2021

** Holidays and time off depend upon the service requirements

of scheduled externships.

Winter Break (no classes):

December 14, 2021 - December 31, 2021

Pre-Clinical Dates:

• Labor Day (no classes): September 6, 2021

• Thanksgiving Break (no classes): November 25-26, 2021

Spring 2022 Semester

OMS I and II Classes:

January 3, 2022 - June 6, 2022

OMS III Clinical Externships:

January 3, 2022 - June 17, 2022

OMS IV Clinical Externships:

December 6, 2021 - May 6, 2022

** Holidays and time off depend upon the service requirements

of scheduled externships.

Other Dates:

• Martin Luther King, Jr. Day (no classes): January 17, 2022

• President's Day (no classes): February 21, 2022

• Spring Break (no classes): March 7-11, 2022

• Memorial Day (no classes): May 30, 2022

• Commencement Ceremony: TBD

Requirements for Admission

(Colorado and Southern Utah Locations)

The RVUCOM Office of Admissions processes thousands applications for admission each year. The minimum requirements for admission include:

- U.S. citizen or permanent resident. (Note: RVU is in the process of applying through the Student and

Exchange Visitor Program within the U.S. Immigration and Customs Enforcement to be able to consider International Students for admission.)

- A bachelor's degree from a U.S. regionally accredited college or university must be completed prior to matriculation (exceptions may be made and will be reviewed on a case-by-case basis. These exceptions may pertain to faith-based and/or strong international universities).

*In the event of coursework completed at foreign institutions, official detailed course-by-course evaluations must be completed by an approved agency. Please see list of approved agencies under 'Matriculation' section.

- Minimum prerequisite course work that must be completed prior to matriculation includes:
 - Biology (12 semester hours including lab),
 - General Chemistry (8 semester hours including lab),
 - Organic Chemistry (8 semester hours including lab),
 - Physics (8 semester hours including lab),
 - English or Literature (6 semester hours),
 - Social or Behavioral Sciences (6 semester hours),
 - Biochemistry (3 semester hours).
 - No grade below a "C" will be considered to fulfill requirements.
- Additional upper division coursework such as Human Anatomy, Physiology, Genetics, and Cellular Biology is highly recommended.

DO Student Financial Services

Tuition and Fees

Tuition for RVUCOM for 2021-2022 is \$60,270.00. The following annual fees will also apply to all COM students:

OMS I	OMS II	OMS III	OMS IV	Student Health Insurance
TBD	TBD	TBD	TBD	TBD

*All students are required to have health insurance. Students will be automatically enrolled in and billed for the RVU Student Health Insurance Plan unless they provide evidence of equivalent coverage prior to the waiver deadline date. Please contact the Office of Student Financial Services for more information.

Satisfactory Academic Progress Standards for Financial Aid Eligibility

Federal regulations require that Rocky Vista University College of Osteopathic Medicine (RVUCOM) establish, publish and apply standards of Satisfactory Academic Progress (SAP) which students enrolled in the University must meet. This document represents the satisfactory academic progress policy standards adopted by RVUCOM for financial aid eligibility. This

policy applies to all RVUCOM students including those applying for or currently receiving Federal, State, or institutional financial assistance.

The academic requirements for the Doctor of Osteopathic Medicine (DO) degree include the satisfactory completion of the curriculum designated by the University. Academic progress requires both quantitative and qualitative measurement. Academic records will be reviewed at the end of each term to determine if the student is making satisfactory progress towards their degree.

Timeframe for Completion (Quantitative Measures of Academic Progress)

Maximum Timeframe: The normal timeframe for completion of required coursework for the DO degree is four academic years. Students are expected to make progress towards their degree during each term and must complete their degree within six years of matriculation. If at any point in time it is determined that a student cannot complete their program of study within six years, the student will become ineligible for aid and will need to submit an appeal.

The progress of each student is monitored and reviewed by the Student Progress Committee (SPC). Due to academic or personal issues, a student may require more than four years to complete their degree. In such situations, the Dean may establish an individual academic plan for the student or may require the student to repeat a year. The University will monitor the progress of each student to determine if the student is making sufficient progress to meet the time limits as specified.

Pace of Progression: Students must complete at least 67% of their total attempted credit hours. To calculate the pace at which a student is progressing, divide the total number of hours the student has successfully completed by the total number he or she has attempted.

Grade Point Average (Qualitative Measures of Academic Progress)

Grades for all courses are reported as Honors/Pass/Fail, based on a final course score that is typically on a zero to 100 scale. Other courses may be graded as Pass/Fail and are not included in a student's Grade Point Average (GPA) calculation. A student is required to maintain a cumulative GPA of 70 or above in order to maintain satisfactory academic progress for financial aid. For purposes of measuring satisfactory academic progress for financial aid, and financial aid purposes only, a grade of Pass is considered the equivalent of receiving a 70% or better in that class.

Leaves of Absence: For Title IV purposes only, periods of approved Leaves of Absence will not count

toward the six-year maximum time frame. A student may not receive financial assistance during a Leave of Absence.

Repeated Coursework: Once passed, a course may not be repeated unless recommended by the SPC and/or Dean. The original grade received in a course will not count toward the student's GPA but will be included in the quantitative assessment. Students who repeat coursework must still complete their degree within six years of matriculation.

Withdrawal/Incomplete/In Progress: Courses in which a student earned a grade of Incomplete (IN), Work In Progress (WIP), or Withdrawal (W), or the equivalent, will count toward hours attempted but not earned for maximum timeframe and pace of progression but will not be included in the qualitative measure.

Grade Changes: Once an official grade is received for an Incomplete (IN) or Work In Progress (WIP) course, the student should notify SFS so SAP status can be reevaluated.

Noncredit Remedial Courses: RVU does not offer noncredit remedial courses.

Transfer Students: Students who are accepted for transfer from other medical schools will be evaluated with respect to levels of academic progress attained, and the remaining years required to complete their degree at RVUCOM will be determined. The Dean or their designee will make that determination and will notify the Office of Student Financial Services of the length of time the student will need to complete their degree. Transfer credits will count as both attempted and completed hours and will count toward the maximum timeframe.

Change in Program or Pursuit of Second Degree: If a student changes program of study or chooses to pursue a second degree, credits and grades that do not count toward the new program will not be included in the SAP determination.

Summer Terms: The DO program does not offer summer terms, therefore, it will not be included in the SAP assessment.

COMLEX Exams: Students are required to pass COMLEX Level 1 and COMLEX Level 2 CE to graduate from the COM curriculum. Those who do not pass the COMLEX Level 1 and/or COMLEX Level 2 CE exams may appear before the SPC who will make a recommendation addressing their academic progress to the Dean. If allowed to continue in their clinical externships pending successfully passing their COMLEX exam, the student will be considered to be maintaining satisfactory academic progress for financial aid.

Students who do not pass the COMLEX Level 1 and/or COMLEX Level 2 CE Exams and are placed on a Leave of Absence are not eligible to receive financial aid during their leave but may regain eligibility if allowed to return to their clinical externships by the Associate Dean of Clinical Education.

Effective with the Class of 2024, students are required to sit for and pass the USMLE Step 1 exam.

See the "Academic Policies" section of the RVU Student Handbook and Catalog for more detailed information on COMLEX and USMLE exam policy

Financial Aid Warning: Rocky Vista University will use the standardized definition of Financial Aid Warning which is defined by the U.S. Department of Education as follows:

- Financial Aid Warning is a status a school assigns to a student who is failing to make satisfactory academic progress. The school reinstates eligibility for aid for one payment period and may do so without a student appeal.

Financial Aid Probation: Rocky Vista University will use the standardized definition of Financial Aid Probation which is defined by the U.S. Department of Education as follows:

- Financial Aid Probation is a status a school assigns to a student who is failing to make satisfactory academic progress and who successfully appeals. Eligibility for aid may be reinstated for one payment period.

Note that the COM may have a different definition of "academic probation." Refer to the RVU Student Handbook and Catalog for more information on academic probation.

Procedure

The Office of Student Financial Services will review the academic progress of each financial aid recipient at the end of each term, prior to the disbursement of financial aid for the subsequent term. A student's entire academic record will be reviewed, which will include any periods of enrollment that the student did not receive financial aid assistance.

Any student who fails to maintain satisfactory academic progress as defined by this policy will be placed on Financial Aid Warning for Doctor of Osteopathic Medicine 54 RVU Student Handbook and Catalog | 2021-2022 one term. During that term, the student will continue to be eligible for aid. At the end of a term during which a student is on Financial Aid Warning, if the student still fails to meet any of the requirements, the student will become ineligible for aid and may submit an appeal to the Office of Student Financial

Services. The Office of Student Financial Services will send a written notice to students who have not made satisfactory academic progress.

Reestablishing Eligibility

Appeals: A student may submit a written appeal documenting mitigating circumstances (e.g., serious illness of student or family member, death of a relative), within seven (7) calendar days of the determination of their unsatisfactory academic progress. Appeals should be sent to the Office of Student Financial Services and will be reviewed by the Financial Aid Appeals Committee within ten (10) calendar days of receipt of the appeal. The student will receive written notification of the committee's decision within seven (7) calendar days. Decisions of the Financial Aid Appeals Committee may be appealed to the Rocky Vista University Provost.

Appeals should be submitted to the Office of Student Financial Services and must include:

1. A written statement documenting the reasons for failure to meet the standards of academic progress for financial aid eligibility;
2. A written statement explaining what has changed in the student's situation that would allow the student to bring their academic progress up to the satisfactory standards;
3. Documentation supporting their appeal;
4. A written academic plan or letter from the SPC and/or the Dean. The academic plan must ensure that the student is able to meet SAP standards by a specific point in time.

If the appeal is granted, and it is determined that the student should be able to meet SAP standards by the end of the subsequent payment period, they may be placed on financial aid probation without an academic plan. A student's progress must be reviewed at the end of their probationary period. If the student is meeting the SAP requirements, they will go back into good standing. If the student does not meet the SAP requirements, they will again become ineligible for financial aid with the opportunity to re-appeal.

If the appeal is granted, and it is determined that the student will require more than one payment period to meet SAP standards, they may be placed on probation with an academic plan in place. A student's progress will be reviewed at the end of each payment period as is required of a student on probation status. If the student is meeting the requirements of their academic plan, the student is eligible to receive financial aid funds as long as student continues to meet those requirements. Students must appeal to change their plan. If the student does not meet the requirements of their academic plan, they will again become ineligible for financial aid with the opportunity to re-appeal.

Without Approved Appeal: Students who are not making satisfactory academic progress, who do not submit an appeal, or have their appeal request denied, may regain eligibility only by taking action that brings them into compliance with RVUCOM's satisfactory progress standards.

Any exceptions to this policy will be made on an individual basis and in compliance with federal, state and local regulations governing financial aid.

DO Program Policies and Procedures

Health and Technical Standards

All candidates must meet health and technical standards to be admitted to, participate in, and graduate from the medical education programs of RVUCOM. Because the DO degree signifies that the holder is a physician prepared for entry into diverse postgraduate training programs, RVUCOM graduates must have the knowledge and skills required to function in a broad variety of clinical situations and must be prepared to provide a wide spectrum of patient care. A candidate for the DO degree must have abilities and skills in the areas described below and meet the standards described as an obligation to patients and society.

Reasonable accommodations will be made as required by law; however, the candidate/student must be able to meet all technical standards with or without reasonable accommodation. Please refer to the section on the Americans with Disabilities Act. The use of a trained intermediary necessarily requires that a candidate's judgment be mediated by someone else's power of selection and observation and is not a permissible accommodation. Enrolled students who are unable to meet these standards may be asked to appear before the Student Performance Committee and may be subject to dismissal.

Immunizations

Students must satisfy all requirements for immunizations at the time of admission and throughout their medical school career. Failure to do so will prevent matriculation or, in the case of an enrolled student, lead to dismissal. For specific information, please see "Health Records/Immunizations" of the Student Educational Records section of this Handbook.

Observation

Candidates must be able to observe demonstrations and experiments in the basic and clinical sciences. This includes but is not limited to the ability to observe a

patient accurately at a distance and close at hand. Observation requires the functional use of the sense of vision and somatic sensations.

Communication

Candidates should be able to speak, hear, and observe patients in order to elicit information; describe changes in mood, activity, and posture; and perceive nonverbal communication. A candidate must be able to communicate effectively and sensitively with patients. Communication (in English) includes not only speech but also reading and writing. A candidate must be able to communicate effectively and sensitively in verbal and written form with all members of the healthcare team.

Sensory/Motor

Candidates should have sufficient motor function to elicit information by palpation, auscultation, percussion, and other diagnostic and therapeutic maneuvers. A candidate should be able to perform basic laboratory tests (urinalysis, CBC, blood glucose testing, etc.), carry out diagnostic procedures (endoscopy, paracentesis, etc.), and read EKGs and X-rays. A candidate should be able to execute motor movements reasonably required to provide general care, osteopathic manipulation, and emergency treatments to patients. Examples of emergency treatment reasonably required of physicians are cardiopulmonary resuscitation, administration of intravenous medication, application of pressure to stop bleeding, opening of obstructed airways, suturing of simple wounds, and performance of simple obstetric maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision. Candidates must be able to lift a minimum of 40 pounds and stand for a minimum of one hour.

Conceptual, Integrative, and Quantitative Abilities

Candidates must possess conceptual, integrative, and quantitative abilities, including measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities. In addition, candidates should be able to comprehend three-dimensional relationships and to understand the spatial relationship of structures. Candidates must be able to sit in a classroom and participate in a full eight-hour day. The practice of medicine requires periods of distinct concentration in surgery, trauma, emergency room care, and other patient settings. Candidates must be capable of extended periods of intense concentration and attention.

Behavior and Social Attributes

Candidates must have the emotional health required for full use of the intellectual abilities, the exercise of good

judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients. Candidates must be able to tolerate physically and mentally taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the admission and educational processes.

Inter-campus Transfer Policy

RVUCOM understands that situations arise in which an enrolled student believes s/he would be better suited at the alternative campus location. However, only special cases with extenuating circumstances will be approved. Students may begin the process for request by meeting with the Associate Dean of Student Affairs at their current campus location.

If it has been determined that space is available at the desired campus location, the application/request will be considered. The requestor must be in good academic standing at the time of transfer, unless a compelling case is established and approved by the Dean. Admission application, behavioral and professionalism concerns, and feedback from faculty and staff may also be considered with the request. In these rare cases of approval, students will not be able to transfer back to their original campus location.

Healthcare Employment During School (Practice of Medicine)

Employment of any kind during medical school is highly discouraged. The demands of medical school are so high as to preclude most employment opportunities. Student doctors should contact the Office of Student Financial Services for help with budgeting or emergency loans rather than seeking outside employment.

Medical students are prohibited from engaging in any activities (from the time of matriculation to the University until graduation or other termination of student status) that might be construed as the practice of medicine without the proper supervision and direction of designated members of the faculty, whether such activities are engaged in for compensation, done as a volunteer, or otherwise. Any student who is a healthcare worker and wishes to be employed in the health-related field must contact the Office of Student Affairs and forward a request to the Dean. All decisions of approval or disapproval will come from the Dean. Students who are not in compliance with the

requirements above may be requested to appear before the Honor Code Committee and are subject to dismissal from the University.

The Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Refer to "Health Insurance Portability and Accountability Act of 1996 (HIPAA)" of the University section of this catalog.

OSHA - Biosafety, Universal Precautions, and Bloodborne Pathogens

Refer to "OSHA - Biosafety, Universal Precautions, and Bloodborne Pathogens" in the University section of this catalog.

Osteopathic Principles and Practice (OPP) and Principles of Clinical Medicine (PCM) Laboratory Policies

All OPP and PCM courses include didactic presentations, demonstrations, practical laboratory experiences and clinical opportunities. During these activities, students establish their knowledge and ability to recognize and utilize the relationships between structures and function that are integral to osteopathic medicine.

The student must develop the knowledge and skills necessary to integrate the principles and coordinate the proper osteopathic and clinical techniques to prevent and treat pathology and dysfunction. Concurrently, the students will learn other medical approaches to the treatment of disease and dysfunction in the systems courses. Each course provides education on the principles, philosophy and history of osteopathic medicine, examination and evaluation of the patient, and the proper selection and application of osteopathic treatments and techniques. The OPP and PCM courses require the active participation of all students in the laboratory setting where the student, through the active and tactile examination of others along with reciprocal examination, will learn and demonstrate the ability to evaluate and proficiently treat their future patients.

The training of an osteopathic physician requires the ability to perform tactile examinations and osteopathic manipulative techniques on members of the same and opposite sex. The training of an osteopathic physician also requires that a student experience and understand tactile diagnostic exercise and manipulative treatment. Students are required to participate both as patients and as trainees in the OPP laboratory and PCM laboratory, and examine and be examined by members of the same and opposite sex.

A graduate from RVUCOM has the ability to apply for licensure as a physician in all fifty states. Their license

is not restricted to any one particular sex, and candidates for graduation must demonstrate the ability to practice medicine on both males and females.

Safety is of primary concern in RVUCOM lab experiences. Students are expected to communicate immediately and directly with the lab faculty regarding any potential injuries sustained in the lab setting. If a student believes they have an injury limiting their participation in the lab activities for the day, it is their responsibility to make sure their faculty is aware. Please refer to department policies and procedures available in course syllabi.

DO Academic Policies

Academic Standards

Students are expected to attain the knowledge, skills, and attitude requisite to provide safe and competent patient care. To that end, students are expected to maintain satisfactory academic performance in the study of the medical disciplines contained within the medical school's curriculum.

Attendance

Attendance at the following educational experiences is required: • All quizzes and exams;

- All laboratory sessions (anatomy portions of systems courses, OPP labs, PCM labs, etc.);
- All scheduled clinical experiences (Standardized Patient, OPP One-on-One, etc.);
- Any other sessions designated by a Course Director

Limitations of Accommodations for Religious Observance

The practice of medicine requires physicians and students to be available for patient care all days of the week and at any hour of the day. Medical student learning activities may be scheduled any day of the year with mandatory attendance.

Excused Absences and Make-up

If a student is unable to attend a required academic event (e.g. externship day, quiz, exam, lab), he or she must seek an Excused Absence approval from the Director of Preclinical Education or the Department of Clinical Education at their respective campus location by completing the Excused Absence Request Form prior to the required session, except in cases of emergency where proactive communication is not possible.

Examples of situations which would generally be approved for an Excused Absence from a required event include illness, emergency, or presentation at a

professional conference. Examples of situations that would generally not be approved for an Excused Absence from a required event include weddings, graduations, or religious holidays.

Students seeking an excused absence for a medical reason must provide a signed note from a licensed physician (DO or MD) indicating they were seen/ treated. Family members may not provide a note in support of excused absence requests.

Examinations are stressful; generalized anxiety/stress/ nervousness does not qualify as a medical excuse. Only a DSM diagnosis of a panic attack by a licensed physician (DO or MD) will be accepted.

If a student is absent from a required event and does not submit the appropriate Excused Absence Request Form in advance or if the request is not approved by the Director of Preclinical Education or the Department of Clinical Education, the student will receive a grade of zero for that event.

If an absence is appropriately excused, a student will be allowed to make-up the required activity/exam. In order to take an examination at any time other than the originally scheduled time (early or late), a student must be approved for an Excused Absence. A student who does not take an examination at the scheduled time and is appropriately excused will be allowed to take a make-up examination, if eligible. A student who does not take a quiz at the scheduled time and is appropriately excused will generally receive a 0/0. However, under certain circumstances, a make-up quiz may be administered. A student who is excused from attending a required lab will not miss any required points for the lab. However, that student should not expect faculty to recreate the lab experience. Hence, it is critical for students to attend all labs, whenever reasonably possible. If the student misses a scheduled make-up examination, he or she will receive a zero for that examination.

For pre-clinical students, the Excused Absence form is located on the RVU iNet webserver

Grading

Understanding how Rocky Vista University calculates grades, quality points, class rank, and academic standing is important throughout enrollment.

Explanation of Grades

The Preclinical Curriculum: RVUCOM requires a score of 70 or above to pass all courses; any score below 70.0 is failing.

Final course grades on the student's transcript will only be shown as an Honors ("H"), Pass ("P"), or Fail ("F") grade. For numerically scored courses, any student

achieving a score $\geq 90.0\%$ will receive an Honors ("H") course grade on the transcript. Students scoring between 70.0 and 89.9% will receive Pass ("P") course grade on the transcript. Those receiving a score of $< 70.0\%$ will receive a Fail ("F") course grade on the transcript. By convention, the Learning Management System (LMS) reports a 3-digit numeric score to represent the final course score percentage and is converted to an H, P, or F on the transcript. For example, an "89.9%" course score is submitted by the LMS as a "899" and reported on the transcript as a "P". Some courses at RVUCOM do not accumulate numeric scores. For these courses, an Honors, Pass or Fail is assigned not only for the transcript but also for the course, and these grades do not contribute to the determination of quality points or class rank.

For the majority of COM courses in the preclinical years, if an overall course mean falls below 83%, whole raw course points will be added to each student's overall course grade such that the course mean is adjusted to as close to an 83% as possible, without exceeding an 83%.

Core and Elective Externship

Grading Grades for the six core clinical externships are determined from the Faculty Evaluation of Medical Student Performance and the student's score on the corresponding NBME Subject Examination (shelf exam). Additional details and grading components are provided in the course syllabi.

Elective externship grades are determined from the Faculty Evaluation of Medical Student Performance and additional grading components as outlined in the course syllabi.

Incomplete Course Work

A course grade of "Incomplete" will only be granted when approved by the Associate Dean of Student Affairs or the appropriate Director of Preclinical Education. Incomplete grades must be completed within the designated time frame or they will result in a course failure. Incomplete coursework must be completed before progressing to the next academic year.

Quality Points

Quality points are the cumulative points used to calculate grade point average and class rank. Only courses with numeric final scores contribute to quality points.

For courses where a numeric score is assigned, the value is used to calculate the quality points. For example, a final grade of 85.2 earned in a 2-credit course will award 170.4 quality points ($85.2 \times 2 = 170.4$)

Class Rank for Class of 2022

RVUCOM calculates class rank at the end of each semester once all grades have been finalized and submitted. Class rank is calculated based on cumulative quality points earned from courses attempted and completed at Rocky Vista University. Clinical externships do not factor into the calculation of class rank.

Class Rank for Class of 2023

Class rank is calculated based on cumulative quality points earned from pre-clinical courses attempted and completed at Rocky Vista University. Class rank will only be reported to students at the end of the second semester of the second academic year. Class rank will be reported by quartile unless there is a requirement for an exception for the student's best interest (e.g. military requirements or scholarships).

Class Rank for Class of 2024 and 2025

Class rank is calculated based on cumulative quality points earned from pre-clinical and OMSIII Core Clinical Clerkship courses attempted and completed at Rocky Vista University. Class rank will be reported to students at the end of the second semester of the second academic year, and after the end of the third academic year. Class rank will be reported by quintile unless there is a requirement for an exception for the student's best interest (e.g. military requirements or scholarships).

Academic Grievances Policy (Grade Appeal)

Matters regarding grading disputes of assessments within a specific course or other requirement shall include all concerns related to specific grades received or the processes by which grades are determined. In all appeals regarding a grading dispute, the decision of the Dean is final.

Except under unusual circumstances, all grades including the final grade for all written quizzes and examinations will be determined by the Course Director. When extraordinary circumstances bring a student to seek an appeal of a decision regarding a classroom grade, the student must seek solutions through the following administrative channels, entering at the appropriate level and proceeding in the order stated below. All appeals and decisions must be in writing.

- Course Director;
- Directors of Preclinical Education; Assistant Dean of Preclinical Education; curriculum management; Associate Dean of Clinical Education;
- Dean (final level of appeal).

A student seeking to resolve a grading concern through the administrative channels above must initiate formal action in writing within ten business days from the date

that the course grade has been finalized. The written appeal must state the circumstances surrounding the grade dispute, with specificity. Review of the student problem and complaint at each administrative level will be carried out as expediently as possible. If the student is not satisfied with the decision, he or she may appeal to the next administrative level. If the student chooses to continue the appeal, this must be done in writing within five business days of the date the decision was rendered at each level of the appeal (excluding weekends and official school holidays).

Academic Standing

A student's academic achievement is reviewed at the end of each semester by the Office of the Registrar.

Good Academic Standing

A student is considered to be in good academic standing when they have no more than one outstanding course remediation, have satisfactorily completed all required course work to date, have successfully completed all required Board Exams on schedule, and have achieved the minimum GPA required for their program (term and cumulative, if applicable). All students must have satisfactorily completed all required academic course work, including the required core clerkships, and be certified by the Dean before they can sit for any national board examinations.

Academic Warning

Any student who fails one required, pre-clinical course that has not been successfully remediated will be placed on academic warning. The student will be required to meet with the Director of Preclinical Education (DPCE) and follow a prescribed remediation plan. The academic warning remains in place until successful remediation of the course.

Academic Probation

Any student who fails two or more pre-clinical courses, one clinical externship, or one COMLEX examination will be placed on academic probation. Students on academic probation are ineligible to hold an office in an RVU student club or organization, serve as a RVU ambassador or tutor, hold any leadership role at RVU, or participate in a fellowship. Students will remain on academic probation, and not in good academic standing, until the academic deficiency has been successfully corrected.

Student Performance Committee (SPC)

Overview

The SPC is a recommending body consisting of faculty members who review the academic progress of students on Academic Probation. A student may be asked to appear before the SPC for a number of reasons including:

- Failure of more than one academic course in an academic year;
- Failure of a national COMLEX and USMLE board examination;
- Failure of a clinical externship;
- Failure of a course during a repeat year;
- Failure of a remediation exam;
- Behavioral or professionalism issues.

Membership

This committee will be chaired by a faculty member of the College's choosing, who votes only to break a tie. The SPC will consist of seven voting faculty members, at least one of whom must be Basic Science faculty, and at least one of whom must be clinical faculty. In addition to the seven voting members and the Chair, the Associate Dean of Student Affairs, and the Directors of Preclinical Education will attend the meeting in an ex officio capacity.

Procedure

If requested to appear before the SPC, students must appear at the appointed time and place.

- The student shall receive adequate notice of the time, place, and subject of the meeting. Such written notice may be in the form of an official University email, U.S. mail, or a hand-delivered written message.
- Appearance before the SPC is mandatory. A student on clinical externships at a location remote from campus, may be allowed to converse with the SPC via phone or video conference.
- Legal representation is prohibited.
- The student will be given the opportunity to present a statement to the SPC in written and oral form.

Proceedings of the SPC are closed and confidential. Members of the SPC are not permitted to discuss issues brought before the SPC outside of a formal SPC meeting.

Recommendations

The SPC will make a recommendation of action to the Dean (or designee). The Dean (or designee) may accept, reject, or modify the recommendations of the SPC, which may include, but are not limited to, the following:

- Remediation of failed courses;
- Remediation of a clinical externship;
- Repeat of an academic year or clinical year;
- Specific remedial educational activities;
- Placement of the student on academic probation;
- Academic or other counseling;
- Dismissal from school.

Notifications

The student shall be notified of the decision of the Dean (or designee) by the Associate Dean of Student Affairs within (10) business days.

Appeals

The appeal must be based on one or more of the following: 1) a significant error in fact that materially impacted the outcome; 2) evidence of demonstrated prejudice by the Dean or the Honor Code Committee that affected the outcome; 3) new material information or evidence that was not available at the time of the Honor Code Committee's consideration of this matter or was not available and could not be made available to the Dean at the time of her decision; 4) the sanction imposed is extraordinarily disproportionate to the offense committed; and 5) errors of process under the Student Handbook involving your rights that materially affected the outcome of this matter. Any new material or evidence must be submitted with the appeal.

Should the student in question decide to appeal the decision of the Dean (or designee), the appeal will be heard by the Provost (or designee). The student may appeal the decision by writing to the Provost (or designee) within five (5) business days following the date that notification is received. During the appeal, students will continue to be enrolled and should continue to attend classes or externships and sit for exams. The answer to the appeal will come directly from, and be signed by, the Provost (or designee). The decision of the Provost (or designee) is final.

Remediation of a Course

Procedure

If a preclinical student receives approval to remediate a course failure, they, in conjunction with the Director of Preclinical Education, the Course Director, and the Office of Testing will be required to develop a remediation plan and schedule. Remediation examinations must be proctored by an RVU employee or designee. Preclinical remediations must be completed by July 1 of the current academic year. In Years 3 and 4, students who fail a course will be referred to the Associate Dean of Clinical Education. In many cases, the remediation plan will be decided between the Associate Dean of Clinical Education and the student. However, the Associate Dean of Clinical Education may refer the student to the SPC. In such cases, if SPC recommends remediation of the course and the recommendation is upheld by the Dean, then a remediation plan will be created by the Associate Dean of Clinical Education.

Grading

RVUCOM follows AAMC guidelines regarding unabridged academic records for medical students. Any

student who successfully remediates a course failure will have their transcript notated with the Grade Code of 'NX' to indicate a successful remediation has taken place; the original failing grade will remain on the transcript as well. For Quality Points (used in class rank and GPA calculations), a 70.00 multiplied by the course credit hours will be awarded for successfully remediated pre-clinical courses.

Remediation examinations for course failures in OMS I and OMS II must be successfully completed before a student can advance to the next stage of the curriculum. In the event the remediation of a course is failed or not completed, the original course grade shall be recorded on the transcript with the original course Grade Code. Any student who fails a remediation will be referred to the Student Performance Committee and may be subject to dismissal.

Repeated Courses

Once passed, a course may not be repeated unless the student is repeating the entire year. When repeating a course, both grades will appear on the transcript, with the most recent numerical grade used for grade point average and/or class rank calculation and quartile. Students who fail a course during a repeated year are required to meet with the Student Performance Committee, and may be subject to dismissal.

Academic Promotion

Students who have completed the following requirements will be eligible to be promoted to the third year (OMS III) and begin clinical clerkship rotations:

- Successful completion of all required OMS I and OMS II curriculum;
- For the Class of 2024 and beyond, students must sit for COMLEX Level 1 and USMLE Step 1 by July 1st— prior to when their first rotation begins
 - Students must pass the COMLEX Level 1 and the USMLE Step 1 before they can advance to their second core clerkship
 - If a student does not pass the USMLE Step 1 on their first attempt, they will move into a study month to prepare for remediation of the exam after their first rotation ends
 - The student will not be permitted to participate in their second rotation until their USMLE Step 1 score has been cured
- For the Class of 2023, students must sit for the USMLE Step 1 examination prior to October 31st
- Updated background check on file with Office of theRegistrar;
- Updated and negative drug screening on file with the Office of the Registrar;
- Documentation of all required health records on file

General Program Advising (Academic)

The Directors of Preclinical Education provide student support upon matriculation, general guidance throughout Years 1 and 2, and referral to additional support services when needed. Students are encouraged to initially seek guidance from their course syllabus, professor, or course director should course-specific questions arise. Access to Director of Preclinical Education contact information can be found via the MyVista Student Portal.

OMS I to OMS II

Students who have completed the following requirements will be eligible to be promoted to the second year (OMS II) of the program:

- Successful completion of all required OMS I coursework; and
- Documentation of current health insurance on file with the Office of Student Financial Services.

OMS II to OMS III

Students who have completed the following requirements will be eligible to be promoted to the third year (OMS III) and begin clinical clerkship rotations:

- Successful completion of all required OMS I and OMS II curriculum;
- For the Class of 2024 and beyond, students must sit for COMLEX Level 1 and USMLE Step 1 by July 1st—prior to when their first rotation begins
 - Students must pass the COMLEX Level 1 and the USMLE Step 1 before they can advance to their second core clerkship
 - If a student does not pass the USMLE Step 1 on their first attempt, they will move into a study month to prepare for remediation of the exam after their first rotation ends
 - The student will not be permitted to participate in their second rotation until their USMLE Step 1 score has been cured
- For the Class of 2023, students must sit for the USMLE Step 1 examination prior to October 31st
- Updated background check on file with Office of the Registrar;
- Updated and negative drug screening on file with the Office of the Registrar;
- Documentation of all required health records on file

OMS III to OMS IV

Students who have completed the following requirements will be eligible to be promoted to the fourth year (OMS IV) of the program:

- Successful completion of clinical externships by June 30;

- Updated background check on file with Office of the Registrar;
- Updated and negative drug screening on file with the Office of the Registrar;
- Documentation of all required health records (including current PPD) on file with the Office of the Registrar;
- Documentation of current health insurance on file with the Office of Student Financial Services; and,
- Passing scores on the COMLEX Level 2 CE examinations by September 1st of the student's fourth year.

Students who fail to complete any requirement may not be allowed to engage in audition/sub-internship externships until the requirements are completed and they are certified for the fourth year (OMS IV) of studies

COMLEX: Comprehensive Osteopathic Medical Licensing Examination

General Information Passing Level 1 and Level 2 of the Comprehensive Osteopathic Medical Licensing Examination (COMLEX) from the National Board of Osteopathic Medical Examiners (NBOME) is a graduation requirement. These examinations are:

- COMLEX Level 1 (COMLEX 1);
- COMLEX Level 2 CE (COMLEX 2CE).

COMLEX Testing Accommodations

If a student requires ADA accommodations, they must contact the NBOME directly. Accommodations provided by the University do not guarantee that accommodations will be provided by the NBOME.

COMLEX Level 1

Students at RVUCOM will be eligible to take COMLEX Level 1 after he/she has: • Successfully completed all of the requirements of the OMS I and OMS II academic years; • Received certification from the Dean

COMLEX Level 1 Failure: Students who fail COMLEX Level 1 on the first attempt will be referred to academic support services with notification of the Associate Dean of Student Affairs and the Dean of COM. Upon a second failure of COMLEX Level 1, students will be required to appear before the Student Performance Committee (SPC) to discuss his/her performance and explain their current academic status. The student will be placed on Academic Probation and will not be permitted to participate in clinical externships until the COMLEX Level 1 exam has been retaken and a passing score is achieved.

Failure of a single COMLEX examination may lead to dismissal based on the totality of a student's academic

record. For more information on SPC, please review the "Student Performance Committee" section of the Handbook.

Students who do not pass COMLEX Level 1 after three attempts will be subject to dismissal from RVUCOM without the option to appeal.

COMLEX Level 2

A student will be eligible to take the COMLEX Level 2 CE examinations once he/she has: • Successfully completed OMS III externships; • Achieved a passing score on the COMLEX Level 1 exam; • Taken the USMLE Step 1 exam (for Class of 2024 and later: passed the USMLE Step 1 exam); and, • Received certification from the Dean.

Students may not miss scheduled externships or alter the established clinical training schedule in order to study during their OMS III or OMS IV years outside of any time designated for board review by the COM administration, policy, or procedures, unless authorized by the Associate Dean of Clinical Education or designee.

COMLEX Level 2 CE Failure: Students who fail the COMLEX Level 2 CE examination on the first attempt will be referred to academic support services with notification of the Associate Dean of Student Affairs and the Dean of COM. Upon a second failure of COMLEX Level 2, students will be required to appear before the Student Performance Committee (SPC) to discuss his/her performance and explain their current academic status. The student will be placed on Academic Probation and will not be permitted to participate in clinical externships until the COMLEX Level 2 exam has been retaken and a passing score is achieved. Failure of a single COMLEX examination may lead to dismissal based on the totality of a student's academic record. For more information on SPC, please review the "Student Performance Committee" section of the Handbook.

Students who do not pass COMLEX Level 2 after 3 attempts will be subject to dismissal from RVUCOM without the option to appeal.\

COMLEX Level 3

Following graduation, the Office of the Registrar approves each graduate to take COMLEX Level 3 through the NBOME website. Generally, graduates take this examination at the completion of the first year of post-graduate training (residency). However, requirements for taking this examination vary from state to state. Graduates should contact the osteopathic medical licensing board in the state where they will have post-graduate training for further information.

USMLE: United States Medical Licensing Examination

Requirement

All students are required to sit for the Step 1 of the United States Medical Licensing Examination (USMLE) from the National Board of Medical Examiners (NBME).

Class of 2023: RVUCOM does not require a passing score on USMLE Step 1 for graduation, all students are encouraged to perform to the best of their abilities on this examination in preparation for residency applications.

Beginning with the Class of 2024: RVUCOM will require a passing score on the USMLE Step 1. Students at RVUCOM will be eligible to take the USMLE Step 1 examination after he/she has:

- Successfully completed all of the requirements of the OMS I and OMS II academic years;
- Received certification from the Dean or appropriate school official.

USMLE Testing Accommodations

Students who require ADA accommodations must contact the NBME directly. Accommodations provided by the University do not guarantee that accommodations will be provided by the NBME.

Clinical Externships

To be eligible to participate in clinical externships/ clerkships, students must have current health insurance, all required immunizations and antibody titers documented, be currently negative on PPD testing or have followed current COM guidelines if a positive test is present, and completed any clinical site or COM-mandated related training and testing, including RVU-approved background screening and drug testing (MRO verified). Documentation of this information must be on file with the Office of Clinical Education and the Office of the Registrar at least 45 days prior to the start of clinical externships.

All procedures, protocols, and other requirements for clinical externships are found in the RVUCOM Clinical Education Manual for OMS III and OMS IV students. Students will receive this document toward the end of the second year, prior to starting clinical externships. It is student's responsibility to follow all the policies and procedures in the manual.

Notice of Health Records and Criminal Background Checks

Students who have a background check that indicates prior criminal behavior may have difficulty obtaining clinical externship sites. Complete disclosure of all

criminal activities (including alcohol related, traffic violations, and all misdemeanors, etc.) is required, whether these activities occur prior to or during medical school training. This information must be disclosed to the Associate Dean of Student Affairs even if expunged or dismissed. Failure to do so may lead to immediate dismissal from the medical school.

The school cannot be held responsible for the lack of availability of clinical externship sites, based upon the decision of another entity to exclude students due to a criminal background check. Hospitals reserve the right to exclude any medical student from clinical externships based upon perceived health risks. The University cannot guarantee clinical student externships if a student has a current infectious disease that could potentially pose a health risk to patients.

Advanced Cardiovascular Life Support (ACLS) & Basic Life Support (BLS)

Prior to and throughout clinical externships (OMS III and OMS IV), students are required to maintain current certifications in both Advanced Cardiovascular Life Support (ACLS) and Basic Life Support (BLS). On-campus training may be offered. For more information, contact the Office of Clinical Education.

Distribution of Externship Assignments

Clinical externship sites are located primarily in Colorado and Utah, with a few satellite externship sites in Wyoming, Idaho, and Arizona. Externship slots are determined by lottery during the second year. The externship site assignment list is issued to students prior to beginning externships each year. All regional assignments are considered final. A student may request to change his or her assigned externship 90 days prior to the start of the externship; however, there is no guarantee that the change will be possible. Any questions or concerns should be directed to the Office of Clinical Education.

Clinical Externships (Elective)

The remaining elective externships, required to meet credit hours, are requested by the student and arranged in conjunction with the fourthyear clinical coordinators, at the approval of the Office of Clinical Education, to complete students' preparation for residency training. Students may also pursue research projects and global medicine experiences, with approval of the Associate Dean of Clinical Education or designee.

Sub-Internship/Audition

Externships Students are required to complete clinical and didactic training that best prepares them for residency. During the first half of the fourthyear (OMS IV), students are required to complete a minimum of

two sub-internship/audition externships at residency programs. The externships chosen must have approval of the Associate Dean of Clinical Education or designee.

Visiting Student Learning Opportunities (VSLO)

Overview

The AAMC Visiting Student Learning Opportunities (VSLO) program merged two existing visiting student programs: The Visiting Student Application Service (VSAS®) program that focused exclusively on U.S. domestic away electives and the Global Health Learning Opportunities (GHLO®) program that facilitated international mobility into the United States, from the United States to electives abroad, and from one non-U.S. location to another.

Purpose

The VSLO program aspires to build a community of institutions that employ unified policies and practices that do not burden students or institutions with redundant requirements. As such, the program is continually balancing and streamlining the application process while supporting institution-specific processes.

Access

Students will be granted access to VSLO during their second year of study (OMS II). Students will receive an email invite once the Office of the Registrar has confirmed eligibility and notified AAMC.

Applications

By utilizing VSLO, students will have access to search and apply for clinical externship electives ('away electives') to satisfy the credit requirements of OMS III and OMS IV of the Osteopathic Medicine program. Note: VSLO charges a per-elective application fee.

Required Documents/Records

Students are required to complete/upload many documents related to elective applications. The Office of the Registrar is able to upload certain documents including, but not limited to:

- Official transcript
- Letters of Verification

The Department of Clinical Education can provide the following documents:

- Letters of Recommendation
- Liability insurance documentation

Students should also obtain a professional headshot, such as the white coat photo provided by RVU at the beginning of Year One. These photos are available for download on the MyVista Student Portal.

Electronic Residency Application Service (ERAS)

Overview

ERAS® streamlines the residency application process for applicants, their Designated Dean's Offices, Letter of Recommendation (LOR) authors, and program directors. By providing applicants the ability to build and deliver their application and supporting materials individually or as a package to programs, ERAS provides a centralized, but flexible solution to the residency application and documents distribution process.

Purpose

To provide a centralized online application service for students to use to deliver their application, along with supporting documents, to residency programs.

Token Distribution

Students will be granted access to ERAS at the beginning of their third year of study (OMS III). Students will receive an email invite (token) once the Office of the Registrar has confirmed eligibility and notified ERAS. The token is used to confirm student eligibility to register for MyERAS.

Required Documents/Records

Students are required to upload most documents via the MyERAS portal. The Office of the Registrar will upload official transcripts and the completed Medical School Performance Evaluation (MSPE).

Letters of Recommendation

Letters of Recommendation must be uploaded via the Letter of Recommendation Portal (LoRP) by the author of the letter. Students will need to complete and provide a Letter Request Form when requesting a Letter of Recommendation. The Letter Request Form will include a Letter ID, which connects the Letter of Recommendation to the student's application in ERAS.

Medical Student Performance Evaluation (MSPE)

The purpose of the Medical Student Performance Evaluation (MSPE) is not to advocate for the student but to provide an honest and objective summary of the student's personal attributes, experiences, and academic accomplishments based on verifiable

information and summative evaluations. Specifically, the MSPE provides a succinct chronology of a student's entry and process through medical school, which includes the preclinical coursework and clinical externship records, involvement in extracurricular activities, and compliance with academic and professional policies.

The MSPE is loaded to ERAS by the Office of the Registrar and released by the system by the first day of October; this is a universal date set by ERAS/AAMC. Along with the MSPE, letters of verification, transcripts, and board score reports are released to programs as part of the interview application process. The Department of Clinical Education can provide letters of recommendation.

In addition, any incompletes or failures that have not been remediated by July 31 will be reflected accordingly in the MSPE.

Graduation Requirements for the Doctorate in Osteopathic Medicine

An osteopathic degree is a professional degree and that leads to a license which requires physical conferral. Due to the nature of this, as outlined below, attendance at graduation is required. A student who has fulfilled all the academic requirements may be granted the DO degree provided the student:

- Satisfactorily completed the curriculum and externships at an AOA-accredited college of osteopathic medicine, the last two years of which have been at RVUCOM;
- Completed all academic requirements in no more than six years from the date of matriculation;
- Complied with all the curricular, legal, and financial requirements of the University;
- Passed all required National Board of Osteopathic Medical Examiners Licensing Examinations
- Reached at least 21 years of age;
- Demonstrated the ethical, personal, and professional qualities deemed necessary by the faculty for the practice of osteopathic medicine;
- Demonstrated suitability for the practice of medicine as evidenced by conducting professional behavior, displaying responsibility for patient care, and exhibiting integrity in the conduct of clinical and academic activities;
- Demonstrated compliance with the conduct standards;
- Completed loan exit counseling, if applicable;
- Attended the compulsory portions of senior week, including graduation rehearsal and the graduation ceremony, at which time the degree is conferred and he or she takes the osteopathic oath. Exceptions to the graduation attendance policy

must be made in writing to the Associate Dean of Student Affairs. If an exception is granted the student must arrange another time to meet with the Dean of the COM in person, to have their degree conferred and to take the osteopathic oath; and

- Completed the AACOM Survey of Graduating Seniors.

To complete the fourth year of training, students must pass all externships, pass COMLEX Level 2 CE, and successfully pass all assigned coursework by May 1 of the senior year. (See *RVU- COM Clinical Education Manual* for a list of all coursework.) Failure to do so may result in delayed graduation, or repeating the fourth year.

Students must complete all the requirements for graduation, including the passing of required examinations within six (6) years of their initial matriculation into the COM, or they will be dismissed from the COM.

Degrees are not awarded solely upon the completion of any pre-scribed number of courses, or upon passing a prescribed number of examinations, but, in addition, when the faculty believes the student has attained sufficient maturity of thought and proficiency. Matriculation and enrollment does not guarantee the issuance of a degree without satisfactorily meeting the aforementioned curriculum and degree requirements. The process is as follows:

1) The list of graduates is sent to the faculty senate for conferral at their meeting; 2) the faculty senate sends the approved list of graduates to the Dean; 3) the Dean delivers a resolution to the Board of Trustees; 4) the Board of Trustees will vote and officially confer degrees.

Shadowing

RVU has implemented a "No Shadowing" rule for all preclinical PA and COM students at both campus locations. PA and COM are not to directly contact a hospital or physician anywhere in the United States to seek shadowing opportunities. Failure to adhere to this rule will be considered a breach of professional conduct and will be dealt with accordingly.

Curriculum for College of Osteopathic Medicine Course of Study

The design of the applications-based systems curriculum is based on integrated academic models for the first two years of the curriculum. Each system is

studied twice, first with an emphasis on normal form and function in Year 1, followed by an emphasis on the pathophysiology and clinical approach to each system in Year 2. As well, the curriculum highlights interdisciplinary collaboration and guides students to develop an osteopathic approach to medicine. Basic scientific information and methodology is regularly correlated with fundamental clinical application. Students have the potential to participate in the clinical setting during their first year. This clinical exposure expands in the second year, and the students have increased opportunity to interact with standardized patients on campus, as well as be involved, under physician supervision, with real patients in the office and hospital setting.

The COM has a dedicated faculty; established affiliations with medical centers, hospitals, and healthcare systems; a structured and supported rural medicine program; and a mission to educate the finest osteopathic physicians possible. Students are placed at one of the college's regional centers to ensure continuity and coordination of clinical education within the COM's vast and growing clinical training network. Our innovative curriculum is designed to fulfill the COM's mission of training students who are competent and ready to enter graduate medical education and training with an emphasis on becoming primary care physicians.

Physicians do not work alone, but rather as part of a healthcare team, and RVUCOM promotes interdisciplinary cooperation and interprofessional educational opportunities in the classroom and in all of its clinical settings. RVUCOM is dedicated to the incorporation of milestones, competencies, and Entrustable Professional Activities (EPAs) into its curricular framework as outlined by the American Association of Colleges of Osteopathic Medicine (AACOM) and the Association of American Medical Colleges (AAMC).

Program Learning Outcomes (PLOs)

Based on the American Osteopathic Association (AOA) seven core competencies for osteopathic medical students, the College of Osteopathic Medicine (COM) faculty, staff, and leadership have established the following program learning outcomes for the Doctor of Osteopathic Medicine program:

Graduates of the Doctor of Osteopathic Medicine Program will:

1. **Apply** osteopathic principles and practices to patient care. (*Osteopathic Philosophy/ Osteopathic Manipulative Medicine*)
2. **Apply** knowledge of biomedical sciences to clinical medicine. (*Medical Knowledge*)

3. **Perform** comprehensive patient care utilizing best practices of osteopathic medicine. (*Patient Care*)
4. **Utilize** effective communication skills to support positive patient-centered and inter-professional relationships. (*Interpersonal & Communication Skills*)
5. **Uphold** principles of the RVU Osteopathic Oath. (*Professionalism*)
6. **Evaluate** patient-care practices through critical thinking using evidence-based medical principles. (*Practice-Based Learning & Improvement*)
7. **Analyze** health systems science to deliver individualized patient care. (*Systems-Based Practice*)

Demonstrate the Knowledge, Skills, and Aptitudes to Practice Medicine with Compassion

1. Humanistic Practice: Ability to carry out compassionate and humanistic approaches to healthcare delivery when interacting with patients, clients, and their families, unfailingly advocating for patient needs.
2. Ethical and Moral Decision-Making Skills: Ability to perform the highest quality of care, governed by ethical principles, integrity, honesty, and compassion.

Demonstrate the Knowledge, Skills, and Aptitudes to Practice Medicine with Integrity

1. Collaboration Skills: Ability to collaborate with clients and with other health professionals to develop a plan of care to achieve positive health outcomes for their patients.
2. Interpersonal Communication Skills: Ability to effectively use interpersonal skills that enable them to establish and maintain therapeutic relationships with patients and other members of the healthcare team.
3. Accountability: Demonstrate accountability to patients, society, and the profession, including the duty to act responsibly, honestly, and respectfully.

Fellows, Tracks, and Special Programs

Undergraduate Fellowship Programs

Pre-Doctoral Osteopathic Principles and Practice Fellowship

The Pre-Doctoral Osteopathic Principles and Practice Fellowship program is designed to augment students' knowledge and application of the principles, philosophies, procedures, and practice of osteopathic medicine in both the academic and clinical settings. This fellowship emphasizes an anatomic and

physiologic understanding and application of osteopathic principles and practice (OPP) through clinical and academic teaching experiences.. Fellows function as members of the CA-OPP Department, aiding in all aspects of the delivery of the OPP curriculum. In addition, the fellowship provides excellent clinical experience through a variety of venues, including osteopathic healthcare for patients from infancy through geriatrics.

The OPP Fellowship is a highly competitive program requiring that students go through an application and interview process. Four students are chosen per campus per year. Participation in the Pre-Doctoral Osteopathic Principles and Practice Fellowship extends the student's tenure at RVU by one year. Program experiences will occur in Years 3 and 4. Each fellow will alternately rotate between fellowship duties and the clinical externships curriculum approximately every 3 months resulting in a six-month involvement in each of Year 3 and Year 4. In Year 5, Fellows will return to the normal Year 4 Clinical Externships curriculum. A certificate indicating successful completion of the fellowship will be awarded at graduation.

Predoctoral Anatomy Fellowship Program

The RVU Predoctoral Anatomy Fellowship Program is designed to provide a continuum of the study of anatomy to the next level, as well as provide the student with tools that can be utilized to either teach or conduct anatomical research appropriate to the context of their final field of endeavor. Two students are selected yearly for this program (each in Colorado and Utah) following an interview process conducted by the members of the Department of Clinical Anatomy and Osteopathic Principles and Practice (CA-OPP). Recommendations made by the Department will be forwarded to the Dean of the applicant's campus for approval.

Participation in the Anatomy Fellowship will extend the student's tenure at RVU by one year. Program experiences will occur in Years III and IV; Year V will return to the normal Year IV Clinical Externship curriculum. Each fellow will alternately rotate between fellowship program curriculum and the Clinical Externship curriculum every 6-8 weeks resulting in an approximate six-month involvement in each of Years III and IV. A certificate indicating successful completion of the Anatomy Fellowship Program will be awarded at graduation.

Extracurricular Enrichment Opportunities

Elective Courses (Non-Clinical)

A selection of short electives may be offered at each site to interested RVU students. These electives may

cover topics just touched upon in the normal curriculum and/or may involve current hot topics in medical training. Some examples include Medical Spanish, History of Medicine, and Literature in Medicine. All students in "Good Academic Standing" (as defined in the "Academic Policies" section of the RVU Student Handbook and Catalog) are eligible to sign up for offered electives. Course titles, descriptions, and registration information will be announced after the start of each semester. Classes will be approximately 8-16 hours in length, may occur at any time outside of the normal curriculum (i.e. evenings and weekends), and will be graded pass/fail. These electives are offered through the Tracks and Special Programs Department.

Elective options may vary by campus location.

International Externships

Offered through the Department of Tracks and Special Programs. All third- and fourth-year RVUCOM students are encouraged to participate in at least one international externship. In fact, about 40% of each graduating class has completed some form of international medical training experience during their time spent at RVU.

This should be a two- to four-week excursion during their clinical years. Students may participate in one of the RVUCOM-sponsored trips, trips planned by an outside agency, or set up their own. All students must undergo an academic and site approval process, as well as complete a travel file with the Department of Tracks and Special Programs. There are detailed guidelines as to the process for participation outlined in the MyVista Student Portal.

Military Medicine Program

The Military Medicine Program is primarily for RVUCOM-CO and RVUCOM-SU students who are slated to enter active duty service with the Army, Navy, Air Force, or Marines. Most students in this pathway have typically earned a scholarship to attend RVUCOM-CO or RVUCOM-SU through the United States Army, United States Air Force, or the United States Navy. As such, they have acquired a service obligation of varying length to the branch of the military funding their education. On occasion, other RVU students who are a part of a Guard or Reserve Unit, or those considering military service or with prior military experience may constitute some of the Military Medicine Program members. These students should exhibit a high level of academic achievement and express a strong interest in becoming a United States military physician and a part of the RVU Military curriculum. This course provides an overview and introduction to military medicine.

The Military Medicine Program will incorporate immersion-based reality training, surgical simulation,

information sessions, and experiences related to Medical Corps Officer military obligations, leadership/discipline, harsh military environments/field exercises, disaster stabilization/evacuation, and triage in combat environments on land, sea, and air. Liaison with community and national leaders/military officers at U.S. posts, bases, medical centers, hospitals, and others sites occurs in order to achieve the goals and objectives of this Program.

This Program spans a total of 3.5 years of the members' core educational experience at RVUCOM-CO or RVUCOM-SU, beginning in the second semester of the first year.

Tracks

Tracks are optional, competitive, applications-based programs out-side of the core curriculum offered through the Department of Tracks and Special Programs. There is an application process for all Tracks. The educational objectives and contents of each Track are in addition to the required core curricula and are outlined in the Track syllabi. Students may apply to one or more of the tracks towards the end of their first semester. However, they can only participate in one track. If accepted into a track, students are expected to attend all track classes and related labs in addition to the core curriculum of RVUCOM.

A student will stay in their chosen track through the duration of their education unless they withdraw voluntarily, are withdrawn due to violation of the track requirements, or are in violation of the Code of Student Conduct and Academic Responsibility as presented in the *RVU Student Handbook and Catalog*. Students who are repeating for academic reasons are not eligible for a track.

Academic Medicine and Leadership Track

The Academic Medicine and Leadership Track is for students interested in receiving specialized training in various areas of academics and leadership development. With the expansion of medical schools and residency programs, there is a growing demand for well-trained academicians and faculty. There is also a need for physician leaders in health policy, healthcare management, hospital management, medical education, graduate medical education, and beyond to help shape healthcare in America. Students in this specialty track will learn about various, multi-faceted topics in academics, medical education, organized medicine, health policy, and leadership development. Students will also be trained in useful skills such as public speaking, presenting, meeting management, Robert's Rules, leadership styles, and individualized leadership analysis. The goal is to groom students to be strong candidates for leadership and academic positions in the future and to make them successful in these positions when they are selected for them.

Digital Health Track

The Digital Health Track aims to provide an intensive survey, exposure and clinical education surrounding a multitude of aspects of digital health over two semesters, and into OMS years 3 and 4 which will have a clinical requirement. In total, this will include over 60+ hours of classroom/clinical activities. Our goal is to promote continuity and applicability of education for the students who have been accepted into the DH track program, successfully complete it, and ultimately integrate digital health knowledge into their GME training and health care careers. This track is designed for students who have a strong desire to become leaders in the forefront of this rapidly advancing, innovative approach to healthcare. Note: you do not need to know how to program or 'code' or have any prior experience in digital health to apply to this track.

Global Medicine Track

The Global Medicine Track is for those students who have a strong desire to better serve the global community either locally or in an international capacity, whether employed or as a volunteer. This service may be in many areas such as medical care, research, or policy planning and assessment. This track provides a survey, exposure, and clinical education surrounding the multiple aspects of global medicine and public health. It is designed to span 3.5 years of the formal osteopathic education.

In addition to the unique educational opportunities, there are significant obligations associated with this Track in the first 1.5 years, as well as in the clinical years of training. Students must be able to handle the extra workload (typically 30+ hours/semester of course work) and be willing to participate in off-campus activities. Specific topics may vary between each campus, but the overall goals are the same. When appropriate, topics may be teleconferenced between campuses and occasionally combined with other tracks. Students must also be aware of the extra costs associated with this track in order to complete the required international externships or other global-related options during their clinical years. These costs will vary depending on the length and type of activities chosen but could range from \$2,000 to \$10,000. The requirements for successful completion of this track are outlined in the course syllabi.

Long Term Care Track

(Southern Utah Campus Location Only)

The Long Term Care Medicine Track is a course which will provide students with specialized training and experience in longitudinal medical care. With the rapidly aging population and increasing needs for long term care resources, there is a growing demand for physicians to lead in quality management of

longitudinal care services. Students in this specialty track will learn various, multi-faceted topics in continuity of Post-Acute, Long-Term Care, End-of-Life Care, and Palliative and Hospice Care. Students will be assigned to a nursing home resident and will actively participate in the longitudinal care of their assigned patient. Students will develop long-term relationships as health advocates for wellness and help their patients achieve the healthiest, highest quality of life possible in their current stage of life.

The track will be a continuum of two consecutive semester courses starting in the second semester of the first year and ending with the first semester of the second year.

Physician-Scientist Track

The Physician-Scientist Track is designed to provide curricular training to qualified and interested students and will enhance their opportunities to pursue careers in academic medicine. There is a recognized need to increase the number of physician-scientists in all clinical fields, as biomedical research competencies continue to be underrepresented in osteopathic medical school curricula and training. Participation in the Physician-Scientist Track will provide basic training in the knowledge and skills necessary for success as an academic physician, including research types (basic science, clinical, translational, educational, public health, etc.), experimental design, data analysis, the granting process, and proficiency in presentation skills. This track is designed to span 3.5 years of the core osteopathic medical education and will not extend the students' academic program length. Students are required to present a poster or oral presentation at the College's Annual Research Day, write a grant at the end of academic Year Two, and complete two research externships during academic Years Three and Four.

Rural and Wilderness Medicine Track

The goals of the 3.5-year Rural and Wilderness Medicine Track are to identify and foster student interest in eventual medical practice in rural settings. In addition to the unique educational opportunities, there are significant obligations associated with the track in the first 1.5 years, as well as in the clinical years of training. To be considered for the program, students must demonstrate commitment to rural and remote practice and be capable of handling the extra work load required by the track. Admission criteria includes an in-person interview by R&WM students and faculty. Participants will be given a robust extracurricular education of procedural skills in medicine and surgery that will better prepare them for residency training and practice. Students in the Rural and Wilderness Track will be expected to participate in off-campus activities. Much of the track material will cover life and limb threatening emergencies. During the first 1.5-years of medical education, this training will occur using

simulators, cadavers, and shadowing opportunities. During the clinical years, students will train with rural-based medical preceptors in offices, rural critical-access hospitals, or rural health clinics for a minimum of four clinical externships.

Urban Underserved Track

(Colorado Campus Location Only) This two-semester enrichment track will provide RVUCOM students with the knowledge, understanding, training, and experience to work effectively with underserved populations. Students will be exposed to these communities through opportunities to engage with families and individuals, clinics, and wherever compassionate care is given to vulnerable populations that may include: American Indians/Alaska Natives, Immigrants, Refugees, LGBTQ+ individuals, and the Homeless.

The Urban Underserved Track is meant to be a collaborative effort to discuss important topics for the vulnerable and underserved. We do this in a safe and liberal space where your opinion matters and is not judged or reported. We bring in guest speakers who have experience in the topic of discussion. The Urban Underserved Track annually visits the Arapahoe County Detention Center on a field trip to learn about the care of the incarcerated. Articles, short stories, graphic novels, and documentaries/movies are used to stimulate discussion. The capstone of the class will be PowerPoint presentations on a vulnerable population with strategies to overcome implicit barriers.

Topics covered may include Maternal/Child Health, LGBTQ+, Disparities in Healthcare and Health Insurance, Cultural Competency, Opioid Epidemic Response, Social Equity and Gentrification, among others. Clinical requirements will take place in M3/4 years.

This track will complement other RVU programs providing students the opportunity to collaborate with allied health fields such as nurse practitioners, physician assistants, and patient navigators in an organized setting.

RVUCOM Program Administration

Heather Ferrill, DO, MS, MEdL
Dean of RVUCOM

Professor of Osteopathic Principles and Practice

- MEdL, University of New England College of Osteopathic Medicine, 2010
- DO, Michigan State University College of Osteopathic Medicine, 2000

Camille Z. Bentley, DO, MPH, FACP

Chair of Tracks and Special Programs

Director of Global Medicine Track and Global Externships

Professor of Family Medicine

- MPH, Nova Southeastern University, 2008

- DO, Southeastern University of the Health Sciences, 1992

- MS, George Mason University, 1982

Susan Carter, MD, FACOG, FACS

Director of Simulation in Medicine and Surgery

Chair of the Office of SIMS: Division of Clinical Medicine and

Surgery

- MD, University of Texas Medical Branch, 1982

Ian George, PhD

Chair of Clinical Anatomy and OPP Department

Assistant Professor of Structural Medicine

Director of Graphic Novels and Medicine Elective

- PhD, University of Missouri, 2015

- MA, Florida Atlantic University, 2009

- MS, Florida Atlantic University, 2008

Matthew Linton, PhD

Director of Preclinical Education (RVUCOM-SU)

Professor of Physiology

- PhD, University of California Los Angeles, 1999

Nicole M. Michels, PhD

Chair, Department of Medical Humanities

Associate Professor of Physiology

- PhD, University of Nebraska Medical Center, 2006

Stephen Miller, DO, MPH, FACP

Associate Dean of Clinical Education

- DO, Philadelphia College of Osteopathic Medicine, 1982

- MPH, Tufts University School of Medicine, 2004

Jennifer Montemayor, PhD

Director of Preclinical Education (RVUCOM-CO)

Professor of Physiology

- PhD, Ohio University, 2009

Mark Payton, PhD, MS

Chair of Biomedical Sciences Department

Professor of Biomedical Sciences

- PhD, Oklahoma State University

- MS, Oklahoma State University

Joseph M. Stasio, DO, FACP

Chair of Department of Primary Care

Professor of Family Medicine

Medical Director of PA Program

- DO, Southeastern University of Health Sciences College of Osteopathic Medicine, 1991

Master of Science in Biomedical Sciences

A Message from the Program Director

Welcome to Rocky Vista University's Master of Science in Biomedical Sciences program. I am pleased that you have chosen to pursue your next academic and professional steps with us. At RVU, the well-being of our students, faculty, and staff has always been a top

priority. Especially now during the unprecedented COVID-19 pandemic, the MSBS program has made the health of the student body central to our educational program design, while implementing novel and cutting-edge educational modalities. Please know that nothing will compromise our commitment to deliver a challenging and innovative MSBS program that will thoroughly prepare you for the next steps in your health care career. The following pages describe our curriculum and the policies that will guide you on your path to receiving your MSBS degree.

The curriculum we have designed will give you a broad and deep exposure to scientific principles and precepts. It will require you to think critically about how science is applied in the real world. It will make you reflect deeply about how science affects real people's lives. Our dedicated, highly educated, award-winning faculty will challenge your ideas, inspire your curiosity, and develop your drive, to enhance your learning.

All of these aspects culminate in a MSBS program that will enrich your academic background and improve the strength of your application to your future career, doctoral, or other professional program of your choice.

We are committed to your education and aim to set a positive example for you, the student, by conducting ourselves with the utmost level of professionalism, compassion, and integrity. And we will expect you to do the same, as these are the most respected characteristics of healthcare professionals, researchers, and people.

The path toward success is not always an easy one; however, those with dedication see obstacles as challenges and opportunities rather than hindrances and difficulties. I applaud you for embarking on this educational journey and joining the legacy of talented students who have come before you. I look forward to seeing what you will accomplish as part of RVU's next MSBS class.

Sincerely,
Francina D. Towne, PhD
Program Director of Master of Science in Biomedical Sciences
Rocky Vista University

Mission Statement

The Rocky Vista University Master of Science in Biomedical Sciences program will provide an opportunity for students with diverse backgrounds and life experience to strengthen their educational foundation in the biomedical sciences, cultivate critical thinking skills, and prepare for careers in the health sciences.

Vision Statement

The RVU MSBS program is a pivotal part of RVU's growth and it contributes to RVU's mission and vision as a major health sciences center comprised of a diverse student population, serving the Rocky Mountain West region.

The RVU MSBS program offers resources for students to achieve personal and academic success, including a) exposure to quality educators and researchers; b) a rigorous curriculum consisting of the application of active learning by faculty and students; and c) the requirement of individual responsibility.

The RVU MSBS program promotes life-long learning and competency in its students via its emphasis on the development of educational skills and critical thinking, and through the encouragement of scientific inquiry.

The RVU MSBS program curriculum and learning environment integrates a strong foundation of biomedical knowledge with the professional, cultural, and ethical traits desired in its students and graduates.

MSBS Academic Calendar

Fall 2021 Semester

August 9, 2021 - December 13, 2021
Labor Day (no classes) September 6, 2021
Thanksgiving Break
(no classes) November 25-26, 2021
Winter Break (no classes) December 13, 2021 -
January 2, 2022
*All dates are subject to change.

Spring 2022 Semester

January 3, 2022 - May 6, 2022
Martin Luther King, Jr. Day
(no classes) January 17, 2022
President's Day (no classes) February 21, 2022
Spring Break (no classes) March 7-11, 2022
Commencement Ceremony TBD

Admission to the MSBS Program

Requirements for Admission

(Available at both campus locations) To be considered for admission to the MSBS program, applicants must meet the following minimum requirements:

- US citizen or permanent resident;
- An earned bachelor's degree from a regionally accredited college or university;
- Completion of all prerequisite coursework with a grade of 'C' or better;**

- An overall GPA minimum of 2.60 (on a 4.0 scale);
- Official standardized test scores: GRE, MCAT, PCAT, or DAT;
- Completed application via PostBacCAS and a \$50 supplemental application fee;
- Resume including all relevant volunteer and paid work experience, along with service and leadership activities;
- Two letters of recommendation, including one from a pre-health advisor or committee and another from a healthcare professional who can attest to the candidate's suitability to attend a graduate program in the biomedical sciences. In the event the candidate attends a school that doesn't have a pre-health advisor or does not offer a letter-writing service, the candidate may substitute a letter from a basic science faculty member.
- ****Prerequisites include:**
 - Biology with lab: 8 semester hours
 - General chemistry with lab: 8 semester hours
 - Organic chemistry with lab: 8 semester hours
 - Physics: 8 semester hours
 - English composition or Literature: 6 semester hours
 - Social or behavioral sciences: 6 semester hours
- MSBS graduates accepted to RVUCOM will be exempt from the COM's biochemistry requirement.
- *All prospective applicants must apply through PostBacCAS.

Transfer Policy

The MSBS program does not accept transfer credits from other programs. In addition, courses completed in the MSBS program will not transfer to other programs at RVU.

MSBS Student Policies Regarding Application and Admission to RVU Programs

(Applicable to the 2020-2021 academic year and subject to change for subsequent matriculating years.)

College of Osteopathic Medicine

MSBS students interested in applying to RVUCOM (Colorado or Utah location) will be evaluated by the MSBS faculty at the conclusion of each semester. A recommendation to the COM Admissions Committee will be made regarding the student's academic aptitude for success in the COM and suitability to advance the mission and vision of RVUCOM. MSBS students recommended by the faculty of the MSBS Program will be evaluated by the RVUCOM Admissions Committee, which will make a recommendation to the Dean who will make the final decision regarding acceptance. Matriculation to the COM is contingent upon successful completion of the MSBS Program and all graduation

requirements. RVU does not guarantee acceptance into any of its programs and will consider as many or as few MSBS students for admission as it deems appropriate.

Students recommended to the COM by the MSBS Program faculty will be required to submit an AACOMAS application in the fall and will submit MSBS grades once the fall grades are posted. Candidates interested in RVUCOM's program should start their AACOMAS application as soon as possible and submit, at the latest, as soon as fall grades are posted. The MSBS Program Director (or designee) will write a summative letter representing the collective recommendation of the MSBS Program faculty. Recommended students may not be required to submit a supplemental application or interview for the RVUCOM. RVUCOM minimum GPA requirements may be waived for students recommended by the program.

Students considering programs outside RVU are encouraged to become familiar with the admissions standards of those programs to ensure requirements are met. Students interested in applying to the RVUCOM (Colorado or Southern Utah location or both) will be given the opportunity to designate their preferences via the supplemental application.

MSBS Student Financial Services

Tuition and Fees

Tuition for MSBS for 2021-2022 is \$26,760. The following annual fees will also apply to all MSBS students:

Student Fees

Health Insurance TBD

*All students are required to have health insurance. Students will be automatically enrolled in and billed for the RVU Student Health Insurance Plan unless they provide evidence of equivalent coverage prior to the waiver deadline date. Please contact the Office of Student Financial Services for more information.

Satisfactory Academic Progress Standards for Financial Aid Eligibility

Federal regulations require that Rocky Vista University (RVU) establish, publish and apply standards of Satisfactory Academic Progress (SAP) which students enrolled in the MSBS program must meet. This document represents the satisfactory academic progress policy standards adopted by RVU for financial aid eligibility. This policy applies to all MSBS students including those applying for or currently receiving Federal, State, or institutional financial assistance.

Academic progress requires both quantitative and qualitative measurement. Academic records will be reviewed at the end of each term to determine if the student is making satisfactory progress towards his or her degree.

Timeframe for Completion (Quantitative Measures of Academic Progress)

Maximum Timeframe:

Students must complete their degree within a maximum number of attempted credits not to exceed 150% of the published program length. If at any point in time it is determined that a student cannot complete their program of study within 150% of the program length, the student will become ineligible for aid and will need to submit an appeal.

Pace of Progression:

Students must complete at least 100% of their total attempted credit hours. To calculate the pace at which a student is progressing, divide the total number of hours the student has successfully completed by the total number he or she has attempted.

Grade Point Average (Qualitative Measures of Academic Progress)

Students must maintain a minimum cumulative grade point average of 2.75 for all credit hours attempted.

Leaves of Absence

Periods of approved Leaves of Absence will not count toward the maximum time frame. A student may not receive financial assistance during a Leave of Absence.

Repeated Coursework

Once passed, a course may not be repeated unless recommended by the Program Director. The original grade received in a course will not count toward the student's GPA but will be included in the quantitative assessment. Students who repeat coursework must still complete their degree within the maximum timeframe.

Withdrawals/Incomplete

Coursework Courses in which a student earned a grade of Incomplete (IN), Work in Progress (WIP), or Withdrawal (W), or the equivalent, will count toward hours attempted but not earned for maximum timeframe and pace of progression but will not be included in the qualitative measure.

Grade Changes

Once an official grade is received for an Incomplete (IN) or Work in Progress (WIP) course, the student

should notify SFS so SAP status can be reevaluated. Noncredit Remedial Courses RVU does not offer noncredit remedial courses.

Transfer Students

The MSBS program does not accept transfer credits from other programs.

Summer Terms

The MSBS program does not offer summer terms, therefore, it will not be included in the SAP assessment.

Change in Program or Pursuit of a Second Degree

If a student changes program of study or chooses to pursue a second degree, credits and grades that do not count toward the new program will not be included in the SAP determination.

Financial Aid Warning

Rocky Vista University will use the standardized definition of Financial Aid Warning, which is defined by the U.S. Department of Education as follows:

Financial Aid Warning is a status a school assigns to a student who is failing to make satisfactory academic progress. The school reinstates eligibility for aid for one payment period and may do so without a student appeal.

Financial Aid Probation

Rocky Vista University will use the standardized definition of Financial Aid Probation, which is defined by the U.S. Department of Education as follows:

Financial Aid Probation is a status a school assigns to a student who is failing to make satisfactory academic progress and who successfully appeals. Eligibility for aid may be reinstated for one payment period.

Note that the University may have a different definition of "academic probation or warning." Refer to the RVU Student Handbook and Catalog for more information on academic probation.

Procedure

The Office of Student Financial Services will review the academic progress of each financial aid recipient at the end of each term, prior to the disbursement of financial aid for the subsequent term. A student's entire academic record will be reviewed, which will include any periods of enrollment that the student did not receive financial aid assistance. Any student who fails to maintain satisfactory academic progress as defined by this policy will be placed on Financial Aid Warning for one term. During that term, the student will continue

to be eligible for aid. At the end of a term during which a student is on Financial Aid Warning, if the student still fails to meet any of the requirements, the student will become ineligible for aid and may submit an appeal to the Office of Student Financial Services. The Office of Student Financial Services will send a written notice to students who have not made satisfactory academic progress.

Reestablishing Eligibility Appeals

A student may submit a written appeal documenting mitigating circumstances (e.g. serious illness of student or family member, death of a relative), within seven (7) calendar days of the determination of their unsatisfactory academic progress.

Appeals should be sent to the Office of Student Financial Services and will be reviewed by the Financial Aid Appeals Committee within ten (10) calendar days of receipt of the appeal. The student will receive written notification of the committee's decision within seven (7) calendar days. Decisions of the Financial Aid Appeals Committee may be appealed to the Rocky Vista University Provost.

Appeals should be submitted to the Office of Student Financial Services and must include:

1. A written statement documenting the reasons for failure to meet the standards of academic progress for financial aid eligibility.
2. A written statement explaining what has changed in the student's situation that would allow the student to bring his/her academic progress up to the satisfactory standards.
3. Documentation supporting his or her appeal.
4. A written academic plan from the program director or his/ her designee. The academic plan must ensure that the student is able to meet SAP standards by a specific point in time.

If the appeal is granted, and it is determined that the student should be able to meet SAP standards by the end of the subsequent payment period, they may be placed on financial aid probation without an academic plan. A student's progress must be reviewed at the end of their probationary period. If the student is meeting the SAP requirements, they will go back into good standing. If the student does not meet the SAP requirements, they will again become ineligible for financial aid with the opportunity to re-appeal.

If the appeal is granted, and it is determined that the student will require more than one payment period to meet SAP standards, they may be placed on probation with an academic plan in place. A student's progress will be reviewed at the end of each payment period as is required of a student on probation status. If the

student is meeting the requirements of their academic plan, the student is eligible to receive financial aid funds as long as student continues to meet those requirements. Students must appeal to change their plan. Students must appeal to change their plan. If the student does not meet the requirements of their academic plan, they will again become ineligible for financial aid with the opportunity to re-appeal.

Without Approved Appeal

Students who are not making satisfactory academic progress, who do not submit an appeal, or who have their appeal request denied, may regain eligibility only by taking action that brings them into compliance with RVU's satisfactory progress standards.

Any exceptions to this policy will be made on an individual basis and in compliance with federal, state, and local regulations governing financial aid.

MSBS Academic Standards, Guidelines, and Requirements Employment During Enrollment

Employment during the MSBS program is strongly discouraged. The demands of the program are high and the faculty feel strongly that complete dedication to the program has a better outcome for the students' long term goals. Students in the MSBS Program should contact the Office of Student Financial Services for help with budgeting or emergency loans rather than seeking outside employment.

Attendance

Attendance to all classes is mandatory unless otherwise stated in the course syllabus.

Excused Absences

Every student who is unable to attend a required academic event (e.g. quiz, exam, lab, class) must fill out a digital Absence Notification and Approval Form. Students should complete the form, including a detailed explanation for the absence, and submit the form digitally through the appropriate platform. Students may be notified to meet with either the Course Director(s) or Program Director. Should a medical or other emergency (e.g. family crisis) occur that prevents a student from reporting to an examination or other required event on time, a student must notify (by email or phone call) the Course Director, a Program Director, or an Associate Dean or Dean as soon as possible, and preferably prior to the beginning of the examination/ event. Students seeking an excused absence for a medical reason must provide a signed note from a licensed physician (DO or MD), PA, or NP indicating they were seen/treated. Family members, even those

who are physicians, may not provide a note for excused absences. If a student is absent from a required event and does not provide an acceptable Absence Notification and Approval Form, the student may receive a grade of zero for that event.

The Absence Notification and Approval Form is available online on the RVU iNet.

Final Grades

Grading for MSBS students is based on a scale of 0 to 100. The MSBS program requires a grade of 69.5 or above to pass all courses; any grade at or below 69.49 is considered unsatisfactory/fail. The chart on the following page explains each possible grade

Explanation of Grades

See chart on following page for explanation of grades

Incompletes

Students may request an incomplete in one or more courses based on significant extenuating personal circumstances that prevent the student from completing the last assignments/exams in a course on schedule. Incomplete grades are not awarded for poor academic performance or as a way of extending assignment deadlines. Requests are submitted to the MSBS program director. The MSBS program director may or may not grant this request. Students who request an incomplete in a course must be passing the course in all work completed at the time the request is made. Incompletes may be granted for courses in which the student is not passing if the MSBS program director determines there are extenuating circumstances to assign an incomplete to the student. When an instructor assigns an "I", the instructor shall specify in writing the requirements the student shall fulfill to complete the course as well as the reasons for granting an "I" when the student is not passing the course. Individual course directors will work with students who have an approved incomplete in their course to develop a plan to make up missed assignments/exams. An appropriate deadline for completion of all work and resolution of the incomplete grade will be determined at the time the incomplete is granted. This deadline will be provided to the student in writing (email) by the MSBS program director. All work not completed by this deadline will be scored as a "0" and final course grades calculated accordingly. Incompletes must be resolved within 4 weeks of the end of the following semester unless otherwise approved by the program director.

Quality Points

Quality points are the cumulative points used to calculate grade point average. Only courses with letter grades greater than a C- offer quality points. For

example, a final grade of B+ earned in a four-credit course will award 13.32 quality points ($3.33 \times 4 = 13.32$).

Academic Grievances Policy (Grade Appeal)

Except under unusual circumstances, all grades, including the final grade for all written quizzes and examinations, will be determined by the Course Director. When extraordinary circumstances bring a student to seek an appeal of a decision regarding a classroom grade, the student must seek solutions through the following administrative channels, entering at the appropriate level and proceeding in the order stated below. All appeals must be in writing. • Course Director; • Program Director; • Provost (final level of appeal). Students seeking to resolve a grading concern through the administrative channels above must initiate formal action in writing within five business days from the date the final grades are submitted. The written appeal must state the circumstances surrounding the grade dispute, with specificity. Review of a student problem and complaint at each administrative level will be carried out as expeditiously as possible. If the student is not satisfied with the decision, he or she may appeal to the next administrative level. If the student chooses to continue the appeal, this must be done in writing within five business days of the date the decision was rendered at each level of the appeal, excluding weekends and official school holidays.

Good Academic Standing

A student is considered in good academic standing if the cumulative grade point average is 3.0 and above.

Academic Probation

A student is considered on academic probation if the cumulative grade point average is 2.99 and below (calculated at the end of the Fall and end of Spring semester). A student on academic probation will be required to meet with the MSBS-SPC.

Students on academic probation are not eligible to hold an office in an RVU student club or also be monitored to identify students that may be struggling and need assistance. organization, serve as an RVU Ambassador or Tutor, or hold any leadership role at RVU. Mid-semester grades may also be monitored to identify students that may be struggling and need assistance.

MSBS Student Performance Committee

Students who are on academic probation, do not achieve a 2.90 Fall GPA, a 3.0 cumulative GPA, fail a course, fail the comprehensive exam, or demonstrate other academic or non-academic unsatisfactory performance will be required to meet with the MSBS Student Performance Committee (MSBS-SPC) to

discuss options. In consultation with the Associate Dean of Student Affairs, students may also be referred to the SPC for violations of the RVU Code of Conduct. Where deemed appropriate, the MSBS-SPC may recommend any one of the following options:

1. Remediation of a course or comprehensive exam;
2. Repetition of a course;
3. Dismissal from the University; or,
4. Other appropriate course of action.

The final decision will be made by the MSBS Program Director and may or may not align with the recommendation of the MSBS Student Performance Committee. There is no guarantee that remediating courses, repeating courses, or remediating comprehensive exams will be offered. A student may appeal a Program Director decision for dismissal as per the section 'Student Education Records; Dismissal Policy and Right to Appeal' in the RVU Student Handbook and Catalog. Specific requirements regarding remediation and/or other course of action will be made on an individual basis after considering pertinent circumstances, which may include, but are not limited to, the student's academic record, consultation with the course director, and consultation with the student involved.

Lack of attendance to a required SPC meeting forfeits the student's opportunity to discuss circumstances with the Committee and may lead to dismissal from the program.

Requirements to Progress from Fall to Spring

Students that achieve a Fall GPA of 2.70 and above will be allowed to proceed to the Spring semester. Students that achieve a Fall GPA between 2.70 and 2.90 will be required to meet with the SPC and may be allowed to proceed to the Spring semester. Those that do not achieve a 2.70 and above may be dismissed from the program.

Withdrawing From a Course

Students may request withdrawal from a course for either academic or personal reasons. The request is submitted to the MSBS program director. The last day to request withdrawal from a course is end-of-business (5 PM) on the Friday following Block Exam 3 in any semester. Students may request withdrawal from a maximum of one individual course each semester. Students who perceive a need to withdraw from more than one course in a semester must request withdrawal from the entire semester (all courses). If approved, a course withdrawal will be shown on the student's transcript as a "W" and no credit for the course toward completion of the MSBS program will be given. Students must repeat the entire course (assignments, exams, attendance etc.) in order to earn credit and graduate. Students are responsible for understanding

all the implications; academic, tuition-related and financial aid-related, for their requested withdrawal from a course. Realistic options for repeating the course should be carefully discussed with the program director, student affairs and with relevant faculty prior to submitting the request. Students who request withdrawing from an entire semester (see above) must also request a leave of absence in order to be able to return and repeat an entire semester. Students who withdraw from the entire semester without receiving an approved leave of absence will be considered to have withdrawn from the MSBS program entirely and must reapply for admission

Remediation of Courses

If an individual course is failed, the student may be recommended to remediate that course, with the timeline to be determined by the MSBS-SPC. The creation of remediation exams and/or remediation assignments will be up to the discretion of the individual course directors. Students who successfully remediate a course failure will receive a grade of a C- (minus). The grade achieved by remediation will be re-recorded on the transcript next to the original grade. No more than two courses may be remediated.

Any student who fails a remediation will return to the MSBS-SPC. The SPC may recommend that the student repeat the course the following school year, that the student be dismissed from the program, or other appropriate course of action. The Program Director will issue a decision that may or may not align with the SPC recommendation. Decisions are subject to appeal to the Provost.

Students who remediate a course will be ineligible for the MSBSCOM Tier system.

Repeating of Courses

If a student does not achieve a 3.0 cumulative GPA for the program, two courses (up to 7 credit hours) may be repeated the following year to achieve the minimum 3.0 for graduation. The courses must be taken in the same semester, either Spring or Fall, but not both. Students will be charged full tuition for repeated coursework. Courses may only be repeated once. A student who repeats courses is deemed ineligible for the MSBS-COM Tier system.

If a student is directed to repeat a course, the grade for the repeated course will be recorded on the official transcript. The original grade received in a course will not count toward the student's GPA, but the original grade will continue to be included in the transcript.

If the cumulative grade point average remains below 3.00 after the student repeats designated courses, the student will not qualify for graduation and will be dismissed from the program.

A course may not be repeated unless recommended by the MSBS Student Performance Committee and/or Program Director.

Leave of Absence Policy

If a student would like a leave of absence from the MSBS program, he or she may make a formal request to the MSBS Program Director and the Associate Dean of Student Affairs. In order to be considered for a leave of absence, the candidate must provide adequate evidence that current conditions warrant such. The Program Director will make all final decisions regarding approval or denial of requests. Prior to return from the leave of absence, the student must show that the conditions or factors that caused the initial request have changed significantly, so that there is a reasonable expectation that the student can perform satisfactorily upon resuming the program. The student may be reviewed by the MSBS-SPC prior to return at the discretion of the Program Director, and may recommend alternative course(s) of action to the Program Director. The student's prior academic record will remain part of his or her overall academic record and will be recorded on the permanent transcript upon resuming the program.

Readmission Policy

If a student withdraws from the MSBS program, he or she may apply for readmission. In order to be considered for readmission, the candidate must provide adequate evidence that the conditions or factors that caused the withdrawal have changed significantly, so that there is a reasonable expectation that the applicant can perform satisfactorily, if readmitted. The student may be reviewed by the MSBS-SPC prior to readmission at the discretion of the Program Director. The student's prior academic record will remain part of his or her overall academic record and will be recorded on the permanent transcript upon readmission.

Student Enrollment Status Change

Appeals

The MSBS program adheres to the University's policies and procedures for status change appeal procedures. Please refer to the University "Code of Conduct" section of the RVU Student Handbook and Catalog for more information.

Exams

The majority of MSBS exams are administered in a block format, meaning that multiple courses schedule exams on the same day. There are courses that also use written exams and practicals as tools for assessment.

Students must arrive on time for examinations. All instructions and corrections will be made at the beginning of the examination period and will not be repeated.

No allowances will be made for an exam being missed, other than documented illness or emergency. The student must contact the Program Director for permission prior to the exam. If permission is granted to delay the exam, it is the student's responsibility to complete the form titled "Absence Notification and Approval Form" as described above. In this event, the nature of the make-up will be at the discretion of the course director (oral, written, increased weighting on the final, etc.). An unexcused absence from an exam may result in a grade of "zero" for that exam. Please see the "Excused Absences" section for further clarification.

Any exceptions to this policy will be made on an individual basis and in compliance with all program and university policies.

Post-Exam Reviews

Post-Exam Reviews (PERs) are held for nearly every major exam. Students will receive a printed copy of their exam with the results, which cannot leave the classroom. No writing tools of any kind are allowed in the PER. Students are never allowed to copy questions or take notes at a PER. No laptops or cell phones are permitted at the PER. Leave bags, backpacks, etc. outside the classroom. PERs are scheduled for various lengths of time, depending on the length of the exam(s) to be reviewed. Students who arrive more than 15 minutes after a PER starts will not be admitted. PERs constitute a learning opportunity designed to help students review concepts they may have found challenging. PERs are a privilege. Students are expected to be respectful to faculty conducting PERs. PER format is subject to change, including cancellation, at the discretion of the MSBS Steering Committee or the Program Director.

Make-Up Examinations

Examinations are stressful; generalized anxiety/stress/nervousness does not qualify as a medical excuse. Only a DSM diagnosis of a panic attack by a licensed physician (DO or MD) will be accepted. A student who does not take an examination at its scheduled time and is appropriately excused per the Program Director approval may be allowed to take a make-up examination, if eligible. Make-up examinations will be of comparable difficulty to the original examination, but may use short answer, essay, oral or multiple-choice formats at the Course Director's discretion. The policies for examinations will pertain to all makeup examinations. In the interim, the student will have a grade of incomplete (IN) for the course. Any exception will be made solely at the Program Director's discretion.

If the student misses a scheduled make-up examination, he or she will receive a zero for that examination.

The Absence Notification and Approval Form is available on the RVU iNet.

Comprehensive Final Exam

There will be a comprehensive final exam at the end of the program, which will include material from all courses in the program and will assess mastery of previously discussed concepts. The comprehensive final exam will not be factored into the student's overall GPA. The student must pass this exam with a 70% or higher in order to graduate. If a student does not pass this exam, they will meet with the MSBS Student Performance Committee, which will make a recommendation to the Program Director, who will make the final decision on appropriate course of action. If remediation exams and/or remediation assignments are offered, creation will be up to the discretion of individual course directors, the SPC, and/or MSBS Program Director. If a student needs to remediate or repeat coursework, they will still be required to take the comprehensive exam at the end of the Spring, but only the portion of the exam that corresponds to the courses they have completed successfully; the comprehensive exam section that corresponds to the remediated/repeated course(s) may be administered at a later date upon successful completion of the remediated/completed course(s). Format of the comprehensive exam may be changed at the discretion of the MSBS Steering Committee or the Program Director.

MSBS Program Director's Letter

The MSBS Program Director's Letter is a formal letter of evaluation issued by the Program Director that serves as an evaluation tool in the application process for professional training programs. At the end of each semester, the MSBS Faculty will submit evaluations of all MSBS students to the Program Director. Upon a student's request, in writing, the evaluations are compiled into a committee letter and may be reviewed at the next MSBS Steering Committee meeting before submission. The letter summarizes the level of accomplishment a student has achieved during the MSBS program. This includes information regarding a student's entry and progress through the program, the academic record, involvement in extracurricular activities, compliance with academic policies, demonstration of professionalism and ethical understanding, and comments from some or all of the MSBS Faculty. All students will be requested to sign a waiver of access to the Program Director's Letter.

The MSBS Steering Committee and/or Program Director reserves the right to decline a student's request for a letter of evaluation.

Graduation Requirements

A student who has fulfilled all the academic requirements may be granted the MSBS degree provided the student:

1. Is not on probation or suspension and has completed all prescribed academic requirements with a cumulative grade point average of 3.00 or higher and has no grade below C- and no outstanding grade of "IN," or "U;" A 1.67 (C-) grade earned in any class may be applied toward graduation only if the cumulative grade point average at the time of application for graduation continues at a minimum of 3.00 (B);
2. Has passed the comprehensive final exam with a 70% or higher;
3. Has met the MSBS Non-Academic Criteria;
4. Has complied with all curricular, legal, and financial requirements of the University; and,
5. Has attended in person and participated in the Commencement ceremony at which time the Master of Science in Biomedical Sciences degree is conferred; Unless the Dean has granted special permission, each student must participate in the commencement ceremony. Requests for excusal will only be granted for extenuating circumstances, such as a prior military commitment, or death in the family.

Degrees are not awarded solely upon the completion of any prescribed number of courses, or upon passing a prescribed number of examinations, but, in addition, when the faculty believes the student has attained sufficient maturity of thought and proficiency. Matriculation and enrollment does not guarantee the issuance of a degree without satisfactorily meeting the aforementioned curriculum and degree requirements.

Curriculum for Master of Science in Biomedical Sciences

MSBS Program Administration

Francina Towne, PhD

Director of MSBS Program

Associate Professor of Immunology

- PhD, University of Colorado Denver, 2011
- BS, University of Arizona, 2000

Benjamin Brooks, PhD, MBA

Assistant Program Director of MSBS Program - Southern Utah

Associate Professor of Biomedical Sciences

- PhD, University of Wyoming, 2009
- MBA, University of Wyoming, 2003
- BS, University of Wyoming, 2000

Joel Roberts, MD

Assistant Program Director of MSBS Program - Colorado

Assistant Professor of Physiology

• MD, University of Colorado, 2015

• BS, Azusa Pacific University, 2009

Master of Physician Assistant Studies

Program Director's Welcome

Welcome to Rocky Vista University's Physician Assistant Program at Rocky Vista's beautiful Colorado campus! The PA program joins a dynamic institution whose mission, vision, and core values support quality healthcare education, innovation, and excellence.

I invite you to explore our website to learn more about our program and its unique curriculum. We offer a visionary curricular design that provides a learnercentric approach to learning through its variety of teaching strategies, frequent formative feedback, and an assessment for learning model. Expectations of learners are clearly outlined in advance, and learner progression toward achieving competence is supported by highly experienced faculty and staff.

You are about to embark upon both a rewarding and challenging journey. You will have the honor and responsibility to serve and care for others with compassion and as a collaborative member of a primary care team. We look forward to supporting your development along the path to joining one of the fastest growing professions in the country and are pleased you chose the RVU PA Program.

Sincerely,

Cathy C. Ruff, MS, PA-C
Program Director and Chair
Physician Assistant Studies
Rocky Vista University

Mission Statement

The mission of the Rocky Vista University Physician Assistant Program is to prepare clinically competent, collaborative, and compassionate physician assistants to provide primary care.

Goals/Strategic Priorities

The Program strives to achieve excellence in:

1. Program completion (measurement: at least 95% of students graduate from the program)

2. National certification (measurement: the program meets or exceeds the national mean for first time pass rates for the Physician Assistant National Certifying Exam [PANCE])
3. Graduate employment (measurement: at least 95% of graduates who seek PA employment are certified, licensed, and practicing as PAs within 12 months of graduation)
4. Achieving the program mission measured by:
 1. employer surveys indicate high satisfaction with program graduates
 2. qualitative review will indicate the meeting of the stated mission

RVU Physician Assistant Program Graduate Competencies

The RVU PA Program has adapted professional competencies from those utilized by the following medical education organizations: AAPA, ARC-PA, NCCPA, PAEA, AAMC, NBOME and AACOM. The Program has identified those competencies that will be measured throughout student training and placed them into the appropriate Entrustable Professional Activities (EPAs). This allows for clear identification of student expectations as well as a mechanism to evaluate student progression toward competence. The RVU PA program provides educational experiences to support student development of requisite knowledge, skills, and attitudes corresponding with competence in each of the EPAs.

The complete list of competencies and those competencies associated with each EPA are found on the website.

Introduction

The PA Program is a 27-month (122 credit hour) degree program designed to prepare students to competently enter the Physician Assistant profession. Graduates are eligible to sit for the Physician Assistant National Certification Examination (PANCE), and upon successfully passing this exam, are then eligible for state licensure.

The RVU/PA Program Graduates:

- Provide quality comprehensive patient care. (Patient Care)
- Apply medical knowledge in the practice environment. (Medical Knowledge)
- Incorporate evidence-based clinical reasoning into medical decisions. (Practice-based Learning)
- Communicate effectively in clinical settings. (Interpersonal Communication Skills)

- Demonstrate professional behaviors in educational and practice environments. (Professionalism)
- Navigate evolving healthcare systems to provide optimal patient care. (Systems-based Practice)
- Work collaboratively within an interprofessional team. (Interprofessional Collaboration)
- Employ strategies that promote life-long personal and professional growth. (Personal/Professional Development)

PA program follows learner progression to competency across the continuum of the curriculum so graduates and the patients they will serve can be confident in their ability to provide safe, effective, patient care. The curriculum incorporates frequent assessment-forlearning strategies that allow learners to easily identify their own progression and areas of challenge. This ensures rapid identification of deficits in knowledge, skills, or attitudes, that faculty and students can collaboratively address through setting individual student-learning improvement goals. The primary goal of the RVU PA program is for its graduates to be competent in providing clinical care, and ultimately resulting in improved health outcomes.

Accreditation

The RVU PA Program is accredited through the Accreditation Review Commission on Education for the Physician Assistant, Inc (ARCPA). Refer to the RVU PA Program website for the most up-to-date information on accreditation status.

ARC-PA

12000 Findley Road, Suite 275
Johns Creek, Georgia, 30097

Rocky Vista University is Accredited by the Higher Learning Commission (HLC), a commission of the North Central Association of Colleges and Schools.

HLC

230 S. LaSalle, Street; Suite 7-500
Chicago, IL 60604

PA Academic Calendar

First Year PA Students

Fall 2021 Semester

Semester Begins August 30
Orientation August 24-26
First Day of Classes August 30
Labor Day Holiday September 6
Thanksgiving Break November 25-26
Last Day of Classes December 10
Winter Break December 13-31

Spring 2022 Semester

Semester Begins January 3
First Day of Classes January 3
Martin Luther King Holiday January 17
President's Day Holiday February 21
Spring Break March 7-11
Last Day of Classes April 29

Summer 2022 Semester

Semester begins May 2
Introduction to Supervised
Clinical Practice May 2-20
White Coat Ceremony May 20 (pending)
Summer Break May 23-27
Supervised Clinical Practice
Experience I
Clinical Seminar I June 1-August 26
Second Year PA Students

Fall 2022 Semester

Supervised Clinical Practice
Experience II
Clinical Seminar II September-December
Spring 2023 Semester
Supervised Clinical Practice
Experience III
Clinical Seminar III January-April

Summer 2023 Semester

Supervised Clinical Practice
Experience IV
Clinical Seminar IV May-August
Research (Independent Work) June
Third Year PA Students

Fall 2023 Semester

Capstone
RVU PA Graduation November 19
*All dates are subject to change.

PA Admissions-Related Policies

Accreditation Status

The RVU PA Program is accredited through the Accreditation Review Commission on Education for the Physician Assistant, Inc (ARCPA). Refer to the RVU PA Program website for the most up-to-date information on accreditation status.

Matriculation

Prior to matriculating into the program, accepted students must meet the following requirements:

- Successfully pass a completed drug screen;
- Successfully pass a criminal background check;

- Submit documentation of current BLS (healthcare providers) certification;
- Provide evidence of compliance with CDC guidelines for healthcare workers regarding immunizations, screening, and freedom from communicable diseases.

Deferment

RVU PA Program allows requests for deferment of acceptance into the program in the event of an unforeseen circumstance. The Admissions Committee may consider an applicant's request for deferment into the next cohort for the following reasons:

- Military deployment;
 - Significant personal or family health issues.
- Applicants requesting deferment must contact the PA Program Admissions Committee for additional information.

Reapplication

If reapplying to the Program, it is the responsibility of the applicant to ensure the newest application meets the most current admissions criteria and reflects the applicant's most up-to-date transcripts, healthcare experience, and letters of reference.

General Information Sessions

The RVU PA Program offers information sessions for those who are interested in attending the program. Dates for these information sessions will be posted on the program website. Sessions are scheduled once per month. Attendance at these sessions is not required for admission.

PA Student Financial Services Tuition and Fees

Tuition for PA for 2021-2022 is as follows:

- Year 1: \$54,428
- Year 2: \$30,996
- Year 3: \$8,364

The following annual fees will also apply to all PA students:

Student Services Fee (PA 2) \$80
 Student Services Fee (PA 3) \$40
 Student Health Insurance* (PA 1) TBD
 Student Health Insurance* (PA 2) TBD
 Student Health Insurance* (PA 3) TBD

*All students are required to have health insurance. Students will be automatically enrolled in and billed for the RVU Student Health Insurance Plan unless they provide evidence of equivalent coverage prior to the waiver deadline date. Please contact the Office of Student Financial Services for more information.

Satisfactory Academic Progress Standards for Financial Aid Eligibility

Federal regulations require that Rocky Vista University (RVU) establish, publish and apply standards of Satisfactory Academic Progress (SAP) which students enrolled in the PA program must meet. This document represents the satisfactory academic progress policy standards adopted by RVU for financial aid eligibility. This policy applies to all PA students including those applying for or currently receiving Federal, State, or institutional financial assistance. Academic progress requires both quantitative and qualitative measurement. Academic records will be reviewed at the end of each term to determine if the student is making satisfactory progress towards their degree.

Timeframe for Completion (Quantitative Measures of Academic Progress)

Maximum Timeframe: Students must complete their degree within a maximum number of attempted credits not to exceed 150% of the published program length. If at any point in time it is determined that a student cannot complete their program of study within 150% of the program length, the student will become ineligible for aid and will need to submit an appeal.

Pace of Progression: Students must complete 100% of their total attempted credit hours. To calculate the pace at which a student is progressing, divide the total number of hours the student has successfully completed by the total number they have attempted.

Grade Point Average (Qualitative Measures of Academic Progress)

The PA program is based on a pass/fail system. No letter grades are given. Grades of Pass/Fail are not included in a student's Grade Point Average (GPA) calculation. Grades of Pass/Fail will be factored into the quantitative measurement. For purposes of measuring satisfactory academic progress for financial aid, and financial aid purposes only, a grade of Pass is considered the equivalent of receiving a grade of "C" or better in that class. To meet the qualitative measurement requirement, a grade of Pass must be earned in all courses. A grade of Fail will count toward hours attempted but not earned for maximum timeframe and pace of progression.

Leaves of Absence

Periods of approved Leaves of Absence will not count toward the maximum time frame. A student may not receive financial assistance during a Leave of Absence.

Repeated Coursework

Once passed, a course may not be repeated unless recommended by the Program Director and/or Student

Assessment and Promotions Committee (SAPC). The original grade received in a course will not count toward the student's qualitative assessment but will be included in the quantitative assessment. Students who repeat coursework must still complete their degree within the maximum timeframe.

Withdrawal/Incomplete/In Progress

Courses in which a student earned a grade of Incomplete (IN), Work In Progress (WIP), or Withdrawal (W), or the equivalent, will count toward hours attempted but not earned for maximum timeframe and pace of progression but will not be included in the qualitative measure.

Grade Changes

Once an official grade is received for an Incomplete (IN) or In Progress (IP) course, the student should notify the Office of Student Financial Services so SAP status can be reevaluated.

Noncredit Remedial

Courses RVU does not offer noncredit remedial courses.

Transfer Students

The PA program does not accept transfer credits from other programs.

Change in Program or Pursuit of a Second Degree

If a student changes program of study or chooses to pursue a second credits and grades that do not count toward the new program will not be included in the SAP determination.

Summer Terms

Academic records will be reviewed at the end of each term, including summer if student is enrolled, to determine if the student is making satisfactory progress towards their degree.

Financial Aid Warning

Rocky Vista University will use the standardized definition of Financial Aid Warning which is defined by the U.S. Department of Education as follows: Financial Aid Warning is a status a school assigns to a student who is failing to make satisfactory academic progress. The school reinstates eligibility for aid for one payment period and may do so without a student appeal.

Financial Aid Probation

Rocky Vista University will use the standardized definition of Financial Aid Probation which is defined by

the U.S. Department of Education as follows: Financial Aid Probation is a status a school assigns to a student who is failing to make satisfactory academic progress and who successfully appeals. Eligibility for aid may be reinstated for one payment period. Note that the University may have a different definition of "academic probation or warning." Refer to the RVU Student Handbook and Catalog for more information on academic probation.

Procedure

The Office of Student Financial Services will review the academic progress of each financial aid recipient at the end of each term, prior to the disbursement of financial aid for the subsequent term. A student's entire academic record will be reviewed, which will include any periods of enrollment that the student did not receive financial aid assistance.

Any student who fails to maintain satisfactory academic progress as defined by this policy will be placed on Financial Aid Warning for one term. During that term, the student will continue to be eligible for aid. At the end of a term during which a student is on Financial Aid Warning, if the student still fails to meet any of the requirements, the student will become ineligible for aid and may submit an appeal to the Office of Student Financial Services. The Office of Student Financial Services will send a written notice to students who have not made satisfactory academic progress.

Reestablishing Eligibility

Appeals: A student may submit a written appeal documenting mitigating circumstances (e.g., serious illness of student or family member, death of a relative), within seven (7) calendar days of the determination of their unsatisfactory academic progress.

Appeals should be sent to the Office of Student Financial Services and will be reviewed by the Financial Aid Appeals Committee within ten (10) calendar days of receipt of the appeal. The student will receive written notification of the committee's decision within seven (7) calendar days. Decisions of the Financial Aid Appeals Committee may be appealed to the Rocky Vista University Provost.

Appeals should be submitted to the Office of Student Financial Services and must include:

1. A written statement documenting the reasons for failure to meet the standards of academic progress for financial aid eligibility.
2. A written statement explaining what has changed in the student's situation that would allow the student to bring their academic progress up to the satisfactory standards.
3. Documentation supporting their appeal.

4. A written academic plan from the program director or their designee. The academic plan must ensure that the student is able to meet SAP standards by a specific point in time.

If the appeal is granted, and it is determined that the student should be able to meet SAP standards by the end of the subsequent payment period, they may be placed on financial aid probation without an academic plan. A student's progress must be reviewed at the end of their probationary period. If the student is meeting the SAP requirements, they will go back into good standing. If the student does not meet the SAP requirements, they will again become ineligible for financial aid with the opportunity to re-appeal.

If the appeal is granted, and it is determined that the student will require more than one payment period to meet SAP standards, they may be placed on probation with an academic plan in place. A student's progress will be reviewed at the end of each payment period as is required of a student on probation status. If the student is meeting the requirements of their academic plan, the student is eligible to receive financial aid funds if the student continues to meet those requirements. Students must appeal to change their plan. If the student does not meet the requirements of their academic plan, they will again become ineligible for financial aid with the opportunity to re-appeal.

Without Approved Appeal: Students who are not making satisfactory academic progress, who do not submit an appeal or have their appeal request denied, may regain eligibility only by taking action that brings them into compliance with RVU's satisfactory progress standards.

Any exceptions to this policy will be made on an individual basis and in compliance with federal, state and local regulations governing financial aid.

Applicability of Program Policies

All program policies apply to all physician assistant students, principal faculty, and the program director, regardless of location, except where clinical site policies conflict with program policies, in which event students, principal faculty, and the program director will be expected to comply with the clinical site's policies; however, despite any given clinical site's mandates on dress code or identification, students must always wear their school-issued student identification badge. The identification badge requirement is in addition to any clinical site requirements regarding site-specific identification.

Disclaimer

All Physician Assistant students will be required to adhere to Rocky Vista University policies as stated in the RVU Student Handbook and Catalog. The RVU

Student Handbook and Catalog, which includes the Rocky Vista University Physician Assistant Program ("Program") policies applicable to PA students, does not constitute a contract with the Program, either express or implied. The Program reserves the right at any time to change, delete, or add to any of the program-specific provisions at its sole discretion. The Program is responsible for ensuring that all program policies, procedures, and expectations are timely and effectively communicated to all students. The Program will inform students of policies, procedures, and expectations via the RVU Student Handbook and Catalog, the program website, orientation sessions, and student meetings or class sessions, when appropriate. Any change or update to an existing policy, procedure, or expectation shall immediately be published in the appropriate place and students shall immediately be notified of the change and where the change can be found and reviewed.

Furthermore, the provisions of this document are designed by the Program to serve as firm guidelines rather than absolute rules, and exceptions may be made based on extenuating circumstances.

General Information for Academic Policies

The Rocky Vista University Physician Assistant Program aims to provide clear information to physician assistant students and faculty. The RVU PA Academic Policies apply to all RVU PA students. The requirements for promotion and graduation are set forth in this document.

Policies for Physician Assistant

Studies Physician Assistant students are required to comply with Rocky Vista University's rules and the RVU PA Program policies. The RVU PA Program is committed to inform students of these policies.

Teach Out Policy

Should the University, an accrediting body, or the state or federal governments, decide to close the University or to terminate a program of study, each student, faculty, and staff member affected by the decision shall promptly be informed, in writing, of the decision. Unless otherwise notified, Human Resources policies regarding re-assignment or termination shall apply to all affected employees and staff. All students affected by the closure or termination shall promptly be given an official letter outlining the University or program teach out plan. This plan shall include a list of the student's outstanding requirements for course completion, the projected time period left for the student to complete the program, the proposed timeline and course schedule to complete the program, and any relevant financial ramifications for the student including, but not

limited to, eligibility for continued financial aid, any pending refunds, and any anticipated additional expenses for the student.

Upon the decision to close the University or terminate a program, any and all new student recruitment and enrollment for the closed University or terminated program shall cease immediately. All outstanding offers for incoming, non-matriculated students shall be immediately withdrawn and all marketing and recruitment materials shall be canceled or recalled. Any students who have been accepted to the closed University or terminated program, but who have not yet matriculated, shall be given a full refund of all monies paid to the program in accordance with federal and state laws.

Immediately upon being notified of the decision to close the University or to terminate a program, the appropriate Dean or Chair shall conduct an audit of each currently enrolled and affected student to determine all outstanding courses and course requirements required to allow every student to complete his or her program of study. The Dean or Chair shall provide the University President with a timeline and schedule of courses that will allow all remaining students to complete their respective programs within a reasonable amount of time, and with minimal or no extra costs assessed to the students. This timeline shall include provisions for students who need to remediate or who otherwise fail to progress in a timely fashion during the teach out period, and it shall also state a specific end date when the last student will graduate and the University can officially close or the program can officially terminate.

In the event appropriate course sequencing or timing will not allow all students to complete their programs within a reasonable time or without additional burdensome costs, the Dean or Chair will be directed to establish appropriate independent or directed study courses to allow each student to complete their programs with the same quality of education as would have been received in a traditional course. The University shall ensure that all terminated programs are adequately and sufficiently staffed with faculty and support personnel to guarantee the successful and orderly teach out of all remaining students up through, and including, the final day of the University or program. In the event that it is determined the best way to offer program completion to each affected student would be to enter into a teach out agreement with another accredited University, the University shall assist each enrolled and affected student with the transfer of credits and enrollment into the partnering University, with as little additional expense to the students as possible.

Rocky Vista University will abide by, and comply with, all teach out reporting and notification requirements

mandated by the Higher Learning Commission, any and all relevant specialty accrediting bodies, and the state and federal governments.

The RVU PA Program Academic Policies

Competency-Based Medical Education Model

The Rocky Vista University (RVU) Physician Assistant (PA) Program designed its curriculum in the competency-based medical education (CBME) model. CBME is defined as an outcome-based approach to the design, implementation, assessment, and evaluation of a medical education program and its learners using an organizing framework of competencies.

Course Schedules

Typically, required classes and events for students are scheduled by the RVU PA Program between the hours of 8am and 5pm, Monday through Friday. Additional time may be needed to reschedule guest speakers or presentations that were previously cancelled or to incorporate topics that may enhance the didactic or clinical curriculum. In the event of a schedule change, the students will be notified as quickly as possible via email. During Supervised Clinical Practice Experiences (SCPEs), students are expected to follow the schedule set by the preceptor, which may include holiday, night or weekend shifts, or call.

Scheduling of Outside Events

Student groups wishing to schedule events may do so before or after regularly scheduled class time (i.e. before 8am or after 5pm) and must receive approval from the RVU PA Program's Director of Curriculum prior to contacting guest lecturers. Once approved by the Director of Curriculum, students must work with the Director of Curriculum and Didactic Services Coordinator to reserve appropriate classroom locations for the event. Students will also need approval from the Director of Student Life and Special Events in the Office of Student Affairs per RVU policy

Supervised Clinical Practice Experience Schedule / Preceptor-Student Relationship

The PA Program's Clinical Team assigns all Supervised Clinical Practice Experiences based on the Accreditation Review Commission on the Education for Physician Assistant (ARC-PA) Standards and the RVU PA Program requirements. Students will have input into their experience placements through special requests and by completing preference sheets. One-on-one meetings may occur with the Director of Clinical

Education. Special requests may not be able to be accommodated due to clinical requirements and preceptor availability.

Personal Safety and Security

Rocky Vista University, together with the clinical site and the student, share the responsibility for ensuring that adequate policies and procedures are in place regarding the safety and security of the students and faculty in all locations where instruction occurs. This includes sites where clinical rotations occur, as well as off-campus educational events.

The Physician Assistant Program will provide information on best practices for personal safety and security during the student's initial orientation and again prior to the beginning of clinical rotations. In addition, the RVU Institutional Compliance Coordinator will ensure off-site training locations have safety policies in place. Students will be encouraged to become familiar with all safety and security policies in effect at all sites and off-campus events. Finally, all preceptors will be expected to communicate their site-specific policies and safety considerations with students and faculty involved at their location.

RVU as an educational institute falls under the jurisdiction of the Clery Act. The annual security report can be found by taking the hyper link.

Definition of the Preceptor-Student Relationship

The preceptor is an integral part of the teaching program. Preceptors will serve as role models for the student and, through guidance and teaching, will help students perfect skills in history-taking, physical examination, effective communication, physical diagnosis, succinct recording and reporting, problem assessment, and plan development, including a logical approach to further studies and therapy. The preceptor should maintain a professional relationship with the PA student and always adhere to appropriate professional boundaries. Social activities and personal relationships outside of the professional learning environment should be appropriate and carefully selected so as not to put the student or preceptor in a compromising situation. Contact through web-based social networking sites (e.g. Facebook, Twitter) should be avoided until the student fully matriculates through the educational program. If the preceptor and student have an existing personal relationship prior to the start of the rotation, a professional relationship must be maintained at all times in the clinical setting.

Conflict of Interest

Healthcare providers who provide health services, including psychiatric/psychological counseling, to a PA student or their close family members have the potential to be in a conflict-of-interest situation. Clinical educators are not allowed to complete an assessment

of any students for whom they provide or have provided medical care. They are also not allowed to assess students for whom they provide or have provided medical care to close family members. While the student may still rotate in a setting with a preceptor with a conflict of interest, the named preceptor for the rotation and the preceptor who completes the assessment must not have a conflict of interest. Students are required to notify the Director of Clinical Education of any potential conflict of interest situations to determine whether an alternative clinical site or clinical educator is warranted.

Curriculum Committee

The Committee is composed of the PA Principal Faculty and provides general oversight of the curriculum. All new courses and changes to existing courses must meet the approval of this Committee and the Institutional Curriculum Committee.

The Course Director

The Course Director works with the Curriculum Committee to design the specific content and presentation of the course materials. The Course Director is expected to provide students with the overall goals and objectives for the course. In addition, information regarding requirements of enrolled students and grading policies are presented at the onset of the course. The Course Director has overall responsibility and authority of assigning grades for the course and reserves the right to lower a student's grade based upon individual professional behavior.

PA Program faculty members serve as Course Directors for Supervised Clinical Practice Experiences (SCPEs) and assign the final grade after reviewing the evaluation(s) from the community preceptor, course-related assignments, and individual performance on MiniCEX evaluations, End of Rotation (EOR) exams, and competency exams.

Course and Clinical Evaluations

At the end of each course, students are required to complete a course evaluation. Anonymous compilation of the evaluations is provided to Course Directors and the Directors of Didactic and Clinical Curriculum. Evaluations are reviewed and used to make improvements to individual courses, as well as the overall curriculum. Therefore, constructive student feedback provided by learners is extremely important. Students provide evaluations of clinical rotations using clinical education management software (i.e. Exxat). Constructive feedback is important in evaluation and continued use of clinical sites. Failure to complete required evaluations may result in an at-risk status or a failure of the course. Clinical evaluations of preceptors

are by program faculty and distributed to preceptors upon request, once a preceptor has had a minimum of 3 students.

Preceptor Evaluation of Student

Preceptors evaluate student performance during each clinical experience using the student evaluation form. The final evaluation will be factored into the final course grade. Each syllabus describes how the evaluation factors into the final course grade assignment. Preceptor evaluations of students are currently housed through the clinical education management software (currently Exxat). Prior to the end of the rotation, students should coordinate with their preceptor to go through the evaluation to elicit feedback on their performance and to ensure the evaluation is completed. It is the student's responsibility to ensure the preceptor turns in the evaluation, given the grade is partially determined by the evaluation.

Textbook and Classroom Supply Policy

It is expected that students will obtain all textbooks and course supplies as listed in each course syllabus. Many texts are available electronically through the RVU Library

Testing Policies and Procedures

The following are general procedures used for examinations:

- Frequently, exams will be taken via the ExamSoft assessment platform.
- Proctoring will be at the discretion of the Course Director and may be administered by faculty.
- Scheduled test times will be adhered to.
- Exams will start and end as scheduled.
- Students are expected to take exams as scheduled. Exceptions may be granted by the Course Director in the case of an emergency.
- Should a clinical exam need to be rescheduled, the student may be responsible for additional costs incurred due to the rescheduling.

End-of-Rotation Examinations

End-of-rotation exams (EORs) are a means to measure student progress towards competence in the medical knowledge domain. Students will be required to take an end-of-rotation exam at the conclusion of the first rotation of each of the seven core clinical rotations. The end-of-rotation exam will consist of multiple-choice style items administered through ExamSoft. Items will target necessary knowledge for the evaluation and management of the common chief complaints outlined for each core specialty rotation.

Grade Report Symbol Information

The RVU PA Program uses a pass/fail grading system to assess student performance. No letter grades are given. At the end of each course, students will receive a grade of Pass (P), Fail (F), Incomplete (I), Pass with Remediation (PX), or Withdrawal (W).

Pass (P): A grade of Pass (P) is given to a student whose performance meets the minimum requirements established within each course/ clinical experience by the Course Director and as outlined in each course syllabus.

Fail (F): A grade of Fail (F) is given when a student's performance is clearly below passing standards of the course/clinical experience. Any failing grade will be brought to the Student Assessment and Promotions Committee (SAPC) for review.

In Progress (IP): A temporary grade of In Progress (IP) is given when a student is unable to complete the requirements of a course because of illness or extenuating circumstances and is passing the course/ clinical experience at the time the grade is given.

Once the student completes requirements, the Course Director will submit a grade change to the Registrar's Office indicating the final course grade. In this instance, a Pass (P) or Fail (F) will replace the In Progress (IP) as the official course grade.

After one academic year from the end of the course, if the student has not completed the course requirements, the IP grade may be replaced by a grade of Fail (F). If the student receives a grade of IP and withdraws from the program prior to completing course requirements, the grade of IP will be recorded as an Incomplete (IN) and will remain a permanent part of the official student transcript.

Incomplete (I): A temporary grade of Incomplete (IN) is given when a student has not successfully completed all course/clinical requirements by the end of the course/rotation and requires successful completion of all components to meet the minimum requirements of the course/clinical experience.

Remediation of an Incomplete (IN) will entail the successful completion of the required components. If the student successfully completes the required components, the grade of Pass (P) will replace the Incomplete (IN) as the official course grade. If the student does not successfully complete the required components on the retake attempt, the grade of Fail (F) will replace the Incomplete (IN) as the official course grade. The official transcript will denote the final grade.

The student may not be able to progress to the next level of training if a grade of Incomplete (IN) has been recorded and not rectified. This may result in an

extended program and delayed graduation. After one academic year from the end of the course, if the student has not completed the course requirements, the Incomplete (IN) grade may be replaced by a grade of Fail (F). If the student receives a grade of Incomplete (IN) and withdraws from the program prior to completing course requirements, the grade of Incomplete (IN) remains a permanent part of the official student transcript.

Pass with Remediation (PX): A grade of Pass with Remediation (PX) is given to the student who receives a Fail (F) and completes a formal remediation. The Fail (F) grade will convert to a Pass with Remediation (PX) designation on the student's transcript once the remediation has been successfully completed.

Withdrawal (W): Withdrawal (W) is a special symbol that is an indication of registration or grade status and is not assigned by the instructor. Note: The RVU PA Program curriculum is built entirely on courses taken sequentially. Therefore, a Physician Assistant student may withdraw from a course only with permission of the Student Assessment and Promotions Committee. In most instances, withdrawing from a course will result in withdrawing from the Program since all courses must be completed in sequential order. A Withdrawal (W) notation is recorded on the student's permanent record. Students who do not officially withdraw are subject to grades of Fail (F) for all coursework.

All coursework must be completed for any given academic year before a student can progress to the next academic year. In the event a student is unable to satisfactorily complete the program's prescribed course of study, the student shall come before the SAPC for further review. All courses and program requirements must be successfully completed in accordance with program and course timelines and policies for a student to graduate from the program.

Points of Entrustment

The RVU PA program has three points of entrustment to ensure learner progression to competence.

1. Entering Clinical Rotations: Ensures minimal knowledge, skills, attitudes necessary to enter supervised clinical experiences;
 1. Occurs in May of the 1st year
2. Core specialty-specific competency testing: Ensures learner has met requirements in six of the seven required clinical areas (Behavioral Health, Emergency Medicine, General Surgery, Internal Medicine, Pediatrics, Women's Health);
 1. Occurs May of the 2nd year
3. Program Completion: Ensures learners have met requirements to graduate;

1. Occurs within the last four months of the program and is a component of the program's summative, comprehensive examination

Learners not meeting program defined expectations for either Point of Entrustment 1, 2, or 3 may be required to remediate prior to being scheduled for a retake examination. Remediation plans will be determined by the Student Assessment and Promotion Committee (SAPC) on a case-by-case basis and based on the individual's deficits. Re-take examinations will be designed to focus on those aspects of the exam for which the learner received a score below the expected level of performance. In the event a learner does not pass the re-take examination, they may be subject to dismissal.

Expectations for each Point of Entrustment (POE) are reviewed with students over the course of the curriculum and as part of the course in which each POE is associated. Refer to individual course syllabi for more information related to performance expectations.

Summative Testing and Evaluation Comprehensive Examination

The Comprehensive Examination will be administered within the last four (4) months of the curriculum, just prior to graduation. This is a two-part examination, consisting of a written examination and a clinical skills evaluation (Point of Entrustment #3). Students must successfully pass both parts of the Comprehensive Summative Examination before becoming eligible for program completion. The student must have successfully completed any outstanding course requirements associated with Supervised Clinical Practice Experiences before being eligible to sit for the Comprehensive Examination.

Learners not meeting program defined expectations for either (or both) component of the Comprehensive Summative Examination will be required to remediate prior to being scheduled for a re-take examination(s). Remediation plans will be determined by the Student Assessment and Promotion Committee (SAPC) on a case-by-case basis and based on the individual learners' deficits. Re-take examinations will be designed to focus on those aspects of the exam for which the learner received a score below the expected level of performance. Arrangements for a re-take must be made through the SAPC. An extended program may be necessary to accommodate re-take examinations or remediation.

In the event a learner does not pass the retake examination, they may be subject to dismissal.

Expectations for the Comprehensive Summative Examination are reviewed with students over the

course of the curriculum and as part of the Capstone course in which the exams are associated. Refer to individual course syllabi for more information related to performance expectations.

Reasonable Accommodation

It is the policy of the RVU PA program to provide reasonable accommodations to qualified students with a disability. If an individual has special needs or concerns about course requirements or clinical rotations related to a physical or cognitive disability, the student should seek evaluation through the Office of Student Affairs by the RVU Disability Officer. The RVU Disability Officer will present the request to the RVU ADA Committee in relation to the PA technical standards and the Committee will decide whether the accommodations are reasonable. The SAPC will review and implement the accommodations for the student in coordination with the appropriate University offices. Costs associated with evaluation are the responsibility of the student.

If an individual has special needs or concerns about course requirements or clinical rotations related to religious beliefs, they should contact the SAPC for further information.

General Program Policies

Student Health Insurance

The Program requires all students be covered under a comprehensive health insurance plan. Short-term or catastrophic plans are not sufficient. Evidence of health insurance coverage must be provided to the program prior to matriculation and prior to the beginning of the clinical rotation year. Students must be prepared to prove health insurance coverage at any additional time, should the Program Director request it. Failure to maintain health insurance may result in dismissal from the program.

Professional Liability and Workers' Compensation Insurance

Students are covered by RVU's professional liability and workers' compensation insurance for all RVU-sponsored curricular and cocurricular activities, including rotations, shadowing, health fairs, etc. Any student who is injured while on campus or clinical rotation must notify the Program immediately. Students are not covered for nonRVU activities.

PA Clinical Policies

Immunizations, Screenings, and Titers

All students are required to remain current on all immunizations, screenings, and titers per current Center for Disease Control and Prevention (CDC)

recommendations for health professionals. Current recommendations can be found on the CDC website. If a clinical rotation site requires additional immunizations, screenings, or titers, students will be required to obtain them at their own cost and provide proof of same, in writing, to the Program directly. Additionally, all students attending a Supervised Clinical Practice Experience (SCPE) at an international location are required to remain current on all immunizations, screenings, titers, and written policies per current CDC recommendations for health professionals, for the locations at which they are participating in the clinical experience. Current international recommendations can be found on the CDC website.

Students must submit proof of current immunization, screening, and titer compliance to the Program in writing prior to matriculation and prior to the start of the clinical rotation year. Students must be prepared to prove current compliance at any additional time, should the Program request it. Students are responsible for maintaining and updating their immunization, screening, and titer status at all times. Failure to maintain any immunization, screening, or titer requirement will result in immediate removal from all educational activities, including didactic courses and clinical rotations, until the student becomes current.

Any student who misses any portion of a SCPE because of incomplete or out-of-date immunizations, screenings, or titers may receive a failing grade for the rotation.

Any student who requests an exemption to any immunization, screening, and titer requirement due to a medical contraindication or religious mandate must contact the Program in writing immediately upon acceptance into the program, or immediately upon learning of a new medical contraindication. The request for exemption must include the reason(s) for the request and any applicable supporting documentation. If the request for exemption is approved, the student will be permitted to matriculate; however, the student may not be able to participate in all required educational activities, and the student will be required to acknowledge that not all educational activities or SCPE sites may be available to them.

Clinical sites maintain their own regulations and policies regarding immunizations, screenings, and titers, as well as any potential exemptions. Students are expected to maintain compliance with the clinical site requirements at all times. If a student is unable to maintain compliance with site requirements due to medical contraindications or religious reasons, the student is responsible for immediately notifying the clinical site and the Program, as indicated above.

Exemptions

Requests for exemptions may be granted under certain circumstances. Students not receiving vaccination due to an approved exemption must still comply with any vaccination policy of each clinical site.

Medical: A severe, life-threatening allergy to eggs or other components of influenza vaccine is a contraindication for flu vaccination. Documentation from student's primary healthcare provider is required.

Medical: A history of Guillain-Barre Syndrome within six weeks following a previous dose of influenza vaccine is considered a precaution. Documentation from student's primary healthcare provider is required.

Religious: Exemptions for religious belief will be evaluated on a case-by-case basis. A written request and explanation are required.

TB Clearance

Per University policies and procedures in addition to clinical site requirements, students are required to have their TB status checked yearly

Needlestick and Bloodborne Pathogen Exposure

Students will potentially come into contact with, or be exposed to, blood and other infectious bodily fluids, whether by direct contact or respiration. Students are also at risk for clinical-related injuries, such as accidental needlesticks. Immediate attention and care of such exposures and injuries are vital to minimize any potential infection. Upon matriculation and each year of program enrollment thereafter, all students are required to complete online training for prevention of exposures to infectious and environmental hazards. Additionally, prior to beginning clinical experiences, students are provided a quick-reference guide detailing appropriate procedures to follow in the event of an exposure or needlestick injury. Once a student has experienced an exposure or needlestick, the student shall seek immediate treatment in accordance with current and appropriate medical standards. Costs related to evaluation and treatment of an exposure or needlestick injury will be submitted as a claim through Worker's Compensation. After following the hospital or clinic protocol, the student should 1) notify his/her preceptor and fill out any and all forms required by the clinical site(s), 2) contact RVU's Department of Human Resources - a member of this team will initiate a claim for Worker's Compensation and provide guidance to the student on where to seek additional care beyond that provided initially, and 3) notify the appropriate program clinical team:

- PA clinical team via PAClinicalEducation@rvu.edu or contact the Program's main office (720.874.2409)

- COM clinical team via clinicaleducation@rvu.edu or contact the COM Clinical Education office (720.875.2828)

The complete PA and COM program needlestick policy is in compliance with that of the University.

Drug Screens

All students are required to submit to a criminal background check and drug screen upon matriculation and prior to the start of the clinical rotation year. Students are also subject to additional background checks and drug screens at any time during their tenure in the program, should circumstances warrant. All students may be subject to additional background checks or security measures per clinical site requirements. These measures may include, but not be limited to, fingerprinting and drug screening.

Positive Drug Screening Results

Students who do not pass a required drug screen may face disciplinary action, including administrative withdrawal from courses, placement on a leave of absence, or dismissal from the Program. Students may be referred for evaluation and treatment through the Colorado Physicians Health Program (CPHP) or another designated program as a condition for remaining in the Program. Costs incurred are the responsibility of the student. Students found to have a substance abuse problem that will likely pose a danger to patient care, as determined through the drug screening evaluation process, will be referred for independent evaluation and treatment at the student's expense.

Supervised Clinical Practice Experience (SCPE) Policies* Overview

The clinical portion of the program is designed to expose the student to patients in a variety of clinical settings. The setting, assigned tasks, and schedule will vary depending on the site. Clinical experiences will average approximately 40 hours/week on site, in patient-related care. Some clinical experiences may involve slightly shorter (no less than 32 hours/week) or longer hours (no more than 80 hours/week), evening, holiday, weekend, or on-call responsibilities. The preceptor will determine the student's on-site schedule and clinical responsibilities. Students must adhere to each clinical experience schedule and to all assignments developed by the preceptor. If this is not possible in any given week at a specific clinical site, the student is to notify the clinical team in advance. Patient-related care includes evaluating and treating patients,

charting and appropriate paperwork (written or electronic), case presentations, discussions with the preceptor, and other duties as applicable.

See specific course syllabi for objectives and goals for each rotation.

Program Responsibilities with Regard to Clinical Sites

1. The Program is responsible for coordinating (identifying, contacting, and evaluating) and assigning all student supervised clinical practice experiences.
2. The Program will provide clinical site learning objectives to preceptors and students.
3. The University and Program is committed to serving the medically underserved population. The Program strives to place students in clinical experiences that will expose them to the needs of the underserved.
4. The Program may remove the student from any site if the program believes the site no longer can meet program expectations or policies.
5. The Program will remove any student from a clinical experience at the request of the preceptor when it is deemed that the student's work, conduct, or health is considered unsafe or detrimental to patients or the practice site.
6. The Program will determine the final grades for students in the clinical year.

Preceptor Licensure

The program requires preceptors of record to maintain a valid and unrestricted state license allowing them to practice at the clinical site. The RVU Department of Clinical Education verifies all clinical licenses at the time of original appointment. The PA program will verify the licenses subsequently annually.

Affiliation Agreements and Clinical Sites

Affiliation Agreements (AAs) must be established between all clinical sites and the University before students can begin their clinical experience. The AA is a legal document that addresses liability and issues pertinent to the site location and practice type. These agreements are obtained by the Program and/or the University.

Supervised Clinical Practice Experience Scheduling

Clinical experiences are scheduled and arranged by the Program (not the student). Multiple factors are considered in creating student schedules including, but not limited to the following:

- Program expectations;
- Quality of the learning experience;

- Preceptor availability;
- Requirements of the preceptor and/or clinical site;
- Satisfaction of requirements outlined in the ARC-PA accreditation standards;
- Satisfaction of the mission and vision of the RVU PA program.

Once the SCPE schedule is published, clinical experiences will not be changed due to student preference or request. Only extreme circumstances (e.g. a severe health emergency) will be considered for a potential change in the schedule, and this is at the discretion of the clinical team. There are circumstances that may necessitate a change in a student's scheduled clinical experience (i.e. the preceptor/clinical site requests a change in schedule, preceptor terminates partnership), and these situations are managed by the clinical team on a case-by-case basis. Given the multiple variables in creating a student's schedule, these circumstances may require the clinical team to rearrange a student's clinical experience schedule to ensure that the student receives all experiences required.

Students are expected to be flexible and professional in such matters. Clinical experiences are scheduled in various geographic locations and are coordinated to provide quality learning experiences, achieve competencies, satisfy accreditation standards, and align with the RVU PA program mission. Travel outside of the Denver metropolitan area is likely.

Additional Clinical Rotations in Areas of Interest

Once a learner has proven to be clinically competent in all required areas of practice, they may be eligible to participate in additional clinical rotations in areas of interest. These rotations will be discussed on a case by case basis with the Director of Clinical Education regarding appropriateness of the rotation and availability.

Student Suggestions for Clinical Experiences

The PA Program will acquire and coordinate all clinical rotation sites and preceptors for students. Students are not required to obtain their own sites or preceptors. Students may, however, suggest sites or preceptors to the PA Program. The Program, at its sole discretion, will review and evaluate student-suggested sites and preceptors for educational suitability before approving them for use as clinical sites. All clinical sites and preceptors must meet program expectations and policies.

Clinical Site Evaluation

The program is responsible for ensuring the proper and adequate education of all of its students on clinical rotations. The Program engages in a robust and

ongoing evaluation of each preceptor and clinical site to which students are assigned to ensure that each preceptor and site meet program expectations for learning outcomes and performance evaluation measures. RVU clinical faculty routinely visit each active clinical site to assess the site, preceptors, and students. These visits may be announced or unannounced. Should a site or preceptor at any time be deemed inadequate, the program may remove current students from the rotation and will not schedule future students until site is re-evaluated and found acceptable.

If a student believes there is a problem with a site or a preceptor, the student shall immediately contact the Director of Clinical Education so that a proper inquiry and evaluation can be conducted and appropriate actions can be taken, if necessary.

Learner Travel and Housing

Clinical experiences are scheduled in various geographic locations and are coordinated to provide quality learning experiences, achieve competencies, satisfy accreditation standards, and align with the RVU PA Program mission. Some courses require travel outside of the Denver metropolitan area to participate in clinical experiences or didactic educational opportunities. Travel is at the learner's expense and, unless otherwise notified, is not paid for by the PA Program, RVU, or the clinical agencies. Reliable transportation and a valid driver's license are necessary to complete the program of study. In the event of inclement weather, learners are advised to use their best judgment when considering travel to educational experiences. Unless otherwise specified, all costs associated with student attendance and travel to Master of Physician Assistant Studies 110 RVU Student Handbook and Catalog | 2021-2022 and from educational or professional conferences are the responsibility of the student.

Rotation Commute Policy

If a student is required to do a clinical rotation that requires a commute greater than 50 miles or 50 minutes, the program will identify housing for the student through Colorado AHEC. All AHEC rules and guidelines must be acknowledged by the student prior to applying for AHEC housing. Costs associated with housing will be paid by the program directly to AHEC.

If a student is scheduled for clinical rotations that require a commute greater than 50 miles or 50 minutes for a period > to 6 months, the student will not be eligible for AHEC housing and will need to secure and pay for their own housing. In the event the student is required to attend clinical experience with a commute greater than 50 miles or 50 minutes in an area where family housing is offered, we request that the student make all reasonable accommodations to stay with family at no cost to the program.

In the event that the student is required to do a clinical rotation with a commute greater than 50 miles or 50 minutes and AHEC housing is not available, the program will assist the student in locating housing following the same rules and guidelines provided by AHEC.

Individual needs beyond the scope of this policy may be considered on a case-by-case basis and in adherence with institutional policy.

Student Responsibilities/Expectations

The following is a list of responsibilities to which the student must adhere during their participation in SCPEs. These are in conjunction with or in addition to student expectations covered elsewhere in this RVU Student Handbook and Catalog:

1. The student will conduct oneself in a courteous, respectful, and professional manner at all times.
2. The student will wear proper identification as a Rocky Vista University Physician Assistant Student while on campus and while participating in Program-assigned clinical experiences.
3. The student will be conscientious and accountable.
4. The student will be responsible for taking an active role in their clinical education.
5. The student will demonstrate awareness of professional limitations and will only perform activities assigned by and under the supervision of their preceptor.
6. On the first day of the clinical experience, the student will discuss educational goals with the preceptor and review clinical experience objectives and evaluation form with the preceptor.
7. The student will follow the rules and regulations of the hospital or other institutions in which they work and agrees to complete any additional training and/or testing required by the facilities. The student will comply with requests for information needed for credentialing in clinical facilities.
8. The student will complete all assignments (as assigned by RVU or preceptor(s)) and submit site and preceptor evaluations to the RVU PA program by stated deadlines.
9. The student will be responsible for discussing the clinical evaluation form with their preceptor(s) for each clinical experience.
10. The student will handle all confidential information in a professional and ethical manner in accordance with all applicable federal and state regulations, including HIPAA laws.
11. If a student is removed from a clinical experience either by the program or at the request of a preceptor, the student must be available to meet in-person with the Program Director and/or the Student Assessment and Promotions Committee.
12. Students are required to keep a timely and complete clinical log of every patient encounter

(updated at least every 72 hours). The Program monitors these records using the electronic patient tracking system (i.e. Exxat).

13. If a rotation requires that a student participate in supervised call time, the student is expected to do so.

Promptness is an important trait that students must display during clinical experiences. Repeated tardiness is considered unprofessional conduct and may affect a student's professionalism evaluation. Students must be prepared to study for clinical experiences. The student should make a commitment to read about patient encounters and ask for opportunities to research learning issues.

Clinical Tracking System

The clinical tracking system will provide data indicating the learner has been exposed to patient encounters that will enable them to meet program expectations and acquire the competencies needed for entry into clinical practice. Data is tracked for the following:

- Preventive, emergent, acute, and chronic patient encounters;
- Medical care across the life span—including infants, children, adolescents, adults, and the elderly;
- Women's health;
- Surgical management—including pre-operative, intra-operative, and post-operative care;
- Behavioral and mental health;
- Various Settings—outpatient, emergency department, inpatient, operating room.

All learners are expected to maintain a patient tracking log for each rotation. Learners log information into a clinical tracking system (Exxat) that includes but is not limited to: patient demographics, chief complaints, CPT and ICD-10 codes, procedures, etc. Information is to be logged no later than 24 hours after the patient encounter. The data obtained follow HIPAA guidelines and no patient-specific identifying information is entered. These data are used to provide documentation of adherence to accreditation standards, as well as provide a synopsis of what was experienced during the clinical rotation. Members of the PA Program clinical team review learner logs on a regular basis. Failure to log patients completely and in a timely fashion will result in an action by Director of Clinical Education or Medical Director - Clinical. Multiple infractions will result in review by the SAPC and may result in formal disciplinary action or failure of the rotation

Clinical Preceptor Responsibilities

- Provide student(s) with an orientation to the office on the first day of the rotation. This may include a tour, introduction to EHR system, and policies/procedures as applicable.

- Discuss rotation-specific expectations with student.
- Review learning objectives and guide students to assist them in the achievement of these objectives for the particular discipline.
- During most clinical experiences, students are expected to work the same hours their preceptor works.
- Allow students to obtain patient histories, perform physical examinations, and perform procedures on patients based on the preceptor's comfort level.
- Allow student(s) the opportunity to present patient cases.
- Discuss diagnostics, assessment, plan, and patient education with student.
- Observe the student in patient interactions.
- Provide student(s) with regular feedback regarding their performance.
- Complete the rotation evaluations.

Preceptor Evaluation

Preceptors evaluate student performance during each clinical experience using the student evaluation form. The final evaluation will be factored into the final course grade. Each syllabus describes how the evaluation factors into the final course grade assignment.

Mini-Clinical Examination (Mini-CEX)

Preceptors evaluate student performance by completion of one MiniCEX exam. A Mini-CEX is a structured direct observation of learner skill that contributes to the evaluation of the student's competency.

Becoming a Professional

By entering the RVU PA Program, students have made a conscience decision to become a professional. Professionals are highly educated individuals who practice within an ethical framework—as outlined by an oath or promise. The main components of professional behavior include honesty/integrity, reliability/responsibility, respect for others, compassion/empathy, self-improvement, self-awareness/knowledge of one's limits, communication/collaboration skills, flexibility/adaptability, and altruism/advocacy. Students within the RVU PA Program will represent the program in many different ways—within the classroom, within the University, or within the community—each offering ways in which to demonstrate the skills of a professional. The Code of Ethics of the Physician Assistant Profession illustrates more clearly the standards to which students will be held.

Professional Behavior

RVU PA students are held to a high standard of professional and ethical conduct throughout their time in the Program. Professional behavior includes, but is not limited to:

- Patient Care: hold primary responsibility for the health, safety, welfare, and dignity of all humans; assume responsibility for all professional duties; maintain patient confidentiality.
- Timeliness: punctuality for class and clinic; timely submission of assignments, evaluations, patient documentation, and other required paperwork.
- Participation: appropriate, constructive, non-derogatory participation in the classroom and clinic (further examples may be found in individual course syllabi).
- Appearance: appropriate attire, hygiene, and presentation (further examples may be found in individual course syllabi).
- Behavior: appropriate conduct, attentiveness, and non-disruptive, preparation for class and clinic, courtesy, flexibility, collaboration and support of one's classmates.
- Respect: regard for patients, faculty, staff, colleagues, students, members of the healthcare team, and others.
- Education: responsibility for self-education and accepting responsibility for own learning.
- Constructive Evaluation: seeking and accepting feedback in a mature manner to change behaviors; providing constructive feedback.
- Personal Accountability: accepts responsibility for actions and behaviors; demonstrates dependability; acknowledges limitations.
- Self-Reflection: willingness to examine one's own strengths, weaknesses, and biases.

Professional behavior will be evaluated on a regular basis by the Student Assessment and Promotions Committee (SAPC), through review of classroom behaviors and clinical evaluations; behavior may be considered when Course Directors assign grades.

Student Professional Development

An important aspect of any professional educational curriculum is the development of professional behaviors and role identity. Evidence shows that unprofessional behavior exhibited during training is a predictor of future problems with state regulatory boards and the need for disciplinary actions (Papadakis, Hodgson, Teherani and Kohatsu, 2004). Unprofessional behavior presents a potential danger to the provision of good patient care and relates to the credibility of the profession. Professionalism therefore shares equal importance to content knowledge and manual skills at RVU. The RVU PA Program considers violation of professional conduct a significant deficiency. Recognizing the responsibility for professional behavior, the Program sets

expectations for and evaluates students on their professional conduct. Students must demonstrate acquisition of these important behaviors. Students identified as exhibiting unprofessional behavior will be provided with corrective guidance. Unprofessional behavior may result in a finding of "At Risk (for Failure to Progress)" as outlined in the "Student Promotion and Progression" section.

Student professional development is considered on an individual basis, in each course, each semester, or as needed. Course Directors will complete a professionalism rubric in association with determining a pass or fail score for each student. The Student Assessment and Promotions Committee (SAPC) will review the rubrics from all courses at the end of each semester for unacceptable professionalism ratings. (See Appendix IV for Professional Development and Assessment Form (PDAT).) Those students who do not meet or exceed expectations in any area of professionalism will have the opportunity to review their individual PDAT with a faculty advisor.

Students in clinical rotations will receive a copy of their preceptor evaluation forms, in which professionalism is a component. A PDAT will be created for clinical year students if corrective action for professionalism is identified during a clinical experience. Those students who do not meet or exceed expectations in any area of professionalism will have the opportunity to review their individual PDAT with an academic advisor.

As future health professionals, students should adhere to the highest standards of professionalism. Examples of unprofessional conduct include, but are not limited to the following:

- Misrepresentation of effort, credentials, or achievement in the academic or clinical setting;
- Any action that compromises the quality of patient care;
- Violation of patient confidentiality;
- Any conduct, both on- and off-campus, that interferes with the student's ability to perform their professional duties or reflects poorly on the profession;
- Disruptive or disorderly conduct in a classroom or clinical setting;
- Other conduct that falls below that which befits a health professional.

Other areas of unprofessional conduct include substance abuse, inappropriate use of social media, and respect for the rights and property of others, as well as additional examples listed in the University section of the RVU Student Handbook and Catalog.

Student Professionalism Concerns

Professional conduct includes incidents that affect not only one's ability to practice, but also the reputation of

the RVU PA Program and the image of its students. Student concerns related to professionalism will be brought to the Student Assessment and Promotions Committee (SAPC) for review.

Academic Integrity and Conduct Code

Education at the Rocky Vista University Physician Assistant Program is conducted under the honor system. All students entering health professional programs should have developed the qualities of honesty and integrity, and each student should apply these principles to their academic and subsequent professional career. The type of conduct that violates the PA Program's student academic integrity and conduct expectations may include but is not limited to the following:

- Academic dishonesty;
- Complicity with academic dishonesty;
- Plagiarism;
- Cheating;
- Fabrication and falsification of effort, credentials, or achievement in the academic or clinical setting;
- Submission of the same work and/or paper more than once and for different classes;
- Misuse of academic materials;
- Redistribution, photocopying, photographing, or otherwise reproducing exam content or keys (this applies to SP cases and may apply to simulated cases used in the classroom.);
- Disruptive or disorderly conduct in a classroom or clinical setting;
- Theft, damage, or destruction of property;
- Physical or verbal altercation, assault, battery, domestic violence, or other related crimes;
- Inappropriate use of social media;
- Bribery in an attempt to gain an academic advantage;
- Forging or altering documents or credentials;
- Utilization of position or power by a student for personal benefit or to the detriment of another student, faculty member, or member of the staff;
- Any behavior that does not meet the standards of the University, its affiliates, and the healthcare professions.

Violations of Professionalism and Academic Integrity

The Student Assessment and Promotions Committee (SAPC) reviews issues related to student academic dishonesty or unethical behaviors. The SAPC may recommend various activities to remediate any lack of professionalism or unethical behavior. If the behavior is found to be serious or egregious, the SAPC may recommend to the Program Director remediation without progression or dismissal as outlined in the "Student Remediation" section.

Student Communication with the Program Publication and Dissemination of Information

The Program is dedicated to providing an open and honest educational environment. To this end, the Program is committed to defining, publishing, and making readily available to prospective and enrolled students all pertinent program information including, but not limited to, general program information, the program's accreditation status, the success of the program in meeting its goals, first-time board pass rates, all required curricular components and academic credit, estimates of tuition and costs, tuition refund policies, student grievance procedures, student-related policies, and admissions-related information. The Program will also define, publish, and make readily available to admitted students all academic performance and progression requirements. The Program shall review the publication and dissemination of said information any time a change or update is made to the information but, in any instance, not less than once per academic year.

Modes of Communication

University email is the first line of communication with the Program. Email is checked during business hours. The student is required to check their University email daily. The Clinical Team email address should be used for all clinical experience communication. The Clinical Team's email address is PAClinicalEducation@rvu.edu.

Individual faculty and staff voicemail are checked during the workday.

Timely Communication Communication from students on weekends will be answered for emergent clinical issues only. For emergent clinical issues, please utilize the emergency phone number of the Director of Clinical Education, which is listed in the table below under "Clinical Experience Communication."

Emergent is defined as a physical injury, family death (or serious injury), life-threatening or a situation that is offensive or flagrant to the student.

Students should make every attempt to respond to emails within two business days unless directed otherwise in the email. Faculty and staff will make every effort to respond to emails and voicemails within two business days.

Clinical Experience Communication

Issue Contact Person

Non-emergent rotation Clinical Team at concerns PAClinicalEducation@rvu.edu

Emergent need after (720) 874-2447
business hours

Emergent need during 1st notify: Director of
business hours Clinical Education

(720) 874-2447

2nd notify: PA Program's

direct line (720) 874-2409

Inability to attend clinical 1st notify: the Preceptor
experience that day (injury, 2nd notify: Clinical Team at
illness, family emergency)

PAClinicalEducation@rvu.edu

Preceptor illness or vacation Clinical Team at

PAClinicalEducation@rvu.edu

Needlestick, exposure, or Seek medical attention and
injury on a clinical follow the process outlined
experience in the section "Infectious

Diseases, Body Fluid and

Needle-Stick Exposures"

Locating Students

All RVU PA students are required to keep current
address and

telephone numbers updated with the following two
offices:

- The Rocky Vista University Office of the Registrar

- o Phone: (720) 874-2455

- o Email: registrar@rvu.edu

- The RVU PA Program office

- o Phone: (720) 874-2409

- o Fax: (720) 874-2480

When to contact these offices:

- In the event of a permanent change to phone number
or home address;

- In the event of a temporary change to phone number
and/or temporary place of domicile;

- In the event of a name change.

Attendance

The goal of the PA student is to develop clinical and professional competency leading to successful entry to the profession. Students are required to attend class and take examinations at scheduled times. Exceptions can be made for emergencies at the discretion of the Course Director. Unexcused absences may result in the inability for students to make up assignments or examinations.

Timeliness

Promptness is an important trait that students must display during didactic and clinical experiences. Repeated tardiness is considered unprofessional conduct and may affect a student's professionalism evaluation.

In the case of absence, students are expected to contact the program (or program faculty) promptly. Determination of excused absence will be left to the discretion of individual course directors. Valid reasons for requesting an excused absence include, but are not limited to, personal illness, family emergency or for religious observation. Those absences that are not pre-approved by individual course directors may be considered unexcused.

Clinical Attendance

Students are required to attend clinic at scheduled times and work the hours set forth by the preceptor. In general, this equates to ≥ 32 hours per week. If a student is in a clinical experience that does not meet ≥ 32 hours per week, the student must notify the Clinical Team immediately as this may impact the ability for the clinical experience to meet Program requirements. The student's clinic schedule can be found in the clinical tracking system (Exxat). This schedule does not specify holiday, night, or weekend shifts, or call.

Requests for changes in clinical placements (including the days of the week) will not be approved, unless the preceptor is requesting the change or in extenuating circumstances. Personal preferences or attending extracurricular activities do not constitute extenuating circumstances. Approval of changes in a clinical placement is at the sole discretion of the Director of Clinical Education and may not be appealed. All requests for absences and change of clinical days must be submitted to the Director of Clinical Education prior to discussing this with the preceptor(s).

- Exceptions to this rule are acute illnesses or emergency situations for which the preceptor should be contacted first, followed by the Director of Clinical Education.
- Requests for changes in clinical schedules due to religious observations must be arranged in advance with the Clinical Team

Any weeks that students are not in clinical rotations, they will be required to use their time studying for End-of-Rotation Exams, completing Clinical Seminar Requirements, and working on their Capstone Research. These gap weeks will vary by student and will be dependent on the availability of the preceptor and additional rotations being completed during the semester.

Definition of Clinical Absences

Excused Absence: An Excused Absence is an absence for which permission has been granted by the Director of Clinical Education and the preceptor. Excused absences are considered to occur in voluntary and involuntary situations as defined below:

Voluntary Absence: An absence for an event or events such as personal appointments and family events. Voluntary absences are generally not permitted; however, unique circumstances must be submitted in writing to the Director of Clinical Education within ten business days from the requested day(s) off. If accommodations can be made, an appropriate plan will be developed by the Director of Clinical Education, with or without assistance from the advisor and/or the Clinical Team.

Involuntary Absence: An absence for serious illness, jury duty, and academic needs specified by the RVU PA program (i.e., remediation). If a student has an illness or other emergency, they must contact their preceptor(s), as well as the Director of Clinical Education and the Clinical Team, as soon as possible or prior to missing any time. **Unexcused Absence:** An Unexcused Absence is an absence for which permission has not been granted by the Director of Clinical Education.

Unexcused absences may be brought to the attention of the Student Assessment and Promotions Committee and may result in a notation on the Professional Development Assessment Tool (PDAT) or failure of the rotation.

Unexpected Preceptor Absence: An Unexpected Preceptor Absence is an absence necessitated by an unexpected change in the preceptor's schedule or due to preceptor illness/leave. Students will not be responsible for making up a missed day due to an unexpected preceptor absence, and the absence will be considered Excused if the Clinical Team is notified within 24 hours of the cancellation.

It is the student's responsibility to notify the Clinical Team of any absences (voluntary, involuntary, or preceptor-driven). Failure to do so may result in a notation on the PDAT or failure of the rotation.

Plan for Excused Absences Approved by the Director of Clinical Education

If more than two clinical days are missed during a one-month rotation, the Director of Clinical Education will work with the Clinical Team and the advisor to determine need for additional rotation exposure. If there is a pattern of absences through the semester or year, a remediation plan may be warranted.

Other Clinical Experience Considerations

Mandatory Testing: During Clinical Experiences, the student will be required to be on the RVU campus for Competency Assessments (Point of Entrustment #2). Preceptors will be notified of these excused absences.

Inclement Weather: Students are expected to attend clinic even if the Rocky Vista University campus is closed. If the rotation site is open during inclement weather, the student must make every effort to attend. If the site closes due to weather, the student must notify the Director of Clinical Education and the Clinical Team immediately. If the student will not be attending clinic, it is the student's responsibility to contact the preceptor first to notify them that they will not be there and why. After contacting the preceptor, the student must email the Director of Clinical Education who may consider make-up options, as needed.

Emergency or Illness: If the student is ill and it would be inappropriate for the student to see patients or if there is an emergency, the student must contact their preceptor. After contacting the preceptor, the student must email the Director of Clinical Education to discuss make-up options.

Other Absence Requests: If the student needs to miss clinic for any reason other than an acute illness or an emergency, the student must receive approval from the Director of Clinical Education prior to approaching the preceptor. Requests must be submitted ten business days prior to the requested time off.

University Breaks/Holidays: Students are required to attend clinic during the Rocky Vista University PA Program Winter Break, Spring Break, and holiday days.

On-Call/Night Shifts: On-call responsibilities may be required for a rotation, and the student must discuss the schedule with the preceptor at the beginning of the rotation. A rotation may require on-call nights or overnight shifts.

Job Interviews: Scheduling a job interview during another clinical experience will not be approved. Job interviews must be scheduled during the student's off-hours.

Jury Duty

Students summoned to jury duty must notify the Course Director for a didactic course or the Director of Clinical Education and the Preceptor for a clinical rotation overlapping their summons for jury duty. The student will contact the appropriate court to determine if they have been called for appearance.

If the student is called to appear for jury duty, they must notify the Course Director for a didactic course or the Director of Clinical Education and the preceptor for a clinical course. The student will need to provide the excused absence form from the court to the Course Director or Director of Clinical Education, verifying their attendance for jury duty. If the student is not called to appear for jury duty, they must report to the required courses or clinical rotation site for that day.

If an exam is scheduled for the day the student is summoned to appear for jury duty, the student will follow the guidelines above, and if called to appear for jury duty, the student will work with the Course Director to reschedule the exam for a later date.

Supervised Clinical Practice Experience Professional Requirements

Students must be prepared to study for clinical experiences. The student should make a commitment to read about patient encounters and ask for learning issues opportunities.

Identification During Supervised Clinical Practice Experiences

Name Tag and Badges: The RVU badge identifying the student as a Physician Assistant student must be worn at all times during the clinical experience. If a specific site requires additional identification, it is the responsibility of the student to comply. If separate badges are required at hospital sites, it is the responsibility of the student to complete paperwork necessary to obtain the required identification prior to the start of the clinical assignment. It is the student's responsibility to return the badge to the site prior to departure and, if not, the student assumes responsibility for fees associated with a lost badge.

Greeting Patients: Students are required to identify themselves to patients by their name and by their RVU PA student status. The student must explain to patients their working relationship with the preceptor.

Signing Charts: When a student signs a chart, they must identify their student status (e.g., PA-S). The student signature on any official paperwork (e.g., charts, prescriptions) must be co-signed by their MD, DO, PA, NP, or other licensed clinician preceptor.

Student Supervision

Students are supervised by licensed/board certified physicians, physician assistants, nurse practitioners, or other licensed providers (such as behavioral health providers) at all times. Under no circumstances should a student in the RVU PA Program be permitted to practice independent of direct supervision. The preceptor or designee with equal education and qualification must be on site. Under no circumstances should the RVU PA student be used as an employee of the practice or represented to the clientele as such. Students should not be used as clerical staff, medical scribes, or research assistants (e.g., pharmaceutical trials).

Dress Code

The PA program dress code has been designed to assist students in presenting a professional appearance in order to inspire confidence in both colleagues and patients, as well as to comply with health and safety standards that promote effective patient care and minimize the possibilities for body fluid exposure or the spread of infectious disease. Students should maintain a professional appearance and dress appropriately whenever they are representing RVU and the PA profession in any setting. This includes the campus, all clinical sites, meetings, conferences, and special events. Being neatly dressed and well-groomed exemplifies professionalism and courtesy toward colleagues and patients. Attire should not distract from the educational effort.

Each course syllabus may outline specific requirements and dress code exceptions/expectations for the particular course. Students are to adhere to course-specific requirements in the event they conflict with University or program requirements. For example, if a professor requires students to wear professional attire for a certain skills class rather than scrubs, professional attire must be worn. Dress code requirements of any clinical site override the University or Program dress code.

Section 1: Professional Dress Common to RVU Campus, Clinical Sites, and Professional Conferences

- School identification card with photo must be worn at all times.
- Clothing must be clean and free of wrinkles, rips, tears, and stains.
- Clothing must fit appropriately. Clothing must not be loosely fitting (which can promote disease transmission) or tightly fitting (which can restrict range of motion).
- Clothing must not expose the back, midriff, cleavage, or undergarments.
- Acceptable attire includes business slacks, collared shirts, and knee-length dresses or skirts.
- No tank tops, halter tops, or spaghetti-straps are permitted.
- All shoes must be clean and in good repair. Heels must be less than two inches high.
- No workout attire, leggings, shorts, or sweatpants/sweatshirts are permitted.
- With the exception of religious head coverings or surgical caps (in appropriate environments), hats or hoods are not to be worn.
- Hair must be clean and arranged to avoid interference with providing patient care. Facial hair should be neatly trimmed.
- Good personal hygiene is to be maintained at all times. This includes regular bathing/showering, use of deodorants/antiperspirants, and regular dental hygiene.
- Established dress codes at health fairs, professional conferences, or clinical sites supercede the above rules (with the exception of required RVU ID badges).

Section 2: Professional Dress for Class Attendance on the RVU Campus

This section covers dress for all on-campus classes and activities between the hours of 8am and 5pm, Monday through Friday, unless otherwise notified.

- All dress code rules from Section 1 above apply.
- Program-approved scrubs may be worn in the Anatomy Lab or at other program-approved activities.

Section 3: Professional Dress for Patient Encounters and Clinical Sites

This section covers dress for all patient encounters including OSCEs, simulated patient encounters, and clinical rotations.

- All dress code rules from Section 1 above apply.
- Scrubs are prohibited at clinical sites unless allowed by faculty or preceptors or are required by the preceptor or site. • Clinical attire is appropriate for OSCEs.
- Flip-flops or open toed shoes are not permitted.
- All tattoos must be concealed.
- Jewelry must be kept to a minimum. Students must have no more than two earrings per ear; dangling earrings and gauged piercings are prohibited. No body piercings should be visible other than ear piercings.
- Fingernails should be kept trimmed and, when in surgical settings or rotations, without polish. Artificial nails are prohibited.

Substance Abuse and Respect for the Rights and Property of Others

Substance Abuse

Substance abuse compromises the student's ability to learn and to practice as a health provider. Intoxication or being under the influence of legal or illegal drugs and/or alcohol in a clinical or classroom setting will not be tolerated. Students who have a problem with alcohol and/or other substances should seek assistance from services available on campus or through the Colorado Physician Health Program (CPHP) or other peer assistance programs. In the event these behaviors affect academic performance, interprofessional relationships, patient care, or clinical practice, the SAPC may mandate evaluation by CPHP or other peer assistance programs available to students.

The RVU PA Program adheres to the University policies regarding substance abuse and respect for the rights and properties of others.

Respect for the Rights and Property of Others

Students should conduct themselves in a manner that recognizes the rights and property of others. Examples of inappropriate behavior include, but are not limited to the following:

- Theft; • Damage to University or personal property of others;
- Disruption of educational or other activities on campus;
- Illegal use of University facilities;
- Harassment or physical assault;
- Any other conduct that threatens the health or safety of others.

In the event of illegal activity, the police department will be contacted and the SAPC will be notified.

Health Insurance Portability and Accountability Act (HIPAA)

The HIPAA Privacy Rule regulates the use and disbursement of individually identifiable health information and gives individuals the right to determine and restrict access to their health information. It requires that reasonable and appropriate technical, physical, and administrative safeguards be taken with electronic individually identifiable health information. Specifically, we must ensure the confidentiality, integrity, and availability of all electronic protected health information we create, receive, maintain or transmit.

All students enrolled in degree programs at Rocky Vista University must be HIPAA-certified at RVU when entering the Program. The HIPAA training is provided online and information to access training will be provided at Orientation. A score of 80% or better on the online HIPAA training course is a requirement prior to starting clinical rotations at the RVU PA Program. Specific clinical sites may require additional training. All RVU PA students are required to abide by all rules, regulations, and policies of the Health Insurance Portability and Accountability Act (HIPAA). The PA Program has a zero-tolerance policy for violation of patient privacy and failure to adhere to the mandates of HIPAA is grounds for immediate dismissal from the program.

Students are further expressly prohibited from taking photographs or video of patients without proper preceptor and patient consent. Any and all photographs or videos properly obtained are to be used for educational purposes only and shall not be distributed in any fashion, including, but not limited to, email, hard copying, or social media. The improper acquisition, use, or dissemination of any patient photos or videos is considered a significant violation of both HIPAA and program policies and may result in immediate dismissal from the Program.

Student Employment

Successful advancement and completion of the PA program requires heavy demands on each student's time, physical abilities, and emotional resources. Consequently, students are strongly discouraged from seeking or obtaining outside employment while enrolled in the PA Program. Students who require financial assistance during matriculation should contact the Office of Student Financial Services for help with budgeting or emergency loans rather than seeking outside employment.

Alterations to course or clinical schedules will not be made for students who choose to work while in the Program.

Students are not permitted to work for the Program.

Students as Instructional Faculty

Students with specialized experience, knowledge, or skills may assist Program staff, faculty, and instructors in didactic and laboratory sessions, but students are not permitted to serve as the primary instructor or the instructor of record for any course or component of the curriculum, including, but not limited to, supervised clinical practice experiences.

Students must not substitute or function as an instructor or faculty for the Program.

Students as Clinical or Administrative Staff

Although the Program values and promotes a team approach to healthcare and encourages students to aid every professional involved in patient care as appropriate during supervised clinical practice experiences (SCPEs), students may not, at any time, substitute for clinical or office staff during a SCPE. Any student asked to perform such a role shall immediately inform the Program.

Students must not substitute for clinical and administrative staff during supervised clinical practice experiences.

Curriculum for PA Program

PA Promotion and Graduation

The Student Assessment and Promotions Committee (SAPC)

The Student Promotions Committee is charged with the maintenance of the academic and professional standards of the RVU PA Program. The Committee has the responsibility to monitor student performance and assist students with academic and professional issues as they progress towards graduation. The SAPC is composed of all core RVU PA Program faculty members, with the Medical Directors serving as non-voting members. The Program Director or their designee acts as Chair.

The SAPC is responsible for overseeing student assessment activities, including, but not limited to:

- Creating assessment and promotion policies;
- Issuing status notices;
- Student professionalism;
- Granting leaves of absence;

- Reviewing/acting on results of criminal background checks; and
- Making determinations for promotion, remediation, referral, and entrustment.

The SAPC makes recommendations to the Program Director for:

- Consideration of remediation without progression
- Dismissal The process to appeal decisions of the SAPC is outlined under the "Rights for Appeal" section.

Student Progress/Performance

Student academic and professional performance is reviewed regularly, throughout the course of each semester, at the end of the semester, and on an as-needed basis. Student performance issues are reported to the SAPC. Course Directors report grades to the Registrar's Office.

Failure of a Course

When a student incurs a failing grade, the SAPC reviews that student's entire academic record in detail and may impose remedial action as described in the "Student Remediation" section.

Decisions about remediation and promotion will be made in consideration of multiple factors (refer to Figure 1 "SAPC Review Process"), including but not limited to:

- The number of courses failed in a given semester;
- The number of competencies in which expectations were not met as outlined in the course syllabi;
- e.g. multiple competencies unmet in more than 1 course
- The types of competencies requiring remediation;
- e.g. knowledge deficits vs. skill or behavioral deficits
- Professionalism concerns;
- The learner's ability to proactively seek out resources.
 - e.g. consulting with course director(s), meeting with faculty advisors, seeking a tutor, if needed

If the student receives a second failing grade after completing remediation for the failed course, or receives an additional failing grade in a separate course or competency, the student may be dismissed from the program.

The Student Assessment and Promotions Committee (SAPC) makes recommendations to the Program Director regarding dismissal and takes a

comprehensive approach to reviewing student progression before making its recommendation. Holistic considerations include, but are not limited to:

- Professional behaviors;
- Resources accessed by student, either proactively, or as suggested by faculty (course director, advisor, tutoring, mental health);
- Academic progression over time (improvement, lack of progression, or decline);
- Number of courses or competencies in which the student is considered "at risk";
- Previous remediation of a course(s) or competency(ies).

If a student is "at risk" for failing a course/competency, the course director(s) and SAPC will notify the student up to one (1) time during each semester.

At Risk

The "at risk" notification to the student is the Program's due diligence in making the student aware of their unsatisfactory status. "At risk" indicates they are at risk for not being promoted to the next semester. The notification will include recommended and/ or mandatory activities designed to improve the student's status. An "at risk" notification may be rendered when the student has:

- Failed one or more exams;
- Scored below expected levels of performance on assignments;
- Has achieved an unacceptable professionalism rating; and/or
- Is mathematically at risk for failing one or more courses. Students receiving "at risk" notifications may:
 - Be required to step down from elected or appointed student leadership positions;
 - Not participate in elective clinical courses;
 - May be placed with clinical preceptors in Colorado and well-known to the Program; and/or
 - May be subject to loss of scholarship funds.

A student may appear before the SAPC, either at the request of the student or the Committee and may choose to be accompanied by an advocate, a faculty member, or another student.

Course Requirements

The requirements for each year must be completed successfully before a student can begin the next years' curriculum, unless the SAPC makes the decision of "Progression with Remediation" (see "Student Remediation"). All students have the same didactic and clinical course requirements.

Students must maintain all requirements for clinical rotations including immunization/health screening,

OSHA training, HIPAA training, drug screening, and BLS certification. Expenses associated with maintaining these requirements may be the responsibility of the student.

Requirements for Annual Promotion

Students must successfully pass all required courses, be "in good standing" (or not "at risk"), and have successfully met each level of competence as outlined in the Milestones and Progress (MAP) grid for each stage of training, before becoming eligible to progress to the next academic year.

Student progression toward each level of competence is reviewed during individual and group academic advising sessions held throughout the didactic and clinical phases of the curriculum.

Requirements for Program Graduation

The Student Assessment and Promotions Committee (SAPC) reviews each learner for eligibility for entrustment and graduation. The student must successfully complete all requirements in each year of the Program and successfully met or exceeded Milestone Level 3 ("Competent") in each of the assessed competencies to be eligible for entrustment and graduation. Program graduates eligible for graduation are presented to the RVU Faculty Senate, Provost, and Board of Trustees for approval of degree award.

Graduates will receive a Master of Physician Assistant Studies degree.

Extended Curriculum

Students are expected to complete their course requirements as fulltime students over 27 consecutive months. Any students failing to complete Program requirements in this timeframe will be considered on extended curriculum. This may occur in instances of an Official Leave of Absence, an Official Medical Leave of Absence, a Program Leave, remediation, or need for special accommodations. The maximum time to complete the Program is 40.5 months from the time of matriculation.

Students on extended program may incur additional tuition and/or fee expenses.

Student Remediation

Students who have unsatisfactory grades, exhibit unprofessional behavior, or fail a course assessment(s) may have the opportunity to complete a remediation plan determined by the Student Assessment and Promotions Committee (SAPC) and the appointed Remediation Team.

The SAPC may require remedial action including, but not limited to:

Remediation with Progression: A determination made when, in the opinion of the SAPC, the failure may be rectified through minimal remediation that will support the student's success in the subsequent semester.

Examples of when the determination of Remediation with Progression may be made include, but are not limited to:

- Not meeting expected level of performance in a single competency (e.g. "taking a history" or "performing a physical exam")
- Receiving a failing grade in a single course due to knowledge gaps (e.g. falling below the 70% cut off)

Remediation with Progression will require an individualized remediation plan which may include, but is not limited to:

- Enrollment in an individual study course
- Tuition will be charged for all individual study courses and is the responsibility of the student
- Working one-on-one with a faculty member or Program approved tutor;
- Additional review of course material;
- Additional practice with multiple choice exams via testing software;
- Re-testing;
- Simulations;
- Additional weeks of supervised clinical practice experiences (SCPEs); and/or
- Any combination of the above listed items.

Additionally, the Committee may impose deceleration (Remediation without Progression), which may result in an extended program and a delayed graduation.

Remediation without Progression: A determination recommended when, in the opinion of the SAPC, remediation will place a substantial burden on the student if conducted while the student is attempting new coursework. The student will be offered deceleration and re-matriculation into the next cohort. The student may or may not be refunded any tuition for the current year, in accordance with university policies.

Examples of when the determination of Remediation without Progression may be made include, but are not limited to:

- Not meeting expected level of performance in more than one competency (e.g., "taking a history", "performing a physical examination", "prioritizing a differential diagnosis", "developing a plan");

- Receiving a failing grade in more than one course due to knowledge gaps (e.g. falling below the 70% cut off); and/or
- Demonstrating inappropriate professional behavior for which the student has been notified, but has not corrected.

If after reviewing the recommendations of the SAPC, the Program Director concurs with the recommendation, the student will be notified and required to meet with the Program Director and the student's advisor to review the status and recommendations.

Due to this outcome posing a significant financial impact on the student, a subsequent meeting with the Office of Student Financial Services will be recommended. Per University policy, the student will be placed on an Official Leave of Absence (LOA).

Prior to the student re-matriculating, the SAPC will meet with the student to review requirements for matriculation and provide an overview of the required remediation plan.

Remediation without Progression will require an individualized plan which may include, but is not limited to:

- Enrollment in courses for which the student received a failing grade (F),
- Enrollment in independent study course(s) in course(s) for which the student received a passing grade (P),
- Tuition will be charged for each course in which registration is required and is the responsibility of the student
- Pre-testing to ensure competency progression was maintained throughout the duration of the Leave of Absence,

Eligibility for graduation will be determined upon successful completion of remediation in the case of Remediation with or without Progression.

Regardless of the type of remediation, students in the Physician Assistant Program must meet academic, clinical, and professional milestones in order to progress through the program toward graduation. The normal timeframe for completion of required coursework for the MPAS degree is 27 consecutive months. The student must complete all program requirements within a maximum of 40.5 months from the time of the original matriculation date or risk dismissal from the program.

Student Dismissal

This determination may be recommended to the Program Director when, in the opinion of the SAPC, Remediation without Progression is highly unlikely to lead to future success in the program.

Examples of when the determination of Dismissal may be recommended include, but is not limited to:

- The student unsuccessfully completes remediation with or without progression;
- The student is “at risk” or on extended curriculum due to remediation and receives additional failing grades;
- The student violates conditions of “at risk” or remediation;
- The student can no longer meet the technical standards;
- The basis of the failure is a serious breach of professionalism such that it violates the program’s “Safe Practice” policy (Appendix V) and the student is deemed unfit to practice
 - “Unfit to practice” includes actions that indicate:
 - A direct threat is imminent and severe;
 - The student’s physical or mental health increases the probability of an adverse effect on oneself, a peer, or a member of the public;
- Actions that are dishonest, unethical, or considered egregious. Generally, students with one deficient grade in an academic year are not dismissed.

Requests for Leave of Absence (LOA)

All program learning sessions, didactic and clinical, are mandatory as they are designed and sequenced to build competency. Students experiencing significant or unforeseen life circumstances may apply for a leave of absence (LOA). A LOA may allow the student to make up missed work under specified conditions.

Requesting a LOA

All requests for LOAs, whether didactic or clinical, must be submitted to the Student Assessment and Promotions Committee (SAPC) in writing (hard copy or email). If a student needs to be absent for illness or other emergent reasons at any time during the clinical experience, they must contact the preceptor and notify via email the clinical team (see “Clinical Experience Communication”).

The chair of the SAPC may grant a presumptive LOA on behalf of a student who is incapacitated or otherwise physically unable to submit a request for a LOA.

Official Non-Medical Leave of Absence (LOA)

A student requesting an Official Non-Medical LOA must submit a written petition to the SAPC (See Appendix VII) for a Request for an Official Leave of Absence Form. The Student Assessment and Promotions Committee may grant a leave of absence for a maximum of one (1) year, placing the student on an extended program. If the request for an Official Non-Medical LOA is granted, a student will begin the Official Non-Medical LOA in “at risk” or “not at risk” as determined at the time of the LOA by the SAPC.

The student’s academic work, including course examinations, clinical requirements, and professional behavior prior to beginning an Official Non-Medical LOA will be used in determining the student’s status at the time the LOA begins. At the time the Official Non-Medical LOA is granted, the SAPC will establish criteria for return. Upon receipt of a petition to return, the SAPC will determine whether the student is eligible to continue the RVU PA Program. Such a determination is based upon various factors including, but not limited to:

- The student’s status at the time the leave began;
- The student’s performance before taking the leave;
- Curricular or Program changes, if any, that occurred while the student was on leave;
 - Additional requirements may be instituted due to changes in the program curriculum or policies since the leave began.

An Official Non-Medical LOA for any reason may be granted for variable amounts of time; however, no more than two (2) one-year leaves may be granted, and all program requirements must be completed within the maximum time of 40.5 months from the time of matriculation. The two (2) one-year leaves of absence may not be consecutive. If the student is not ready to return after a one (1) year Official Leave of Absence, the student must withdraw from the University and the RVU PA Program or be dismissed. The SAPC determination of the student’s status at the time of Official Non-Medical LOA begins is not appealable.

Official Medical Leave of Absence (LOA)

A student requesting an Official Medical LOA must submit the following:

- A written petition to the Student Assessment and Promotions Committee. (See Appendix VII for a Request for Leave of Absence form)
- Evidence from a licensed practitioner of medicine (MD/ DO/PA/licensed mental health provider) that the student is under the care of the practitioner.

If the request for an Official Medical LOA is granted a student will begin the Official Medical LOA “at risk” or “not at risk” as determined at the time of the LOA by the SAPC. The student’s academic work, including course examinations, clinical requirements, and professional

behavior prior to beginning an Official Medical LOA, will be used in determining the student's status at the time the LOA begins.

At the time the Official Medical LOA is granted the SAPC will establish criteria for return. Upon receipt of a petition to return, the SAPC will determine whether the student is eligible to continue the RVU PA Program. Such a determination is based upon various factors including, but not limited to:

- The student's status at the time the leave began;
- The student's performance before taking the leave;
- Curricular or Program changes, if any, that occurred while the student was on leave.

Additional requirements may be instituted due to changes in the program curriculum or policies since the leave began. A LOA for any reason may be granted for variable amounts of time; however, no more than two (2) one-year leaves may be granted; and all program requirements must be completed within the maximum time of 40.5 months from the time of matriculation. The two (2) one-year leaves of absence may not be consecutive. If the student is not ready to return after a one (1) year Official Medical Leave of Absence, the student must withdraw from the University and the RVU PA Program or be dismissed. The SAPC's determination of the student's status at the time of Medical Leave of Absence begins is not appealable.

Request to Return from an Official Non-Medical and Medical Leave of Absence

To request a return from an Official Non-Medical and Medical Leave of Absence, a student must submit:

- A written petition requesting return to the Program. A Request for Return from Leave of Absence form may be obtained from the student's Academic Advisor.
- The SAPC must receive the written request no later than 10 calendar days before the LOA ends.
- For a Medical Leave of Absence, documentation from a licensed practitioner of medicine (MD/DO/PA/licensed mental health provider) indicating the student is able to return to studies and clinical rotations.

If a student fails to submit a complete and timely petition to return to the program, that student will be deemed permanently withdrawn from the program and will not be permitted to reapply except through the standard application process described in "Rights of Reapplication".

If the SAPC denies the student's petition to return, the student may appeal that determination through the appellate process described in "Rights for Appeal." The

SAPC may request an independent medical evaluation if there is a question regarding the student's need for medical leave or readiness to return to the program.

Program Leave of Absence During the Clinical Phase

A student may request a program leave for up to a two-week duration due to personal reasons. Student requesting a Program Leave must submit:

- Written documentation clarifying and supporting the necessity of the Program Leave;
- Estimation of the amount of time they will be absent;
- Acknowledgement of understanding of extended program and delayed graduation.

A request for a Program Leave must be submitted to the student's academic advisor. The academic advisor will provide the documentation to the SAPC for discussion and approval. If approved, the student acknowledges and accepts that they will be placed on an extended program and delayed graduation which may be affected by clinical site availability and summative examination schedules.

To request a return from a Program Leave, a student must submit:

- A written petition requesting return to the Program. A request for return must be submitted to the student's Academic Advisor.
- The Student Assessment and Promotions Committee must receive the written request no later than 10 business days before the Program leave ends.

No student on an official non-medical or official medical leave of absence may participate in RVU PA program activities including, but not limited to, examinations, courses or student organization activities.

Requests for Withdrawal

Students may, at any time and for any reason, voluntarily withdraw from the program. Such action will be considered a resignation under which the student surrenders all rights and privileges as a student of the PA program and the University. A student must notify the Program Director in writing of their desire to voluntarily withdraw from the program. If the student desires to return to the program in the future, he or she must initiate a new application through CASPA and, should the student be re-accepted into the program, he or she will be required to start the program from the beginning and complete all program requirements, including any courses previously successfully completed prior to voluntary withdrawal. Students who voluntarily withdraw from the Program are required to

meet with the Program Director and the Office of Student Financial Services prior to the withdrawal becoming official.

Refund of Program Tuition and Fees

In the event a student withdraws from the program, is dismissed from the program, or is accepted into the Program and later decides not to attend, the Program follows the tuition refund policy of the University. Deposits are non-refundable. Students should refer to the University section of the RVU Student Handbook and Catalog for the policies regarding refunds.

Criminal Background Checks

As part of admission to the RVU PA Program, all students are required to complete and pass a criminal background check prior to matriculation, in accordance with the Background Check Policy. A letter attesting to having passed this check is placed in the student's academic file and is sent to clinical experience sites when requested. A student who has passed a criminal background investigation after admissions and prior to matriculation in the RVU PA Program will not be re-investigated except under the following conditions:

- The student has not participated in the Program for more than one (1) year;
- It is determined by the Program that another criminal background investigation is warranted;
- A clinical experience site requires an additional, more current criminal background check be performed prior to the start of a clinical experience.

Current students are required to report any criminal charges to the RVU PA Program Director within thirty (30) days for any of the following types of offenses:

- Any felony charge;
- Charges for drug or alcohol use or distribution;
- Charges for serious or violent crimes;
- Charges related to moral turpitude.

Repeat criminal background investigations will require a new consent/release form signed by the student prior to conducting the background investigation, as well as the payment of the background check fee. Students who refuse to consent to additional criminal background investigations will be subject to discipline, up to and including dismissal from the Program. The SAPC will review results of the criminal background investigation. The student may be subject to probation or dismissal, pending the results of the review.

Other PA Policies

Conflict of Interest

RVU has a Conflict of Interest policy that is reviewed with students during the didactic phase. Students must review this policy prior to (and during) clinical rotations to remind themselves of expectations regarding this policy.

Site Visits

A representative of the Program may be visiting the rotation site during the time a student is there. The purpose of a site visit is to monitor learning, ensure that the rotation is appropriate for RVU PA students, and identify areas for improvement. The site visit is intended to assess the learning environment and may be used as an opportunity to evaluate the student's knowledge, skills, or attitudes via a Mini-CEX. Students are encouraged to discuss any concerns they have about a site with the Clinical Team immediately.

Additional SCPE Costs

All expenses related to clinical experiences are the responsibility of the student (e.g. parking, use of scrubs, additional background checks, drug screens, rotation applications). These expenses should be anticipated and budgeted for prior to the beginning of the scheduled clinical experience.

Fingerprints

If required to have fingerprints for specific clinical experiences, the student must pay the additional fee for the police to provide this service.

Participating in Community Service

Outside of clinical rotations, the Program does not sanction or support students providing medical care or health screenings as healthcare providers. Students must be supervised in a clinical setting and are only covered by liability insurance and Workers' Compensation when in Program-Assigned clinical experience or testing. If the volunteer service is a part of the clinical experience and the student will be actively supervised, this should be discussed with the Director of Clinical Education.

RVU PA Graduation

The RVU PA Program Graduation Ceremony occurs each year in November. Attendance at this ceremony and taking the PA Oath are required of all Program graduates. Petitions to be excused from the ceremony must be submitted in writing to the SAPC and will be considered on an individual basis for extenuating circumstances only. All students will also be required to complete an exit interview with the Program Director (or designee). The requirement to take the PA Oath and

complete the exit interview will not be waived. Class members whose Program completion is delayed for any reason may be invited to participate in the convocation.

Expenses Related to Graduation

The Program assumes the costs for academic regalia, the graduation ceremony, and the sitting fee for the class photo.

Visitors and Guests

Non-RVU PA Students

Only enrolled physician assistant students may participate in the required courses. In some courses, RVU PA students and students from other professional schools are enrolled through a joint arrangement made by Course Directors and the PA Program.

Friends and Family

If a student has a friend or family member who wishes to visit a particular lecture or small group, that student must have the Course Director's permission before the visitor attends. In general, visiting is not encouraged.

Faculty-Provided Health Services

In the absence of emergent extenuating circumstances, the PA Program Director, principal faculty, and medical director may not participate as healthcare providers for students currently enrolled in the PA Program.

Preparation for Certification

The Program will forward the student's name and verification of the anticipated date of Program completion to National Commission on Certification of Physician Assistants (NCCPA). The student's graduation date is used to determine their eligibility to sit for the Physician Assistant National Certifying Examination (PANCE). NCCPA will then send the student an application form, which they will need to complete and return to NCCPA. Students are not permitted to take this exam until they have graduated. The earliest the student may take this exam is seven (7) calendar days after their graduation date. The official graduation date is the Friday before Thanksgiving. All transactions with NCCPA are strictly the responsibility of the student. The student will need to authorize NCCPA to forward their numerical scores to the Colorado Board of Medical Examiners or the State in which they plan to practice for their licensure. See www.nccpa.net for more information and FAQs.

Preparation for Licensure

Colorado Licensure

All transactions with the Colorado Board of Medical Examiners are strictly the student's responsibility – not the Program's responsibility. The Program will inform the Colorado Board of Medical Examiners (BME) of who has graduated and provide the required form(s) and a copy of the student's diploma. Graduates will need to forward their Board scores and official transcripts directly to the Colorado BME for the application to be complete. See www.dora.state.co.us/Medical/ for more information.

Other State Licensure

For applications for licensure outside the state of Colorado, the student must provide the PA Program Coordinator with the required paperwork. See www.aapa.org for information related to licensure in other states.

Reference Request

Requests for a Program reference must be submitted in writing to the Program Director. Information about the student is obtained from the student's official academic file (e.g. competency progression, course evaluations, letters from preceptors, official correspondence).

Credentialing and Privileges Request

Requests for credentialing and privileges following graduation should be directed to the RVU PA Program office. Requests will be provided within ten business days. Any requests requiring previous liability insurance information should be directed to the RVU Finance Executive Assistant. Please allow 30 days for a completed form.

Appendix: PA Student Resources

The following student resources may be found on the RVU website:

- • Communication with the PA Program / Referral for Emotional Hardship
- • Processing Student Grievances and Allegations of Harassment
- • Discrimination/Harassment/Title IX
- • Notice of Non-Discrimination
- • Disability Services
- • Tutoring
- • Mental Health
- • Student Linc
- • Diversity
- • RVU PA Program Graduate Competencies and Entrustable Professional Activities
- • Competency-Based Medical Education and the RVU PA Program
- • Professional Development Assessment Tool (PDAT)

- • RVU PA Technical Standards and Safe Student Policy
- • Mini-Clinical Evaluation Exercise (Mini-CEX)
- • Leave of Absence Request Form
- • The Physician Assistant Profession

Program Administration

Cathy Ruff, MS, PA-C

Program Director for Physician Assistant Program
Associate Professor of Physician Assistant Studies
• PA-C, University of Colorado Health Sciences Center, 1996
• MS, University of Denver, 1989

Colleen Bowles, DO

Medical Director (Clinical Curriculum), PA Program
• DO, College of Osteopathic Medicine of the Pacific

Joseph Stasio, DO, FACOPF

Medical Director (Didactic Curriculum), PA Program
• DO, Southeastern University of Health Sciences
College of Osteopathic Medicine, 1991

David Eckhardt, MS, PA-C

Director of Simulation
Associate Professor of Physician Assistant Studies
• MS, University of Colorado, 2005

Lise Johnson, PhD

Director of Basic Science Curriculum
Associate Professor of Physician Assistant Studies
• PhD, University of Arizona, 2010

Sarah Neguse, MPAS, PA-C

Director of Physician Assistant Program Admissions
Assistant Professor, Physician Assistant Studies
• MPAS, University of Colorado, 2011

Darcy Solanyk, MS, PA-C

Associate Program Director/Director of Curriculum
Associate Professor, Physician Assistant Studies
• PA-C, University of Colorado, 2007
• MS, Colorado State University, 1999

Peggy Walsh, MS, PA-C

Director of Clinical Education
Assistant Professor of Physician Assistant Studies
• PA-C, Baylor College of Medicine, 2010
• MS, Colorado State University, 2008

Disclaimer for COVID-19 Pandemic

Due to the special circumstances caused by the COVID-19 Pandemic, certain student requirements and/or policies may change for the duration of the 2020-2021 academic year. While some changes may be addressed on this and subsequent pages, there may be circumstances in which other parts of this RVU Student Handbook and Catalog may change without prior notice. Students should continue to monitor their RVU email account for the most current information about policy or requirement changes.

Student Resources and References

Student Services Quick-Reference Guide

Questions or concerns regarding... Refer to...

- Academic Standing/Class Rank/GPA Director of Preclinical Education (DO); Program Director (MSBS and PA); Registrar (all programs)
- ADA Accommodations Educational Support/Student Affairs
- Background Checks/Drug Screening/Health Records Registrar
- Career Advising Advisor/Student Affairs
- Clinical Externships/Clerkships Clinical Rotation Coordinator/Clinical Education
- Coursework Grades Course Director/Faculty
- Enrollment Verification/Letter of Good Standing Registrar
- ExamSoft Office of Testing
- Financial Aid Student Financial Services
- Health Insurance (student) Student Financial Services
- Leave of Absence Associate Dean of Student Affairs (DO); Program Director (MSBS and PA)
- Library Holdings/Databases/Collections Library
- Medical School Performance Evaluation (MSPE) Registrar
- Mental Health Counseling Counselor/Student Affairs
- MyVista Student Portal IT Help Desk
- Name Changes (legal) Registrar
- Organizing Events Student Life/Student Affairs
- Parking Pass Security
- Peer Mentors Student Life/Student Affairs
- Printing on Campus Print Center
- Scholarships Student Financial Services
- Student Clubs/Organizations Student Life/Student Affairs
- Student ID Security
- Transcripts Registrar
- Tuition and Fees Student Financial Services
- Tutoring/Study Resources Educational Support/Student

Affairs
 VSLO/ERAS Registrar or Faculty Advisor
 Wireless Internet Access IT Help Desk
 Withdrawals Associate Dean of Student Affairs (DO);
 Program Director
 (MSBS and PA)

Frequently Used Terms

Acronym or Term Meaning

AAMC Association of American Medical Colleges

ACLS Advanced Cardiovascular Life Support
 (certification)

AACOM American Association of Colleges of
 Osteopathic Medicine

AACOMAS The centralized online application service
 for US colleges of osteopathic medicine

AOA American Osteopathic Association

ARC-PA Accreditation Review Commission on
 Education for the Physician Assistant

BSL Basic Life Support (certification)

Basic Science Curriculum (BSC) A required classroom
 session in which faculty stress application of previous
 basic science material to

clinical case scenarios. The emphasis is on
 application, integration, and interaction between faculty
 and

students versus passive learning.

Careers in Medicine AAMC program that provides
 students with access to information about medical
 specialties, preparation

for residency and practice options to maximize career
 potential.

Class Rank A measure of how a student's performance
 compares to other students in the same class/program.

Class

rank is calculated based on total number of quality
 points earned.

Clinical Integration Session A required classroom
 session in which faculty stress application of previous
 material to clinical case

(CIS) scenarios. The emphasis is on application,
 integration, and interaction between faculty and
 students

versus passive learning.

Clinical Externship A clinical clerkship in a hospital or
 outpatient clinic.

COCA Commission on Osteopathic College
 Accreditation; RVUCOM's current programmatic
 accreditor.

COMLEX Comprehensive Osteopathic Medical
 Licensing Examination

CV Curriculum Vitae; a short account of one's career
 and qualifications

DSA Designated Student Assignment; a "self-study"
 assignment created by an identified faculty member
 consisting of a specific reading assignment, learning
 objectives, and examination questions that will not
 be accompanied by a lecture or laboratory session.
 Students are held responsible for DSA assignments

during a CIS, quizzes, and examinations.

ECE Early Clinical Experience

ERAS The Electronic Residency Application System is
 an AAMC application that offers a centralized online
 application service used to apply to residency
 programs.

Examination A summative evaluation of student
 learning outcomes delivered via proctored written
 format,

computerized format, or practical format.

ExamSoft/Exemplify Exam software used to provide a
 secure and stable testing environment for students.

Exxat New software portal used to manage clinical
 clerkship rotations throughout the PA program and
 externships through the third and fourth years of the
 DO program.

Fellowship The fellowship program is a 12-month
 training program integrated within the DO student's
 third and fourth clinical clerkship years. An additional
 year is added to the student's osteopathic medical
 training to accommodate his/her clinical clerkship and
 fellowship obligations. The fellowship program
 affords students the opportunity to teach the science
 and art of osteopathic principles and practice,
 simulation or anatomy.

FERPA Family Educational Rights and Privacy Act of
 1974, which is a federal law that protects the privacy of
 and access to personal student educational
 information.

Global Block Schedule (GBS) Basic schedule of when
 courses in the DO program run each semester. This
 schedule does not provide

detailed information regarding start and end times or
 assigned classroom.

GME Graduate Medical Education

Grade Point Average (GPA) An indication of a student's
 academic achievement while enrolled at RVU. GPA is
 calculated as the total

number of quality points received over a given period
 divided by the total number of credits attempted.

HIPAA Health Insurance Portability and Accountability
 Act of 1996 is United States legislation that provides
 data

privacy and security provisions for safeguarding
 medical information.

Acronym or Term Meaning

HLC The Higher Learning Commission; RVU's current
 institutional accreditor

IPE Interprofessional Education; occasions when two or
 more professions learn with, from and about each
 other to improve collaboration and the quality of care

IRB Institutional Review Board for Human Subjects
 Research

Laboratory A minimum 50-60-minute session in a
 laboratory or clinical setting that requires "hands on"
 instruction.

Lecture A standard didactic presentation involving
 direct faculty instruction in a classroom setting, lasting a
 minimum of 50 minutes. Each hour of lecture (50
 minutes) assumes a minimum of two (2) hours of
 out-of-class student work.

LMS Learning Management System; a software application for the administration, documentation, tracking,

reporting and delivery of educational courses. RVU currently utilizes an integrated LMS that can be accessed directly through MyVista.

LOR Letter of Recommendation, typically written by a faculty member or preceptor (author). Used when applying for clinical clerkship externships and/or residency applications.

Lottery Managed by the Department of Clinical Education, the Lottery is the Distribution of Clerkship Assignments process in which current OMS II student doctors are assigned a geographical region to complete core clinical externships during OMS III and, if necessary, OMS IV.

MODS The Medical Operational Data System used to complete the initial electronic portion of the Military GME application.

MSPE Medical School Performance Evaluation; can also be referred to as a Dean's Letter. Honest and objective

document summarizes a student's personal attributes, experiences, academic accomplishments, and summative evaluation. All fourth-year medical students will have their MSPE composed and finalized before October 1st of each year and uploaded into ERAS by the Office of the Registrar.

MyVista RVU's online portal where students, faculty, and staff can log into and access important program, financial, campus, and educational information, as needed.

NBME National Board of Medical Examiners (administers the USMLE exams)

NBOME National Board of Osteopathic Medical Examiners (administers the COMLEX exams)

New Innovations System used to manage clinical clerkship externships throughout the third and fourth years of the DO program.

NMS National Matching Services; service that manages the osteopathic match (among others)

NRMP National Resident Matching Program; service that manages the allopathic match

OMM Osteopathic Manipulative Medicine

OPP Osteopathic Principles and Practice

OSCE Objective Structured Clinical Examination
Post-Exam Review (PER) Faculty-led review of examination questions and results following a major examination.

Preceptor A practicing physician who gives personal instruction, training, and supervision to a medical student or

young physician (assigned for each clinical clerkship externship).

Quality Points The cumulative points earned in a given program for coursework completed and grade(s) earned. Points

are calculated by multiplying the numeric grade (in the DO program) or the assigned quality points based on the letter grade (MSBS program) by the number of

credit hours for the course.

Remediation The opportunity to remedy a previously-failed attempt

Rocky the Fighting Prairie Dog RVU's mascot for the Colorado campus

Rocky the Roadrunner RVU's mascot for the Southern Utah campus

RVUCOM Rocky Vista University College of Osteopathic Medicine

RVUCOM-SU Rocky Vista University College of Osteopathic Medicine - Southern Utah

San Francisco Match Residency and Fellowship matching service for select specialties.

Semester Credit Hour (SCH) A credit hour is an amount of work represented in intended learning outcomes and verified by evidence

of student achievement that is an institutionally-established equivalency that reasonably approximate no

less than 45 hours of instructional/non-instructional time for every one (1) credit.

Shadowing Opportunity available to students to observe the daily life of a doctor and obtain insight from professionals about their experiences and how they view their field

Acronym or Term Meaning

Shelf Exam Required exam administered by the Office of Clinical Education after the completion of each Core Externship.

SOAP Notes An acronym for subjective, objective, assessment, and plan, a SOAP note is a method of documentation

employed by healthcare providers to write out notes in a patient's chart.

Standardized Patient (SP) Someone who has been trained to portray, in a consistent, standardized manner, a patient in a medical situation.

Titer/Titer Lab Report A titer (pronounced TIE-der) is a laboratory test that measures the presence and amount of antibodies in

blood. If the test is positive (above a particular known value) the individual has immunity. If the test is negative (no immunity) or equivocal (not enough immunity) you need to be vaccinated. A Titer Lab Report is generated by the lab that tested the blood sample. The Titer Lab Report must include the test type, exact values (reference range), signature, and date to be acceptable.

Tracks Extracurricular admission-based concentrations within the DO program that invite students to explore and experience a particular area of medicine closely.

Transcript An official record of a student's work, showing courses taken and grades achieved.

Urology Match Residency match program for medical students seeking residency in Urology

USMLE United States Medical Licensing Examination

Visiting Student Learning The AAMC VSLO program merged two existing visiting student programs: the Visiting Student

Opportunities (VSLO) Application Service (VSAS®)

program that focused exclusively on U.S. domestic (formerly VSAS) away electives and the Global Health Learning Opportunities (GHLO®) program that facilitated international mobility into the U.S., from the U.S. to electives abroad, and from one non-U.S. location to another.

RVU Faculty

Andrew W. Ambler, DO, FACOI
Associate Professor of OPP

- DO, Lake Erie College of Osteopathic Medicine, 2001

Randal Anderson, MD

Assistant Professor of Radiology

- MD, University of Iowa College of Medicine

Brooks Beal, DO, MS

Assistant Professor of Primary Care

- DO, Touro University College of Osteopathic Medicine, 2015

- MS, Touro University College of Osteopathic Medicine, 2011

Camille Z. Bentley, DO, MPH, FACOFP

Chair of Tracks and Special Programs

Director of Global Medicine Track and Global Externships

Professor of Family Medicine

- MPH, Nova Southeastern University, 2008

- DO, Southeastern University of the Health Sciences, 1992

- MS, George Mason University, 1982

Thomas Bigham, DO, MA

Assistant Professor of Family Medicine

- DO, University of New England College of Osteopathic Medicine, 2001

- MA, Purdue University, 1990

Keith Bodrero, DO, PhD

Assistant Professor of OMM

- DO, Kirksville College of Osteopathic Medicine, 1991

- PhD, Michigan State University, 1976

Jean M. Bouquet, DO

Assistant Professor of Family Medicine

Co-Director of Urban Underserved Track

- DO, Kirksville College of Osteopathic Medicine, 1989

Colleen Bowles, DO

Medical Director of PA Program

- DO, College of Osteopathic Medicine of the Pacific

Duane T. Brandau, DO, PhD

Professor of Molecular Medicine

Clerkship Director of Research Electives

Director of Grand Rounds

- PhD, University of Wyoming, 1986

- DO, Des Moines University, 1978

- MA, University of Northern Colorado, 1975

Benjamin Brooks, PhD, MBA

Assistant Program Director of MSBS Program

Associate Professor of Biomedical Sciences

- PhD, University of Wyoming, 2009

- MBA, University of Wyoming, 2003

John "Jack" Brozna, MD, PhD

Associate Professor of Pathology

- MD, University of Connecticut School of Medicine, 1984

- PhD, University of Connecticut, 1981

- MA, University of Connecticut, 1974

Susan Carter, MD, FACOG, FACS

Director of Simulation in Medicine and Surgery

Chair of the Office of SIMS: Division of Clinical Medicine and

Surgery

- MD, University of Texas Medical Branch, 1982

Qamrul Choudhury, PhD, MSc

Associate Professor of Physiology

- PhD, University of London, 2000

- MSc, University of East London, 1993

Michele Coleman, DO

Assistant Professor of OPP

- DO, Kansas City University of Medicine and Biosciences, 2004

David Crimin, DO

Assistant Professor of Primary Care

Director of Long Term Care Track

Director of Medical Education at SUVH

- DO, University of Osteopathic Medicine and Health Sciences, 1987

Jason Curtis, MLIS

Assistant Director of Library Services (RVUCOM-SU)

Instructor of Medical Humanities

- MLIS, San Jose State University, 2008

An K. Dang, PhD

Assistant Professor of Clinical Anatomy

- PhD, Colorado State University, 2017

David Eckhardt, MS, PA-C

Director of Simulation, PA Program

Associate Professor of PA Studies

- MS, University of Colorado, 2005

Chris Edwards, DO

Assistant Professor of OPP

- DO, Des Moines University College of Osteopathic Medicine, 2015

Heather Ferrill, DO, MS, MEdL

Dean of RVUCOM

Associate Professor of OPP

- MS, University of New England College of Osteopathic Medicine, 2010

- DO, Michigan State University College of Osteopathic Medicine, 2000

Jensen A. Fisher, MLIS

Reference Librarian

Assistant Professor of Medical Humanities

Co-Director of Urban Underserved Track

Co-Director of History of Medicine Elective

- MLIS, University of Denver, 2015

Jing Gao, MD

Associate Professor of Ultrasound

Director of Ultrasound

- MD, Dalian Medical College, 1976

Ian George, PhD

Chair of the Clinical Anatomy and OPP Department

Assistant Professor of Structural Medicine
 Director of Graphic Novels and Medicine Elective

- PhD, University of Missouri, 2015
- MA, Florida Atlantic University, 2009
- MS, Florida Atlantic University, 2008

Fernando Gomez, MD, FACP
 Professor of Pathology

- MD, Wayne State University, 1987

Neysa Grider-Potter, PhD, MA
 Post-Doctoral Fellow

- PhD, Arizona State University
- MA, Arizona State University

K. Dean Gubler, DO
 Professor of Military Medicine

Ricarda Hallstrand, PhD
 Professor of Microbiology

- PhD, University of California Los Angeles

Melissa Henderson, PhD
 Vice Chair, Department of Biomedical Sciences
 Associate Professor of Biomedical Sciences

- PhD, East Carolina University, 2009

Andrea Ho, MD
 Assistant Professor of Pathology

- MD, St. Louis University School of Medicine

Alexis Horst, MA
 Instructor of Medical Humanities
 Writing Center Coordinator

- MA, University of Colorado Denver, 2013

Teodor Huzij, DO
 Assistant Professor of OPP

- DO, Kirksville College of Osteopathic Medicine, 2000

Clyde Jensen, PhD
 Professor of Pharmacology

- PhD, University of North Dakota, 1974
- MS, University of North Dakota, 1973

Lise Johnson-Dyrh, PhD
 Associate Professor of PA Studies
 Director of Basic Science Curriculum (PA Program)

- PhD, University of Arizona, 2010

Michael Jorgensen, PhD
 Associate Professor of Structural Medicine
 Director of Gross Anatomy
 Director of Predoctoral Anatomy Fellowship Program

- PhD, Ohio University, 2013
- MS, John Carroll University, 2006

Dennis Kinder, MD
 Associate Professor of Internal Medicine
 Medical Director for Rocky Vista Health Center

- MD, University of Washington, 1991
- BPharm, Washington State University, 1986

Christopher LaFontano, DO
 Assistant Professor of OPP

- DO, University of New England College of Osteopathic Medicine, 1996

Whitney Lambarri, MS, PA-C
 Assistant Professor of PA Studies

- MS, Baylor College of Medicine, 2009

Anthony J. LaPorta, MD, FACS
 Professor of Clinical Surgery
 Director of Military Medicine Program

- MS, Immunology, Marquette University, 1976
- MD, Medical College of Wisconsin, 1973

Rachel M.A. Linger, PhD
 Associate Professor of Pharmacology

- PhD, University of Colorado Anschutz Medical Campus, 2005

Matthew Linton, PhD
 Director of Preclinical Education (RVUCOM-SU)
 Professor of Physiology

- PhD, University of California Los Angeles, 1999

Nena Mason, PhD
 Associate Professor of Anatomy, Physiology, and Ultrasound
 Director of Gross Anatomy (RVUCOM-SU)
 Co-Director of Anatomy Fellowship (RVUCOM-SU)

- PhD, Brigham Young University, 2015

Nicole M. Michels, PhD
 Chair, Department of Medical Humanities
 Associate Professor of Physiology

- PhD, University of Nebraska Medical Center, 2006

Stephen J. Miller, DO, MPH, FACP
 Associate Dean of Clinical Education
 Associate Professor of Family Medicine and OPP

Elizabeth Moffett, PhD
 Assistant Professor of Structural Medicine
 Co-Director of History of Medicine Elective

- PhD, University of Missouri, 2017

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 Director of Preclinical Education (RVUCOM-CO)
 Professor of Physiology

- PhD, Ohio University, 2009

Sarah Neguse, MPAS, PA-C
 Assistant Professor of Physician Assistant Studies

- MPAS, University of Colorado, 2011

Andrew Nigh, MD, FACS
 Assistant Professor of Specialty Medicine
 Co-Director of Rural and Wilderness Medicine Track

- MD, Indiana University, 1980

Dmitriy Pales, DO
 Assistant Professor of Internal Medicine

Anthony Pappas, PhD
 Assistant Professor of Gross Anatomy

- PhD, University of Vermont

David J. Park, DO, FAAFP, FACP
 Vice President and Dean of MCOM

- DO, New York College of Osteopathic Medicine, 1998

Mark Payton, PhD, MS
 Chair of Biomedical Sciences Department
 Professor of Biomedical Sciences

- PhD, Oklahoma State University
- MS, Oklahoma State University

Seth Peacock, MD
 Assistant Professor of Office of Simulation in Medicine and Surgery

- MD, University of Colorado Health Sciences Center, 2006

Jill Pitcher, DO, FACP
 Professor of Family Medicine

- DO, Western University of Health Sciences, 1988

Jacqueline Powell, PhD
Associate Professor of Physiology
• PhD, Morehouse School of Medicine, 2004
Jan Pryor, DO, MPH, C-NMM/OMM
Vice Chair, Department of OPP
Professor of OPP
Co-Director of Global Medicine Track
• MPH, University of Hawaii at Manoa, 1993
• DO, College of Osteopathic Medicine of the Pacific, 1983
Kristin Putnam, DO
Associate Professor of OPP
Co-Director of OPP Fellowship
• DO, University of New England College of Osteopathic Medicine, 2015
Kenneth Ramey, DO, FACOFP
Associate Professor of OPP
Program Director of ONMM3 Residency and Osteopathic Focused Track
Director of OMM Clerkship
• DO, Midwestern University, Chicago College of Osteopathic Medicine, 1994
Joel Roberts, MD
Assistant Program Director of MSBS Program
Assistant Professor of Physiology
• MD, University of Colorado, 2015
• BS, Azusa Pacific University, 2009
Vickie Roettger, PhD, MS
Associate Professor of Physiology
Co-Director of Global Medicine Track (CO)
• PhD, Wright State University, 1991
• MS, University of Iowa, 1985
David Ross, DO, FACEP
Associate Professor of Emergency Medicine
Director of Rural and Wilderness Medicine Track
Course Director of Military Medicine
• DO, Western University of the Health Sciences, 1982
Cathy Ruff, MS, PA-C
Program Director of Physician Assistant Studies
Associate Professor of Physician Assistant Studies
• PA-C, University of Colorado Health Sciences Center, 1996
• MS, University of Denver, 1989
Rebecca Ryznar, PhD, MA
Associate Professor of Molecular Biology
Director of Physician-Scientist Track
• PhD, Wesleyan University, 2014
• MA, Central Connecticut State University, 2007
Brian D. Schwartz, PhD, MLIS
Director of Library Services
Associate Professor of Medical Humanities
• PhD, Emporia State University, 2017
• MLIS, University of Denver, 2004
James Small, MD, PhD, FCAP
Associate Professor of Pathology
Clinical Career Advisor
• MD, Duke University, 1983
• PhD, Duke University, 1983
Darcy Solanyk, MS, PA-C
Associate Program Director for PA Program
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• PA-C, University of Colorado Health Sciences Center, 2007
• MS, Colorado State University, 1999
Joseph M. Stasio, DO, FACOFP
Chair of Department of Primary Care
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Medical Director of PA Program
• DO, Southeastern University of Health Sciences College of Osteopathic Medicine, 1991
Regan Stiegmann, DO
Co-Director of Digital Health Track
• DO, Rocky Vista University College of Osteopathic Medicine, 2014
Brandon Thomas, FNP-C
Instructor of Primary Care
• FNP-C, Maryville University, 2016
Bradley Thornock, PhD, MPH
Associate Professor of Medical Humanities
• PhD, St. Louis University, 2015
• MPH, University of Michigan, 2009
Francina Towne, PhD
Director of MSBS Program
Associate Professor of Immunology
• PhD, University of Colorado Denver, 2011
Ann Trawick, DO
Assistant Professor of Family Medicine
• DO, College of Osteopathic Medicine of the Pacific Pomona, 1994
Amanda Troy, PhD, MS
Associate Professor of Gross Anatomy
• PhD, Penn State University
• MS, University of North Carolina-Greensboro
Peter Tsivis, MD, MBA
Associate Professor of Pathology
• MD, State University of New York, 1979
• MBA, University of Massachusetts, 2007
Lon Van Winkle, PhD
Professor of Medical Humanities
• PhD, Wayne State University, 1975
Jacquelyn Waller, PharmD
Associate Professor of Pharmacology
Director of Faculty Development
• PharmD, University of Montana, 2013
Peggy Walsh, MS, PA-C
Director of Clinical Education, PA Program
Assistant Professor of PA Studies
• MS, Baylor College of Medicine, 2010
• MS, Colorado State University, 2008
Mark Wardle, DO
Assistant Professor of Primary Care
Co-Director of Global Medicine Track
Director of Medical Spanish Elective
• DO, Touro University College of Osteopathic Medicine, 2005
Benjamin Wilde, DO
Vice Chair, Department of Primary Care Medicine
Associate Professor of Primary Care
Assistant Professor of Osteopathic Principles and Practice
• DO, Midwestern University Arizona College of Osteopathic Medicine, 2008

Dale Woodbury, PhD, MS
Associate Professor of Structural Medicine
• PhD, Rutgers University, 1994
• MS, University of Connecticut, 1981
Cole Zanetti, DO, MPH
Co-Director of Digital Health Track
• DO, University of North Texas Health Science Center
Texas College of Osteopathic Medicine, 2011
• MPH, Geisel School of Medicine at Dartmouth, 2016
Isain Zapata, PhD
Assistant Professor of Research and Statistics
• PhD, Ohio State University
• MS, University of Chihuahua
Qing Zhong, MD, PhD
Associate Professor of Structural Medicine
• MD, Guang Dong Medical College, 1992
• PhD, Wayne State University, 2008

Degree Programs

Doctor of Osteopathic Medicine (DO) Course of Study

The design of the applications-based systems curriculum is based on integrated academic models for the first two years of the curriculum. Each system is studied twice, first with an emphasis on normal form and function in Year 1, followed by an emphasis on the pathophysiology and clinical approach to each system in Year 2. As well, the curriculum highlights interdisciplinary collaboration and guides students to develop an osteopathic approach to medicine. Basic scientific information and methodology is regularly correlated with fundamental clinical application. Students have the potential to participate in the clinical setting during their first year. This clinical exposure expands in the second year, and the students have increased opportunity to interact with standardized patients on campus, as well as be involved, under physician supervision, with real patients in the office and hospital setting.

The COM has a dedicated faculty; established affiliations with medical centers, hospitals, and healthcare systems; a structured and supported rural medicine program; and a mission to educate the finest osteopathic physicians possible. Students are placed at one of the college's regional centers to ensure continuity and coordination of clinical education within the COM's vast and growing clinical training network. Our innovative curriculum is designed to fulfill the COM's mission of training students who are competent and ready to enter graduate medical education and training with an emphasis on becoming primary care physicians.

Physicians do not work alone, but rather as part of a healthcare team, and RVUCOM promotes interdisciplinary cooperation and interprofessional educational opportunities in the classroom and in all of its clinical settings. RVUCOM is dedicated to the incorporation of milestones, competencies, and Entrustable Professional Activities (EPAs) into its curricular framework as outlined by the American Association of Colleges of Osteopathic Medicine (AACOM) and the Association of American Medical Colleges (AAMC).

Program Learning Outcomes (PLOs)

Based on the American Osteopathic Association (AOA) seven core competencies for osteopathic medical students, the College of Osteopathic Medicine (COM) faculty, staff, and leadership have established the following program learning outcomes for the Doctor of Osteopathic Medicine program:

Graduates of the Doctor of Osteopathic Medicine Program will:

1. **Apply** osteopathic principles and practices to patient care. (Osteopathic Philosophy/Osteopathic Manipulative Medicine)
2. **Apply** knowledge of biomedical sciences to clinical medicine. (Medical Knowledge)
3. **Perform** comprehensive patient care utilizing best practices of osteopathic medicine. (Patient Care)
4. **Utilize** effective communication skills to support positive patient-centered and inter-professional relationships. (Interpersonal & Communication Skills)
5. **Uphold** principles of the RVU Osteopathic Oath. (Professionalism)
6. **Evaluate** patient-care practices through critical thinking using evidence-based medical principles. (Practice-Based Learning & Improvement)
7. **Analyze** health systems science to deliver individualized patient care. (Systems-Based Practice)

OMS I - Semester One - Fall

Item #	Title	Credits
IPE 1901	Introduction to Interprofessional Education Seminar I	1
OM 1003	Cardiovascular System I	3
OM 1004	Respiratory System I	2
OM 1012	Molecular and Cellular Mechanisms	4
OM 1013	Musculoskeletal System I	7
OM 1015	Osteopathic Principles and Practice I	3
OM 1019	Principles of Clinical Medicine I	3
OM 1021	Renal System I	2
OM 1023	Hematology and Immunology I	3
OM 1070	Introduction to Evidence-Based Medicine	1

OMS I - Semester Two - Spring

Item #	Title	Credits
IPE 1902	Introduction to Interprofessional Education Seminar II	1
OM 1006	Endocrine/Reproductive System I	4
OM 1007	Gastrointestinal System I	3
OM 1014	Neuroscience System I	8
OM 1016	Osteopathic Principles and Practice II	2
OM 1020	Principles of Clinical Medicine II	3
OM 1040	Medical Ethics	1
OM 1080	Transition to Clinical Medicine	4
OM 1090	Microbes and Infectious Diseases	3

OMS II - Semester One - Fall

Item #	Title	Credits
OM 2003	Hematologic/Lymphatic System II	3
OM 2005	Cardiovascular System II	5
OM 2006	Respiratory System II	4
OM 2009	Gastrointestinal System II	4
OM 2013	Renal System II	5
OM 2016	Osteopathic Principles and Practice III	3
OM 2018	Principles of Clinical Medicine III	4

OMS II - Semester Two - Spring

Item #	Title	Credits
OM 2001	Musculoskeletal System II	3
OM 2002	Neuroscience System II	5
OM 2008	Endocrine System II	3
OM 2014	Reproductive System II	3
OM 2017	Osteopathic Principles and Practice IV	2
OM 2019	Principles of Clinical Medicine IV	3
OM 2020	Psychiatry System	2
OM 2040	Advanced Medical Ethics	1
OM 2070	Pre-Clinical Capstone	2

OMS III and IV Clinical Requirements

Item #	Title	Credits
MED 3001	Fundamentals of Clinical Medicine	2
OST 3010/3011	OPP Clinical Integration	1
OST 4010/4011	Advanced OPP Clinical Integration	1

Required Core Externships

Item #	Title	Credits
FAM 3001/3002	Family Medicine Core	8
INT 3001/3002	Internal Medicine Core	8
PED 3001	Pediatrics Core	4
BHM 3001	Behavioral Medicine Core	4
SRG 3000	Fundamentals of Surgery	1
SRG 3001/3002	Surgery Core	7
WMN 3001	Women's Health Core	4
	4000+ Choice of Elective	8

Required Elective Externships

Item #	Title	Credits
	4000+ Choice of Elective	38
	Minimum 2 Required Audition Externships (Sub-I)	38
	Total Credits	234

Master of Physician Assistant Studies (MPAS)

The PA Program is a 27-month curriculum developed and implemented under the authority of the Provost following approval by the PA Program Curriculum Committee and the RVU Institutional Curriculum Committee. The PA Program website contains details of the curriculum.

Year I - Semester I (Fall)

Item #	Title	Credits
PAS 5001	Interprofessional Education Seminar I	1
PAS 5011	Normal Human Development	2
PAS 5113	Molecular and Cellular Concepts I	4
PAS 5115	Anatomy I	4
PAS 5131	Professional Seminar I	3
PAS 5133	Illness and Disease I	4
PAS 5135	Evidence-Based Practice I	2
PAS 5137	Clinical Medicine: Skills and Assessment 1	4
PAS 5139	Reasoning and Application I	3

Year I - Semester II (Spring)

Item #	Title	Credits
PAS 5002	Interprofessional Education Seminar II	1
PAS 5011	Normal Human Development	2
PAS 5114	Molecular and Cellular Concepts II	5
PAS 5116	Anatomy II	4
PAS 5132	Professional Seminar II	3
PAS 5134	Illness and Disease II	6
PAS 5136	Evidence-Based Practice II	2
PAS 5138	Clinical Medicine: Skills and Assessment II	5
PAS 5140	Reasoning and Application II	3

Year I - Semester III (Summer)

Item #	Title	Credits
PAS 5150	Introduction to Supervised Clinical Practice Experiences	1
PAS 5251	Clinical Seminar I	1
PAS 5261	Supervised Clinical Practice I	10

Year II - Semester I (Fall)

Item #	Title	Credits
PAS 5252	Clinical Seminar II	1
PAS 5262	Supervised Clinical Practice II	14

Year II - Semester II (Spring)

Item #	Title	Credits
PAS 5253	Clinical Seminar III	1
PAS 5263	Supervised Clinical Practice III	14

Year II - Semester III (Summer)

Item #	Title	Credits
PAS 5254	Clinical Seminar IV	1
PAS 5264	Supervised Clinical Practice IV	10
PAS 5271	Research Proposal	1

Year III - Semester I (Fall)

Item #	Title	Credits
PAS 5272	Capstone	12
PAS 5132	Professional Seminar II	3
Total Credits		122

Master of Science in Biomedical Sciences (MSBS)

The MSBS program's innovative curriculum is designed to graduate competent students who have been prepared for success in a graduate, professional training program in a health sciences field. The curriculum emphasizes interdisciplinary collaboration and correlates foundational science information with clinical application. The MSBS program defines one credit hour for every 15 contact hours.

Semester I - Fall

Item #	Title	Credits
BMS 5011	Evidence-Based Medicine	2
BMS 5008	Medical Humanities	1
BMS 5021	Molecular Basis of Medicine I	2
BMS 5041	Physiology I	4
BMS 5051	Human Anatomy I	2
BMS 5060	Microbiology and Infectious Diseases	3

Semester II - Spring

Item #	Title	Credits
BMS 5002	Biomedical Pharmacology	3
BMS 5010	Journal Club	2
BMS 5022	Molecular Basis of Medicine II	2
BMS 5042	Physiology II	4
BMS 5052	Human Anatomy II	2
BMS 5070	Immunology	3
Total Credits		30

Courses

Academic Medicine and Leadership

AML 4001 : Clinical Academic Elective

This course provides students with an opportunity to study healthcare and medicine in relation to academia.

Variable Credits

Prerequisites

Acceptance and enrollment in the Academic Medicine and Leadership Track and Department of Clinical Education approval required.

AML 5010 : Academic Medicine and Leadership I

The Academic Medicine and Leadership Track is a selective enrichment course that will provide students with specialized training in various areas of academics and leadership development. With the expansion of medical schools and residency programs, there is a growing demand for well-trained academicians and faculty. Students in this specialty track will learn about various, multi-faceted topics in academics, medical education, organized medicine, health policy, and leadership development. The student will be trained in skills to be an effective public speaker, educator, and physician leader. The track will be a continuum of two consecutive semester courses starting in the spring semester of the first year and ending in the fall semester of the second year. The educational objectives and contents of this track will be in addition to the required core curriculum.

Credits

2

Prerequisites

Acceptance into the Academic Medicine and Leadership Track.

AML 5020 : Academic Medicine and Leadership II

A continuation of **AML 5010**, this course will continue to build on the understanding that with the expansion of medical schools and residency programs in the United States, there is a growing demand for well-trained academicians and faculty. Students in this enrichment track will learn about the various, multi-faceted topics in academics, medical education, organized medicine, health policy, and leadership development. Skills necessary to become an effective public speaker, educator, and physician leader will be addressed.

Credits

2

Prerequisite Courses

AML 5010: Academic Medicine and Leadership I

Anatomy

ANT 4001 : Anatomy Elective

Students will have the opportunity to develop and refine skills related to human anatomy.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

ANT 4901 : RVU Predoctoral Anatomy Fellowship

The RVU Predoctoral Anatomy Fellowship program is designed to provide a continuum of the study of anatomy to the next level, as well as provide the student with tools that can be utilized to either teach or conduct anatomical research appropriate to the context of their final field of endeavor.

Variable Credits

Anesthesiology

ANE 4001 : Anesthesiology Elective

Anesthesiology is the practice of medicine dedicated to the relief of pain and total care of the surgical patient before, during, and after surgery.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

Behavioral Medicine

BHM 3001 : Behavioral Medicine Core

The Behavioral Medicine Externship will provide clinical exposure to various aspects of mental health issues.

Students will gain knowledge, experience, and competency in the diagnosis, classification, and treatment planning of psychiatric patients in the clinical setting. Students will also become competent in interviewing, diagnostic testing, and identifying and managing psychiatric emergencies.

Credits

4

Prerequisites

(Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

Biomedical Sciences

BMS 5002 : Biomedical Pharmacology

Biomedical pharmacology presents an overview of the basic concepts and principles of pharmacology complemented by selected topics in pharmacotherapeutics. Students explore mechanisms of drug action, pharmacokinetics, pharmacodynamics, pharmacogenomics, and toxicology. Additional classroom sessions highlight the basic and clinical pharmacology of agents that exert effects on a variety of physiologic systems. Students will be required to complete an innovative new drug capstone project demonstrating their ability to provide peer-feedback, work on a team, appropriately review and synthesize recent medical literature, and conduct an oral presentation. Successful completion of the course will prepare students for doctoral level study of pharmacology.

Credits

3

BMS 5008 : Medical Humanities

The Medical Humanities course examines the relationships between the humanities and biomedical sciences. Topics vary by year and include, but are not limited to, communication, implicit bias mitigation, human subject research history and ethics, professional identity formation, illness narratives. This course is grounded in a variety of literary and textual sources and involves small and large group discussions, collaboration, written analyses, service-learning, and critical reflection, all of which are intended to foster self-examination and compassionate behavior.

Credits

1

BMS 5010 : Journal Club

The course aims to provide MSBS students the opportunity to evaluate and investigate evidence through critically reading, interpreting, and presenting primary literature for peers, RVUCOM students, and faculty. This course helps students stay abreast of current knowledge in the field, develop presentation skills, and create solutions to real-world issues through applying knowledge from the biomedical sciences. Topics will include advances across biomedical research and inter-professional teamwork. Emphasis is placed on developing presentation and teaching skills and in communicating scientific studies in seminar. The format of the course includes: 1) an introduction to and guided research of issues from national health initiatives (NIH, CDC, HHS and/or HRSA); 2) critical appraisal and formal presentation of biomedical research.

Credits

2

BMS 5011 : Evidence-Based Medicine

The role of Evidence-Based Medicine (EBM) is to foster students' information literacy and develop understanding of the process of evidence-based medicine in order to leverage, create, use, and connect information to scenarios. The course is organized around the five elements of evidence-based medicine: ASK, ACQUIRE, APPRAISE, APPLY, ASSESS. Each of those components will be explored in depth to increase the awareness, understanding, and skills of the students. Students will learn to identify and understand various research methodologies, research designs, and bio-statistical concepts as elements of developing their understanding of medical and scientific information.

Credits

2

BMS 5021 : Molecular Basis of Medicine I

This course is a two-semester course that incorporates a case-based approach to investigative fundamental biomedical concepts. The objective of the course is to promote student learning of the biochemical, molecular, and cellular mechanisms underlying normal physiology and metabolism, thus providing a foundation for understanding disease processes. The course provides a foundation in cellular and molecular biology, including cell structure, cellular macromolecules, DNA and RNA structure and function, protein synthesis, and regulation of gene expression, energetics, metabolism, regulation, organization and function of cellular organelles, flow of genetic information, and the regulation of selected cell activities.

Credits

2

BMS 5022 : Molecular Basis of Medicine II

A continuation of **BMS 5021**, Molecular Basis of Medicine II, incorporates a case-based approach to investigative fundamental biomedical concepts. The objective of the course is to promote student learning of the biochemical, molecular, and cellular mechanisms underlying normal physiology and metabolism, thus providing a foundation for understanding disease processes. The course provides a foundation in cellular and molecular biology, including cell structure, cellular macromolecules, DNA and RNA structure and function, protein synthesis, and regulation of gene expression, energetics, metabolism, regulation, organization and function of cellular organelles, flow of genetic information, and the regulation of selected cell activities.

Credits

2

BMS 5041 : Physiology I

This course is the first of two one-semester courses which together provide a complete systems-based curriculum to enable the student an opportunity to build a cognitive framework and knowledge base necessary to understand and medically apply normal human physiology to pathophysiology. Systems covered in the first semester include cellular physiology, homeostatic mechanisms, basic neurophysiology, the cardiovascular system, the respiratory system, and the renal system. Basic clinical skills, clinical reasoning, physical exam skills are also integrated throughout. This curriculum combines lecture with clinical correlations, case studies, independent study, projects, and simulation activities. Prerequisite: none

Credits

4

BMS 5042 : Physiology II

A continuation of **BMS 5041** Physiology I, this course provides a systems-based curriculum that provides the student an opportunity to build a cognitive framework and knowledge base necessary to understand and apply normal human physiology to medical physiology and pathophysiology. Systems covered in the first semester include cellular physiology, homeostatic mechanisms, basic neurophysiology, the cardiovascular system, the respiratory system, and the renal system. Systems covered in the second semester include gastrointestinal, endocrine, and reproductive; neurophysiology, introduction to biomedical ethics, and multisystem physiology and pathophysiology processes are also covered. Basic clinical skills, clinical reasoning, physical exam skills are also integrated throughout. This curriculum combines lecture with clinical correlations, case studies, independent study, projects, and simulation activities.

Credits

4

Prerequisite Courses**BMS 5041: Physiology I****BMS 5051 : Human Anatomy I**

This is the first of a two-semester course encompassing all aspects of human functional anatomy and clinical gross anatomy. This course will cover embryonic development and focus on the gross anatomy of all systems in the human body. In addition, imaging techniques such as x-ray radiography, CT scans, and MRI emphasizing structural relationships will introduce students to a clinical perspective of the structure of the human body. Course objectives include the acquisition of anatomical structural knowledge, the development of oral presentation and written communication skills, as well as the development of critical assessment of biomedical literature. Students will experience hands on learning with cadavers dissection. Learning is facilitated through lecture, team problem based learning, and clinical case presentations.

Credits

2

BMS 5052 : Human Anatomy II

This is the second of a two-semester course encompassing all aspects of human functional anatomy and clinical gross anatomy. This course will cover embryonic development and focus on the gross anatomy of all systems in the human body. In addition, imaging techniques such as x-ray radiography, CT scans, and MRI emphasizing structural relationships will introduce students to a clinical perspective of the structure of the human body. Course objectives include the acquisition of anatomical structural knowledge, the development of oral presentation and written communication skills, as well as the development of critical assessment of biomedical literature. Students will experience hands on learning with cadavers dissection. Learning is facilitated through lecture, team problem based learning, and clinical case presentations.

Credits

2

Prerequisite Courses**BMS 5051: Human Anatomy I****BMS 5060 : Microbiology and Infectious Diseases**

This course introduces graduate students to fundamental principles of microbiology including microbial structure/diversity, microbial metabolism and pathogenicity, and classes and actions of antimicrobial drugs. This overview includes discussions of the interaction between pathogen and host during the infectious process and adaptations by the pathogens to overcome or evade the immune system and cause human disease. Representative microorganisms belonging to each class of pathogen (bacterial, viral, fungal, and parasitic) are discussed. Other topics will include emerging diseases, public health epidemiology, vaccines, antimicrobial resistance, and eradication of disease. A combination of methods will be used to deliver material including, but not limited to, didactic lectures, small group work, and case studies/applications.

Credits

3

BMS 5070 : Immunology

This course is designed to introduce students to the foundational knowledge necessary to understand the normal and abnormal functions of the immune system. Immunological principles involving innate and adaptive immunity, host responses to pathogens, blood groups, immunopathology, immunodeficiencies, autoimmunity, vaccines, transplantation, classes and actions of immunologically active drugs, and targeted immunotherapies will be discussed. Didactic lectures, small group discussions, clinical case studies, designated reading assignments, and application sessions will be utilized in this course. In addition, there will be an interdisciplinary component to this course as students will also write critical reflections regarding team service-learning projects.

Credits

3

Critical Care

CRT 4001 : Critical Care/ICU Elective

Intensive care medicine or critical care medicine is a branch of medicine concerned with the diagnosis and management of life-threatening conditions that may require sophisticated organ support and invasive monitoring. Intensive care is usually only offered to those whose condition is potentially reversible and who have a good chance of surviving with intensive care support.

Variable Credits

Prerequisites

Successful completion of all pre-clinical course-work and passing score on COMLEX Level 1.

CRT 4100 : Critical Care Medicine Pediatric Elective

Pediatric Critical Care focuses on children from birth through the teen years who are critically ill and require careful monitoring in a pediatric intensive care unit (PICU). Treatment is generally provided for, but not restricted to children with unstable, life-threatening conditions; children on respirators; children with severe heart and lung disease; and children with brain trauma.

Variable Credits

Prerequisites

Successful completion of all pre-clinical coursework and passing score on COMLEX Level 1.

Dermatology

DRM 4001 : Dermatology Elective

Dermatology is the branch of medicine dealing with the skin, nails, hair, and its diseases. It is a specialty with both medical and surgical aspects.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

DRM 4100 : Dermatopathology Elective

Dermatopathology is a joint subspecialty of dermatology and pathology and to a lesser extent of surgical pathology that focuses on the study of cutaneous diseases at a microscopic and molecular level.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

Emergency Medicine

EMR 4001 : Emergency Medicine Elective

Emergency medicine, also known as accident and emergency medicine, is the medical specialty concerned with caring for undifferentiated, unscheduled patients with illnesses or injuries requiring immediate medical attention.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

Family Medicine

FAM 3001/3002 : Family Medicine Core

The Family Medicine Externship will provide didactic, simulation, and clinical exposure to various aspects of general family medicine. Students will begin the course with a one-week virtual and one-week on-campus intensive, which emphasizes acquiring and demonstrating competency in women's health, neonatology, and pediatrics skill sets development. Students will be given the opportunity to receive formative and constructive feedback, using simulation to increase competency in these key clinical skills, under the guidance of practicing clinicians. Students will then gain knowledge and experience and demonstrate competence in the diagnosis and management of various acute and chronic medical conditions in the inpatient and/or outpatient clinical setting through clinical experience. Students will become competent in a broad spectrum of primary care preventive, diagnostic, and therapeutic challenges within patients of various ages, genders, and cultures.

Credits

8

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

FAM 4001 : Family Medicine Elective

family medicine is a medical specialty devoted to comprehensive healthcare for people of all ages. The aim of family medicine is to provide personal, comprehensive, and continuing care for the individual in the context of the family and the community.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

FAM 4200 : Occupational Medicine

Occupational medicine (formerly industrial medicine) is the branch of medicine concerned with the maintenance of health in the workplace, including prevention and treatment of diseases and injuries, with secondary objectives of maintaining and increasing productivity and social adjustment in the workplace.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

FAM 4210 : Sports Medicine Elective

Sports medicine, also known as sport and exercise medicine, is a branch of medicine that deals with physical fitness and the treatment and prevention of injuries related to sports and exercise.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

Global Health

GLB 4001 : Global Health Medicine Elective

Global Health Medicine provides opportunities for medical students to better understand the depth, breadth, and interdisciplinary nature of global health challenges.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

GLB 4100 : Global Health Emergency Medicine Elective

Internationally-focused emergency medicine clerkship focusing on the care of undifferentiated, unscheduled patients with illnesses or injuries requiring immediate medical attention.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

GLB 4110 : Global Health Family Medicine Elective

International clerkship focused on providing healthcare to vulnerable populations worldwide. Careful attention may be given to the use of resources, knowledge, and experience of diverse societies to address health challenges as well as combining population-based health promotion and disease prevention with individual-led care.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

GLB 4120 : Global Health Internal Medicine Elective

Students can supplement their domestic clerkship experiences by traveling abroad. Opportunities to strengthen diagnostic skills, shift dependency on diagnostic tests, build a further sense of global health needs, provide a service to a community in need, and address the challenges of healthcare within an ethnically and culturally diverse area may occur when focusing on global health.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

GLB 4130 : Global Health OBGYN Elective

Global Health OBGYN clerkship will focus on engaging healthcare providers interested in the care of women in under-served communities internationally.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

GLB 4140 : Global Health Pediatric Elective

International clerkship focused on healthcare for children from birth through adolescence. Students may experience how diverse socio-cultural determinants affect healthcare and diseases in children that are uncommon in resource-rich areas.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

GLB 4150 : Global Health Psychiatry Elective

Clerkship experience aiming to increase awareness of global mental health issues and social disparities.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

GLB 4160 : Global Health Surgery Elective

Surgery has not always been considered a global health priority, but the global health community has recently recognized that surgical conditions form a significant burden of disease and have cost-effective interventions. Students may experience/discuss first-hand the global burden of surgical disease, surgery in resource-poor settings, surgical workforce and task shifting, as well as the ethics of surgical care in resource-poor settings.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

GLB 4200 : Global Health OMM Elective

Internationally-focused clerkship involving the using of hands to diagnose, treat, and prevent illness or injury.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

GLB 5031 : Global Medicine I

According to the American Academy of Family Practice, Global Medicine is the new Family Medicine. The American population has been and continues to be a mixture of peoples from all over the world. Whether students work here or overseas, they must have a better understanding of how their patient's health is affected by not only where they live, but also factors such as socioeconomic status, type of government and healthcare system available to them, and culture. The major goals of this course are to provide an intensive survey, exposure, and clinical education surrounding these multiple aspects of global medicine over three semesters and 90+ hours of classroom activity. It is hoped that these students who have applied, been accepted, and succeed in this program continue to serve in this capacity. This is just one component of the Global Medicine Track, which is designed to span 3.5 years of formal osteopathic education and will include required international medical education experiences abroad and mixed cultural/public health experiences here in the United States.

Credits

2

Prerequisites

Acceptance into the Global Medicine Track.

GLB 5032 : Global Medicine II

This course is a continuation of

GLB 503

0 and will focus on furthering students understanding of the global burden of disease in both developing and already developed countries. Students will learn about various global diseases and what program criteria are required in the successful elimination and/or eradication of diseases, through interactive group discussions and faculty/guest presentations. Medical diseases to be covered during this course will focus on pertinent communicable and non-communicable diseases such as Malaria, TB, HIV, parasitic and helminthis and arthropod diseases common in the developing world.

Credits

2

Prerequisites

Successful completion of GLB 5031.

GLB 5033 : Global Medicine III

The focus of this course is to further strengthen students understanding of the global burden of disease in both developing and already developed countries through the use of a variety of didactic presentations and clinical experiences. During this course, guests will present specific diseases and their specific clinical experience in the global arena, and areas will be covered to ensure a well-rounded and comprehensive exposure of global health. Emphasis will be on those topics not already covered in the normal curriculum and all will be presented from a global health perspective.

Credits

2

Prerequisites

Successful completion of GLB 5032.

GLB 5050 : Global Medical Outreach

This is an RVUCOM medical outreach elective opportunity open to all first and second medical students. The goal of this course is to provide medical students a cross-cultural medical education experience through study and work outside of the United States in order to understand its challenges and apply the knowledge learned to their practice of medicine. Students will be provided the opportunity to provide diagnostic and patient care services, participate in preventive and public health events, and work in areas such as minor surgery, pharmacy, triage, and clinical laboratory settings.

Credits

2

Prerequisites

Students must be currently in good academic standing. Course may be repeated up to 2 times (4 credits maximum).

Humanities

HUM 5001 : Graphic Novels and Medicine

Open to all RVU programs: This course is designed to stimulate robust discussion and examination of human emotion surrounding illness and how non-clinical forces impact the medical system experience. Students are encouraged to participate in discussion and reflection on their own experiences as well as those of their peers using graphic novels as the springboard. This course has four different sections, so it is fresh every time it is offered.

Credits

1

HUM 5011 : History of Medicine

Open to all RVU programs, this course seeks to examine the role of doctors, patients, diseases and society's reaction to them over time and asks how medicine, disease and health have been motors for change. Each session encourages its participants to understand how contemporary medicine differs from, but is indelibly marked by its past. It is only available in Colorado at this time.

Credits

1

HUM 5013 : Medical Spanish III (UT Only)

Open to all programs: The knowledge and effective use of medical Spanish is paramount for any new physician. This course takes a student's remedial Spanish and turns it into a useful tool for bilingual clinical experiences.

Credits

1

Prerequisites

MED 5011 or basic knowledge of Spanish; course director approval.

HUM 5021 : Medicine in Film

Open to all RVU programs, this course will use film as a medium for discussion of ethical, humanitarian, and professional topics relevant to healthcare professionals. It is only available in Colorado at this time.

Credits

1

Integrative Medicine Training

IMT-1001 : Acupuncture and Oriental Medicine I

This course engages students with the fundamental principles of acupuncture and oriental medicine. Students learn about the research-based mechanisms of action, as well as the Chinese medical perspectives of how and why acupuncture affects change in the body. Students receive a brief overview of the history and foundations of ancient Chinese medicine and the theoretical principles surrounding 8-Principle, 5-Element, Traditional Chinese Medicine, and other popular treatment approaches. Students learn about the acupuncture meridians (aka channels), acupuncture points, and pulse and tongue diagnosis. Students get a brief practical experience using acupuncture needles and will observe acupuncture treatments in class and in the clinical setting. Treatment demonstrations include but are not limited to needling, explanation of needling techniques, and the use of moxibustion, cupping, guasha, and tuina when appropriate. Students learn how to interact with acupuncturists, professionally, and within the context of interprofessional education and internal medicine. Students also learn about the laws governing the practice of acupuncture in the United States. This course is not comprehensive of the full body of knowledge students must undergo in order to become or identify as a "licensed acupuncturist (L.Ac.)" or use needles in a clinical setting. This course must enroll a minimum of 10 and is limited to the first 14 students to register. It is only offered in Utah at this time.

Credits

1

Internal Medicine

INT 3001/3002 : Internal Medicine Core

The Internal Medicine Externship will provide clinical exposure to breadth and diversity of disease. Students will gain knowledge, experience, and competence in the diagnosis and management of various acute and chronic medical conditions in the outpatient and inpatient settings. Students will also become competent in their history and physical diagnosis skills, develop the ability to prioritize patient problems and generate a differential diagnosis, and implement patient management strategies and observe their effects.

Credits

8

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4001 : Internal Medicine Elective

Internal medicine is the medical specialty dealing with the prevention, diagnosis, and treatment of adult diseases.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4200 : Nephrology Elective

Nephrology is a specialty of medicine and pediatrics that concerns itself with the kidneys: the study of normal kidney function and kidney problems, the preservation of kidney health, and the treatment of kidney problems, from diet and medication to renal replacement therapy (dialysis and kidney transplantation). Systemic conditions that affect the kidneys (such as diabetes and autoimmune disease) and systemic problems that occur as a result of kidney problems (such as renal osteodystrophy and hypertension) are also studied in nephrology.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4210 : Infectious Disease Elective

The branch of medicine that focuses on infections is referred to as infectious disease. Infectious disease, also known as transmissible disease or communicable disease, is illness resulting from an infection. Infections are caused by infectious agents including viruses; viroids; prions; bacteria; nematodes such as parasitic roundworms and pinworms; arthropods such as ticks, mites, fleas, and lice; fungi such as ringworm; and other macroparasites such as tapeworms and other helminths.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4220 : Rheumatology Elective

Rheumatology is a branch of medicine devoted to the diagnosis and therapy of rheumatic diseases. Rheumatologists deal mainly with immune-mediated disorders of the musculoskeletal system, soft tissues, autoimmune diseases, vasculitides, and heritable connective tissue disorders. Many of these diseases are now known to be disorders of the immune system. Rheumatology is considered to be the study and practice of medical immunology.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4230 : Cardiology Elective

Cardiology is a branch of medicine dealing with disorders of the heart as well as parts of the circulatory system.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) course-work and passing score on COMLEX Level 1.

INT 4240 : Hematology

Hematology is the branch of medicine concerned with the study of the cause, prognosis, treatment, and prevention of diseases related to blood.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4250 : Hematology/Oncology Elective

The diagnosis, treatment, and prevention of blood diseases (hematology) and cancer (oncology) and research into them. Hematology-oncology includes such diseases as iron deficiency, anemia, hemophilia, sickle cell disease, the thalassemias, leukemias, and lymphomas, as well as cancers of other organs.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4260 : Oncology Elective

Oncology is a branch of medicine that deals with the prevention, diagnosis, and treatment of cancer.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4270 : Pulmonology Elective

Pulmonology is a medical specialty that deals with diseases involving the respiratory tract.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4280 : Endocrinology Elective

Endocrinology is a branch of biology and medicine dealing with the endocrine system, its diseases, and its specific secretions known as hormones.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4290 : Gastroenterology Elective

Gastroenterology is the branch of medicine focused on the digestive system and its disorders. Diseases affecting the gastrointestinal tract, which include the organs from mouth into anus, along the alimentary canal, are the focus of this specialty.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4300 : Geriatrics Elective

Geriatrics, or geriatric medicine, is a specialty that focuses on healthcare of elderly people. It aims to promote health by preventing and treating diseases and disabilities in older adults.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4310 : Allergy/Immunology Elective

Allergy and immunology involves the management of disorders related to the immune system. These conditions range from the very common to the very rare, spanning all ages and encompassing various organ systems.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

Interprofessional Education

IPE 1901 : Introduction to Interprofessional Education Seminar I

This two-semester course introduces the fundamental principles of interprofessional education including roles and responsibilities, contributions of individual team members, communication skills that ensure smooth transition of care to other team members, and the impact of teams on population health and quality of care. As part of the course design, learners from the Doctor of Osteopathic Medicine program will interact with students from other health profession programs within RVU and in collaboration with extramural programs, as available.

Credits

1

IPE 1902 : Introduction to Interprofessional Education Seminar II

This two-semester course introduces the fundamental principles of interprofessional education including roles and responsibilities, contributions of individual team members, communication skills that ensure smooth transition of care to other team members, and the impact of teams on population health and quality of care. As part of the course design, learners from the Doctor of Osteopathic Medicine program will interact with students from other health profession programs within RVU and in collaboration with extramural programs, as available.

Credits

1

IPE 5030 : Comparative Healthcare Professions and Practices

This investigational course will engage students and faculty from multiple higher education institutions representing diverse health science professions in asynchronous, online presentations and discussions of clinical case studies. Students will learn how to compare diverse healthcare professions on the basis of practice scope and professional philosophies. Students will also learn how diverse healthcare professions prevent, treat, and diagnose common health conditions. At the conclusion of this course, students will have an enhanced understanding of how diverse healthcare professionals can collaborate in the delivery of coordinated, integrated, and cost effective primary care. Additionally, at the conclusion of this course, the participating higher education institutions will be able to anticipate the institutional requirement for inter-institutional online learning. Participants may include osteopathic, allopathic, naturopathic, Eastern Medicine, pharmacy, physician assistant, nursing, and other healthcare professions representatives. Special permission required.

Credits

1

Long Term Care

LTC 5010 : Long Term Care I

Long Term Care I is an enrichment course that will provide students with specialized training and experience in longitudinal medical care. With the rapidly growing aging population and increasing needs for long term care resources, there is a growing demand for physicians to lead in quality management of longitudinal care services. Students in this track will learn various, multi-faceted topics in continuity of Post-Acute, Long Term, End of Life, Palliative, and Hospice Care; be assigned to a carefully selected resident in these areas; and will actively participate in the care of his or her assigned patient. Students will develop a relationship with their patient, serving as health advocates for wellness and in turn, help their patients achieve the healthiest, highest quality of life possible in their current stage of life. Ultimately, students will be familiar with and able to incorporate and demonstrate their knowledge and skills to care for the elderly through the interactions with their patient, as well as in a future Primary Care practice or other specialty involving Geriatric, Palliative, Nursing Home, or Hospice Care.

Credits

2

Prerequisites

Acceptance into the Long Term Care Track.

Notes

Utah Campus Only

LTC 5020 : Long Term Care II

A continuation of **LTC 5010**, Long Term Care II is an enrichment course that will provide students with specialized training and experience in longitudinal medical care. With the rapidly growing aging population and increasing needs for long term care resources, there is a growing demand for physicians to lead in quality management of longitudinal care services. Students in this track will learn various, multi-faceted topics in continuity of Post-Acute, Long Term, End of Life, Palliative, and Hospice Care; be assigned to a carefully selected resident in these areas; and will actively participate in the care of his/her assigned patient. Students will develop a relationship with their patient, serving as health advocates for wellness, and in turn, help their patients achieve the highest quality of life possible in their current stage of life. Ultimately, students will be familiar with and able to incorporate and demonstrate their knowledge and skills to care for the elderly through the interactions with their patient, as well as in a future Primary Care practice or other specialty involving Geriatric, Palliative, Nursing Home, or Hospice Care.

Credits

2

Prerequisites

Acceptance into the Long Term Care Track.

Notes

Utah Campus Only

Medicine - General

MED 2001 : Vaccine I Elective

Students will obtain an in-depth understanding of how vaccines are produced by industry, undergo preclinical evaluation, vaccine public health topics, and evaluation for efficacy in clinical trials. The goal will be to inform students about vaccine topics to enable students to be able to discuss vaccines with their patients. Focus will be on domestic perspectives of vaccination for public health but will include some global health discussions on selected publications, and a final course research project individually developed by the student. This elective course offered through the Department of Tracks and Special Programs is open to OMS I and II and MSBS students.

MED 3001 : Fundamentals of Clinical Medicine

This course provides information on the policies and procedures that will govern the clinical years: the rights, responsibilities, and duties of the students, faculty, and teaching facilities; the third-year curriculum; and skills needed to enter the clinical arena. The course also includes an introduction to the resources used in clinical education, as well as tools for professional conduct for direct patient care and telehealth venues.

Credits

2

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework.

MED 3020 : Critical Reflection and Professional Career Development

This one-week elective provides students with the skills to critically reflect on their experiences in clinical education. Issues such as resiliency and coping skills, dealing with mistakes, identifying bias, value exploration, broadening one's professional identity, and preparing a personal statement. The course is a blend of virtual synchronous discussions and asynchronous personal exploration and reflection.

Credits

1

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework.

MED 4200 : Pain Management Elective

Pain management can be simple or complex, depending on the cause of the pain. This elective provides an opportunity for students to learn various, multi-faceted approaches to pain management: interventional procedures, medication management, physical therapy or chiropractic therapy, psychological counseling and support, acupuncture and other alternative therapies, and referral to other medical specialists. All of these skills and services are necessary because pain can involve many aspects of a person's daily life.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4210 : Disaster Medicine Elective

Disaster medicine is the area of medical specialization serving the dual areas of providing healthcare to disaster survivors and providing medically related disaster preparation, disaster planning, disaster response, and disaster recovery leadership throughout the disaster life cycle. Disaster medicine specialists provide insight, guidance, and expertise on the principles and practice of medicine both in the disaster impact area and healthcare evacuation receiving facilities to emergency management professionals, hospitals, healthcare facilities, communities, and governments.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4220 : Nutrition Elective

Focus during this course will be on the development of skills in assessing, planning, implementing, and evaluating nutritional care for patients.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4230 : Physical Medicine and Rehabilitation Elective

Physical medicine and rehabilitation, also known as physiatry, is a branch of medicine that aims to enhance and restore functional ability and quality of life to those with physical impairments or disabilities. Physiatrists specialize in restoring optimal function to people with injuries to the muscles, bones, ligaments, or nervous system.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4240 : Sleep Study Elective

The medical term for this study is polysomnogram, which is a noninvasive, pain-free procedure that usually requires spending a night or two in a sleep facility. During a polysomnogram, a sleep technologist records multiple biological functions during sleep, such as brain wave activity, eye movement, muscle tone, heart rhythm, and breathing via electrodes and monitors placed on the head, chest, and legs.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4250 : EKG Elective

Students will be given the opportunity to expand their understanding of electrocardiograms (EKG or ECG). EKG/ECG reviewing, analyzing, and reporting will be covered.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4260 : Alternative Medicine Elective

Alternative medicine is a term that describes medical treatments that are used instead of traditional (mainstream) therapies. Some examples of alternative medicine include acupuncture, chiropractic medicine, energy therapies, magnetic field therapy, therapeutic touch, herbal medicine, and ayurvedic medicine.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4270 : Integrative Medicine Elective

Integrative Medicine is healing-oriented medicine that takes account of the whole person, including all aspects of lifestyle. It emphasizes the therapeutic relationship between practitioner and patient, is informed by evidence, and makes use of all appropriate therapies.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4280 : Hospice/Palliative Care Elective

Palliative care is specialized medical care for people with serious illness. This type of care is focused on providing relief from the symptoms and stress of a serious illness. The goal is to improve quality of life for both the patient and the family.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4290 : Pharmacology Elective

Pharmacology is the branch of biology concerned with the study of drug action, where a drug can be broadly defined as any manmade, natural, or endogenous (from within body) molecule that exerts a biochemical or physiological effect on the cell, tissue, organ, or organism. More specifically, it is the study of the interactions that occur between a living organism and chemicals that affect normal or abnormal biochemical function. If substances have medicinal properties, they are considered pharmaceuticals.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4300 : Podiatry Elective

Podiatry is a branch of medicine devoted to the study, diagnosis, and medical and surgical treatment of disorders of the foot, ankle, and lower extremity.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4310 : Public Health Elective

Public health is the science and art of preventing disease, prolonging life, and promoting human health through organized efforts and informed choices of society, public and private organizations, communities, and individuals.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4320 : Aerospace Medicine Elective

Aviation medicine, also called flight medicine or aerospace medicine, is a preventive or occupational medicine in which the patients/subjects are pilots, aircrews, or astronauts.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4500 : Overview of Medicine

This course is designed to provide the student with the opportunity to prepare for licensing board exams.

Variable Credits

Prerequisites

Clinical Education department approval required.

MED 4510 : Healthcare Quality Improvement Elective

Students have the opportunity to complete a externship focusing on healthcare quality, patient safety, and population medicine.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4520 : Lifestyle Medicine Elective

Lifestyle medicine is a scientific approach to decreasing disease risk and illness burden by utilizing lifestyle interventions such as nutrition, physical activity, stress reduction, rest, smoking cessation, and avoidance of alcohol abuse. Lifestyle medicine is the recommended foundational approach to preventing and treating many chronic diseases.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4530 : Medical Spanish Elective

Students will participate in Spanish language immersion programs with a specific focus on medical Spanish.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4540 : Business in Medicine Elective

Students will focus on the integration of business practices within the medical community.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 5011 : Medical Spanish (Both Campuses)

Open to all programs: The knowledge and effective use of medical Spanish is paramount for any new physician. This course takes a student's remedial Spanish and turns it into a useful tool for bilingual clinical experiences.

Credits

1

Prerequisites

Basic knowledge of Spanish.

MED 5012 : Medical Spanish II (Utah Only)

Open to all programs: The knowledge and effective use of medical Spanish is paramount for any new physician. This course takes a student's remedial Spanish and turns it into a useful tool for bilingual clinical experiences.

Credits

1

Prerequisites

MED 5011 or basic knowledge of Spanish; course director approval.

MED 5013 : Medical Spanish III

This course will introduce the practical language skills used in clinical settings to assist with the interaction of Spanish-speaking patients. Emphasis will be placed on an advanced level of common medical vocabulary that healthcare workers may encounter in the workplace.

Credits

1

Prerequisites

Successful completion of one semester in current degree program and fluency placement exam.

Military

MIL 4001 : Military Training Elective

Students with a military affiliation, HPSP, military reserve, or former armed forces that desires training during the clinical years will be provided the opportunity to participate.

Variable Credits

Prerequisites

Department of Clinical Education approval; Director of Military Medicine approval.

MIL 5041 : Military Medicine I

Military Medicine I will incorporate a series of didactic instruction for military officer training with an emphasis on the unique aspects of being a military medical officer. Integral to the course is immersion-based experiential learning to include reality training, surgical simulation, information sessions, and skills development for briefing of relevant military medical information. Medical Corps Officer military obligations, leadership, discipline, harsh military environments, field exercises, disaster stabilization, evacuation, triage, and management in combat environments on land, sea, and air are the foundation of the elective. This course will also function in conjunction with COM enrichment pathway courses where synergies are evident and possible. Students may also have the opportunity to liaison with leaders, educators, and military officers at U.S. posts, bases, medical centers, hospitals, and other sites in order to achieve the goals and objectives of the program. Expert guests, military officers, and appropriate civilian physicians, and teachers will be hosted virtually and on campuses.

Credits

1

MIL 5042 : Military Medicine II

A continuation of

MIL 504

1 Military Medicine I.

Credits

1

Prerequisites

Military Medicine Program member.

MIL 5043 : Military Medicine III

A continuation of

MIL 504

2 Military Medicine II.

Credits

1

Prerequisites

Military Medicine Program member.

Neurology

NEU 4001 : Neurology Elective

Neurology is a branch of medicine focusing on disorders of the nervous system. Neurology deals with the diagnosis and treatment of all categories of conditions and disease involving the central and peripheral nervous systems, including their coverings, blood vessels, and all effector tissue, such as muscle. Neurological practice relies heavily on the field of neuroscience, which is the scientific study of the nervous system.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

NEU 4100 : Neurosurgery Elective

Neurosurgery, or neurological surgery is the medical specialty concerned with the prevention, diagnosis, surgical treatment, and rehabilitation of disorders that affect any portion of the nervous system including the brain, spinal cord, peripheral nerves, and cerebrovascular system. Neurosurgery is often colloquially referred to as "brain surgery" though neurosurgeons often operate on the spinal cord and peripheral nervous system as well.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

NEU 4200 : Critical Care Medicine Neurology Elective

Neurological Intensive Care is one of the newest and fastest-growing specialties in medicine today. Neuro-ICUs uniquely bring together specially trained physicians and nurses armed with advanced technology to perform clinical and basic science research on patients in a critical care setting to gain better understanding of their critical illnesses and to develop improved and innovative treatments for these conditions. Advanced monitoring techniques used in neuro-ICUs allow the identification of critical problems before permanent neurologic injury occurs. A neuro-ICU also provides many specialized therapeutic options for patients with serious neurologic illness.

Management of patients in a neuro-ICU is essential to achieve a favorable outcome.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

NEU 4210 : Alzheimer's/Dementia Elective

Students will evaluate patients with dementia and other geriatric neurological issues.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

Ophthalmology

OPH 4001 : Ophthalmology Elective

Ophthalmology is the branch of medicine that deals with the anatomy, physiology, and diseases of the eyeball and orbit.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

Orthopedics

ORT 4100 : Orthopedic Surgery Elective

Orthopedic surgery or orthopedics is the branch of surgery concerned with conditions involving the musculoskeletal system.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

ORT 4110 : Pediatric Orthopedic Surgery Elective

Pediatric Orthopedic surgery focuses on the diagnostic, treatment, and management of children's musculoskeletal programs including, but not limited to, limb and spine deformities, gait abnormalities, broken bones, and bone or joint infections and tumors.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

ORT 4120 : Orthopedic Trauma Surgery Elective

Orthopedic trauma is a branch of orthopedic surgery specializing in problems related to the bones, joints, and soft tissues (muscles, tendons, ligaments) of the entire body following trauma. The main goal of this specialized area in orthopedics is the healing of the fractured bones, as well as restoring the anatomic alignment of the joint surfaces to allow for recovery and return to maximum function of the injured body part.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) course-work and passing score on COMLEX Level 1.

Osteopathic Manipulative Medicine

OMM 4001 : Osteopathic Manipulative Medicine Elective

Osteopathic manipulative treatment, or OMT, is hands-on care that involves using the hands to diagnose, treat, and prevent illness or injury.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

OMM 4901 : Pre-Doctoral Osteopathic Principles and Practice Fellowship

The Pre-Doctoral Osteopathic Principles and Practice Fellowship program is designed to augment students' knowledge and application of the principles, philosophies, and procedures of osteopathic medicine in both the academic and clinical settings. This fellowship emphasizes an anatomic and physiologic understanding and application of OPP clinically, as well as the academic teaching experience in osteopathic principles and procedures. In addition, the fellowship provides excellent clinical experience through a variety of venues, including osteopathic healthcare for patients from infancy through geriatrics.

Variable Credits

Prerequisites

Acceptance into the program.

Osteopathic Medicine

OM 1003 : Cardiovascular System I

The Cardiovascular System is an intensive, multidisciplinary course structured with the goal of enabling the student to obtain the requisite knowledge necessary to understand the normal structure and function of the cardiovascular system. It is designed to provide the student with an overview of the cardiovascular system, including the biomedical science that underlies disorders of the heart and circulatory system. The structural content of this course utilizes lectures, human cadaver dissection, reading assignments, Designated Student Assignments (DSA), and Clinical Integrative Sessions (CIS).

Credits

3

OM 1004 : Respiratory System I

The Respiratory System I course encompasses the macro and micro-structure of the respiratory system and the basics of respiratory function, including Perfusion and Diffusion, Ventilation, Gas Transport, Mechanics of Breathing, Acid/Base Balance, Control of Breathing, and Pulmonary Defense Mechanisms. Each topic area is examined individually then integrated into case studies to illustrate pulmonary function. By the conclusion of the course, the student will be able to relate how the lung and chest function to control oxygen delivery to organs and carbon dioxide elimination, and will be able to identify common respiratory diseases based on laboratory findings and lung function.

Credits

2

OM 1006 : Endocrine/Reproductive System I

The Endocrine/Reproductive System I course is designed to teach the basic principles of hormone secretion and action related to the major endocrine structures and reproductive and systemic tissues. Students are expected to be familiar with the structure and function of the major endocrine glands and the action of the major hormones secreted. This course will focus on the anatomy, histology, and physiology of endocrine and reproductive systems as a basis for understanding the pathological conditions resulting from endocrine dysfunction.

Credits

4

OM 1007 : Gastrointestinal System 1

The Gastrointestinal System course is an intensive, multidisciplinary course designed to provide a basic biomedical science foundation for students. This course will provide the requisite knowledge necessary to understand the normal structure and function of the entire gastrointestinal and hepatobiliary system. The entire course will be devoted to an intensive look at basic physiological principles involved in digestion, absorption, secretion, and gastrointestinal motility, including the hepatobiliary and pancreatic systems. Emphasis will be also on the GI structure including embryology, histology, microscopic, and gross anatomy. It will provide the students with an in-depth knowledge of normal structure and function of GI tract and hepatobiliary system; regulation of mechanical and chemical digestive processes of the gastrointestinal (GI) tract and the accessory organs of digestion; the nervous and hormonal mechanisms regulating control of secretion in the digestive organs; and absorption and elimination of food. The goal of this course is to provide the students with knowledge of how GI structure (embryology, histology, microscopic, and gross anatomy) integrates with function (physiologic mechanisms of GI motility, digestion and absorption, and liver and pancreatic function). Students will then be able to describe the mechanisms contributing to absorption of nutrients into the body and apply their basic medical science knowledge to clinical problem-solving.

Credits

3

OM 1012 : Molecular and Cellular Mechanisms

This course is a trans-disciplinary course that incorporates the fundamental aspects of biochemistry, molecular biology, cell biology, and genetics. It is presented using lectures, clinical correlations, medical vignettes, directed assignments, and integrated learning sessions. The objective of the course is to promote student learning of the biochemical, molecular, and cellular mechanisms underlying normal physiology and metabolism, thus providing a foundation for understanding disease processes. The course provides a foundation in cellular and molecular biology, including cell structure, cellular macromolecules, DNA and RNA structure and function, protein synthesis, and regulation of gene expression, energetics, metabolism, regulation, organization and function of cellular organelles, flow of genetic information, and the regulation of selected cell activities.

Credits

4

OM 1013 : Musculoskeletal System I

The Musculoskeletal System course is multidisciplinary in nature. It is structured to enable the student to obtain the requisite knowledge necessary to understand the normal structure and function of the musculoskeletal system, as well as the biomedical science that underlies disorders associated with skeletal muscle, bone, joints, and peripheral nerves. The course utilizes lectures, human cadaver dissection laboratories, reading assignments, Designated Student Assignments (DSA), Basic Science Correlations (BSC), and Clinical Integrative Sessions (CIS).

Credits

7

OM 1014 : Neuroscience System I

The Neuroscience System course presents the student with an intense consideration of the Central Nervous System (Brain and Spinal Cord) and Head and Neck anatomy. The Neuroanatomy portion of this course addresses the following topics in integrated fashion: Neuroanatomy, Neurophysiology, Neurohistology, Neuroembryology, and Neuroradiology. The study of Neuroanatomy and Head and Neck anatomy are bridged by the cranial nerves which begin in the central nervous system and distribute throughout the head and neck. Concepts in this course are presented utilizing traditional/clinical lectures, human cadaver/ brain dissection laboratories, and reading assignments. These concepts are reinforced by numerous clinically-based lectures and Clinical Integrative Sessions (CIS), which emphasize the importance of integrating basic neuroanatomical knowledge with the clinical symptoms presented by a neurological deficit.

Credits

8

OM 1015 : Osteopathic Principles and Practice I

This course is designed to provide the student with a fundamental understanding of the principles and philosophies of osteopathic medicine. This understanding will allow a foundation for students to build osteopathic knowledge and provide every student the chance to offer their patients an additional approach to conventional medical care. This course will also emphasize the current biomechanical, functional, and physiologic philosophies providing a foundation for continued future education and development within the art and science of osteopathic medicine. All seven core competencies of the Osteopathic Profession are addressed in a variety of ways in the course. In addition, medical knowledge, patient care, interpersonal communication skills, and professionalism are woven into the labs during hands on interactions with faculty members and fellow students. The course is designed to be foundational in knowledge, with clinical application emphasized when appropriate, to help the students learn not only the lexicon of OMM but also its application in medical care. The students are allowed time during and after lab to practice and master what has been taught and demonstrated.

Credits

3

Prerequisites

Successful completion of all Year 1 coursework.

OM 1016 : Osteopathic Principles and Practice II

This course is a continuation of OM 1015 Osteopathic Principles and Practice I and is designed to provide the student with a fundamental understanding of the principles and philosophies of osteopathic medicine. This understanding will allow a foundation for students to build osteopathic knowledge and provide every student the chance to offer their patients an additional approach to conventional medical care. This course will also emphasize the current biomechanical, functional, and physiologic philosophies providing a foundation for continued future education and development within the art and science of osteopathic medicine. All seven core competencies of the Osteopathic Profession are addressed in a variety of ways in the course. In addition, medical knowledge, patient care, interpersonal communication skills, and professionalism are woven into the labs during hands on interactions with faculty members and fellow students. The course is designed to be foundational in knowledge, with clinical application emphasized when appropriate, to help the students learn not only the lexicon of OMM but also its application in medical care. The students are allowed time during and after lab to practice and master what has been taught and demonstrated.

Credits

2

Prerequisites

Successful completion of all Year 1 coursework.

OM 1019 : Principles of Clinical Medicine I

The course is the first of four PCM courses designed to provide the student with the knowledge and educational experiences that will allow the student to develop active clinical thinking skills, acquire medical and social knowledge, develop the skills needed to complete a comprehensive or focused history and physical examination, demonstrate documentation and order-writing skills, demonstrate competency and the clinical application of basic medical procedures, and develop critical clinical thinking. The course content will be divided into several areas that include history and physical exam, skills laboratories and small group discussions, basic medical procedures, doctor-patient relationship skills, ethics, community medicine, clinical thinking and problem solving, and standardized patient experiences.

Credits

3

OM 1020 : Principles of Clinical Medicine II

The course is the second of four PCM courses designed to provide the student with the knowledge and educational experiences that will allow the student to develop active clinical thinking skills, acquire medical and social knowledge, develop the skills needed to complete a comprehensive or focused history and physical examination, demonstrate documentation and order-writing skills, demonstrate competency and the clinical application of basic medical procedures, and develop critical clinical thinking. The course content will be divided into several areas that include history and physical exam, skills laboratories and small group discussions, basic medical procedures, doctor-patient relationship skills, ethics, community medicine, clinical thinking and problem solving, and standardized patient experiences.

Credits

3

OM 1021 : Renal System I

This course utilizes a multidisciplinary approach to prepare students with a foundational understanding of the normal structure and function of the renal system. In addition to instruction relating to the basic functional principles of the organs of urine production and excretion, this course integrates the principle, relevant clinical correlations. It includes the gross anatomy, histology, and embryology of the kidney and urinary tract. A thorough investigation of the essential physiology of kidney function will include the primary renal processes, urine formation, and renal blood flow. In addition, the renal system's role in ion regulation, acid-base balance, fluid volume, and salt-water balance will be examined along with the regulatory control mechanisms of these functions. An understanding of the renal system will be accomplished through student involvement in lectures, directed student assignments, and clinical interactive sessions.

Credits

2

OM 1023 : Hematology and Immunology I

This course is multidisciplinary, emphasizing the foundational knowledge necessary to understand the normal function of the immune system, the red cell, and coagulation. It is designed to provide the student with an overview of the human immune system, including the aberrant immunological processes that lead to immunopathogenesis. This course will utilize lectures, designated reading assignments, and clinical integrative case discussions.

Credits

3

OM 1040 : Medical Ethics

Medical Ethics is a competency-based course that applies ethical principles to medical practice, healthcare policy, and biomedical research. Participants learn to recognize ethical issues; engage in moral reasoning; and make decisions that respect the rights of patients, fulfill the obligations of physicians, and increase the quality, safety, and availability of healthcare. The emphasis of this course centers around the philosophy and principles underlying medical ethics, medical decision making, research ethics, physician-patient relationships and end-of life ethical issues. Graded pass/fail/honors.

Credits

1

OM 1070 : Introduction to Evidence-Based Medicine

Introduction to Evidence-Based Medicine is a semester-long competency-based course that fosters information literacy and evidence-based practice. This course develops student doctors' skills and abilities to determine a need for, locate, access, evaluate, and present medical information. Designated student assignments and clinical integration sessions introduce standards, resources, strategies, and technologies that are then applied by small groups in developing and presenting a clinical case in a capstone activity. Graded pass/fail.

Credits

1

OM 1080 : Transition to Clinical Medicine

This course is a foundational introduction to mechanisms of disease (and some therapy) and will serve as a means to migrate from acquisition of basic scientific knowledge to utilization of such knowledge in understanding disease processes. During this course, there will be a transition towards clinical thinking while integrating the scientific foundation that explains the clinical manifestations of the disorders covered. The course consists variably of lectures, student designated (and scheduled) self-study (DSA), clinical contextual integrations, and case-based interactive learning sessions (CIS). Broad topic areas to be emphasized include cellular damage, inflammation, healing and tissue repair, immunopathology, pathophysiology of hemodynamic and hemostatic disorders, genetic diseases, mechanisms of neoplasia, medical microbiology and its applications in infectious disease, environmental and nutritional disorders, an overview of diseases of infancy and childhood, and introductory pharmacology of antimicrobials. Throughout the courses, the language of medicine is emphasized in conjunction with etiologic mechanisms, clinical features, differential diagnoses, and morphology. In addition, important aspects of clinical laboratory involvement and data utilization in the diagnosis of disease are discussed, as appropriate. It is expected that students in this course will function as mature adult learners and will seek all the knowledge necessary from any and all sources available.

Credits

4

OM 1090 : Microbes and Infectious Diseases

This course is a foundational introduction to pathogens, pathogenic mechanisms, and infectious diseases (and some therapy). This course covers bacteria, viruses, fungi, parasites, and prions in their roles as infectious agents. The course requires, and builds on, previous knowledge of immunology and how it relates to the body's reactions to pathogens. It will serve as a means to migrate from acquisition of basic scientific knowledge of pathogens to utilization of such knowledge in understanding infectious disease processes. We will start with basic concepts of infections, progress to learning the microbiology of specific pathogens, learn how to identify and test for these pathogens, and conclude with the clinical implications of the discussed pathogens. The course consists variably of live and video lectures, student designated (and scheduled) self-study (DSA), clinical contextual integrations, and case-based interactive learning sessions (CIS). Students will understand the structure, pathogenicity, laboratory findings, and clinical aspects of numerous pathogens. Throughout the course, the language of medicine is emphasized in conjunction with etiologic mechanisms, clinical features, differential diagnoses, and morphology. This course includes introductory pharmacology of antimicrobials in order to facilitate discussion of infectious disease diagnosis and treatment. In addition, important aspects of clinical laboratory involvement and data utilization in the diagnosis of disease are discussed as appropriate. It is expected that students in this course will function as mature adult learners and will seek all the knowledge necessary from any and all sources available.

Credits

3

OM 2001 : Musculoskeletal System II

The Musculoskeletal System II course is designed to deliver pertinent topics of diseases of skin, bone, joint, soft tissue, peripheral nerve, and skeletal muscle in a multidisciplinary format. Neuromuscular physiology will be reviewed at the beginning of the course. Pathological concepts of disease presentation, pathophysiology, and outcomes will be discussed. Anti-inflammatory and neuromuscular pharmacology will be integrated into the therapy of these disorders. There will be a clinical integration of rheumatologic disorders, gout and crystal joint disease, dermatology connective tissue disease, and vasculitides.

Credits

3

Prerequisites

Successful completion of all Year 1 coursework.

OM 2002 : Neuroscience System II

This course is designed to use the neuroanatomy and neurophysiology basic science information presented in Year 1 to underpin a comprehensive overview of neuropathology, including both non-neoplastic and neoplastic diseases. Neuroanatomy, neurophysiology, and clinical neurology are integrated to build the clinical framework necessary to succeed during Year 3 and Year 4 clinical externships. Relevant and necessary neurohistology, neuroembryology, and neuroradiology are discussed.

Credits

5

Prerequisites

Successful completion of all Year 1 coursework.

OM 2003 : Hematologic/Lymphatic System II

This course is designed to provide the student with a comprehensive overview of hematology and hematopathology. All blood cell lines will be discussed in the context of the pathophysiology and pathology of both non-neoplastic and neoplastic diseases. Specifically, the course will begin with sessions on hematopoiesis, followed by discussions of red cell disorders and the clinical work-up of anemia. Common diagnostic tests and their interpretation will be integrated into this initial content. Information regarding white cell disorders then will be presented, including non-neoplastic disorders and neoplastic disorders such as leukemias, non-Hodgkin lymphomas, and Hodgkin lymphoma. An in-depth treatment of bleeding and hypercoagulable disorders will be provided. In addition, students will be exposed to concepts related to solid organs of the hematologic/lymphatic system, the spleen and thymus, transfusion medicine, the molecular biology of red cells, and pertinent pharmacologic information related to the treatment of anemia and the use of pharmacologic agents aimed at modulating the immune system, coagulation, fibrinolysis, and neoplastic diseases.

Credits

3

Prerequisites

Successful completion of all Year 1 coursework.

OM 2005 : Cardiovascular System II

The Cardiovascular System II course is an intensive multidisciplinary course structured with the goal of enabling the student to obtain the requisite knowledge necessary to understand the pathophysiology, pharmacology, and clinical medicine of the cardiovascular system. After completion of the course, each student will be able to recognize the presenting signs and symptoms of various cardiovascular diseases and be able to ascertain and differentiate the various entities involved in cardiac health and disease, with an eye to treatment of various cardiovascular disorders. Various aspects of evaluating cardiac patients will be presented, with special emphasis on interpretation of EKGs.

Credits

5

Prerequisites

Successful completion of all Year 1 coursework.

OM 2006 : Respiratory System II

The Respiratory System II course will concentrate on the pathology, pathophysiology, diagnosis, and treatment of major disorders of the lungs, and the relationship multisystem diseases have with the pulmonary system. Student activities will concentrate on the fundamental obstructive, restrictive, and infectious diseases. Pulmonary emergencies and primary and secondary malignancies will be presented, with an emphasis on diagnostic techniques and treatment methodologies.

Credits

4

Prerequisites

Successful completion of all Year 1 coursework.

OM 2008 : Endocrine System II

The Endocrine System II course will review the basic principles of endocrine hormone signaling, storage, secretion, and action. Abnormalities in normal endocrine physiology will be discussed through pathophysiologic correlations and clinical discussions. The course will emphasize the hypothalamic/pituitary complex, thyroid, parathyroid, adrenal, and endocrine functions of the pancreas. Students are expected to be familiar with the hypofunctioning or hyperfunctioning of key endocrine glands, the structure, secretion, and action of endocrine hormones (peptide, steroid and thyroid hormones), and the major clinical endocrine disorders related thereto. Pharmacology as it relates to hormone secretion and action will be discussed, as will pharmacological treatment of glandular hormonal under and over production. Emphasis will be placed on understanding the pathophysiology of each endocrine gland with the intent to use the general principles of endocrine pathophysiology and pharmacology to effectively diagnose, manage, and care for patients with endocrine disorders.

Credits

3

Prerequisites

Successful completion of all Year 1 course-work.

OM 2009 : Gastrointestinal System II

The course covers the gastrointestinal system, including the hepatobiliary and pancreatic systems. After a brief review of normal physiologic principles and processes, the initial two weeks are devoted to a thorough study of gastrointestinal pathology. Clinicopathological correlations are emphasized. The remainder of the course is devoted to the application of the integrated pathophysiological principles in clinical settings under the guidance of appropriate clinical faculty. Material that has been previously covered is integrated into clinical application and used to build the clinical framework needed to be a competent osteopathic physician. Emphasis is placed on understanding the pathophysiology and the ability to correlate and use basic principles in the management of gastrointestinal disorders. Clinical discussions and lectures focus on disease states the students will encounter throughout their careers.

Credits

4

Prerequisites

Successful completion of all Year 1 coursework.

OM 2013 : Renal System II

The first week of the Renal System II course will focus on the general principles of pharmacology (i.e. pharmacodynamics, pharmacokinetics, drug biotransformation, and clinical trials). Also included in this first week is a basic review of autonomic pharmacology and subsequent introduction to the drugs that act on the autonomic nervous system. The remainder of the Renal System II course is structured using a fundamental template common to all second-year system courses. The Renal System II course will contain a brief review of renal medical physiology, followed by presentations of pathologic entities of the renal system. Clinically-focused topics are discussed during the final week of the course. Pharmacology topics as they relate to the renal system will be presented throughout the course when appropriate. Broad topics to be emphasized include the wide spectrum of physiologic functions of the human kidney, pathologic renal entities (e.g. glomerulopathy, glomerulonephritis, tubulointerstitial disorders, infections, toxic and ischemic insults, vascular disease, and neoplasms), drugs used in the treatment of hypertension, and clinical aspects of the above-mentioned disorders. Key aspects of clinical laboratory test ordering and data utilization in the diagnosis and monitoring of kidney and urinary tract disease are discussed.

Credits

5

Prerequisites

Successful completion of all Year 1 coursework.

OM 2014 : Reproductive System II

This course will cover female and male health-related reproductive issues. Following a review of normal reproductive physiology, pathophysiological perspectives of the female genital tract, breasts, and pregnancy are presented. The approach to the gynecologic patient, including examination and diagnostic procedures, are discussed. All phases of pregnancy, including antepartum, labor/delivery, and post-partum care, are reviewed in concert with complications and procedures of each phase of pregnancy. Infectious and neoplastic pathology of the male genital tract is covered. Pharmacology as it relates to both female and male reproductive systems will be integrated throughout the course. Clinical correlations will focus on the pathology that students will encounter on clinical externships and throughout their medical career.

Credits

3

Prerequisites

Successful completion of all Year 1 coursework.

OM 2016 : Osteopathic Principles and Practice III

This course is a continuation of OM 1016 Osteopathic Principles and Practice II and is designed to provide the student with a fundamental understanding of the principles and philosophies of osteopathic medicine. This understanding will allow a foundation for students to build osteopathic knowledge and provide every student the chance to offer their patients an additional approach to conventional medical care. This course will also emphasize the current biomechanical, functional, and physiologic philosophies providing a foundation for continued future education and development within the art and science of osteopathic medicine. All seven core competencies of the Osteopathic Profession are addressed in a variety of ways in the course. In addition, medical knowledge, patient care, interpersonal communication skills, and professionalism are woven into the labs during hands on interactions with faculty members and fellow students. The course is designed to be foundational in knowledge, with clinical application emphasized when appropriate, to help the students learn not only the lexicon of OMM but also its application in medical care. The students are allowed time during and after lab to practice and master what has been taught and demonstrated.

Credits

3

Prerequisites

Successful completion of all Year 1 coursework.

OM 2017 : Osteopathic Principles and Practice IV

This course is a continuation of OM 2016 Osteopathic Principles and Practice III and is designed to provide the student with a fundamental understanding of the principles and philosophies of osteopathic medicine. This understanding will allow a foundation for students to build osteopathic knowledge and provide every student the chance to offer their patients an additional approach to conventional medical care. This course will also emphasize the current biomechanical, functional, and physiologic philosophies providing a foundation for continued future education and development within the art and science of osteopathic medicine. All seven core competencies of the Osteopathic Profession are addressed in a variety of ways in the course. In addition, medical knowledge, patient care, interpersonal communication skills, and professionalism are woven into the labs during hands on interactions with faculty members and fellow students. The course is designed to be foundational in knowledge, with clinical application emphasized when appropriate, to help the students learn not only the lexicon of OMM but also its application in medical care. The students are allowed time during and after lab to practice and master what has been taught and demonstrated.

Credits

2

Prerequisites

Successful completion of all Year 1 coursework.

OM 2018 : Principles of Clinical Medicine III

The course is the third of four PCM courses designed to provide the student with the knowledge and educational experiences that will allow the student to develop active clinical thinking skills, acquire medical and social knowledge, develop the skills needed to complete a comprehensive or focused history and physical examination, demonstrate documentation and order-writing skills, demonstrate competency and the clinical application of basic medical procedures, and develop critical clinical thinking. The course content will be divided into several areas that include history and physical exam, skills laboratories and small group discussions, basic medical procedures, doctor-patient relationship skills, ethics, community medicine, clinical thinking and problem solving, and standardized patient experiences.

Credits

4

Prerequisites

Successful completion of all Year 1 coursework.

OM 2019 : Principles of Clinical Medicine IV

The course is the final PCM course in the four-course series designed to provide the student with the knowledge and educational experiences that will allow the student to develop active clinical thinking skills, acquire medical and social knowledge, develop the skills needed to complete a comprehensive or focused history and physical examination, demonstrate documentation and order-writing skills, demonstrate competency and the clinical application of basic medical procedures, and develop critical clinical thinking. The course content will be divided into several areas that include history and physical exam, skills laboratories and small group discussions, basic medical procedures, doctor-patient relationship skills, ethics, community medicine, clinical thinking and problem solving, and standardized patient experiences.

Credits

3

Prerequisites

Successful completion of all Year 1 coursework.

OM 2020 : Psychiatry System

Psychiatry System is structured to expose students to psychiatric and behavioral medical issues commonly seen in practice. The psychiatric component of the course will focus on mental health disorders such as depression, bipolar disorder, mania, psychosis, anxiety, and drug abuse. Symptoms of these disorders will be explored in detail with a heavy emphasis on the available pharmacologic treatments. The behavioral component will explore issues related to human development and abnormal behavior such as paraphilias and eating disorders.

Credits

2

Prerequisites

Successful completion of all Year 1 coursework.

OM 2040 : Advanced Medical Ethics

Advanced Medical Ethics is a competency-based course that applies ethical principles to medical practice, healthcare policy, and biomedical research. Participants learn to recognize ethical issues; engage in moral reasoning; and make decisions that respect the rights of patients, fulfill the obligations of physicians, and increase the quality, safety, and availability of healthcare. This course utilizes and builds on the principles learned in the Introduction to Medical Ethics. Areas of emphasis are cross-cultural ethics, transplantation ethics, ethics in medical economics, ethical issues in the specialties of surgery, pediatrics, OB/GYN, psychiatry and genomic medicine, ethical issues in public health and healthcare information, and ethical issues that students and house staff face during their clinical externships. Graded pass/ fail/honors.

Credits

1

Prerequisites

Successful completion of all Year 1 coursework.

OM 2070 : Pre-Clinical Capstone

The Pre-Clinical Capstone course is a required, structured course that provides an opportunity for student synthesis and integration of all pre-clinical content and concepts. It is designed to facilitate student self-assessment of key concepts in biomedical disciplines and development of knowledge in areas of weakness. This is accomplished through a required full-length practice board exam at the beginning of the course that allows for student identification of knowledge gaps. Subsequently, students develop and submit a required study plan aimed at addressing content/subject deficits. After identification of areas of concentration for study, students complete required practice item banks with concentration on those areas identified for improvement and then complete a required full-length practice board exam to gauge their progress.

Credits

2

Prerequisites

Successful completion of all Year 1 and 2 coursework.

Osteopathic Principles and Practice

OST 3010/3011 : OPP Clinical Integration

This course builds upon the foundation of the principles and philosophies of osteopathic medicine established during the Osteopathic Principles and Practice I-IV courses. The goal of this course is to expand students' osteopathic knowledge base and apply new and previously learned techniques to the overall care of patients. The format will include online modules and associated quizzes that correspond to core externships as well as interactive OPP sessions.

Credits

1

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1

OST 4010/4011 : Advanced OPP Clinical Integration

This course builds upon the foundation of the principles and philosophies of osteopathic medicine established during the first three years of OPP courses. This course will teach students how to apply osteopathic techniques to treat specific patient presentations and disease processes. The format will include modules that review the integration of osteopathic principles and practices into the general practice of medicine. Each module will consist of an online PowerPoint presentation, pertinent osteopathic manipulative techniques, and a five-question quiz.

Credits

1

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

Pathology

PTH 4001 : Pathology Elective

Pathology is a significant field in modern medical diagnosis and medical research, concerned mainly with the causal study of disease, whether caused by pathogens or non-infectious physiological disorder.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PTH 4200 : Pathology Blood Banking Elective

Blood banking, the process of collecting, testing, processing, and storing blood for later use, is a cornerstone of emergency and surgical medicine and is dependent on the clinical laboratory for ensuring the safe use of blood and its components.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PTH 4210 : Pathology Forensic Elective

forensic pathology is pathology that focuses on determining the cause of death by examining a corpse.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

Pediatrics

PED 3001 : Pediatrics Core

The Pediatrics Externship will provide clinical exposure to various aspects of pediatric issues. Students will gain knowledge, experience, and competency in the diagnosis and management of neonatal to adolescent patients. Students will also become competent in the complexities of working with minors who, in most jurisdictions, cannot make decisions for themselves.

Credits

4

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4001 : Pediatric Elective

General clerkship focused on the branch of medicine that involves the medical care of infants, children, and adolescents.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4100 : Pediatric Anesthesiology Elective

Pediatric anesthesiology focuses on the general anesthesia, sedation, and pain management needs of infants and children.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4110 : Pediatric Dermatology Elective

Pediatric Dermatology focuses on care for children (newborns through adolescents) with skin disorders.
Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4120 : Pediatric Emergency Medicine Elective

Pediatric emergency medicine is a medical subspecialty of both pediatrics and emergency medicine. It involves the care of undifferentiated, unscheduled children with acute illnesses or injuries that require immediate medical attention.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4130 : Pediatric Gynecology Elective

Pediatric and Adolescent Gynecology focuses on conditions of the uterus, ovaries, vagina, and vulva.
Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4140 : Pediatric Internal Medicine Elective

Pediatric internal medicine is a medical specialty in which doctors train to be board certified in both internal medicine and pediatrics. Med-peds physicians are given more training in order to become more proficient at treating and diagnosing more complex diseases, including more emphasis on critical care medicine.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4150 : Pediatric Neurology Elective

Pediatric neurology or child neurology refers to a specialized branch of medicine that deals with the diagnosis and management of neurological conditions in neonates (newborns), infants, children, and adolescents. The discipline of child neurology encompasses diseases and disorders of the spinal cord, brain, peripheral nervous system, autonomic nervous system, muscles, and blood vessels that affect individuals in these age groups.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4160 : Pediatric Pathology Elective

Pediatric pathology is a sub-specialty of surgical pathology that deals with the diagnosis and characterization of neoplastic and non-neoplastic diseases of children.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4170 : Pediatric Psychiatric Elective

Pediatric psychiatry is a branch of psychiatry that focuses on the diagnosis, treatment, and prevention of mental disorders in children, adolescents, and their families.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4180 : Pediatric Surgery Elective

Pediatric surgery is a subspecialty of surgery involving the surgery of fetuses, infants, children, adolescents, and young adults.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4190 : Pediatric Urology Elective

Pediatric urology is a surgical subspecialty of medicine dealing with the disorders of children's genitourinary systems. Pediatric urologists provide care for both boys and girls ranging from birth to early adult age. The most common problems are those involving disorders of urination, reproductive organs, and testes.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4200 : Pediatric Cardiology Elective

A pediatric cardiologist is a pediatrician who has received extensive training in diagnosing and treating children's cardiac problems. Evaluation and treatment may begin with the fetus since heart problems can now be detected before birth.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4220 : Pediatric Developmental Elective

Developmental Pediatrics allows for the opportunity to become familiar with typical and abnormal development in childhood, behavior management techniques, various aspects of developmental assessment, and referral sources/patterns in the community for children with developmental disabilities.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4230 : Pediatric Ear, Nose, and Throat Elective

Pediatric Otolaryngology (Ear, Nose, and Throat) focuses on the medical and surgical treatment of ear, nose, and throat diseases in children.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4240 : Pediatric Endocrinology Elective

Pediatric endocrinology is a medical subspecialty dealing with disorders of the endocrine glands, such as variations of physical growth and sexual development in childhood, diabetes, and many more.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4250 : Pediatric Gastroenterology Elective

Pediatric gastroenterology developed as a subspecialty of pediatrics and gastroenterology. It is concerned with treating the gastrointestinal tract, liver, and pancreas of children from infancy until age eighteen.

Variable Credits

PED 4260 : Pediatric Hematology-Oncology Elective

Pediatric Hematology-Oncology focuses on the medical needs of a child or adolescent diagnosed with a blood disease and/or cancer.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4270 : Pediatric Infectious Disease Elective

The focus during a Pediatric Infectious Disease externship is providing medical care for recurring or persistent disease caused by an infectious agent such as bacteria, a fungus, a parasite, or other rare infection in children from birth through the teen years.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4280 : Pediatric Intensive Care Elective

Pediatric Intensive Care focuses on the treatment of very sick and injured infants and children with a wide range of health problems, including congenital heart defects, trauma, childhood cancer, medical emergencies, and post-operative care following complex operations (such as a kidney transplant).

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4290 : Pediatric Neonatal Elective

Neonatology is a subspecialty of pediatrics that consists of the medical care of newborn infants, especially the ill or premature newborn. It is a hospital-based specialty, and is usually practiced in neonatal intensive care units (NICUs).

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4300 : Pediatric Nephrology Elective

Pediatric Nephrology offers comprehensive services for the entire spectrum of kidney and urinary diseases in children.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4310 : Pediatric Pulmonology Elective

Pediatric pulmonology is a medical specialty that deal with diseases in children and adolescents involving the respiratory tract.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

Physician Assistant

PAS 5001 : Interprofessional Education Seminar I

This two-semester course introduces the fundamental principles of interprofessional education including roles, responsibilities, and contributions of individual team members, communication skills that ensure smooth transition of care to other team members, and the impact of teams on population health and quality of care. Learners will interact with students from the physician assistant, master of science in biomedical sciences, and doctor of osteopathic medicine programs, in addition to nursing students.

Credits

1

PAS 5002 : Interprofessional Education Seminar II

This course is a continuation of

PAS 500

1.

Credits

1

Prerequisite Courses

PAS 5001: Interprofessional Education Seminar I

PAS 5011 : Normal Human Development

This core course introduces the fundamental principles of normal physical, social, and psychological development and function across the lifespan. Self-care for the student professional will be an integral part of this course.

Credits

2

PAS 5113 : Molecular and Cellular Concepts I

This core course introduces the fundamental principles of biochemistry, cell biology, microbiology, genetics, physiology, and pharmacology in order to understand the pathophysiology of illness and disease and the rationale for therapeutic intervention.

Credits

4

PAS 5114 : Molecular and Cellular Concepts II

This course is a continuation of

PAS 511

3.

Credits

5

Prerequisite Courses

PAS 5113: Molecular and Cellular Concepts I

PAS 5115 : Anatomy I

This core course introduces the fundamental principles of human anatomy, allowing the learner to correlate structure, function, and the clinical assessment of pathology.

Credits

4

PAS 5116 : Anatomy II

This course is a continuation of

PAS 511

5.

Credits

4

Prerequisite Courses

PAS 5115: Anatomy I

PAS 5131 : Professional Seminar I

This two-semester core course introduces the learner to issues related to professional practice by exploring both micro and macro approaches to healthcare and its delivery, including the principals of public health, cultural competency, communication, social determinants of health, patient advocacy, biomedical ethics, informed consent, patient safety, the impaired provider, and healthcare financing. Central to each of these discussions will be the role of the Physician Assistant and the Physician Assistant profession.

Credits

3

PAS 5132 : Professional Seminar II

This course is a continuation of

PAS 513

1.

Credits

3

Prerequisite Courses

PAS 5131: Professional Seminar I

PAS 5133 : Illness and Disease I

This two-semester core course introduces the learner to clinical medicine topics and includes presenting signs and symptoms, pathophysiology, appropriate diagnostic techniques, and management options, including prevention.

Credits

4

PAS 5134 : Illness and Disease II

This course is a continuation of

PAS 513

3.

Credits

6

Prerequisite Courses

PAS 5133: Illness and Disease I

PAS 5135 : Evidence-Based Practice I

This two-semester core course introduces the learner to principles of evidence-based medicine, including reviewing and evaluating the medical literature, formulating research questions, and designing a capstone project.

Credits

2

PAS 5136 : Evidence-Based Practice II

This course is a continuation of

PAS 513

5.

Credits

2

Prerequisite Courses

PAS 5135: Evidence-Based Practice I

PAS 5137 : Clinical Medicine: Skills and Assessment 1

This two-semester course introduces the fundamental principles of clinical practice including history-taking, performing physical examinations, ordering and interpreting diagnostic and screening tests, documentation using the SOAP format, and best practices in transitioning care.

Credits

4

PAS 5138 : Clinical Medicine: Skills and Assessment II

This course is a continuation of

PAS 513

7.

Credits

5

Prerequisite Courses

PAS 5137: Clinical Medicine: Skills and Assessment 1

PAS 5139 : Reasoning and Application I

This two-semester course introduces the fundamental principles of clinical reasoning and decision making through developing clinical hypothesis and differential diagnosis. Problem-based learning will provide the foundation for patient scenarios.

Credits

3

PAS 5140 : Reasoning and Application II

This course is a continuation of

PAS 513

9.

Credits

3

Prerequisite Courses

PAS 5139: Reasoning and Application I

PAS 5150 : Introduction to Supervised Clinical Practice Experiences

This core course serves as orientation to supervised clinical practice experience (SCPEs). The learner will gain an understanding of the expectations associated with participating in clinical experiences. This includes a review of the EPAs, types of clinical presentations, skills and procedures learners will likely participate in, the clinical assessment rubrics and assessment schedule, and portfolio requirements. Additionally, workshops to learn the clinical tracking (patient logging) system, aseptic technique, and advanced cardiac life support (ACLS) will be held. Learners will complete requirements to enter supervised clinical practice (HIPAA, Blood Borne Pathogens), if not already completed.

Credits

1

PAS 5251 : Clinical Seminar I

This four-semester core course integrates advanced level content in diagnostic reasoning, pharmacotherapeutics, and therapeutic/ diagnostic procedures. These courses signal the formal transition to practice, incorporating topics such as the business of medicine, licensure, lifelong learning, and job selection.

Credits

1

PAS 5252 : Clinical Seminar II

This course is a continuation of

PAS 525

1.

Credits

1

Prerequisite Courses

PAS 5251: Clinical Seminar I

PAS 5253 : Clinical Seminar III

This course is a continuation of

PAS 525

2.

Credits

1

Prerequisites

PAS 5252.

PAS 5254 : Clinical Seminar IV

This course is a continuation of

PAS 525

3.

Credits

1

Prerequisite Courses

PAS 5253: Clinical Seminar III

PAS 5261 : Supervised Clinical Practice I

The learner will participate in supervised clinical practice experiences (SCPEs) across a variety of settings including in-patient, emergency department, and operating room. The learner will be exposed to patients across the lifespan and provide preventative, emergent, acute, and chronic care to diverse populations requiring a wide range of healthcare. This course serves as a prerequisite to **PAS 5262** and is the first of four supervised clinical practice experiences.

Credits

10

Prerequisite Courses**PAS 5261: Supervised Clinical Practice I****PAS 5262 : Supervised Clinical Practice II**

The learner will participate in supervised clinical practice experiences (SCPEs) across a variety of settings including in-patient, emergency department, and operating room. The learner will be exposed to patients across the lifespan and provide preventative, emergent, acute, and chronic care to diverse populations requiring a wide range of healthcare. This course serves as a prerequisite to **PAS 5263** and is the second of four supervised clinical practice experiences. The learner must successfully complete requirements of **PAS 5262** before participating in PAS 5263.

Credits

14

Prerequisite Courses**PAS 5261: Supervised Clinical Practice I****PAS 5263 : Supervised Clinical Practice III**

The learner will participate in supervised clinical practice experiences (SCPEs) across a variety of settings including in-patient, emergency department, and operating room. The learner will be exposed to patients across the lifespan and provide preventative, emergent, acute, and chronic care to diverse populations requiring a wide range of healthcare. This course serves as a prerequisite to **PAS 5264** and is the third of four supervised clinical practice experiences. The learner must successfully complete requirements of **PAS 5263** before participating in PAS 5264.

Credits

14

Prerequisite Courses**PAS 5262: Supervised Clinical Practice II****PAS 5264 : Supervised Clinical Practice IV**

The learner will participate in supervised clinical practice experiences (SCPEs) across a variety of settings including in-patient, emergency department, and operating room. The learner will be exposed to patients across the lifespan and provide preventative, emergent, acute, and chronic care to diverse populations requiring a wide range of healthcare. This course is the fourth in a series of four supervised clinical practice experiences.

Credits

10

Prerequisite Courses**PAS 5263: Supervised Clinical Practice III****PAS 5271 : Research Proposal**

This course is a four-week, self-directed period in which learners will develop the graduate research project. Upon completion of the course, the learner will have a viable research proposal, serving as the foundation for the capstone project. The proposal must receive program and Institutional Review Board (IRB) approval prior to implementation.

Credits

1

PAS 5272 : Capstone

This core course represents a culmination of learner progress through the RVU PA program. The learner will demonstrate readiness for entry to the profession through reaching competence in each of the 13 entrustable professional activities (EPAs) measured across the curriculum and illustrated in completed learner portfolios. Learners will present individual research projects in the form of an oral and poster presentation.

Credits

12

Prerequisite Courses**PAS 5271: Research Proposal****PAS 5391 : Independent Study**

This course is reserved for those learners who may require remediation in didactic, clinical, or both types of coursework. The course must be recommended and approved by the Physician Assistant Program before a learner can be enrolled. Course goals and objectives will be designed to meet the needs of the learner.

Credits

1

16

Prerequisites

Program Director approval.

Physician Science

PHY 5051 : Physician-Scientist 1

This course provides students with exposure to the scientific method and the many aspects of conducting independent research, exploring the key components at each step in the scientific process. The types of research highlighted in this course may include basic science, clinical, translational, and medical education research. Students should have a strong desire to understand what is required to be a successful principal investigator and may pursue supervised research during class time as part of their career development.

Credits

1

Prerequisites

Acceptance into the Physician-Scientist Track.

PHY 5052 : Physician-Scientist II

This course is a continuation of

PHY 505

1 Physician Science I.

Credits

1

Prerequisites

Acceptance into the Physician-Scientist Track.

PHY 5053 : Physician-Scientist III

This course is a continuation of

PHY 505

2 Physician Science II.

Credits

1

Prerequisites

Acceptance into the Physician-Scientist Track.

Psychiatry

PSY 4001 : Psychiatry Elective

Psychiatry is the medical specialty devoted to the diagnosis, prevention, study, and treatment of mental disorders. These include various maladaptations related to mood, behavior, cognition, and perceptions. See glossary of psychiatry.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PSY 4200 : Psychopathology Elective

Psychopathology is the scientific study of mental disorders, including efforts to understand their genetic, biological, psychological, and social causes; effective classification schemes; course across all stages of development; manifestations; and treatment. The term may also refer to the manifestation of behaviors that indicate the presence of a mental disorder.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PSY 4210 : Psychopharmacology

Psychopharmacology is the scientific study of the effects drugs have on mood, sensation, thinking, and behavior.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

Radiology

RAD 4001 : Radiology Elective

Radiology is the science of dealing with X-rays and other high-energy radiation, especially the use of such radiation for the diagnosis and treatment of disease.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

RAD 4100 : Neuroradiology Elective

Neuroradiology is a subspecialty of radiology, which focuses on the diagnosis of abnormalities of the brain, spine, and head and neck.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

RAD 4200 : Radiology Diagnostic Elective

Diagnostic radiology is the field of medicine that uses imaging exams and procedures to diagnose a patient. In any form of medical care, diagnostic radiology plays an integral part in the diagnosis of disease or injury.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

RAD 4210 : Radiology: Interventional Elective

Interventional radiology, sometimes known as vascular and interventional radiology, is a medical specialty that provides minimally invasive image-guided diagnosis and treatment of disease.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

Research

RSH 4001 : Research and Scholarly Activities Elective

The research elective is designed for students wishing to engage in research activity during their third or fourth year of training under the direction of a faculty mentor. Achievement of the Student Learning Outcomes will demonstrate that the student can correctly and professionally perform in a research environment. Research can be in a variety of areas including biomedical, clinical, public health, educational, or translational research. Students wishing to enroll in this course must first meet with either the Director of Research or the Research Clerkship Director to discuss the type of research project, possible mentors, need for IRB or other approvals, methods, and expected outcomes of the project before preliminary approval for the elective will be given. Once preliminary approval is given, the student under the direction of the faculty mentor, will develop a specific research question, conduct a comprehensive literature review, apply for IRB approval if needed, and describe the aims/goals of the project and how the results will be disseminated. This information will be reviewed by the Clerkship Director before the next phase can begin. At this time the student may need to meet with a statistician to determine best methods of data collection and analysis if appropriate. In the next phase, the student will develop the research methodology and begin collecting data once approval has been given by the mentor. After data collection is complete, the student will analyze the data and begin the written report of the project. The report will be in a form suitable for publication in a scholarly journal, as well as a slide presentation or poster presentation, to be submitted to the Clerkship Director with a written evaluation by the faculty mentor. When possible, the work should be presented at the Annual Research Appreciation Day.

Variable Credits

Rural and Wilderness Medicine

RWM 4001 : Rural and Wilderness Medicine Elective

Rural and Wilderness Medicine is the branch of medicine that addresses prevention, assessment, and treatment of accidents and illness where rapid access to the national 911 systems is not an option. It has been defined as the practice of medicine with limited resources in austere environments and ranges from the initial treatment and evacuation of patients with acute injuries to the management of illnesses experienced by patients on long term expeditions. Its broad scope includes but is not limited to Trauma and Emergency Medicine, Sports Medicine, Rescue and Evacuation, Diving and Hyperbaric Medicine, Disaster Medicine, Tropical and Travel Medicine, Expedition Medicine, High-Altitude/Mountaineering Medicine, Survival Medicine, and Tactical Medicine.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

RWM 5021 : Rural and Wilderness Medicine I

This course will introduce students to rural and wilderness medicine. Introductory clinical concepts will be presented and an emphasis will be placed on procedural competencies that support a rural medical practice. Students may have the opportunity to meet with actively practicing clinicians in the community, residency directors, and other administrators associated with rural residency programs.

Credits

1

Prerequisites

Acceptance into the Rural and Wilderness Medicine Track.

RWM 5022 : Rural and Wilderness Medicine II

This course is a continuation of

RWM 502

1 Rural and Wilderness Medicine I.

Credits

1

Prerequisites

Acceptance into the Rural and Wilderness Medicine Track.

RWM 5023 : Rural and Wilderness Medicine III

This course is a continuation of

RWM 502

2 Rural and Wilderness Medicine II.

Credits

1

Prerequisites

Acceptance into the Rural and Wilderness Medicine Track.

Surgery

SRG 3000 : Fundamentals of Surgery

This course provides students with initial exposure to their surgery clerkship on the RVU campus at the surgical simulation center for one week. Students will be expected to take call in the evenings.

Credits

1

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 3001/3002 : Surgery Core

The Surgery Externship will provide clinical exposure to various aspects of surgery. Students will gain knowledge, experience, and competency in the diagnosis and management of surgical patients in the inpatient and outpatient clinical settings. Students will also become competent in basic surgical procedures including, but not limited to suturing techniques and wound management.

Credits

7

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework, passing score on COMLEX Level 1, and successful completion of SRG3000.

SRG 4001 : General Surgery Elective

General Surgery is a discipline of surgery having a central core of knowledge embracing anatomy, physiology, metabolism, immunology, nutrition, pathology, wound healing, shock and resuscitation, intensive care, and neoplasia, which are common to all surgical specialties.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 4100 : Urogynecologic Surgery Elective

Urogynecologic surgery is a surgical specialty focusing on minimally invasive and robotic gynecologic surgical procedures.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 4200 : Bariatric Surgery Elective

Bariatric surgery includes a variety of procedures performed on people who have obesity.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 4210 : Plastic Surgery Elective

Plastic surgery is a surgical specialty involving the restoration, reconstruction, or alteration of the human body. It can be divided into two categories. The first is reconstructive surgery which includes craniofacial surgery, hand surgery, microsurgery, and the treatment of burns. The other is cosmetic or aesthetic surgery.

While reconstructive surgery aims to reconstruct a part of the body or improve its functioning, cosmetic surgery aims at improving the appearance of it. Both of these techniques are used throughout the world.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 4220 : Oral Surgery Elective

Oral and maxillofacial surgery specializes in treating many diseases, injuries, and defects in the head, neck, face, jaws and the hard and soft tissues of the oral (mouth) and maxillofacial (jaws and face) region. It is an internationally recognized surgical specialty.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 4230 : Thoracic Surgery Elective

Cardiothoracic surgery (also known as thoracic surgery) is the field of medicine involved in surgical treatment of organs inside the thorax (the chest)—generally treatment of conditions of the heart (heart disease) and lungs (lung disease). In most countries, cardiac surgery (involving the heart and the great vessels) and general thoracic surgery (involving the lungs, esophagus, thymus, etc.) are separate surgical specialties; the exceptions are the United States, Australia, New Zealand, and some EU countries, such as the United Kingdom and Portugal.
Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 4240 : Transplant Surgery Elective

Transplant surgery is the surgical removal of an organ(s), tissue, or blood products from a donor and surgically placing or infusing them into a recipient.
Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 4250 : Trauma Surgery Elective

Trauma surgery is a surgical specialty that utilizes both operative and non-operative management to treat traumatic injuries, typically in an acute setting.
Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 4260 : Ear, Nose, and Throat (ENT) Surgery Elective

Otorhinolaryngology is a surgical subspecialty within medicine that deals with conditions of the ear, nose, and throat (ENT) and related structures of the head and neck. Patients seek treatment from an otorhinolaryngologist for diseases of the ear, nose, throat, base of the skull, and for the surgical management of cancers and benign tumors of the head and neck.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) course-work and passing score on COMLEX Level 1.

SRG 4270 : Podiatric Surgery Elective

Podiatric surgery is a specialist field in the podiatry profession. Podiatric surgery is the surgical treatment of conditions affecting the foot, ankle, and related lower extremity structures by accredited and qualified specialist podiatrists.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 4280 : Gastrointestinal Surgery Elective

Includes both upper gastrointestinal surgery (upper GI surgery), which focuses on the upper parts of the gastrointestinal tract including Liver resection, Esophagectomy, and Pancreaticoduodenectomy, and lower gastrointestinal surgery (or colorectal surgery) and surgery of the small intestine.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 4290 : Perioperative Care Elective

Perioperative Care focuses on patient necessities before, during, and after a surgical procedure. Key elements may include patient preparation prior to the day of surgery, a standardized approach to patient monitoring and education on the day of surgery, and careful postoperative monitoring.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

Trauma

TRM 4200 : Trauma Elective

Trauma surgery is a surgical specialty that utilizes both operative and non-operative management to treat traumatic injuries, typically in an acute setting.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

Urban Underserved Medicine

URB 5011 : Urban Underserved Medicine I

Racial and ethnic disparities in healthcare and lack of qualified manpower have created a serious need for physicians in America's urban areas. Members of racial and ethnic minority groups, who make up the majority of inner-city residents, are less likely than others to receive needed services than those from wealthier communities; this includes treatment for HIV infection, mental health problems, cardiovascular disease, and cancer. This track will teach students about healthcare inequities and disparities within different populations of patients in urban areas. It will also serve to inform and educate young physicians about the suffering of asylum seekers and refugees in the United States and the disparity between international humanitarian obligations and the government's current treatment of people in these situations. At its core, the program will also give students knowledge and foresight into providing for with patients who may have a different cultural, literacy, or socio-economic backgrounds and teach them how to become effective health care providers.

Credits

2

Prerequisites

Acceptance into the Urban Underserved Track.

Notes

Colorado Campus Only

URB 5012 : Urban Underserved Medicine II

This course is a continuation of

URB 501

1 Urban Underserved Medicine I.

Credits

2

Prerequisites

Acceptance into the Urban Underserved Track and successful completion of URB 5011.

Notes

Colorado Campus Only

Urgent Care

URG 4001 : Urgent Care Elective

Urgent care is a category of walk-in clinic focused on the delivery of ambulatory care in a dedicated medical facility outside of a traditional emergency room. Urgent care centers primarily treat injuries or illnesses requiring immediate care, but not serious enough to require an ER visit. Urgent care centers are distinguished from similar ambulatory healthcare centers such as emergency departments and convenient care clinics by their scope of conditions treated and available facilities on-site.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

Urology

UTO 4001 : Urology Elective

Urology, also known as genitourinary surgery, is the branch of medicine that focuses on surgical and medical diseases of the male and female urinary-tract system and the male reproductive organs.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

Women's Health

WMN 3001 : Women's Health Core

The Women's Health Externship will provide clinical exposure to the various aspects of women's health issues. Students will gain knowledge, experience, and competence in the diagnosis and management of gynecologic and obstetric patients in inpatient and outpatient clinical settings. Students will also become competent in their knowledge of the physiologic adaptations of pregnancy and the process of normal and abnormal labor and delivery as well as general reproductive health.

Credits

4

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) course-work and passing score on COMLEX Level 1.

WMN 4001 : Women's Health Elective

Women's health refers to the health of women, which differs from that of men in many unique ways. Women's health is an example of population health, where health is defined by the World Health Organization as "a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity".

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

WMN 4100 : Gynecology Elective

Gynecology is the medical practice dealing with the health of the female reproductive systems and the breasts.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) course-work and passing score on COMLEX Level 1.

WMN 4110 : OBGYN Elective

Obstetrics and gynecology is the medical specialty that deals with pregnancy, childbirth, and the postpartum period and the health of the female reproductive systems and the breasts.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

WMN 4120 : Gynecologic Oncology Elective

Gynecologic oncology is a specialized field of medicine that focuses on cancers of the female reproductive system, including ovarian cancer, uterine cancer, vaginal cancer, cervical cancer, and vulvar cancer.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

WMN 4130 : Gynecological Surgery Elective

Gynecological surgery refers to surgery on the female reproductive system and is usually performed by gynecologists. It includes procedures for benign conditions, cancer, infertility, and incontinence.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

WMN 4200 : Maternal/Fetal Medicine Elective

Maternal-fetal medicine is a branch of medicine that focuses on managing health concerns of the mother and fetus prior to, during, and shortly after pregnancy.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

Wound Care

WND 4001 : Wound Care Elective

Wound healing is an intricate process in which the skin repairs itself after injury. Wound healing is depicted in a discrete timeline of physical attributes constituting the post-trauma repairing process.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.