



**COLORADO CAMPUS**



**MONTANA CAMPUS**



**UTAH CAMPUS**

**Academic Year 2024-2025**

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The academic year of this catalog is Fall 2024 through Summer 2025.

The policy and academic requirements information in this catalog are for the 2024-2025 Catalog/Handbook and is effective as of June 17, 2024, until revised by Rocky Vista University. Academic requirements are based on the student's effective catalog for term of admission to degree program. Rocky Vista University has made every reasonable effort to determine that all information in this catalog is accurate as of June 17, 2024.

# Introduction

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## A Message from the President

This year's Rocky Vista University Student Handbook and Catalog is published as we celebrate many successes as an institution. This past year, Master of Physician Assistant Studies (PA) program received a 10-year accreditation from ARC-PA, their programmatic accreditor. Additionally, the Montana College of Osteopathic Medicine went from a dream to a reality. The Master of Science in Biomedical Sciences (MSBS) program continues to be the largest feeder program to RVUCOM. Rocky Vista University College of Osteopathic Medicine achieved a record number of students (287) successfully entering residency programs. Finally, we added a new masters' program, the Master of Medical Science on our Montana campus. RVU students and faculty are helping us reach our vision of "Achieving New Heights in Medical Education"

By every measure, RVU faculty and students are delivering on the promises contained in our university Mission Statement: "Rocky Vista University provides quality healthcare education while inspiring students to serve with compassion, integrity, and excellence". RVU students are leaders in national organizations, and in student outcomes: whether it is acceptance into and performance in medical school by our MSBS students, Physician Assistant National Certifying Exam pass rate and job placement by our PA students, or COMLEX pass rate and residency match success, our students are leading the way.

The administration and faculty of RVU remains dedicated to the students and student experience. We know that healthcare education is challenging and at times overwhelming and we are committed to providing the support services that students need.

At Rocky Vista University we embrace core values of integrity, collegiality, compassion, diversity, equity, excellence, inclusivity, service, and innovation. You will find these values every day during your time at RVU. That are meant to be inspirational, aspirational, and living declarations of who we are.

Please take the time to carefully review the material presented in this *RVU Student Handbook and Catalog*, as it includes information every student is expected to be familiar with, in addition to being an excellent resource.

Wishing each of you a successful year ahead.

Sincerely,

Warm regards,  
**David Forstein, DO, FACOOG**  
President and CEO  
Rocky Vista University



# About

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## 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

#### **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**

The recognition, reflection, and representation of individual differences within a community including, but not limited to culture, race, age, ethnicity or national origin, color, sex, gender, gender identity, sexual orientation, religious beliefs, spiritual practices, political beliefs, mental and physical ability, socioeconomic status, individual life experiences, or other ideologies.

#### **Equity**

The implementation of unbiased policies and practices to ensure everyone has access to opportunities along with needs-based distribution of resources to obtain positive outcomes so that all individuals and groups may attain their full potential and no one is deprived regardless of identity, abilities, background, or socially determined circumstances.

#### **Excellence**

The commitment to exceed expectations in education.

#### **Inclusivity**

The dynamic process of creating a welcoming environment that increases awareness, knowledge, and empathetic understanding to enable individuals with diverse backgrounds, abilities, insights, and experiences to interact in an open, fair, respectful, equitable, and collaborative fashion.

#### **Innovation**

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

#### **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.

#### **Service**

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

## University Administration

### **David Forstein, DO, FACOOG**

President and Chief Executive Officer (CEO)

**Kat Abernathy, MSOL, GPHR, PHR, CPA**

Vice President of Human Resources  
MSOL, Colorado State University Global

**Heather Ferrill, DO, MS, MEdL**

Vice President of Faculty Affairs and Dean of RVUCOM (Colorado and Utah)  
DO, Michigan State University College of Osteopathic Medicine  
MEdL, University of New England College of Osteopathic Medicine

**David Irons, CPA, MBA**

Vice President of Finance and Controller  
CPA, State of Colorado  
MBA, Colorado Technical University

**Kyle LaValley, MBA**

Vice President, Growth and Strategic Initiatives  
MBA, Colorado State University, Pueblo

**Kayla Manning, MBA**

Vice President of Marketing and Enrollment Management  
MBA, University of Florida

**Janna L. Oakes, PhD**

Vice President of Institutional Effectiveness  
PhD, University of Denver

**David Park, DO, FAAFP, FACOFP**

Vice President and Founding Dean of MCOM  
DO, New York Institute of Technology College of Osteopathic Medicine

**Jesús Treviño, PhD**

Vice President of Diversity, Equity, and Inclusion  
PhD, University of California Los Angeles

## Accreditations

### Institutional Accreditation

**Rocky Vista University (RVU) is accredited by the Higher Learning Commission (HLC).**

HLC accredits degree-granting post-secondary educational institutions in the United States. HLC is an institutional accreditor, accrediting the institution as a whole. At its meeting on May 1, 2018, the Institutional Actions Council (IAC) of the Higher Learning Commission voted to continue the accreditation of Rocky Vista University with the next comprehensive evaluation to be scheduled for 23-24. HLC is an independent corporation that was founded in 1895 as one of six regional accreditors in the United States. For further information please contact the Higher Learning Commission at 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604; or (800) 621-7440.

### State Authorizations

Rocky Vista University has full authorization from the state agencies listed below to operate its campuses in Colorado, Utah, and Montana.

**Colorado Department of Higher Education**

1560 Broadway, Suite 1600  
Denver, CO 80202  
303-862-3001

**Montana University System**

560 N. Park  
Helena, MT 59620  
406-449-9124

**Utah Department of Commerce**  
160 East 300 South  
Salt Lake City, Utah 84114  
801-530-6601

## Specialized Program & Center Accreditations

Specialized program accreditation agencies accredit specific academic programs within an institution of higher learning. These program accreditations ensure that individuals who successfully complete an RVU degree program are eligible to sit for relevant licensure examinations. Rocky Vista University's programs and centers hold the specialized program accreditations listed below. Completion of

### **Doctor of Osteopathic Medicine**



The Doctor of Osteopathic Medicine program offered at RVU's Colorado, Utah, and Montana campuses have been granted Accreditation - Continued status by the Commission on Osteopathic College Accreditation (COCA) of the

American Osteopathic Association (AOA). For further information please contact COCA at 142 E. Ontario St., Chicago, IL 60611; or (800) 621-1773; email: [predoc@osteopathic.org](mailto:predoc@osteopathic.org)

### **Master of Physician Assistant Studies**



The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted **Accreditation-Continued** status to the **Rocky Vista University Physician Assistant Program** sponsored by **Rocky Vista University**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be **March 2033**. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

The program's accreditation history can be viewed on the [ARC-PA website here](#).

### **Rocky Vista University Surgical Simulation Center**



RVU has the distinction of being recognized as a **Comprehensive Accredited Education Institute (AEI) by the American College of Surgeons**, and is the only osteopathic medical school to receive this prestigious accreditation. This consortium of high-quality programs around the world sets the standard for excellence and innovation in

simulation-based education. Our designation includes both Colorado and Utah campuses. For further information please click on the link below or contact the ACS at 633 N. Saint Clair Street, Chicago, IL 60611; or (312) 202-5000.

# Self-Evaluation

As an institution committed to continuous quality improvement, RVU maintains active processes for assessment of student learning, student course evaluations, operational effectiveness evaluation, graduating student and alumni surveys, and engages actively with executive advisory councils comprised of external stakeholders in Colorado, Utah, and Montana.

## Institution Ownership

RVU is owned by RVU Holdings, Inc., an indirect subsidiary of Medforth Global Healthcare Education Group, LP and Bear Holdings, LP.

## Facilities

### Colorado

Rocky Vista University is located in the City of Parker, Colorado, just 20 minutes from downtown Denver. Our Parker campus encompasses a state-of-the-art facility spanning 153,000 square feet. Our campus features three large auditoriums, a fully equipped simulation lab, a comprehensive medical library, a self-serve cafeteria, an anatomy lab, an OPP lab, and a primary care health clinic. The health clinic is available to both students and the community, providing essential services and hands-on training opportunities to our students.

### Utah

The Utah campus is located in Southern Utah in a city named Ivins, Utah, overlooking the majestic Red Rock Mountains. The city of Ivins is in the southwest corner of the state, just outside of St. George. The two-story, 104,000 square foot building was designed to complement the natural scenery of the area. The facility includes two 200-seat lecture halls, three seminar rooms, 36 small-group study rooms, clinical skills and OPP lab, a full dissection gross anatomy lab, a multipurpose lab, a simulation center, standardized patient rooms, and a 9,000 square foot library. There is a 23,000 square foot medical office building across the street from the campus which house administrative offices, a mental health facility for students, a fitness center and a medical clinic that provides clinical training opportunities for students (as well as health services to RVU students, faculty and staff and the larger community).

### Montana

RVU-MCOM is Montana's first 4-year medical school. Our 138,000 square foot campus sits on 12.8 acres in beautiful Billings, MT. The University strives to recruit and educate individuals committed to becoming highly competent physicians who will assist in meeting the needs of the wide diversity of patients they will encounter during their careers, and who will be equipped to adapt to the demands of a changing health care system.

Key features of the RVU-MCOM campus facility include:

- Modern architecture capitalizing on natural light
- Innovative technology
- Immersion room simulations
- High-fidelity mannequins
- Hand-held ultrasound
- Group-based active learning spaces,
- Expansive anatomy lab for both cadavers and virtual reality

Emphasis on physical and mental wellbeing flows throughout the campus and includes a yoga studio and full fitness center. A full-time mental health counselor is located on site for students to readily access mental health services. Indoor and outdoor spaces are designed to build community by giving students places to gather.

# University Policies

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*Note: Individual program policies may differ from University policies. Please review policies listed under the specific programs.*

## Anatomy Laboratory Expectation for Participants

Cadaveric specimens that are used in Anatomy Labs are obtained from individuals who recognized the importance of human dissection in the training of future healthcare professionals. The donor bodies must always be treated with respect. Students are expected to follow all policies in the RVU Gross Anatomy Laboratory Policies and Procedures document. Students who break confidentiality of donor identity, disrespect donors, who purposefully destroy tissues in a manner inconsistent with the dissector, or who fail to maintain their donor by using wetting solution and maintenance procedures appropriately will lose their Gross Anatomy Laboratory privileges and may be referred to the Associate/Assistant Dean of Student Affairs for review and possible disciplinary action as indicated. If allowed to continue in the curriculum, these students may be required to complete the remainder of Gross Anatomy Laboratory coursework for the academic year using alternative but equivalent learning and assessment materials.

### Colorado Campus

Rocky Vista does not currently operate its own body donation program. Those individuals interested in donating their bodies for the medical education of young doctors can donate through the [State Anatomical Board of Colorado](#).

State Anatomical Board

Phone: (8 am–4 pm): [303-724-2410](tel:303-724-2410)

[Website](#)

### Montana Campus

Rocky Vista does not currently operate its own body donation program. Those individuals interested in donating their bodies for the medical education of young doctors can donate through the [State Anatomical Board of Colorado](#).

State Anatomical Board

Phone: (8 am–4 pm): [303-724-2410](tel:303-724-2410)

### Utah Campus

Rocky Vista does not currently operate its own body donation program. Those individuals interested in donating their bodies for the medical education of young doctors on our campus can donate through the [University of Utah's Body Donor Program](#) and request that your donation is sent to our campus.

For questions about body donation through the University of Utah please call, email, or write to:

Kerry Peterson

Body Donor Program

520 Wakara Way, SLC, Utah 84112

Phone: (8 am–4 pm): 801-581-6728

Phone: (after hours, weekends, & holidays): 801-581-2121

Email: [bodydonor@lists.utah.edu](mailto:bodydonor@lists.utah.edu)

[Website](#)

## Attendance Records

Attendance records are kept by and are the responsibility of the individual Course Directors.

# 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 any of the campuses.

## Disabilities and Academic Accommodations

### Disabilities and Academic Accommodations

Rocky Vista University recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for students with disabilities. Students are required to meet the technical standards set forth by the college/program in which they are enrolled, 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.

Students who may qualify for accommodations include those who have received accommodations previously or who have been diagnosed with a condition impacting one or more major life activities (such as caring for oneself, performing manual tasks, learning, walking, seeing, hearing, breathing, and working, etc.). Although students with temporary illness or injury are not considered disabled by law, every reasonable effort to accommodate their needs will be exercised. If you feel you meet these criteria or would like to discuss your eligibility for accommodations, you are encouraged to complete our registration [form](#).

Requests for accommodations and services are evaluated on an individual, case-by-case basis and are dependent on a student's functional limitations within a given environment. Through an interactive dialog facilitated by Disability Services, all relevant factors, including the impact of the disability on the student's access to a course or a program, supporting clinical or diagnostic documentation, and the relevant learning outcomes of the given program, will be considered. Requests for accommodations that would result in an alteration of the fundamental nature or learning outcome of a course or a program are not reasonable and will not be approved.

Clinical documentation or other diagnostic information submitted to Disability Services 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 educational 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.

Students requesting disability-related accommodations must follow the process outlined below.

## **Accommodations Request Process**

### **Step 1: Complete the [Initial Accommodation Request Form](#)**

It is the student's responsibility to initiate the process with Disability Services as soon as possible after committing to attend RVU, or after diagnosis, to ensure timely approval and implementation of approved accommodations. While requests may be submitted at any point throughout the year, students should consider that the interactive process, including documentation review and eligibility notification, typically requires two (2) weeks. Incomplete documentation may delay the review process.

### **Step 2: [Schedule an Appointment](#) with Disability Services**

After submitting the Initial Accommodation Request Form, students must schedule a Welcome Meeting with [Disability Services](#).

Meetings can be held virtually for students on all three campuses or in-person for students on the Utah campus.

Disability Services' priority is initiating the interactive process with students; therefore, students should not delay submitting a request due to a lack of documentation concerns. The Disability Officer will discuss [acceptable types of documentation](#) during the Welcome Meeting, and can answer specific documentation-related questions at that time.

### **Step 3: Welcome Meeting**

The Welcome Meeting is the beginning of an interactive process in which the Disability Officer will talk with students about disability-related barriers they may be experiencing, any history of accommodations they may have, as well as possible accommodations that may be reasonable and appropriate in the various RVU learning environments within the program. Students will also have the opportunity to ask questions, provide information and otherwise engage with the Disability Officer to understand how accommodations work within a medical education setting and what to expect relative to next steps in the process of establishing eligibility.

### **Step 4: Documentation Review and Notification of Eligibility Determination**

Upon receipt of the Initial Contact Form-Request for Accommodations and other supporting documentation, the student's eligibility for accommodations will be reviewed and the student will receive a Notification of Eligibility Determination. The eligibility notification will specify the accommodations for which the student has been approved, and copies will be sent to the Office of Testing and appropriate RVU officials. Once approved for accommodations, the Testing Center will send out instructions regarding the administration and location of exams with accommodations.

In some cases, a student may be asked to provide additional supporting documentation/information if the submitted documentation is outdated or does not include sufficient relevant information to determine the impact of the disability. Last-minute submission of documentation may result in unavoidable delays in consideration of requested services.

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

## **Accommodation Renewal Process**

Accommodations will generally remain effective for the duration of a student's active enrollment in an RVU program. However, when transferring from one program to another (i.e. from MSBS to RVUCOM, or from MMS to MCOM) students must request to renew their accommodations prior to the start of the new academic program. Failure to request a renewal of accommodations may delay timely implementation. To verify their intent to continue using accommodations in a new RVU program, students should complete the [Accommodation Renewal Request form](#) prior to the first day of the new academic year.

Additionally, students are encouraged to meet with the Disability Officer prior to entering the clinical rotation portion of their program, if applicable, or at any time an adjustment to currently approved accommodations may be necessary.

## **National Board Accommodations**

Students seeking accommodations for licensure exams must directly petition the organization administering the exam to seek test accommodations. Please schedule a meeting with the Disability Officer to discuss this process in more detail and learn about additional support RVU may be able to provide.

### **ADA Accommodation Review Requests and Appeals**

Disability Services is committed to ensuring that Rocky Vista University is inclusive and accessible to all students. Several options are available to students who would like to address disability-related concerns, complaints, or issues.

If a student has concerns about the support provided by the [Disability Officer](#), or if they believe that they have been denied reasonable accommodations as requested, we recommend initiating a conversation with the Disability Officer to discuss those concerns. If the matter remains unresolved or if the student disagrees with the determination reached by the Disability Officer, the student may appeal the decision to the [Associate/Assistant Dean of Student Affairs](#) by submitting an [Accessibility Grievance Form](#). The student will be contacted within seven (7) days of submission and will be given an opportunity to share additional details regarding their specific situation and the reason for the appeal request.

If the student believes their complaint is a matter of discrimination, the student has the right to bypass the Associate/Assistant Dean of Student Affairs by submitting an EthicsPoint Complaint [online](#) or by calling (844) 936-2729.

If a satisfactory solution is still not offered, the student may choose to file a complaint with the U.S. Department of Education, [Office of Civil Rights](#).

## **Diversity Statement**

Rocky Vista University is committed to creating a diverse community: one that is inclusive and responsive, and is supportive of each and all of its faculty, students, and staff. The University seeks to promote diversity in its many manifestations. These include but are not limited to race, ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religion, disability, and place of origin.

Rocky Vista University (RVU) recognizes that we live in an increasingly interconnected, globalized world, and that students benefit from learning in educational and social contexts in which there are participants from all manner of backgrounds. The goal is to encourage students to consider diverse experiences and perspectives throughout their lives. All members of the University community share a responsibility for creating, maintaining, and developing a learning environment in which difference is valued, equity is sought, and inclusiveness is practiced.

### **Diversity and Non-Discrimination Policy**

It is RVU's policy to prohibit discrimination or harassment against any person because of race, color, religion, creed, sex, pregnancy, national or ethnic origin, non-disqualifying disability, age, ancestry, marital status, sexual orientation, unfavorable discharge from the military, veteran status, political beliefs or affiliations. Moreover, the University complies with all federal and state nondiscrimination, equal opportunity and affirmative-action laws and regulations, among these the Civil Rights Act; the Americans with Disabilities Act; the Rehabilitation Act of 1973; and Title IX of the Education Amendments of 1972.

RVU's policy on non-discrimination can be found in its Student Handbook, as well as in its Employee Handbook and Faculty Manual. This policy applies not only to employment opportunities, but also to admissions, enrollment, scholarships, loan programs, participation in University activities, access to, participation in and treatment in all University centers, programs and activities.

RVU makes a concerted effort to recruit from diverse backgrounds for both enrollment and employment, not only in terms of ethnicity and gender, but also in terms of life experiences.

## **Dress Code**

RVU Students must follow the following dress code requirements while on campus during business hours (typically 8am – 5 pm).

The RVU dress code reflects the dignity of the health care profession and respect for other students, faculty, administration, staff, and particularly special visitors.

The dress code reflects a general minimum standard for the campus community. Students should refer to the course syllabi and program handbooks for further specific dress requirements (e.g., labs, lectures, rotation sites). The University has the right to require specific dress for specific occasions (e.g., special guests on campus, “casual Fridays”) and students will be notified of any adjustments. Questions regarding appropriate attire may be directed to the Office of Student Affairs and setting-/program-specific leadership.]

The different learning and teaching environments at RVU may require different dress styles and what is appropriate for one setting may be inappropriate for other settings. (e.g., lab, lectures, lab, recreational activity). Regardless of the setting, all clothing should be neat, clean, and respectful of others. Everyone is expected to be well-groomed and wear clean clothing, free of holes, tears, or other signs of wear beyond normal functionality. Students are allowed to dress the full day for the learning experience that they are engaged in; for example, if they are in lab they may wear lab attire for the entire day. However, lab attire that consists of shorts, sports bra, or bare chest should be covered by appropriate outerwear or clinically-appropriate scrubs while not in lab. Students practicing OMM skills outside of lab, may be permitted to wear lab appropriate clothing while practicing.

Appropriate attire *does not* include clothing with rips, tears or frays; or any extreme style or fashion in dress, footwear, accessories, or fragrances. Inappropriate attire also includes clothing having language or images that can be construed, based on societal norms, to be offensive or contribute to a hostile learning and working environment. Hats and headwear are not permitted other than for religious or cultural purposes.

All students are permitted to wear the clothing of their choice regardless of traditional gender norm conformity. Students may dress in accordance with their gender identity and gender expression, provided that such clothing does not violate other aspects of the university dress code.

Students should be open to feedback regarding their attire from peers, faculty, and staff, as the attire of any student can impact others and the RVU community. Questions or concerns regarding dress or dress-related feedback can be brought to the Assistant/Associate Deans of Student Affairs whose decision will be final in the event of an issue. Generally, students will be expected to self-monitor their own attire. However, egregious or repeated dress violations will be considered unprofessional behavior and may result in a disciplinary sanction. Students may be asked to leave campus to change if they are inappropriately dressed depending on the specific situation and case.

When uncertain, students should default to business casual attire or professional scrubs with a white coat on top. Business casual is generally characterized as: slacks/trousers, jeans, dresses, and skirts with modest lengths; collared shirts, sweaters, and blouses; clothing that covers the chest, back, torso, stomach, and lower extremities from armpit to mid-thigh when the body is standing straight and when bending over or reaching the hands above the head; tops that have shoulder straps; bottoms that fully cover an individual's buttock. Business Casual attire is not required after 5pm, but appropriate clothing is still expected.

Cultural and religious attire is welcomed as long as it is safe and appropriate for the specific learning environment. Students must wear their RVU ID at all times unless outlined differently in course or clinical syllabus.

When on location at clinical training sites, students must adhere to the training site's dress code. Students are required to reach out to each of their training sites one week prior to the beginning of each clerkship rotation to learn the appropriate attire.

## **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.

## 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 and expression, pregnancy, national or ethnic origin, non-disqualifying disability, age, ancestry, marital status, parental status, genetic information, sexual orientation, veteran status, political beliefs or affiliations, and to act in conformity with all applicable federal and state laws, orders and regulations, including 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 nondiscrimination 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 Rocky Vista University Office of Compliance and/or the Title IX Coordinator (if discrimination is based on sex/gender-identity) by calling 720-874-2481. Another option is to file a complaint through the [RVU EthicsPoint system](#).

Complaints may also be filed with the U.S. Department of Education, [Office for Civil Rights \(here\)](#) or calling their Customer Service Hotline at (800) 421-3481.

## 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. 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.

# 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.

## 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 Student Affairs Disability Officer 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/Assistant Dean of Student Affairs or the Title IX Coordinator.

## 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 for the College of Medicine or the Director of Clinical Education for the PA program and must contact **Human Resources** immediately for direction about workers' compensation. Students are not covered for non-RVU activities.

## 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/handbook](http://www.rvu.edu/handbook). 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, policies, and responsibilities of the student.

Please note: at times, specific 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.

# Sexual Misconduct and NonDiscrimination 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 Associate Dean of Students in Montana (406) 901-2708, or to the Title IX coordinator (720) 874-2481.

RVU’s Sexual Misconduct and NonDiscrimination 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 NonDiscrimination Reporting, Investigating, and Hearing Procedures

Any individual who believes that an employee or student of the University, including themselves, 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 at: <https://www.rvu.edu/about/title-ix/>. Questions about this policy or Title IX can be directed to the Title IX Coordinator at (720) 874-2481.

# 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/Assistant 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 through EthicsPoint online via the web at [rvu.ethicspoint.com](http://rvu.ethicspoint.com) or by calling 844-936-2729. Complaints may be filed anonymously, but remaining anonymous may impair a resolution if your identity is needed to resolve a complaint.

Details on the Student Complaints and Grievance Procedures, as well as the complaint form, are available on the website and the student portal (MyVista). Assistance is also available from the Associate/Assistant Dean of Student Affairs.

### **Student Complaints to Accrediting Bodies**

Students may file a complaint with the University's accrediting bodies 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](mailto:predoc@osteopathic.org)

#### **ARC-PA**

3325 Paddocks Parkway, Suite 345

Suwanee, Georgia 30024

Phone: 770.476.1224

Fax: 470.253.8271

#### **U.S. Department of Education**

##### **Office for Civil Rights**

<https://www2.ed.gov/about/offices/list/ocr/index.html>

## **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.

## **Tardiness Definition**

Tardiness is defined as the appearance of a student without proper excuse after the scheduled time that a class begins. Students who are not in class for 50% or more of the class period will be counted absent.

## **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 within the university's [Dynamic Policies](#).

## **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, unless you waive your right to confidentiality.

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 at: <https://www.rvu.edu/about/title-ix/> .

## **Student Financial Services**

### **Tuition Refund Policy**

#### **Purpose & Scope**

The purpose of this policy is to make clear what circumstances may warrant a tuition refund.

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.

#### **Policy Statement**

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%.

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 based on professionalism, performance, or other issues that occurred in the previous semester. These students are eligible for a 100% tuition refund for the current semester.

Exceptions to this policy due to extenuating circumstances must be first approved by the Assistant/Associate Dean of Student Affairs on the student's primary campus, via the Tuition Refund Form located on the iNet. If approved, the exception form will be forwarded to the Senior Director of Student Financial Services for review. If approved, the student's Dean or Program Director will review. If approved, the form will be forwarded to the Provost for final review and approval. If seeking an exception to this policy, complete the online "Tuition Refund Form" (located on the iNet), and provide a detailed explanation.

## Roles & Responsibilities

<b>VP of Finance</b>	Oversight of this policy
<b>Campus Student Affairs Deans Officers</b>	Works with the student for initial review and possible first level approval/rejection of the tuition exception request.
<b>Deans, Program Directors</b>	Receives approved forms from Student Financial Services and, review and 3rd level approval/rejection of the tuition exception form
<b>Provost</b>	Receives approved forms from the Dean or Program Director and provides, review and final approval/rejection of the tuition exception form.. The decision of the Provost is final and not appealable.

**For Iowa Residents Only:** The State of Iowa For-profit Tuition Refund Policy can be found at <https://iowacollegeaid.gov/ForProfitRefundPolicy>.\*

**\*For Iowa Residents Only:** The State of Iowa For-profit Tuition Refund Policy can be found at <https://catalog.rvu.edu/iowa-0>

\*Updated 1.28.25

## Voter Registration

### 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.

### Montana Voter Registration

To vote in Montana, you must

- Be registered to vote as required by law
- Be 18 years or older by the next election
- Be a citizen of the United States
- Have lived in Montana for 30 days

For more info, [How to Register to Vote - Montana Secretary of State - Christi Jacobsen \(sosmt.gov\)](https://sosmt.gov)

# 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.

## Enhancing Your RVU Learning Experience By Successfully Interacting Across Cultural Differences

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The curriculum at RVU is intended to expose students to cross-cultural and intergroup dynamics in the successful treatment of diverse patients or work contexts with people from many backgrounds. And while it is the responsibility of the faculty (not the students) to present material related to student's preparation for delivering services in diverse settings, the diversity present in the student body can also be a great source for acquiring cross-cultural information and learning about different groups.

Learning about your fellow Rocky Vista University (RVU) students who represent different group or social identities can add significantly and positively to your healthcare education experience. RVU is no different than many other educational institutions in that students encounter people from diverse backgrounds, including (but not limited to) race/ethnicity, sexual orientation, gender, gender identity, disability, veteran-status, nationality, religion, age, citizenship, and socio-economic status. Interacting with individuals who represent different cultural/social identity groups can be educationally beneficial, yet also challenging. That is, language, culture, worldviews, perspectives, customs, and traditions can be an asset in creating diverse learning environments and forming positive intercultural relationships, but can also become barriers that prevent students from creating conflict-free and productive learning and workplace climates.

The following are suggestions for enhancing your RVU intergroup learning experience via successfully interacting across cultural differences, easing the process of interacting across student individual and group differences, and maximizing the creation of positive and welcoming learning environments:

1. Go out of your way to interact with as many students as you can, in particular with those who are different than you. RVU presents a tremendous opportunity to accomplish this goal. These interactions and dialogues will expand your knowledge about different individuals, identity groups, cultures, and backgrounds.
2. Communication across diverse groups and individuals is a learned skill that will be helpful in your work as healthcare practitioners. Learning to effectively communicate in culturally diverse environments can be both extremely challenging and rewarding.
3. Attempt to avoid microaggressions and try to use micro-affirmations instead when communicating with individuals. Microaggressions are defined as everyday verbal or behavioral insults directed unintentionally or intentionally against people from diverse backgrounds. Examples of insensitive microaggressions are saying "That's so gay", or "You are so Ghetto". These also include behaviors such as "cat calls" directed at women or mocking Native Americans using the stereotypical "War Whooping". Micro-affirmations, on the other hand are subtle validating, uplifting positive comments or clear acknowledgements about a person's value and success. Examples include saying "Good morning", referring positively to the work of a person, showing genuine interest in someone's culture, or correctly remembering and pronouncing someone's name

Thus, when interacting:

1. Be patient with other students and ask that they be patient with you as you try to learn about each other's backgrounds.
2. In talking to someone who comes from a different background, try to ask questions in a respectful manner and at an appropriate time. Instead of asking, "Why don't all Latinos speak Spanish?" try "I don't know if you can answer a question for me. I'm not assuming that you can, but I was wondering if you could educate me a little bit on one aspect of Latino culture about which I have always been curious: Why do some Latinos speak Spanish and others do not?"

3. No matter how curious you are about someone's physical characteristics or personal appearance, such as hair texture, color of skin, jewelry, or clothing, do not touch any of those personal items or characteristics unless you are given permission.
4. Allow each other to make mistakes as you develop your cross-cultural communication skills. Grant each other "redos" and use mistakes and unintentional insensitivities as learning moments. If you make a mistake, apologize for the error and commit to learning from your mistake in order to avoid the faux pas in the future.
5. If you are the person being asked about your cultural background, be patient with the people who are doing the asking. In many cases, the other person does not know how or what to ask and is simply trying to learn.
6. Keep your assumptions and stereotypes in check. Don't assume. Ask questions. Often, these assumptions are based on damaging stereotypes and can inhibit people from forming trusting, effective, and authentic relationships. Practice using social justice education communication techniques, such as calling-in (i.e., respectfully correcting the person) vs calling-out (i.e., attacking and embarrassing the person), active listening, cognitive empathy (i.e., perspective-taking), non-personalizing of issues, and other techniques that support the learning process during difficult conversations.
7. It is also important to keep intersectionality in mind when interacting with fellow students. From the perspective of intersectionality, we are all both members of ingroups and outgroups, depending on which social identities are being discussed. Thus, the old maxim of "treat others the way you want to be treated" is appropriate when interacting across differences.
8. Do not rely on your fellow students as the single source of all your diversity questions and education. Take responsibility for your own education by reading, researching, and talking to experts in the field.

For additional information on or help and support in practicing the guidelines above, contact the RVU Office for Diversity, Equity, and Inclusion at 720-875-2825

## Student Educational Records

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### Academic Records

The Office of the Registrar is the steward of student academic records. Academic records are permanently stored electronically within the student information system and according to record retention guidelines set forth by AACRAO, AAMC, HLC, COCA, and the US Department of Education. Educational records include but are not limited to, admission application, course registration in attempted and completed courses, grades, academic standing, enrollment and graduation verification requests, name and address changes, diplomas, transcripts, and residency/licensure paperwork.

### 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 Director of Admissions and individual Program Directors immediately. Currently enrolled PA students charged with an offense must notify the the Program Director and the Associate/Assistant Dean of Student Affairs. Currently enrolled COM and MSBS students charged with an offense must notify the Associate/Assistant Dean of Student Affairs.

## Course Registration

The Office of the Registrar is responsible for managing all course registrations and open periods for enrollment. Students can view their course registrations via the MyVista Student Portal.

## 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
- MMS, MSBS and PA Students: see faculty advisor of the program

## 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.

## Grades

Grades are available on the student's portal and LMS. Final grades are posted on the student's portal.

## Grade Point Average (GPA)

Please refer to the specific degree program's section of this catalog for information related to GPA calculation.

## 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 - except for accommodations made for pregnant and parenting students or those with disabilities (temporary or permanent) as approved by the Student Affairs Disability Officer.

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 five (5) 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.

This policy is separate from grade appeal policies that are held at the program level. Please refer to the appropriate program handbook for guidance regarding grade appeals.

## 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:
  - Blood Draw: T-Spot or QuantiFERON TB Gold Blood draw that is negative and within 12 months.
  - Skin Tests: TB Two-step (Two TB skin tests within 21 days of each other and no more than 12 months old).
  - 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.

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 Director of Admissions. Incoming students of the COM or MSBS Programs should contact the Director of Admissions. If the request is after matriculation, the request should be directed to the Associate/Assistant 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 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 iNet 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's 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.

## **Student Enrollment Status Changes**

For all changes in status (unless appealing the decision or otherwise directed by the Administration), the student is responsible to work with the Associate/Assistant Dean of Student Affairs to process the change and submit the Change of Status form to the Registrar's Office within five (5) business days of receipt of the letter. Failure to do so may have negative impacts on the student's financial aid, enrollment status, course registrations and/or academic transcripts.

### **Leave of Absence**

A Leave of Absence (LOA) is an intentional separation between the student and the University to enable the student to have the fullest opportunity to remedy whatever circumstances resulted in the leave of absence. An LOA suspends all student activities associated with the University and may be voluntary or non-voluntary 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/Assistant 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/Assistant Dean of Student Affairs.

Students on a leave of absence are not allowed to come to campus (unless for specific business related to their return) or participate in university-related activities and course work, such as research, student organizations, or university events. However, some resources can be accessed on a limited basis, including use of Media Site, the MyVista platform, online library services, student RVU email, and student RVU health insurance (provided the insurance was already paid-in-full). Full use of RVU mental health and wellness services will be available for students on LOA for up to six weeks past the student's change-of-status date.

### **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/Assistant 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/Assistant Dean of Student Affairs or by the appropriate Program Director (MSBS or PA) for the certification to be accepted.

### **Non-Voluntary Leave of Absence**

A non-voluntary 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/Assistant Dean of Student Affairs that is related to academic matters. Please refer to the Academic Policies section of the corresponding program for further information.

A non-academic, non-voluntary LOA is a mandatory, involuntary leave of absence imposed by the Dean (DO program) or Program Director (MSBS and PA programs) or Associate/Assistant Dean of Student Affairs that is unrelated to academic matters. During the leave, the Dean (DO program) or Program Director (MSBS and PA programs) and Associate/Assistant 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 a non-academic, non-voluntary 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/Assistant 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 any academically related activity for ten (10) consecutive days without notifying the Associate/Assistant 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/Assistant 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/Assistant 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/Assistant 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.

Rocky Vista University 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.

## **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 their enrollment verification at Rocky Vista University by submitting a request via the [iNet form](#).

# Doctor of Osteopathic Medicine (MCOM)

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## General Information

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### A Message from the Dean



Achieving greatness is a perpetual process, not an end game. Excellence requires ongoing self-assessments of what we did, what we are doing, and what we will do to improve for the future. This is the mindset of Rocky Vista University (RVU) with our vision of achieving new heights in medical education.

The Rocky Vista University Montana College of Osteopathic Medicine (MCOM) is RVU's third medical school campus and has the noteworthy advantage of benefitting from all the experience, achievements and proven outcomes of RVU's medical school campuses in Colorado and Utah. However, one big difference to highlight is that RVU-MCOM will function like a separate medical school with our own local governance structure, our own faculty and staff, and our own customized curriculum that will include more simulation, ultrasound, and other innovative educational opportunities.

As the Founding Dean, I have the great privilege of welcoming you to our amazing, purposely-built medical school campus located in Billings, MT. Billings is the largest city in the state and serves as the major hub of quality healthcare delivery for a catchment area of over

650,000 people in the region. MCOM will offer the ideal place for you to learn, practice, and grow as a healthcare professional.

MCOM's campus culture is rooted in our university's core values of excellence, diversity, equity, inclusivity, innovation, collegiality, compassion, integrity, and service. We strive to prepare our students to work with diverse patients and populations, be service-oriented community partners, and be excellent representatives of Rocky Vista University!

We are excited to have you join us and we welcome you!

David J. Park, DO, FAAFP, FACOFP dist.  
Vice President and Founding Dean, RVU-MCOM  
Professor of Family Medicine

### Program Leadership

**David Park, DO, FAAFP, FACOFP-dist.**  
Vice-President and Founding Dean of MCOM  
Professor of Family Medicine  
DO, New York College of Osteopathic Medicine

**Becky Anglin, DNP**  
Director of Simulation  
DNP (educational leadership), American Sentinel University  
MSN, University of Phoenix

**Terri B. Blevins, EdD, MA**  
Associate Dean of Student Affairs  
EdD, University of Colorado  
MA, University of Iowa

**Michele (Mischa) Coleman, DO**  
Discipline Director of OMM  
Assistant Professor of OMM  
DO, Kansas City University College of Osteopathic Medicine

**Miriam Donohue, PhD**  
Director of Preclinical Education  
Associate Professor of Anatomy and Neuroanatomy  
PhD, SUNY Upstate Medical University  
Postdoctoral Fellowship, SUNY Upstate Medical University

**Mark C. Lee, MD, FACP**  
Assistant Dean of Clinical Education and GME  
Professor of Internal Medicine  
MD, Chicago Medical School

**John E. Moore, DO, MPH, FAAFP**  
Assistant Dean of Pre-Clinical Education  
Assistant Professor of Family Medicine  
Commander (retired), U.S. Navy

DO, Nova Southeastern University College of  
Osteopathic Medicine  
MPH, University of West Florida

**Jacquelyn Waller, PharmD, BCPS, FNAOME**  
Director of Preclinical Education  
Associate Professor of Pharmacology  
PharmD, University of Montana  
Fellow, National Academy of Osteopathic Medical  
Educators

**Ben Wilde, DO, FAAFP**  
Chair, Department of Clinical Sciences  
Associate Professor of Family Medicine  
DO, Arizona College of Osteopathic Medicine

**W. Michael Zawada, PhD**  
Chair, Department of Biomedical Sciences  
Professor of Physiology  
PhD, University of Arkansas for Medical Sciences

## Academic Calendar

### Fall 2024 Semester

- **OMS I and II Classes:**  
July 22, 2024 - December 20, 2024

### Spring 2025 Semester

- **OMS I and II Classes:**  
January 6, 2025 - June 13, 2025

\*All dates are subject to change. Refer to block  
schedule for dates of specific classes.

### Holidays

- Labor Day (no classes): September 2, 2024
- Thanksgiving Break (no classes): November  
28-29, 2024
- Winter Break (no classes): December 23 2024-  
January 5, 2025
- Martin Luther King, Jr. Day (no classes): January  
20, 2025
- President's Day (no classes): February 17, 2025
- Spring Break (no classes): March 24-28, 2025
- Memorial Day (no classes): May 26, 2025
- Independence Day (no classes): July 4, 2025

\*\* Holidays and time off depend upon the service  
requirements of scheduled clerkships.

## Introduction

### Doctors of Osteopathic Medicine (DO)

Osteopathic medicine, established in the United States  
in the 1860s by Dr. Andrew Taylor Still, is a distinctive  
form of healthcare that emphasizes a holistic body-  
mind-spirit approach. Doctors of Osteopathic Medicine  
(DOs) are fully licensed physicians authorized to  
practice medicine and surgery in all 50 states. While  
DOs are represented in every medical specialty, they  
have traditionally emphasized primary care.

DOs partner with their patients to promote health,  
prevent disease, and treat acute and chronic  
conditions. Their education encompasses  
comprehensive training in the biological sciences,  
medicine, surgery, and obstetrics. Additionally, DOs  
receive specialized training in holistic and preventive  
medicine, and the interrelationship of body systems,  
particularly the neuromusculoskeletal system.

A unique aspect of osteopathic training is Osteopathic  
Manipulative Treatment (OMT), specialized hands-on  
techniques used to diagnose and treat various  
conditions. By integrating OMT with conventional  
medical management option such as medication,  
surgery, and other healthcare modalities, DOs provide  
some of the most comprehensive care available in  
medicine today.

The practice of osteopathic medicine is founded on the  
following Osteopathic Tenets:

1. The body is a unit; the person is a unity of body,  
mind, and spirit.
2. The body is capable of self-regulation, self-  
healing, and health maintenance.
3. Structure and function are reciprocally  
interrelated.
4. Rational treatment is based on an understanding  
of these principles: body unity, self-regulation, and  
the interrelationship of structure and function.

These tenets guide DOs in their holistic approach to  
patient care, emphasizing the integration of all body  
systems to promote overall health and well-being.

### Osteopathic Oath

This modern version of the Hippocratic Oath for  
administration to osteopathic college graduates was  
initiated by a suggestion from Frank E. MacCracken,  
DO, of California to his state society. Within a year, the  
suggestion went from the state to the national

association, and a committee was formed under the Associated Colleges of Osteopathy to prepare the text. Members of that committee included Dr. MacCracken, as chairman, and Drs. R.C. McCaughan, Walter V. Goodfellow, and Edward T. Abbott. The first version was used from 1938 until 1954, at which time minor amendments were adopted.

I do hereby affirm my loyalty to the profession I am about to enter. I will be mindful always of my great responsibility to preserve the health and the life of my patients, to retain their confidence and respect both as a physician and a friend who will guard their secrets with scrupulous honor and fidelity, to perform faithfully my professional duties, to employ only those recognized methods of treatment consistent with good judgment and with my skill and ability, keeping in mind always nature's laws and the body's inherent capacity for recovery.

I will be ever vigilant in aiding in the general welfare of the community, sustaining its laws and institutions, not engaging in those practices which will in any way bring shame or discredit upon myself or my profession. I will give no drugs for nefarious purposes to any person, though it be asked of me.

I will endeavor to work in accord with my colleagues in a spirit of progressive cooperation and never by word or by act cast imputations upon them or their rightful practices.

I will look with respect and esteem upon all those who have taught me my art. To my college and my profession, I will be loyal and strive always for its best interests and for the interests of the students who will come after me. I will be ever alert to further the application of basic biologic truths to the healing arts and to develop the principles of osteopathic medicine which were first enunciated by Andrew Taylor Still.

## Program Learning Outcomes

The Rocky Vista University - Montana College of Osteopathic Medicine (RVU-MCOM) has established the following program learning outcomes, which are based upon the American Osteopathic Association (AOA) seven core competencies:

### RVU-MCOM Program Learning Outcomes (PLOs):

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 the RVU Code of Conduct and the principles of the 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)

## Admissions

### Requirements for Admission

*(Montana Campus)*

The Rocky Vista University (RVU) Office of Admissions processes applications to the RVUCOM and MCOM programs. This admissions policy establishes the criteria and procedures used by the RVU Admissions Department in the evaluation of applicants to the Doctor of Osteopathic Medicine programs.

RVU utilizes a comprehensive and holistic approach in evaluating each candidate in a fair and consistent manner. Applicants must meet all published prerequisites and minimum requirements and follow all the appropriate processes.

The minimum requirements for admission include:

- A bachelor's degree or higher 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; including exceptions that 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 the list of approved agencies in the RVU Student Handbook and Catalog, under 'Matriculation' section.*

- Minimum prerequisite course work that must be completed prior to matriculation includes:
  - Biology (8 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)
  - Biochemistry (3 semester hours)

*No grade below a "C" will be considered to fulfill requirements. C- is considered below a C and will not fulfill requirements. Additional upper-division coursework such as Human Anatomy, Physiology, Genetics, and Cellular Biology is highly recommended.*

- A minimum science and cumulative GPA of 3.0 as calculated on the AACOMAS application.
- MCOM is requiring candidates to take the Medical College Admission Test (MCAT). Candidates are required to take the Medical College Admission Test (MCAT) within 3 years prior to matriculation. There is no minimum required score.
- Letters of Recommendations (submitted to AACOMAS). Three required letters include:
  - A credentialed healthcare provider (DO, MD, PA, or NP) who supervised the candidate's work (voluntary or paid) in a clinical setting.
  - An academic reference (order of preference to include Pre-Med Advisor or Committee, Basic Science Faculty, or anyone who can speak to the candidate's ability to successfully complete a rigorous medical school curriculum).
  - A letter of the candidate's choice.
  - **Note, only the maximum number of six (6) letters submitted through AACOMAS will be considered. The Office of Admissions is not able to accept letters of recommendation sent directly to MCOM or from any other letter service, such as Interfolio or VirtualEvals.**
- Students must provide official transcripts from all colleges attended where a degree was earned prior to matriculation. In the event of coursework completed at foreign institutions, the applicant must submit official detailed course-by-course evaluations completed by an approved agency. A list of these agencies is available in the University Handbook & Catalog.

**International students:** MCOM welcomes international applications. Demonstrated English language proficiency is required during the virtual interview; preference will be given to applicants who have previously attended a regionally-accredited college or university in the U.S.

## Application Process

*(Montana Campus)*

MCOM participates in the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS) for the receipt and processing of applications. Applications are submitted electronically through [AACOMAS](#). AACOMAS processes applications within approximately 3-6 weeks. This timeframe may vary depending on the time it takes to receive an applicant's transcripts and the volume of applications being processed. MCOM's deadline for submitting an AACOMAS application is **April 11, 2025**. Applications are evaluated on a rolling basis, therefore it is in an applicant's best interest to apply early in the process. Once an applicant's AACOMAS application is received, it is evaluated to determine if the minimum requirements have been met.

Applicants meeting the minimum requirements will receive an email containing login information to complete their supplemental application and pay the supplemental fee. Candidates who initially do not meet the minimum academic requirements are welcome to resubmit updated information through AACOMAS. Candidates resubmitting qualifying information will then be invited to proceed through the process upon verification that the minimum requirements have been met. Applicants awarded an AACOMAS fee waiver will be granted a fee waiver for MCOM's supplemental fee. Fee waivers will also be granted for active duty military, veterans, as well as immediate family members. For submission instructions on the fee waiver, [click here](#).

An applicant's file is considered complete upon the receipt of the AACOMAS application, supplemental materials, processing fee, and letters of recommendation (letters submitted with applications from previous years will not be transferred).

The deadline for submitting a supplemental application and fee for the class matriculating **is April 15, 2025**. Please note that due to the rolling admission process, it is feasible that all interviews will be awarded prior to this date.

The Office of Admissions reviews all completed files and notifies applicants of their interview status. All applicants invited for an interview are given the choice of several interview dates.

## Interview Process

Applicants' academic qualifications will be pre-screened by the RVU Office of Admissions and interviews will be offered to competitive applicants. Applicant interviews will be conducted virtually and an official campus visit day will be offered to accepted students. The virtual

interviews will be approximately 30 minutes in length conducted by a two-person panel of the MCOM team. Interviewers will have access to the applicant's personal statement, supplemental application, and letters of recommendation. However, the interviewers will be blinded to the applicants' grades and MCAT scores. All interviewers' recommendations will be evaluated post-interview by the MCOM Admissions Committee with the final decision made by the Dean.

The Admissions Committee meets at least once a month to make a recommendation to the Dean relative to each applicant's status. The recommendation can be to offer an acceptance, to place the applicant on the alternate list, or to deny admission. The final decision will be made by the Dean.

## Matriculation Process

All acceptance offers are provisional pending the successful completion of all conditions set forth in the matriculation agreement including:

- Completion of all prerequisite coursework and documentation that a minimum of a bachelor's degree has been earned from a U.S. regionally accredited college or university.
- Payment of non-refundable deposits totaling \$2,000 on or prior to the date designated in the matriculation agreement. MCOM follows the guidelines set forth by the American Association of Colleges of Osteopathic Medicine (AACOM) relative to deposit due dates. Deposits will be applied to tuition.
- Successful passage of a drug screen and background check. Both services are to be scheduled and managed through PreCheck and are to be completed by the dates specified on the matriculation agreement. An applicant who has a deficiency or abnormality discovered on either screening will be referred to a sub-committee for further investigation.
- Completion of required medical and immunization documents are to be scheduled and managed through SentryMD (the medical record division of PreCheck) and to be completed by the dates specified on the matriculation agreement.
- Submission of a waiver demonstrating proof of medical insurance coverage or enrollment in the plan provided by the University.
- Submission of a waiver stating they meet the technical standards (any questions pertaining to whether a standard is met or if reasonable accommodations are required, must be addressed with the Associate Dean of Student Affairs), have read, understand, and agree to adhere to the policy set forth in the statement for students of MCOM regarding physical exposure in classroom activities and participation in osteopathic manipulative medicine and physical exam courses, and understand and agree to adhere to MCOM's Code of Student Conduct.
- Submission of transcripts from all colleges and universities attended where a degree was earned. MCOM will accept transcripts submitted as part of the AACOMAS application. In the event of an earned degree isn't posted prior to matriculation, a letter will be required from the university registrar confirming that the requirements for graduation have been met and indicating when the degree will be posted on the transcript. Official transcripts must be sent to MCOM as soon as the degree is posted.
- In the event of course work completed at foreign institutions, official detailed course by course evaluations completed by an approved agency must be submitted. Official evaluations must be included with the AACOMAS application and, in the case of a degree earned, the evaluation must reflect that the degree is equivalent to a degree earned at a regionally accredited US college or university. Please see website or AACOMAS site for a list of acceptable agencies. These agencies include:
  - **World Education Services, Inc.**  
(212) 966-6311
  - **AACRAO**  
(202) 296-3359
  - **Educational Credential Evaluators, Inc.**  
(414) 289-3400
  - **Josef Silny & Associates, Inc.**  
(305) 273-1616
- Official evaluations must be included with the AACOMAS application and, in the case of a degree earned, the evaluation must reflect that the degree is equivalent to a degree earned at a regionally accredited US college or university.
- Any other requirements set forth in the matriculation agreement.

MCOM plans to matriculate a class of 160 students in 2025 and beyond.

## Request for Deferment

**Eligibility for Deferral:** Only students who have been admitted, received an official acceptance letter from an RVU program, and have fully deposited may request a deferral. Deferral requests will be considered on a case-by-case basis, reviewed by the appropriate dean or program director. Some cases may necessitate additional documentation require students to provide supporting documentation.

**Deferral Request Procedure:** Students who wish to request a deferral must submit a written request, via email, to the Program Admissions Leadership. The request must include the following:

1. Student's full name and contact information, including current phone number, address, and email.
2. The reason for the deferral request, along with relevant supporting documentation (e.g., medical documentation, official military orders, etc.).
3. Written commitment to the start date for the next enrolled class start date.
4. All deferral requests will be reviewed by the Program Admissions Leadership; if eligibility is determined, requests may be presented to the appropriate Dean or Program Director for a final decision. A decision will be communicated to the student in writing within 30 days of the request submission.
5. Requests may not be considered if received less than 30 days prior to the program's start.
6. Exceptions to requests may be approved by Program Deans or Directors.

**Deferral Duration:** Deferral may be granted for a maximum of one academic year, per program. If approved, the student's enrollment will be automatically deferred to the approved start date. If deferral is granted for medical reasons, students may need to provide proof of medical clearance by a medical professional before the deferred start date. Proof of medical clearance shall be determined by the Dean or Program Director.

#### **Requirements to Confirm Deferral:**

1. Have already submitted the full deposit amount, as specified on the student's matriculation agreement. The deposit will be applied to tuition.
2. Submit a \$500 nonrefundable administrative fee.
3. Complete all requirements as specified in the students matriculation agreement. Date sensitive materials should be completed in the spring prior to matriculation. (Students may be required to do another background check or drug screen prior to matriculating. Additionally, students must finish all required health records and immunizations to comply.)
4. Students will not have to submit another application or re-interview.

## **Transfer Requests**

MCOM does not accept transfer requests.

# **Student Financial Services**

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## **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. It is our goal to provide information and advice determined solely by the best interests of our students. You can find a copy of our Financial Aid Code of Conduct on the RVU website.

MCOM students will be eligible to apply to participate in Federal Financial Aid programs once the University obtains Title IV eligibility (expected in 2025). Current students should anticipate financing their educational costs with a combination of 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 positions available in each class. Applicants should have specific plans for financing each year of education, including tuition, fees, living expenses, books, equipment, clinical rotation travel, expenses related to taking COMLEX or other professional examinations, and miscellaneous expenses.

We actively encourage applicants to explore all other avenues of financing and to keep the total amount of student loan borrowing to the minimum needed to cover their cost of attendance.

The University offers several scholarships and a number of other organizations also provide financial assistance. Military Health Profession Scholarships and GI Bill® Benefits may be available for qualified students.

For more information on scholarships see the website: <https://www.rvu.edu/admissions/financial-aid/scholarships/do/>

Students must complete the Rocky Vista University institutional applications if they wish to apply for any RVU scholarships. It is not necessary to complete a Free Application for Federal Student Aid (FAFSA.) Detailed information regarding the financial aid application procedure is posted on the website.

All new students are required to meet with a financial aid counselor or attend an informational meeting with the Office of Student Financial Services within their first semester. Continuing students during their second year are also required to do an annual financial aid training. In addition, once MCOM becomes Title IV eligible, there will be additional requirements of all students who have received any type of educational loan.

The maximum amount a student may receive from all sources of financial aid is limited to their annual Cost of Attendance (COA). The Cost of Attendance includes tuition, fees, books, supplies, health insurance, room and board, transportation and personal expenses. The costs required to take professional exams will be included in the COA for the appropriate years. The COA is an estimate of the cost of attending RVU and maintaining a modest but adequate standard of living. An individual student's actual costs may be higher or lower depending upon the choices he or she makes. A COA does not include living expenses for a student's spouse or other dependents. Cost of Attendance budgets are published annually and are available upon request from the Office of Financial Aid.

## Satisfactory Academic Progress Standards for Financial Aid Eligibility

Federal regulations require that Rocky Vista University Montana College of Osteopathic Medicine (MCOM) 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 MCOM for financial aid eligibility. This policy applies to all MCOM students including those applying for or currently receiving Federal, State, or any other institutional financial assistance.

The academic requirements for the Doctor of Osteopathic Medicine (D.O.) 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.

### **Time Frame for Completion (Quantitative Measures of Academic Progress):**

**Maximum Timeframe:** The normal timeframe for completion of required coursework for the D.O. degree is four academic years. Students are expected to make progress towards their degree during each term and must complete their degree within 150% of the published program length (six years). 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 reviewed by the Student Performance Committee (SPC). Due to academic or personal issues, a student may require more than four years to complete their degree. In such situations, the Office of Student Affairs 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 they have 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. A student is required to maintain a cumulative GPA of 70 or above in order to maintain satisfactory academic progress for financial aid. At the end of the 2nd academic year, the student must have a GPA of at least 70% in order to meet SAP. 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:** A passed course may not be repeated unless approved by the Dean. If a course has been repeated, 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), In Progress (IP), 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), Work In Progress (WIP), or In

Progress (IP) course, the student should notify the Office of Student Financial Services so the SAP status can be reevaluated.

Noncredit Remedial Courses: RVU does not offer non-credit 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 MCOM will be determined. The Assistant/Associate Dean of Student Affairs 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 a Second Degree: If a student changes their 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 RVU-MCOM Doctor of Osteopathic program. 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 clerkships pending successfully passing a 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 rotations by the Assistant/Associate Dean for Clinical Education.

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 Student Handbook and Catalog for more information on academic probation.

#### Procedure:

The Office of Student Financial Services will review the full academic progress of each financial aid recipient at the end of each term, prior to the disbursement of financial aid for the subsequent term. The student’s entire academic record will be reviewed, which will also include any periods of enrollment that the student did not receive financial aid assistance. SAP review is not complete until all qualitative and quantitative measures have been reviewed.

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 for financial aid.

#### 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 RVU 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 from student which documents:
  - The reason(s) for failure to meet the standards of academic progress for financial aid eligibility.
  - What has changed in the student's situation that would allow the student to bring their academic progress up to required standards.
2. A letter or academic plan from the SPC and/or the Assistant/Associate Dean of Student Affairs. 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. The 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. The 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 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.

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 MCOM'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.

## 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 expires during the academic year, they must obtain a new waiver form with proof of new insurance at least 30 days before their old insurance expires. 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 clerkships and may be subject to dismissal.

## Tuition and Fees

Tuition for MCOM for 2024-2025 is \$66,604. The following annual fees will also apply to all COM students:

### Student Health Insurance

- OMS I: \$5,229
- OMS II: \$5,101

*\*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.*

## Professionalism

MCOM holds in high regard professional behaviors and attitudes, including integrity, collegiality, compassion, diversity, service, innovation and a commitment to excellence. Effective learning is best fostered in an environment of mutual respect between teachers and learners. In the context of medical education, the term "teacher" is used broadly to include peers, resident physicians, full-time and volunteer faculty members, clinical preceptors, nurses, and ancillary support staff, as well as others from whom students learn.

### Guiding Principles

- Excellence: Medical educators are committed to exceeding expectations. Educators have a duty not only to convey the knowledge and skills required for delivering the profession's standard of care but also to model the values and attitudes required for preserving the medical profession's social contract with its patients.
- Integrity: Learning environments that are conducive to conveying professional values must be based on integrity. Students and residents

learn professionalism by observing and emulating role models who epitomize authentic professional values, attitudes and, especially, behaviors.

- Compassion: The willingness to be engaged with the needs of others is a basic tenet. Respect for every individual is fundamental to the ethic of medicine. Mutual respect between students, as novice members of the profession and their teachers, as experienced and esteemed professionals, is essential for nurturing that ethic. Given the inherently hierarchical nature of the teacher-learner relationship, teachers have a special obligation to ensure that students and residents are always treated respectfully.

## Academic Integrity

Rocky Vista University holds its students to the highest standards of academic 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 Professionalism Committee and/or the Student Performance Committee for investigation and possible disciplinary action, which may include 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 standards of academic integrity and professionalism:

- 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;
- Copying of examination questions;
- 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
- Unprofessional behavior that does not meet the standards of the University, its affiliates, and the healthcare professions.

## 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/Assistant 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.
- Professionalism committee or Student Performance Committee conduct decisions are sent as recommendations to the Associate/Assistant 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 Professionalism 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/Assistant 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.

## 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/Assistant Dean of Student Affairs (or the appropriate Program Director in the event the behavior relates to an MMS student) for appropriate disciplinary action and may be required to appear before the Professionalism Committee or the Student Performance Committee.

## Code of Student Conduct

The Code of Student Conduct seeks to promote the highest standard of behavior and academic integrity by setting forth the responsibilities of students as members of the University community.

Students enrolled in RVU assume an obligation to conduct themselves in a professional and ethical manner compatible with the expectations of the University 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.

Students are expected to abide by the Code of Student Conduct, all RVU and MCOM policies, and all local, state, and federal laws and regulations. Any violations of the aforementioned 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 as outlined may be subject to rescindment of the offer of admission.

Violations may lead to a required meeting before the Professionalism Committee, the Student Performance Committee, and/or the Dean for further investigation and/or action, including dismissal from the University.

Code of Student Conduct 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.

## Dress Code

RVU Students must follow the following dress code requirements while on campus during business hours (typically 8am – 5 pm).

The RVU dress code reflects the dignity of the health care profession and respect for other students, faculty, administration, staff, and particularly special visitors.

The dress code reflects a general minimum standard for the campus community. Students should refer to the course syllabi and program handbooks for further specific dress requirements (e.g., labs, lectures, rotation sites). The University has the right to require specific dress for specific occasions (e.g., special guests on campus, “casual Fridays”) and students will be notified of any adjustments. Questions regarding appropriate attire may be directed to the Office of Student Affairs and setting-/program-specific leadership.]

The different learning and teaching environments at RVU may require different dress styles and what is appropriate for one setting may be inappropriate for other settings. (e.g., lab, lectures, OPP lab, recreational activity). Regardless of the setting, all clothing should be neat, clean, and respectful of others. Everyone is expected to be well-groomed and wear clean clothing, free of holes, tears, or other signs of wear beyond normal functionality. Students are allowed to dress the full day for the learning experience that they are engaged in; for example, if they are in lab they may wear lab attire for the entire day. However, lab attire that consists of shorts, sports bra, or bare chest should be covered by appropriate outerwear or clinically-appropriate scrubs while not in lab. Students practicing OMM skills outside of lab, may be permitted to wear lab appropriate clothing while practicing.

Appropriate attire *does not* include clothing with rips, tears or frays; or any extreme style or fashion in dress, footwear, accessories, or fragrances. Inappropriate attire also includes clothing having language or images that can be construed, based on societal norms, to be offensive or contribute to a hostile learning and working environment. Hats and headwear are not permitted other than for religious or cultural purposes.

All students are permitted to wear the clothing of their choice regardless of traditional gender norm conformity. Students may dress in accordance with their gender identity and gender expression, provided that such clothing does not violate other aspects of the university dress code.

Students should be open to feedback regarding their attire from peers, faculty, and staff, as the attire of any student can impact others and the RVU community. Questions or concerns regarding dress or dress-related feedback can be brought to the Assistant/Associate Deans of Student Affairs whose decision will be final in the event of an issue. Generally, students will be expected to self-monitor their own attire. However, egregious or repeated dress violations will be considered unprofessional behavior and may result in a disciplinary sanction outlined in the Code of Conduct. Students may be asked to leave campus to change if they are inappropriately dressed depending on the specific situation and case.

When uncertain, students should default to business casual attire or professional scrubs with a white coat on top. Business casual is generally characterized as: slacks/trousers, jeans, dresses, and skirts with modest lengths; collared shirts, sweaters, and blouses; clothing that covers the chest, back, torso, stomach, and lower extremities from armpit to mid-thigh when the body is standing straight and when bending over or reaching the hands above the head; tops that have shoulder straps; bottoms that fully cover an individual's buttock. Business Casual attire is not required after 5pm, but appropriate clothing is still expected.

Cultural and religious attire is welcomed as long as it is safe and appropriate for the specific learning environment. Students must wear their RVU ID at all times unless outlined differently in course or clinical syllabus.

When on location at clinical training sites, students must adhere to the training site's dress code. Students are required to reach out to each of their training sites one week prior to the beginning of each clerkship rotation to learn the appropriate attire.

## EthicsPoint Complaint Reporting Hotline

EthicsPoint is an anonymous or confidential reporting tool available 24/7/365 for reporting serious violations of law, regulation, code of conduct, or policies which may include compliance issues, discrimination, fraud, waste and abuse, or serious misconduct.

**Phone Reporting (844-936-2729):** EthicsPoint has a toll-free phone reporting system that is available 24-hours a day, seven days a week, every day of the year.

It is available to all RVU students. When a student calls, he/she/they will reach an independent third-party service provider, completely independent of RVU. When the EthicsPoint phoneline is called, a specialist will answer the call and make a detailed summary of the question or concern raised. The caller's voice is never recorded, and the caller has the option to remain anonymous if they wish; however, it may be difficult to resolve an issue if the complainant does not provide their name. All calls are given a special reference number, and the complainant will be encouraged to call back within a specified time to check on the status of their case.

**Web Reporting (rvu.ethicspoint.com):** The web-based version of EthicsPoint is made available to students who are more comfortable asking questions or raising concerns through the web. When accessing the EthicsPoint website, RVU's network system is left entirely and the case will be recorded on an independent third party's system. And as with the RVU phone line, the complainant can remain anonymous; however, it may be difficult to resolve an issue if the complainant does not provide their name. All reports entered through the EthicsPoint website are also given a reference number, and encouraged to follow up within a specified time to check on the status of their case.

## 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."

## 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 states of Colorado and Montana, 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. Students undergoing further evaluation and treatment as indicated are protected by confidentiality of services. 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/Assistant Dean of Student Affairs or the Provost immediately.

## Privacy for University Communications

There is no expectation of privacy of information stored on or sent through University-owned information services, resources, and communications infrastructure. FERPA regulations are followed in regard to student records.

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.

## Professionalism Committee

The purpose of the Professionalism Committee is to serve as a focus of expertise and as a resource for recognizing exemplary professional behavior and for monitoring and improving lapses of professional behavior in students. The committee will manage lapses in student professionalism across all years of instruction. The primary function of the committee is to review Professionalism Improvement forms that have been submitted to the chair, gather information about the incident or issue, and offer a recommendation for

remediation as appropriate. The committee will also monitor outcomes of remediation. Repeated or serious lapses, or failure to engage in remediation, may be reported to the Student Performance Committee (SPC) for further disciplinary action. The committee will also review exemplary professionalism forms and recognize outstanding examples of professionalism among students.

Examples of unprofessional behaviors that would warrant further action include repeated tardiness; non-inclusive or discriminatory behavior, offensive or inappropriate use of language, unexcused absence from a required activity; disruptive behavior in the classroom, clinical setting, or administrative setting; academic dishonesty; abdication of responsibility for patients, harassment, or violence.

The Professionalism Committee is a standing committee of the Student Performance Committee (SPC) that promotes professional behavior in students. The committee confidentially reviews and considers unprofessional allegations submitted on Professionalism Improvement Forms and offers remediation for the unprofessional behavior or violation of the honor code. The Chair of the Professionalism Committee will be a voting member of the SPC appointed by the Dean. The Associate Dean of Student Affairs will take lead in supporting to the student in meeting competency expectations for professionalism.

A Lapse of Professionalism allegation will be documented through the Professionalism Improvement Form (PIF), indicating that a student may need additional help developing or demonstrating professionalism skills. The cited student will be notified by the Office of Student Affairs.

A serious professionalism lapse or repeated lapses may lead to adverse academic actions, including failure of the relevant course/clerkship and may become part of the permanent record of the student as reported on the Medical Student Performance Evaluation (MSPE) or Program Director's Letter.

Any employee or student who is concerned about a student's professional behavior should give informal feedback to the student and make suggestions for improvement. However, if this is unsuccessful or inadequate improvement is seen, then the employee or student should submit a Professionalism Improvement Form (PIF), which will be forwarded to the Chair of the Professionalism Committee. The PIF should be submitted as close to the incident of concern as is practical. The identity of the employee or student submitting a PIF will remain confidential unless it is later required as part of a formal investigation.

If a student is uncomfortable submitting a PIF regarding another student, they should report this issue to the Assistant/ Associate Dean of Preclinical Education, Assistant/Associate Dean of Clinical Education, or the Assistant/Associate Dean of Student Affairs, who may submit a PIF for the reporting student.

Initial minor lapses of professionalism can be handled by the Chair of the Professionalism Committee. However, repeated occurrences and/or failure to improve will necessitate discussion by the entire committee. Serious allegations may be referred to the SPC. The SPC may conduct further investigation and will make a recommendation to the Dean for final action.

## Professionalism Policy

Students are expected to demonstrate professional behavior in all aspects both within and outside the boundaries of the campus. Lapses of professionalism may be subject to investigation and disciplinary actions as necessary.

Elements of professionalism include integrity, honesty, communication, responsibility, duty, accountability, and respect for all human beings. Physicians, faculty, students, and staff participating in student education and patient care on the RVU campuses and affiliated sites are expected to aspire to these ideals. Professionalism lapses are managed via the Professionalism Committee. Remediation or referral will be determined by the Professionalism Committee. Repeated or serious professionalism lapses, or failure of the student to engage in remediation, may lead to adverse academic actions, up to and including dismissal. A serious lapse of professionalism is defined as abdication of responsibility for patients, cheating, harassment, violence, or failure to remediate previously cited professionalism issue. Examples of unprofessional behaviors that would warrant further action include repeated tardiness; non-inclusive or discriminatory behavior, offensive or inappropriate use of language, unexcused absence from a required activity; disruptive behavior in the classroom, clinical setting, or administrative setting; academic dishonesty; abdication of responsibility for patients, harassment, or violence.

All students and faculty must read and sign the Teacher – Learner Agreement.

See **Professionalism Committee** section for more information on committee purpose, function, and procedures.

# 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 with the ethical standards of healthcare professions, as well as those of the local authorities, the state and national laws, and applicable rules and regulations.
- As a general policy standard, a Preponderance of Evidence standard will be applied to all University investigations. Under the preponderance standard, the burden of proof is met when the party with the burden convinces the fact-finder that there is a greater than 50% chance that the claim is true.

## Program Policies and Procedures

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### Health and Technical Standards

All candidates must meet health and technical standards to be admitted to, participate in, and graduate from RVU-MCOM. Because the DO degree signifies that the holder is a physician prepared to enter postgraduate training programs (residency programs), RVU-MCOM 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 vision and other senses.

#### 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. Candidates must have a strong command of the English language. A candidate must be able to communicate effectively and sensitively in verbal and written form with patients and 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 and emotional intelligence 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.

## **Intercampus Transfer Policy**

MCOM does not allow transfers to or from other RVU campuses.

## **Osteopathic Clinical Skills (OCS)**

All Osteopathic Clinical Skills (OCS) 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 OCS 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 OCS laboratory and examine and be examined by members of the same and opposite sex. A graduate from MCOM 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 MCOM 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.

## **Regarding AOA COCA Standards & Procedures**

Students enrolled at RVU has the right to file a complaint regarding the University's adherence to accreditation standards to the University. No anonymous complaints will be processed. Complaints should be filed in writing to the Associate/Assistant Dean of Student Affairs of the respective location. Resolution of the complaint shall be made in writing/electronically to the complainant. The Associate/Assistant 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 may appeal to the Provost of RVU in writing within ten days of the letter of adjudication and resolution of the complaint.

The decision of the Provost on appeal will be final. No action shall be taken by RVU against a student for filing a complaint.

Students also have the right to file complaints for accreditation standard violations directly to the Commission on Osteopathic College Accreditation (COCA) 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

# MCOM Health Care Conflict of Interest and Recusal Policy

## Purpose & Scope

The purpose of this policy is to identify and prevent academic conflicts of interest arising from healthcare provider-patient relationship between Rocky Vista University (RVU) employees or appointed faculty and RVU students. This policy seeks to uphold impartiality in the assessment and promotion processes for all RVU students. It applies to all University employees, appointed faculty, and students.

## Policy Statement

Rocky Vista University is committed to ensuring that any employee or faculty member who provides healthcare services to an RVU student does not engage in any activities or decisions related to assessment or promotion of the student. If a conflict of interest is identified, the involved employee or appointed faculty member must disclose it immediately and recuse themselves from any involvement in the student's assessment or promotion.

## Roles & Responsibilities

<b>Dean</b>	Annually communicates this policy to employees, faculty and students and is ultimately responsible for compliance of this policy.
<b>Chair/ Course Director/</b>	Ensures procedures are in place and that these procedures are being followed.
<b>Regional or Site Director</b>	
<b>Employees and Appointed Faculty</b>	Avoids provider-patient relationship with students as much as feasible. Must disclose conflict of interest and recuse themselves if such a relationship was or is established.

<b>Students</b>	Discloses conflict of interest if a provider-patient relationship exists.
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## Related Processes, Procedures, and/or Definitions

Appendix 1: Preclinical Procedure for Students to Disclose a Conflict of Interest

Appendix 2: Preclinical Procedure for Faculty to Disclose a Conflict of interest and Recusal.

Appendix 3: Student Conflict of Interest Disclosure and Recusal Form

Appendix 4: Clinical Education Procedures for Conflict of Interest & Student Confidentiality in the Clinical Setting

Appendix 5: Conflict of Interest and Student Confidentiality in the Clinical Setting Attestation Form

## Appendix 1

### Preclinical Procedure for Students to Disclose a Conflict of Interest

Student conflicts of interest must be reported promptly to the department supervisor, course director, or designee via email.

Conflict of interest emails should include the following:

1. Acknowledgement that a conflict of interest exists (specific details not required)
2. Name(s) of faculty involved

Each conflict of interest will be reviewed and verified by the email recipient, communicated to the department supervisor, and recorded in a Conflict of Interest and Recusal Log. The department supervisor or designee will update the log on a regular basis and reference it when scheduling testing or graded assignments.

Conflict of Interest Disclosure and Recusal forms are also available at practical or clinical assessment situations/locations for any last-minute disclosures.

## Appendix 2

### Preclinical Procedure for Faculty to Disclose a Conflict of interest and Recusal

Faculty recusals must be reported promptly to the department supervisor, course director, or designee via email.

Recusal emails should include the following:

1. Acknowledgement that a conflict of interest exists (specific details not required) and of the need for recusal

2. Name(s) of student(s) involved

Each recusal will be reviewed and verified by the email recipient, communicated to the department supervisor, and recorded in a Conflict of Interest and Recusal Log. The department supervisor or designee will update the log on a regular basis and reference it when scheduling testing or graded assignments.

Conflict of Interest Disclosure and Recusal forms are also available at practical or clinical assessment situations/locations for any last-minute disclosures.

## Appendix 3

### Conflict of Interest Disclosure and Recusal Form

Name of Attestant: \_\_\_\_\_

Role at RVU (check one):

☐ Faculty

☐ Student

#### Attestation

\_\_\_\_ I understand the importance of maintaining integrity and transparency within the educational environment at RVU and that conflicts of interest are to be reported truthfully and completely.

\_\_\_\_ I attest to a conflict of interest with the individual(s) listed below.

Name(s) of Faculty/Student(s) involved:

1. -

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 4:

### Clinical Education Procedures for Conflict of Interest & Student Confidentiality in the Clinical Setting

RVU-MCOM students will not be academically assessed by a physician who has seen them as a patient in the clinical setting. In situations where physician faculty must deliver emergency care to a student due to unavailability of another provider, the faculty will recuse further assessment of the student and delegate academic assessments to an available regional/site director, rotation director, or clinical dean. These situations must be reported at once by faculty and student through processes outlined in Appendices 3 & 4. This may necessitate withdrawal, change, or repeat of the clinical rotation, if a rotation does not meet the requirement for clinical education assessment.

RVU-MCOM students taking part in clinical training will not be involved in the medical care of other RVU students, unless expressed permission is individually obtained from the student patient. Patient confidentiality will be strictly protected for RVU students in clinical settings. The student will inform their clinical coordinator and regional/site director of any conflict of interest or breach of student confidentiality at once.

All OMS III and IV students must complete an End-of-Clerkship Evaluation, where students must attest that they did not receive medical or professional services from their preceptor during the clerkship. If a conflict of interest is found, the Regional or Site Director will complete the student's evaluation after gathering feedback and relevant information from other people who were involved in the student's clinical clerkship experience.

### End-of-Clerkship Evaluation: Question 25

**Please select one and then enter your preceptor's name in the comments box:**

- I have read the Health Care Conflict of Interest and Recusal policy found in the course syllabus and attest that I have not ever received medical or other professional services or treatment from (enter the preceptor's name in the comment box).
- I have read the Health Care Conflict of Interest and Recusal policy found in the course syllabus and attest that I have received medical or other professional services or treatment from (enter the preceptor's name in the comment box).

Preceptor's Name:

Once per academic block, the Clinical Curriculum Coordinator will review the End-of-Clerkship Evaluations to determine completion of the question. Any unanswered questions will be sent to the Assistant/Associate Dean of Clinical Education for review and investigation if necessary.

## Appendix 5:

### Conflict of Interest and Student Confidentiality in the Clinical Setting Attestation Form

Rocky Vista University – Montana College of Osteopathic Medicine (RVU-MCOM) is committed to ensuring the prevention of any type of conflicts of interests for students regarding academic advancement and the protection of student confidentiality in the clinical setting.

RVU-MCOM is committed to ensuring the prevention of potential conflicts of interest for student academic advancement and the protection of student confidentiality in clinical education settings. Neither RVU-MCOM faculty nor any RVU-MCOM adjunct clinical faculty will serve as health care providers for RVU-MCOM students except in emergency situations. RVU-MCOM Students have the right to **not be academically assessed** by a physician preceptor who has seen them as a patient in the clinical setting. Students are responsible to inform their clinical coordinator and regional/site director immediately upon recognizing such a situation.

RVU students participating in clinical training will not be involved in the medical care of other RVU students, unless expressed permission is individually obtained from the student patient and if this is not in conflict with any RVU program-specific policies. Patient confidentiality will be strictly protected for RVU students in clinical settings.

#### Student Attestation

I, \_\_\_\_\_, have read and understand the above statement and will inform my clinical coordinator and regional/site director of any potential conflict of interest or breach of student confidentiality immediately.

Student  
Signature  
Date

revised 9.23.24

## Academic Policies

### Academic Promotion

Promotion is defined as progression from one academic year to the next. A student must satisfactorily complete all course requirements in the preceding academic year in order to progress to the next academic year and to be considered as making satisfactory academic progress.

#### 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;
- Students must sit for COMLEX Level 1 by July 1st—prior to when their first rotation begins
- Students must pass the COMLEX Level 1 before they can advance to their second core clerkship;
- If a student does not pass the COMLEX 1 on their first attempt, they will meet with the SPC;
- The student will not be permitted to participate in additional clinical rotations until they have passed the COMLEX Level 1.
- 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 clerkships 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 clerkships until the requirements are completed and they are certified for the fourth year (OMS IV) of studies.

## **Academic Standings**

### **Policy**

Student academic progress and academic standing levels will be monitored by the Preclinical Education

and Student Affairs Departments. Students who earn a passing final grade in every administered course and meet expectations for professional conduct will be considered in “**Good Academic Standing**” and will be eligible to progress to the next phase of the curriculum, provided the student is not subject to any other restrictions or preconditions stating otherwise.

The Professionalism Committee may recommend an alternative academic status based on any violations of the Code of Student Conduct or professional conduct.

### **Academic Status**

#### **Good Academic Standing**

Criteria:

- Passing final grade in each course taken
- No current or unresolved violations of professional behavior

Limitations:

- None provided the student is not subject to any other restrictions or preconditions stating otherwise.

Reporting:

- Status will be reported as “Good Academic Standing” on academic status queries from external entities.

#### **Good Academic Standing - At Risk**

Criteria (any one of the following):

- One course failure in an academic year
- Student previously in “Not in Good Academic Standing”
- Student returning from a leave of absence
- Student in a repeat year
- Recommendation of the Student Performance Committee via recommendation of the Professionalism Committee

Limitations:

- None, provided the student is not subject to any other restrictions or preconditions stating otherwise.

- May be subject to such other limitations, restrictions and/or preconditions as determined by the Professionalism Committee, the Student Performance Committee, and/or Dean or their designee.

#### Exit Criteria:

- Completion of the academic year with no additional course failures or violations of professionalism. Students who have passed remediation and/or satisfied requirements set forth by the Professionalism Committee will start the next academic year in Good Academic Standing, provided the student is not subject to any other restrictions or preconditions stating otherwise.
- For students previously in “Not in Good Academic Standing”, successful completion of the preclinical years by passing all courses, remediation, and/or meeting the requirements set forth by the Professionalism Committee will result in starting the clinical years in “Good Academic Standing” provided the student is not subject to any other restrictions or preconditions stating otherwise.

#### Requirements:

- Mandatory meeting(s) with the Student Success Team
- May be subject to such requirements as determined by the Student Success Team, Professionalism Committee, the Student Performance Committee, and/or Dean or their designee.

#### Reporting:

- Status will be reported as “Good Academic Standing” on academic status queries from external entities. (At Risk nomenclature will not be reported to external entities)

### Not in Good Academic Standing

#### Criteria (any one of the following):

- Two course failures in an academic year
- Recommendation of the Student Performance Committee via recommendation of the Professionalism Committee

#### Limitations:

- Not eligible to participate in electives

- Not eligible to hold leadership positions in student clubs/organizations
- May be subject to such other limitations, restrictions and/or preconditions as determined by the Dean.

#### Exit Criteria:

- Completion of all required remediation or completion of requirements set forth by the Dean. Students will then be placed in “Good Academic Standing-At Risk” status and absent any other issues, and provided the student is not subject to any other restrictions or preconditions stating otherwise, the student will remain in this status for the remainder of their preclinical years.

#### Requirements:

- Mandatory meeting with the Student Performance Committee, who will make recommendations to the Dean.
- May be subject to such other requirements or dismissal as determined by the Dean.

#### Reporting:

- Status will be reported as “Not in Good Academic Standing” on academic status queries from external organizations.

## Attendance Policy

Attendance and engagement in courses are an essential part of the student learning process leading to student success. Absences impact those students who are absent and can also negatively affect their peers. The scope of this policy applies to all students at the Montana College of Osteopathic Medicine. The practice of medicine requires physicians and students to be available for patient care all days of the week and may conceivably occur at any hour of the day. Medical student learning activities may be scheduled any day of the year with mandatory attendance at the discretion of each course director.

Attendance and punctuality are required for all assessments (e.g., exams, quizzes, competency assessments, etc.); laboratory sessions (e.g., anatomy, Osteopathic Clinical Skills (OCS), etc.); engaged learning sessions; scheduled clinical experiences (Clinical Clerkships and Electives, Standardized Patients, Simulations, etc.); and any other session as designated by a Course Director.

Accommodations for Religious Observances or other personal reasons will be considered on an individual

basis. RVU complies with the Disabilities and Academic Accommodations and Pregnant and Parenting Student policies.

Additional resources can be found in the University Policy Repository, currently entitled "DynamicPolicy" at: <http://policies.rvu.edu>.

**Punctuality and Tardiness** – Students are expected to arrive early for all scheduled events. Timely arrival is 10 prior to the scheduled laboratory sessions, assessments and exams, and 15 minutes prior to scheduled clinical or simulations sessions. A student who arrives late may be refused participation, resulting in no points or grade for the assignment. Every incidence of tardiness may result in a Professionalism Improvement Form being submitted. It is the individual responsibility of the student to request an excused absence prior to the start of a required activity, if possible. Repeated tardiness, defined as three or more tardy incidences in a semester, will result in a meeting with the Professionalism Committee.

**Excused Absences and Make-up Activities** – If a student is unable to attend a required academic event (e.g., quiz, exam, lab, ELS, etc.), the student must request an excused absence approval from the Office of Student Affairs, through the appropriate online form prior to the required session, except in cases where proactive communication is not possible.

Repeated excused absences will be investigated on an individual basis to determine a breach in professional behavior.

Examples of situations which would generally be approved for an excused absence include but are not limited to death of an immediate relative, birth of a baby (including absence due to pregnancy as medically necessary), pre-approved professional conference, jury duty, or any emergencies of mental or physical illnesses.

Examples of situations which would generally **not** be approved for an excused absence include, but are not limited to weddings, graduations, and cultural holidays.

### Procedure for Seeking an Excused Absence

The *Excused Absence Form* is found online on the RVU iNet site, at the following link: <https://inet.rvu.edu/home/forms-2/excused-absence-form/>

If a student starts but is not able to complete a required activity due to illness or other emergency, they should submit a request for excused absence as soon as possible that explains the circumstances surrounding their inability to complete the activity. Excused absences in these circumstances will be evaluated and granted on a case-by-case basis.

Examinations are stressful; stress/nervousness/panic does **not** qualify as a medical excuse.

If a student is absent from a required event or assessment and does not receive approval through this process, the student will receive a grade of zero for that event. If an absence is appropriately excused, a student may be allowed to make-up the required activity or participate in an equivalent session at the discretion of the Course Director and/or Program Leadership (Director of Preclinical Education, Assistant/Associate Dean of Preclinical/Clinical Education, Program Director, or designee).

A student who is excused from attending a required lab or other required learning session will not be penalized any grading points. However, that student should not expect faculty to recreate the lab or learning session experience. Hence, it is critical for students to attend all such event, whenever possible.

To take an examination at a different time other than the originally scheduled time, a student must be approved for an excused absence. A student who does not take an examination at its scheduled time and is appropriately excused will be allowed to take a make-up examination, usually before the scheduled exam time. Make-up examinations will be of comparable difficulty and format to the original examination, 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. If the student misses a scheduled make-up examination, the student will receive a zero for that examination.

Any exception to this policy will be made solely at the Dean's discretion. Attendance requirements may be established by the programs and individual course instructors who have the right of taking attendance in their course at any time.

## Clinical Education

The focus of the clinical experience in years 3 and 4 is patient care and interaction. One hundred percent attendance is, therefore, required to be sure that continuity of care is maintained. It is understood that certain situations may arise that will result in an absence from required daily participation. In such instances, the following policies will be observed:

- Absences for any reason must be approved by both by both the Preceptor and the Department of Clinical Education leadership (e.g. Clerkship Director, Regional Director, Clinical Dean).
- Preplanned absences - Submit the Clinical Education Excused Absence Request form in iNet for preplanned absence as soon as event dates and details are known.

- Emergency absences - Submit the Clinical Education Excused Absence Request form in iNet the same day as any emergency absence

### **Didactics and Simulations**

- Attendance is required unless approved by the Clerkship Director.
- Absences or partial attendance must be directly related to rotation requirements, illness or accident, or another emergency to be approved by the Clerkship Director.
- Requests for absences or partial attendance should be submitted before the didactic/simulation session or as soon as possible after the session when prior notification is not practicable.

### **Core and Elective Clerkship Grading**

Grades for the six core clinical clerkships 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 clerkship grades are determined from the Faculty Evaluation of Medical Student Performance and additional grading components as outlined in the course syllabi.

### **Incomplete Coursework**

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.

Poor attendance, repeated tardiness, unapproved absence(s), or absences in excess of 3 days may result in a grade of incomplete, and the student may be required to repeat the entire Clinical Education Clerkship.

### **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**

Class rank for each student will be reported by quintile and be based on student performance in OMS I, OMS II, and OMS III years. Each year will contribute one-third to the final ranking. For the preclinical years (OMS I and II) quality points will be used to determine ranking. For OMS III, ranking will be determined from student performance within core clerkship courses. All rankings will be reported by quintile, unless specifically required by residency programs, military requirements, scholarships, or otherwise.

### **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.

Except under unusual circumstances, all grades (including the final grade for cumulative course performance) will be determined by the Course Director. When extraordinary circumstances bring a student to seek an appeal of a decision regarding a course 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.

1. Course Director(s);
2. Assistant Deans of Preclinical Education for OMS I and II or Assistant Deans of Clinical Education, as appropriate, for OMS III and IV (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).

## **Clinical Electives**

Students are required to complete/upload many documents related to clinical electives. 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.

## COMLEX: Comprehensive Osteopathic Medical Licensing Examination

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

- COMLEX-USA Level 1
- COMLEX-USA Level 2 CE

Students must take COMLEX-USA Level 1 prior to the start of their first clinical clerkship rotation.

Students must pass the COMLEX-USA Level 1 before they can advance to their second core clerkship.

Students preparing COMLEX-USA Level 2 CE for may not miss scheduled clerkships or alter the established clinical training schedule 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 Assistant/Associate Dean of Clinical Education or designee.

### COMLEX-USA Level 1:

Students at the COM will be eligible to take COMLEX-USA Level 1 after they have:

- Successfully completed all the requirements of the OMS I and OMS II academic curriculum.
- Received attestation from the COM of good academic and professional standing.

### COMLEX-USA Level 1 Failure:

The student cannot participate in clinical clerkships until the COMLEX-USA Level 1 exam has been retaken and a passing score is achieved.

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

### COMLEX-USA Level 2-Cognitive Evaluation (CE) Eligibility:

Students at the COM will be eligible to take COMLEX-USA Level 2 after they have:

- Successfully completed all the required core clinical clerkships of the OMS III curriculum.
- Received attestation from the COM of good academic and professional standing.

### COMLEX-USA Level 2-Cognitive Evaluation (CE) Failure:

Students who do not pass COMLEX-USA Level 2 CE after 3 attempts will be subject to dismissal from the COM without the option to appeal.

### COMLEX-USA Level 2-Performance Exam (PE):

COMLEX-USA Level 2-PE was suspended indefinitely in February 2021 and formally discontinued in June 2022. COMLEX-USA candidates are currently verified by attestation from the COM dean that they are proficient in these important clinical skills.

### COMLEX-USA Level 3 Eligibility

Candidates will be eligible to take COMLEX-USA Level 3 after they have:

- Passed COMLEX-USA Levels 1 and 2-CE
- Graduation from an accredited COM
- Good academic and professional standing attestation by residency program director
- Clinical Skills Attestation (equivalent of former Level 2-PE)
  - **Recommended:** Six (6) months of GME completion prior to taking COMLEX-USA Level 3

## Excused Absences and Make-up

### Preclinical Education

If a student is unable to attend a required academic event (e.g., quiz, exam, lab, ELS, etc.), the student must request an excused absence approval from the Office of Student Affairs, through the appropriate online form prior to the required session, except in cases where proactive communication is not possible. Repeated excused absences will be

investigated on an individual basis to determine a breach in professional behavior.

Examples of situations which would generally be approved for an excused absence include but are not limited to death of an immediate relative, birth of a student's baby (including absence due to pregnancy as medically necessary), pre-approved professional conference, jury duty, or any medical emergencies.

Examples of situations which would generally not be approved for an excused absence include, but are not limited to family weddings, graduations, and cultural holidays.

### **Procedure for Seeking an Excused Absence**

The Excused Absence Form is found online on the RVU iNet site.

If a student starts but is not able to complete a required activity due to illness or other emergency, they should submit a request for excused absence as soon as possible that explains the circumstances surrounding their inability to complete the activity. Excused absences in these circumstances will be evaluated and granted on a case-by-case basis.

Examinations are stressful; stress/nervousness/panic does not qualify as a medical emergency and will not be approved for an excused absence to reschedule an exam.

If a student is absent from a required event or assessment and does not receive approval through this process, the student will receive a grade of zero for that event. If an absence is appropriately excused, a student may be allowed to make-up the required activity or participate in an equivalent session at the discretion of the Course Director and/or Program Leadership (Director of Preclinical Education, Assistant/Associate Dean of Preclinical/Clinical Education, Program Director, or designee).

A student who is excused from attending a required lab or other required learning session will not be penalized any grading points. However, that student should not expect faculty to recreate the lab or learning session experience. The student is responsible for all missed educational material and experiences. Hence, it is critical for students to attend all such event, whenever possible.

## **Clinical Education**

### **Subject Exams**

The subject examination is a key component of the core clinical clerkship course grade and is administered toward the end of the clerkship. Any requests to take an exam at any time other than the originally scheduled time (initial attempt) or any requests to delay a confirmed retake exam attempt, must seek an excused absence request by completing the Clinical Education Excused Absence Request Form in iNet.

The absence is not excused until approved by the Clerkship Director. Examples of situations that would generally be approved for an excused absence from the exam include significant mental or physical illness (documentation from the treating licensed healthcare provider may be required), emergency, or presentation at a professional conference (if eligible). If a student believes that the basis for their excused absence request is eligible for consideration for ADA accommodation, the student should follow the procedure outlined in the Disabilities and Academic Accommodations section of this handbook.

If the absence is appropriately excused, a student will be allowed to make up the required exam. If the student is absent from an exam and does not request an excused absence in advance or if the request is not approved by the Clerkship Director, the student will receive a grade of zero for the exam.

### **Clinical Clerkship Days**

The focus of the clinical experience in years 3 and 4 is patient care and interaction. One hundred percent attendance is, therefore, required to be sure that continuity of care is maintained. It is understood that certain situations may arise that will result in an absence from required daily participation. In such instances, the following policies will be observed:

- Absences for any reason must be approved by both the Preceptor and Clinical Dean.
- Preplanned absences - Submit the Clinical Education Excused Absence Request form in iNet for preplanned absences as soon as event dates and details are known.
- Emergency absences - Submit the Clinical Education Excused Absence Request form in iNet the same day as any emergency absence

### **Consequences of Excused and Unexcused Absences**

Students with two unexcused clinical absences and/or four or more total clinical absences (excused or unexcused) per semester are required to meet with an appropriate dean of clinical education. If a student is believed to be abusing the absence policy, they may be

evaluated for a breach of professionalism. If a student is found to have a breach of professionalism, the findings may become part of the permanent record of the student as reported on the Medical Student Performance Evaluation (MSPE).

If an agreed-upon make-up activity is not completed, not completed within the agreed-upon timeframe, or not completed with satisfactory quality, the student may be referred to the Student Performance Committee (SPC).

### **Didactics and Simulations**

In order to gain knowledge and skills to complete the core clerkship successfully and to show professionalism in your professional identity, consistent attendance and participation in didactic and simulation sessions (includes OGP and Fundamentals of Surgery) is essential.

Attendance is required unless approved by the Clerkship Director.

- Absences or partial attendance must be directly related to clinical clerkship direct patient care requirements, significant mental or physical illness (documentation from the treating licensed healthcare provider may be required), emergency, or presentation at a professional conference (if eligible) to be approved by the Clerkship Director.
- Requests for absences or partial attendance should be submitted directly to the Clerkship Director before the didactic/simulation session or as soon as possible after the session when prior notification is not practicable. The Clerkship Director may assign make-up assessments for approved absences only.

## **Grading and Grade Point Average**

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 two-digit number with two decimal places and will not be rounded.

### **Incomplete Coursework**

In the preclinical phase, a course grade of "Incomplete" will only be granted when approved by the appropriate Director of Preclinical Education (DPCE). Requests for an Incomplete that are denied by a DPCE may be appealed to the Assistant/Associate Dean of Preclinical Education, who is the final level of appeal. Incomplete grades must be completed by the

designated deadline, or they will result in a course failure. Incomplete coursework must be completed before progressing to the next academic year.

In the clinical years, repeated tardiness, an unapproved absence, or any absences more than 3 days may result in a grade of incomplete, and the student may be required to repeat the entire clinical clerkship rotation.

### **Quality Points**

Quality points are the cumulative points used to calculate the 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 Ranking**

Class rank for each student will be reported by quintiles based on accumulated total quality points in the following manner:

1. For OMS I and II, quality points are earned in core curriculum courses for which an Honors, Pass, or Fail grade is assigned.
2. For OMS III, quality points are earned in required core clerkship courses for which an Honors, Pass, or Fail grade is assigned.

Cumulative ranking will be reported on the Medical Student Performance Evaluation (MSPE). The MSPE that is made available to ERAS will have the cumulative OMS I, II, and III ranking, with each year contributing 1/3rd to the total rank. All rankings will be reported by quintile, unless required by a military or scholarship program, or for which students have given explicit permission.

The MSPE that is made available to ERAS will have two rankings. One will be the combined OMS I and OMS II rankings (weighted equally) and the other will be the OMS III ranking. Each ranking will be reported by quintile, unless required by a military or scholarship program, or for which students have given explicit permission.

## Course Grades

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

### Explanation of Grades

**The Preclinical Curriculum:** MCOM 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 MCOM 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 MCOM 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%.

### Clinical Education

Grading for core clinical clerkships is based on the Preceptors' Assessment of the Student Doctor, Standardized Oral Presentation, Didactic Participation, and the NBME Subject Exam. Final course grades on the student's transcript will only be shown as an Honors ("H"), Pass ("P"), or Pass with Remediation ("Px") grade. Any student achieving a score  $\geq 72$  points will receive an Honors ("H") course grade on the transcript. Students scoring between 48.2-71.9 points receive Pass ("P") course grade on the transcript. Those receiving a score of  $< 48.2$  points will be required to remediate the course.

Grading for clinical electives is based on the Preceptors' Assessment for the Student Doctor and adequate patient encounters. 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.

## Remediation of a Course

### Procedure

If a preclinical student fails a course and receives approval to remediate the course failure, the student will work with the Director of Preclinical Education, the Course Director, and the Office of Testing to develop a remediation plan and schedule. Remediation examinations will be administered by the Office of Testing and will be proctored by an RVU employee or designee. Preclinical remediations must be completed by June 30 of the current academic year. Re-remediation is not allowed.

If a clinical student fails a clinical clerkship rotation, the student will be referred to the Student Performance Committee (SPC), which will result in a recommendation to the Dean. If the Dean's decision is to allow remediation of the clinical clerkship, the student will work with the Assistant/Associate Dean of Clinical Education to develop a remediation plan for the failed clinical clerkship course. If the student fails the remediation, the student may be submit to dismissal.

### Grading

A student who successfully remediates a course failure will have their transcript notated with the grade code of 'NX' for the original course failure and a grade of 'PX' to indicate successful remediation of the course.

Remediations 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. A student who fails a remediation will be referred to the Student Performance Committee and may be subject to dismissal. Re-remediation is not allowed.

## Repeating Courses

Once a course is passed, that course may not be repeated unless the student is repeating the entire year. When repeating a course, both course grades will appear on the transcript, with the most recent grade used for grade point average and/or class rank calculation.

Students who fail a course during a repeated year are required to meet with the Student Performance Committee, and may be subject to dismissal.

# Student Performance Committee

The Student Performance Committee (SPC) is a recommending body to the Dean of the Montana College of Osteopathic Medicine (MCOM) that will gather information and meet with individual students who have demonstrated unsatisfactory performance as an MCOM student. Unsatisfactory performance is constituted by poor academic performance or breach of professionalism. Poor academic performance includes, but is not limited to failing two or more courses in each of the pre-clinical years of the core curriculum, failing one course in a repeat year, failing a course remediation exam, failure to meet the requirements of remediation assignments, failing a required licensing board exam, or failing a clinical clerkship rotation. Unsatisfactory performance due to unprofessional behavior is a failure to meet MCOM's behavioral and/or professionalism standards, expectations, policies or requirements and as otherwise outlined in the RVU Student Handbook. Upon gathering information, interviewing the student, and conducting an investigation as appropriate, the SPC will meet, deliberate on its findings and make a recommendation to the Dean regarding the student's future at MCOM.

Examples of recommendations to the Dean from the SPC may include but are not limited to:

- Academic counseling or other counseling
- Professionalism training and monitoring
- Remediation of failed course(s) or clinical rotation
- Repeat the failed course(s)
- Repeat the failed clinical clerkship
- Repeat the academic year
- Leave of absence
- Dismissal from the institution
- Other actions deemed appropriate by the SPC

Meetings will be held on an as-needed basis and will be called by the Chair. A minimum of four (4) additional voting committee members must be present to constitute a quorum. SPC meetings are closed and confidential.

## SPC Procedures

1. A student will be referred to the SPC for two (2) or more course failures and/or for a failure of a course remediation. A student will also be referred to the SPC for an egregious breach in professionalism or as deemed appropriate by the Professionalism Committee.
2. The SPC will review records, documentation, and other information to confirm failure of courses, a failure of a remediation, or violation of

professionalism. If there are any questions regarding the accuracy of the information, the SPC may, in its discretion, speak with faculty, administration, and other relevant persons and may request additional information and/or documentation.

3. The student will be notified of the requirement to attend in-person or online meetings with the SPC by the Assistant/Associate Dean of Student Affairs via email to the student's RVU email address or a hand-delivered letter.
4. If the student believes they are being wrongfully referred to the SPC, the student must submit a written statement with evidence or other supporting information of the error for SPC referral to the Assistant/Associate Dean of Student Affairs within three (3) business days of the original notice. The Assistant/Associate Dean of Student Affairs will then investigate and notify the student in a timely fashion regarding the wrongful referral and requirement to meet with the SPC.
5. Prior to meeting with the SPC, the student is encouraged to submit a personal statement to address the issues and concern(s) regarding the referral.
6. At the SPC meeting, the student will be given the opportunity to present their statements to the SPC and respond to any questions. After this interview, the student will then be excused from the meeting.
7. Legal representation at the meeting is prohibited. However, students may be accompanied by one (1) support person who will only be an observer at the meeting; this guest will not be allowed to speak to the committee on behalf of the student. Prior notification to the Assistant/Associate Dean of Students affairs is required to bring a support person at least three (3) business days prior to the scheduled meeting.
8. Students who are out-of-state for a valid reason or on clinical clerkship rotations may be allowed to appear and speak with the SPC via phone or electronic medium (e.g. Zoom, Skype) at the discretion of the SPC.
9. The SPC will consider the additional information and testimony provided by the student and will make a recommendation to the Dean.
10. The Dean may accept, reject, or modify the SPC recommendation(s).
11. The Dean's decision letter will be forwarded to the Assistant/Associate Dean of Student Affairs to be communicated to the student.
12. The student will be notified of the Dean's decision within ten (10) business days of receipt of that decision by the Assistant/Associate Dean of Student Affairs. All communications with the student from this point forward will be facilitated and directed through the Office of Student Affairs.
13. The student may appeal the Dean's decision in writing to the Provost of RVU for the following reasons: significant error in fact that materially

affected the outcome, evidence of bias demonstrated by the committee or the Dean, the result of the decision imposed is extraordinarily disproportionate, significant errors of process that materially impacted the outcome, or new information and supporting documentation relevant to the situation that was not available at the time of the SPC meeting. Evidence must be produced and submitted to the SPC within five (5) business days. During the appeal process, the student should continue to participate in all required coursework and exams.

14. The appeal decision of the Provost of RVU will be rendered in writing and is final with no further opportunity for appeals. The appeals process is stated in the student handbook.

### **SPC Decisions**

The SPC will make a recommendation to the Dean of MCOM. The Dean may accept, reject, or modify the recommendation. The student will be notified of the Dean's decision within ten (10) business days by the Assistant/Associate Dean of Student Affairs. The Dean's decision and notification will be in writing.

### **Definitions**

**Course** – Core curriculum courses and clinical clerkships that are required for graduation and conferral of the Doctor of Osteopathic Medicine degree. For the specific purpose of this SPC document, the term “course” does not include elective courses or certificate courses.

**Course Failure** - The failure of a course and/or the failure of a course remediation.

**Preclinical Student Success Team (SST)** - The SST supports student wellness and academic success in the preclinical years. The SST is charged with conducting holistic reviews of student academic and professional performance and establishes individualized remediation and success plans and schedules.

## **Student Religious Accommodations for Excused Absence Policy**

Rocky Vista University (RVU) aims to provide a reasonable accommodation for the [sincerely held](#) religious beliefs of a student if the accommodation would resolve a conflict between the individual's religious beliefs or practices and an educational

requirement unless doing so would create an undue burden for the university. RVU will make determinations about religious accommodations and attendance/excused absences on a case-by-case basis considering various factors and based on an individualized assessment in each situation.

RVU strives to make determinations on religious accommodation requests expeditiously and will inform the individual once a determination has [been made](#). If there are questions about an accommodation request, please contact the Vice President for Inclusive Excellence, in the Office for Inclusive Excellence.

Students [are strongly encouraged](#) to [submit](#) all religious accommodation requests for the entire academic year via the iNET form (<https://inet.rvu.edu/home/forms-2/student-religious-accommodation-for-excused-absences-request-form/>) during the first week of the semester. Requests may require up to two weeks to process. Please be aware that failure to [submit](#) requests [in a timely manner](#) may delay the implementation of any approved accommodations.

Students should understand that if accommodation is [granted](#), missing time from an internship or clinical placement may require the student to make up work or repeat the internship or clinical placement [at a later time](#), potentially delaying progress in the program and/or graduation.

If examinations or assignment deadlines [are scheduled](#) on the day(s) of a religious observance, any student who provided advance notice [in accordance with](#) program policies and procedures will have the opportunity to make up the examination or extend the assignment deadline and will not [be penalized](#) for the absence.

Being absent from class or other educational responsibilities does not excuse students from meeting all expectations set during the missed class(es). Students [are responsible for](#) obtaining the materials and information provided during any class(es) missed.

revised 9.18.24

## **Visiting Student Learning Opportunities**

### **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 clerkship 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.

## **Clinical Career Planning**

## **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.

In compliance with accrediting bodies (HLC, ARC-PA, and COCA), the evaluation process is conducted confidentially for all programs, including all courses, and clinical clerkships/rotations. Evaluative comments are shared with the appropriate faculty and administrators, and the identity of the students and their connected comments is normally kept confidential.

However, there are parameters in which the identity of a student in any program may be discovered. In rare cases where a student implicitly or explicitly suggests or threatens harm towards themselves or others or reports an unprofessional, discriminatory, dangerous, or illegal clinical environment the identity of that student and their connected feedback/comments can be revealed.

## **Electronic Residency Application Service**

### **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**.

# 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 clerkships at an AOA-accredited college of osteopathic medicine, the last two years of which have been at RVU-MCOM;
- 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 clerkships, pass COMLEX Level 2 CE, and successfully pass all assigned coursework by May 1st of the senior year. (See RVU-MCOM 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 may be dismissed from the COM.

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. 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.

RVU-MCOM Graduation includes the administration of the Osteopathic Oath, and as such is a required attendance event. Students seeking release from any Graduation related activities, including graduation week events and the ceremony, must obtain an excused absence from the Associate/Assistant Dean of Student Affairs.

All students participating in the College of Osteopathic Medicine commencement ceremony must conform to the regalia requirements for their degree as set forth in this policy. Candidates for Doctor of Osteopathic Medicine must wear the official Rocky Vista University College of Medicine regalia. Additionally, the tam should not be decorated or altered in any way.

Students will be allowed to wear university issued and approved honor cords and stoles. Stoles are issued to students for specific honors they have earned through their time at Rocky Vista University.

The Office of Student Affairs has the authority to prevent a student from participating in the graduation ceremony if the student's attire violates the spirit of this policy. A student found in direct violation of this policy may have their degree withheld.

Any exceptions to this policy (such as use of traditional ceremonial clothing or heritage regalia) must be approved, in writing, by the Associate/Assistant Dean of Student Affairs.

## Medical Student Performance Evaluation

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 clerkship 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.

## Shadowing

In response to local, regional, and national environment related to students in the clinical workspace outside of formal curriculum, RVU has implemented a "No Shadowing" rule for all preclinical students. Students are not allowed contact a hospital or any 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

### Pre-Clinical (OMS I & OMS II)

#### Pre-Clinical Curriculum

##### OMS I - Semester One - Fall

Item #	Title	Credits
MOM 1001	Foundations I	3
MOM 1011	Osteopathic Clinical Skills I	7
MOM 1021	Molecular and Cellular Mechanisms	3
MOM 1031	Musculoskeletal System I	6
MOM 1041	Cardiovascular/Respiratory System I	5
MOM 1051	Microbiology, Immunology, and Infectious Disease	5

##### OMS I - Semester Two - Spring

Item #	Title	Credits
MOM 1012	Osteopathic Clinical Skills II	7
MOM 1065	Gastrointestinal/Renal System I	6
MOM 1081	Endocrine/Reproductive System I	5
MOM 1091	Neuroscience System I	8
MOM 1101	Transition to Clinical Medicine	4

##### OMS II - Semester One - Fall

Item #	Title	Credits
MOM 2002	Foundations II	2
MOM 2013	Osteopathic Clinical Skills III	7
MOM 2015	Behavioral Health	2
MOM 2042	Cardiovascular/Respiratory System II	6
MOM 2062	Gastrointestinal System II	4
MOM 2072	Renal System II	5
MOM 2081	Pre-Clinical Capstone I	1

##### OMS II - Semester Two - Spring

Item #	Title	Credits
MOM 2014	Osteopathic Clinical Skills IV	7
MOM 2032	Musculoskeletal System II	3
MOM 2066	Hematologic/Lymphatic System II	3
MOM 2085	Endocrine/Reproductive System II	6
MOM 2091	Pre-Clinical Capstone II	1
MOM 2092	Neuroscience System II	4
Total Credits		110

## Curriculum Info

The design of the curriculum is based on a proven systems-based integrated academic model. It emphasizes interdisciplinary collaboration, guiding students to develop a holistic, and more importantly, an osteopathic approach to medicine. During the pre-clinical years, each system is studied twice, first with an emphasis on normal form and function in Year 1, followed by an emphasis on pathophysiology and a clinical approach to each system in Year 2. Basic biomedical science disciplines are integrated with clinical sciences in a fashion that reflects clinical relevancy, rather than broken down into individual segregated disciplines. The overall curriculum is scheduled in system-based blocks with intervening periods dedicated to Clinical, Academic, Reflection, Enrichment, Scholarly Activity, and Integration (CARES-I). During CARES-I students have opportunities to integrate knowledge and to shift their focus to wellness, electives, tracks, and research.

Weekly schedules follow a format of faculty guided Student Directed Learning during most mornings and

group Active Learning Sessions most afternoons. Assessments are formative and summative with an emphasis on learning of material and skill competency. MCOM continually correlates basic scientific information and methodology with fundamental clinical application.

Students are exposed to clinical settings and simulation beginning in their first semester and continuing throughout the first two years of coursework, giving them the opportunity to prepare for the “real world” of medicine. We believe that by adding early clinical exposure, simulation, and active learning in team or small group settings, we strengthen students’ ability to think critically, solve clinical problems and develop the skills required for continual learning throughout their careers. Professionalism and ethics are key components for a physician and are emphasized throughout the entire curricular experience at MCOM.

Third and fourth-year students are placed at one of our regional centers throughout the state and region to ensure continuity and coordination of clinical education within RVU’s vast and growing clinical training network. The competency-based curriculum is designed to fulfill our mission of training students who are competent and ready to enter graduate medical education and training, with an emphasis on preparing students to become primary care physicians.

MCOM has a dedicated faculty; established affiliations with medical centers, hospitals, and health care systems; a structured and supported rural medicine program; and a mission to educate the finest osteopathic physicians possible.

## Clinical Years (OMS III & OMS IV)

### Clinical Clerkships

To be eligible to participate in clinical clerkships, students must have completed all required preclinical courses, have current health insurance, all required immunizations and antibody titers documented, be currently negative on TB 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 60 days prior to the start of clinical clerkships.

All procedures, protocols, and other requirements for clinical clerkships are found in the MCOM 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 clerkships. 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 clerkship 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/Assistant 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 clerkship 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 clerkships based upon perceived health risks. The University cannot guarantee clinical student clerkships 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 clerkships (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 Clerkship Assignments

Clinical clerkship sites are located primarily in Montana, with a several clinical training sites in Wyoming, Idaho, South Dakota, North Dakota, Washing, Arizona, and others as needed. Clerkship slots are determined by lottery during the second year. The clerkship site assignment list is issued to students prior to beginning clerkships each year. All regional assignments are considered final. A student may request to change his or her assigned clerkship 90 days prior to the start of the clerkship; however, there is no guarantee that the change will be possible. Any questions or concerns should be directed to the Office of Clinical Education.

# Core Clinical Clerkships

Core Clinical Clerkships in core discipline areas take place as 35+ patient contact hours per week. Clerkships take place typically within the students' clerkship site region at hospitals, private offices, and clinics where RVU-MCOM has formal affiliation agreements. Students are assigned to supervising preceptors for each clerkship. Supervising preceptors are credentialed adjunct faculty of Rocky Vista University. The Department of Clinical Education receives credentialing information from prospective physicians, reviews this information and, if appropriate, will grant the physician's request to be a preceptor for the university at an academic ranking established in accordance with established RVU policy. Credentialing policy can be found in Appendix C. Credentialed faculty of a residency program that provides students with OMS III Core Clerkships will also be credentialed as Adjunct Faculty of RVU.

The Department of Clinical Education communicates with each clerkship supervising preceptor about the students who will rotate with the preceptor and the dates that each student will be at the preceptor's site. This communication includes student and clerkship specific information for the Preceptor and their staff, including expectations of student-patient care interaction and preceptor assessment of student performance in such encounters. Preceptors are expected to provide students with formative feedback regularly during the clerkship, with a summative evaluation given to the student in writing at the conclusion of the clerkship.

While on core clerkships, students participate in discipline specific didactics facilitated by the Clerkship's RVU faculty Director, via virtual platforms. Such didactics occur weekly and are designed to focus student learning on boards-relevant topics, augment clinical preceptor guided learning and task students to practice oral presentation skills.

As part of their Family Medicine Core, students complete a 2-week intensive in Ob/Gyn and Pediatrics where they work with subject matter experts, high-fidelity mannequins, and virtual reality to develop critical thinking skills. Additionally, they complete two four-week rotations in an elective of their choice, as well as a week-long Fundamentals of Surgery course that gives students an immersion in surgical skills, operating room etiquette and application of professional behavior expected in various surgical settings.

With more than 600 students on Clerkships at any one-time, clinical Clerkships involve many different sites, people, hospitals, clinics and physicians, thus requiring a complex scheduling process. The number of students assigned to each clerkship is determined by mutual agreement of Hospital Administrators, Preceptors, and

the Department of Clinical Education. Therefore, flexibility on assigned Clerkships is limited. RVU-MCOM reserves the right to change a student's clerkship, subjects and schedule at any time as required due to preceptor and clerkship site availability. Those students so affected will be notified of any changes, and an appropriate replacement clerkship will be offered to the affected student, again typically within the student's clerkship site region. If the student must be assigned to an out-of-region clerkship, the student will be given a stipend for housing required during the clerkship.

Despite apparent Clerkship openings, there will be little opportunity for change once a Clerkship has been scheduled. Clerkships may not be cancelled or changed within 30 days of the start date. The student may not attend a Clerkship that has not been approved by the Department of Clinical Education. Credit may not be earned for such a Clerkship and the student will not be covered by malpractice insurance.

Students in clerkships in clinical settings shall be referred to as "Student Doctor \_\_\_\_". If students have a doctorate in any field, they cannot use that title in any settings related to their education.

## Elective Clinical Clerkships

Elective clinical clerkships allow students to expand their medical education in areas directly related to their career path. When available, students may choose in-network clerkships in specialties to fulfill elective requirements (e.g., Internal Medicine, Surgery, Behavioral Medicine, etc.). Each Regional Coordinator will contact their students regarding their interests and identify in-network opportunities based on Preceptor availability. Fulfilling a medical specialty interest may require students to leave their assigned region in order to augment students' preparation for residency training.

Elective clerkships generally range from one to eight weeks. Elective clerkships are requested by the student and arranged in conjunction with the 4th year clinical coordinators at the approval of the Office of Clinical Education.

Students are required to complete an attestation form the first day of rotation via the MyVista platform. If students are not able to complete this form, they must contact Clinical Education the same day.

## Audition Clerkships

Students are required to complete clinical training that best prepares them for residency. During the first half of the fourth year (OMS IV), students are required to complete a minimum of two audition clerkships at

residency programs, though more are encouraged. The clerkships chosen must have approval of the appropriate Dean of Clinical Education or designee.

## Educational Opportunities

### Undergraduate Fellowship Program

#### Pre-Doctoral Osteopathic Teaching Fellowship

The Pre-Doctoral Osteopathic Teaching Fellowship (OTF) program is designed to develop students' skills in teaching over four prominent domains: osteopathic manipulation and other osteopathic clinical skills, clinical ultrasound, anatomy, and the use of medical simulation in learning. Osteopathic Teaching Fellows may be assigned responsibilities as a discipline lead in one of these four domains, but they will be expected to assist teaching in all MCOM labs (i.e., Osteopathic Clinical Skills (OCS) and anatomy) and across all four domains as appropriate and as resources allow. Fellows will have the opportunity to increase their proficiency in osteopathic manipulative treatment (OMT), anatomical dissection/prosection, ultrasound, simulation events, and other skills necessary for their assigned focus. They will learn to teach, evaluate & develop curriculum, including how to design and deliver learning modules and engaged learning sessions. In addition, Fellows may maintain and further develop their clinical skills through regular participation in clinical activities, site TBD. Fellows will complete at least one scholarly project during the fellowship.

The Osteopathic Teaching Fellowship is a highly competitive program requiring students to undergo an application and interview process. Students who will be an OMS III or OMS IV during the next academic year are encouraged to apply.

Each fellow must remain in good academic standing prior to the start of the fellowship year. OMS-IV Fellows must pass all clinical clerkship rotations. OMS-III Fellows must take COMLEX-USA Level 1 by the start of the Fellowship.

Failure of COMLEX Level 1 or any clinical rotation after the contract has been signed will result in probation until a remediation program has been completed. Failure of the remediation program may result in invalidation of this Fellowship contract and the forfeiture of all benefits of the Fellowship.

Participation in the Pre-Doctoral Osteopathic Teaching Fellowship extends the student's time at RVU by one

year. The OTF Program will occur during Year 3 for OMS-III Fellows and during Year 4 for OMS-IV Fellows. Upon completion of the one year program requirements, the Fellows will resume their Clinical Clerkship Rotations.

A Pre-Doctoral Osteopathic Teaching Fellowship certificate of completion will be awarded at graduation.

## Course Descriptions

If the course description is missing, please contact the Office of the Registrar.

### MOM 1001: Foundations I

This course is intended to build the foundations for a successful medical school experience using teambuilding, interpersonal interaction, reflective practice, critical listening and reading, community engagement, and hands-on skills practice. Week one includes important orientation sessions and activities centered on belonging, growth mindset, problem- and team-based learning, wellness, and resiliency. Week two emulates the format of the preclinical curriculum with student-directed learning and engaged learning sessions (e.g., labs, team-based learning, etc.) focused on foundational elements of evidence-based medicine, ethics, humanism, and health systems science.

#### Program

Doctor of Osteopathic Medicine (MCOM)

#### Credits 3

#### Prerequisites

None

## MOM 1011: Osteopathic Clinical Skills I

The Osteopathic Clinical Skills I course is the first of a four-part clinical medicine course designed to help medical students develop the knowledge, skills, and attitudes essential to becoming a competent osteopathic physician. The course centers on three integrated domains: 1. Principles of Clinical Medicine (PCM), 2. Osteopathic Manipulative Medicine (OMM), and 3. Clinical Ultrasound (US). In each of these three domains, students will build upon previously-learned scientific knowledge, clinical concepts, and haptic skills. Students will demonstrate knowledge and skill competency through written exams and observational assessments, including standardized patient (SP) encounters. Clinical reasoning and attitudes will be assessed by the SPs and faculty during clinical simulation and small group activities with peers.

Throughout this course, principles of medical ethics, evidence-based medicine, health systems science, lifestyle medicine, professionalism, and interpersonal skills will be taught, reinforced, and assessed.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

### **Credits 7**

### **Prerequisites**

None

## MOM 1012: Osteopathic Clinical Skills II

The Osteopathic Clinical Skills II course is the second of a four-part clinical medicine course designed to help medical students develop the knowledge, skills, and attitudes essential to becoming a competent osteopathic physician. The course centers on three integrated domains: 1. Principles of Clinical Medicine (PCM), 2. Osteopathic Manipulative Medicine (OMM), and 3. Clinical Ultrasound (US). In each of these three domains, students will build upon previously-learned scientific knowledge, clinical concepts, and haptic skills. Students will demonstrate knowledge and skill competency through written exams and observational assessments, including standardized patient (SP) encounters. Clinical reasoning and attitudes will be assessed by the SPs and faculty during clinical simulation and small group activities with peers.

Throughout this course, principles of medical ethics, evidence-based medicine, health systems science, lifestyle medicine, professionalism, and interpersonal skills will be taught, reinforced, and assessed.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

### **Credits 7**

### **Prerequisites**

None

## MOM 1021: Molecular and Cellular Mechanisms

Molecular and Cellular Mechanisms course is an intensive, multidisciplinary course that incorporates the fundamental aspects of cell and molecular biology, biochemistry, genetics, research methods, and histology. This course promotes student learning of the biochemical, molecular and cellular mechanisms underlying normal development, physiology, and metabolism, thus providing a foundation for understanding functional defects and disease processes.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

### **Credits 3**

### **Prerequisites**

None

## MOM 1031: Musculoskeletal System I

The Musculoskeletal System I course is an intensive, multidisciplinary course focused on the normal structure and function of the musculoskeletal system, as well as the biomedical science that underlies disorders associated with skeletal muscle, bone, cartilage, vasculature, and peripheral nerves. Elements will include embryology, histology, physiology, biochemistry, pharmacology, neuroanatomy, and gross anatomy of the musculoskeletal system.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

### **Credits 6**

### **Prerequisites**

None

## MOM 1041: Cardiovascular/Respiratory System I

The Cardiovascular/Respiratory System I course is an intensive, multidisciplinary course focused on the normal structure and function of the cardiovascular/respiratory system, as well as the biomedical science that underlies disorders associated with this system. Elements will include embryology, histology, physiology, biochemistry, pharmacology, neuroanatomy, and gross anatomy of the cardiovascular/respiratory system.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

### **Credits 5**

### **Prerequisites**

None

## **MOM 1051: Microbiology, Immunology, and Infectious Disease**

The Hematology/Immunology components of the course emphasize the fundamental knowledge necessary to understand the normal function of hematopoiesis, hemostasis and the immune system. It is designed to provide the student with an overview of these systems, including the aberrant processes that lead to hematopathology and immunopathogenesis. The Microbiology and Infectious Disease components provide a foundational introduction to pathogens, pathogenic mechanisms, and infectious diseases. The course integrates immunology content and how it relates to the body's reactions to pathogens.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 5

### **Prerequisites**

None

## **MOM 1065: Gastrointestinal/Renal System I**

The Gastrointestinal/Renal System I course is an intensive, multidisciplinary course focused on the normal structure and function of the gastrointestinal, hepatobiliary, and renal systems, as well as the biomedical science that underlies disorders associated with these systems. Elements will include embryology, histology, physiology, biochemistry, neuroanatomy, and gross anatomy.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 6

## **MOM 1081: Endocrine/Reproductive System I**

The Endocrine/Reproductive System I course is an intensive, multidisciplinary course focused on the normal structure and function of the endocrine/reproductive system, as well as the biomedical science that underlies disorders associated with this system. Elements will include embryology, histology, physiology, biochemistry, neuroanatomy, and gross anatomy of the endocrine and reproductive systems.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 5

### **Prerequisites**

None

## **MOM 1091: Neuroscience System I**

The Neuroscience System course is an intensive, multidisciplinary course focused on the normal structure and function of the neurologic system, head and neck anatomy, as well as the biomedical science that underlies disorders associated with this system.

Elements will include embryology, histology, physiology, biochemistry, pharmacology, neuroradiology, behavioral neuroscience, neuroanatomy, and gross anatomy of the neurologic system.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 8

### **Prerequisites**

None

## **MOM 1101: Transition to Clinical Medicine**

Transition to Clinical Medicine is a multidisciplinary introduction to pathologic processes. Elements will include pathophysiology, immunology, tissue injury, and neoplasms. Molecular/cellular biologic mechanisms, including genetic aspects, and mechanisms of health and disease will be illustrated.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 4

### **Prerequisites**

None

## **MOM 2002: Foundations II**

This course is intended to expand on the foundations for a successful medical school experience using teambuilding, interpersonal interaction, reflective practice, critical listening and reading, community engagement, and hands-on skills practice. This course will integrate evidence-based medicine, ethics, humanism, and health systems science, as well as introduce the general principles of pharmacology (i.e., pharmacodynamics, pharmacokinetics, drug biotransformation, and clinical trials). This course will set the foundation for the second year MCOM curriculum.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 2

### **Prerequisites**

None

## **MOM 2013: Osteopathic Clinical Skills III**

The Osteopathic Clinical Skills III course is the third of a four-part clinical medicine course designed to help medical students develop the knowledge, skills, and attitudes essential to becoming a competent osteopathic physician. The course centers on three integrated domains: 1. Principles of Clinical Medicine (PCM), 2. Osteopathic Manipulative Medicine (OMM), and 3. Clinical Ultrasound (US). In each of these three domains, students will build upon previously learned scientific knowledge, clinical concepts, and haptic skills. Students will demonstrate knowledge and skill competency through written exams and observational assessments, including standardized patient (SP) encounters. Clinical reasoning and attitudes will be assessed by the SPs and faculty during clinical simulation and small group activities with peers.

Throughout this course, principles of medical ethics, evidence-based medicine, health systems science, lifestyle medicine, professionalism, and interpersonal skills will be taught, reinforced, and assessed.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

### **Credits 7**

### **Prerequisites**

None

## **MOM 2014: Osteopathic Clinical Skills IV**

The Osteopathic Clinical Skills IV course is the last of a four-part clinical medicine course designed to help medical students develop the knowledge, skills, and attitudes essential to becoming a competent osteopathic physician. The course centers on three integrated domains: 1. Principles of Clinical Medicine (PCM), 2. Osteopathic Manipulative Medicine (OMM), and 3. Clinical Ultrasound (US). In each of these three domains, students will build upon previously-learned scientific knowledge, clinical concepts, and haptic skills. Students will demonstrate knowledge and skill competency through written exams and observational assessments, including standardized patient (SP) encounters. Clinical reasoning and attitudes will be assessed by the SPs and faculty during clinical simulation and small group activities with peers.

Throughout this course, principles of medical ethics, evidence-based medicine, health systems science, lifestyle medicine, professionalism, and interpersonal skills will be taught, reinforced, and assessed.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

### **Credits 7**

### **Prerequisites**

None

## **MOM 2015 : Behavioral Health**

The Behavioral Health course provides students with a thorough presentation of the medical specialty of psychiatry. The course introduces foundational concepts including the diagnostic manual, the psychiatric interview, laboratory and imaging studies in psychiatry, and developmental psychology. Psychiatric diagnoses including epidemiology, criteria, relevant neuroanatomy, and approved treatment options including psychopharmacology will be highlighted. Additional topics including psychotherapies, interventional psychiatry, complimentary and integrative modalities, safety assessments, psychiatric hospitalization, and population specific treatment will be considered.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

### **Credits 2**

### **Prerequisites**

None

## **MOM 2032 : Musculoskeletal System II**

The Musculoskeletal System II course is an intensive, multidisciplinary course focused on pathophysiology, pharmacology, diagnosis, and treatment of major disorders of the musculoskeletal and integumentary systems. After completion of the course, each student will be able to recognize presenting signs and symptoms, formulate differential diagnoses, and produce appropriate treatment plans.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

### **Credits 3**

### **Prerequisites**

None

## **MOM 2042: Cardiovascular/Respiratory System II**

The Cardiovascular/Respiratory System II course is an intensive, multidisciplinary course focused on pathophysiology, pharmacology, diagnosis, and treatment of major disorders of the cardiovascular/respiratory system. After the course, each student will recognize presenting signs and symptoms, formulate differential diagnoses, and produce appropriate treatment plans.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

### **Credits 6**

### **Prerequisites**

None

## **MOM 2056: Reproductive System II**

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 3

### **Prerequisites**

None

## **MOM 2062: Gastrointestinal System II**

The Gastrointestinal System II course is an intensive, multidisciplinary course focused on pathophysiology, pharmacology, diagnosis, and treatment of major disorders of the gastrointestinal, hepatobiliary, and pancreatic systems. After completion of the course, each student will be able to recognize presenting signs and symptoms, formulate differential diagnoses, and produce appropriate treatment plans.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 4

### **Prerequisites**

None

## **MOM 2066: Hematologic/Lymphatic System II**

The Hematologic/Lymphatic System II course is an intensive, multidisciplinary course focused on pathophysiology, pharmacology, diagnosis, and treatment of major disorders of hematopathology and immunopathogenesis. All blood cell lines will be discussed in the context of pathophysiology and pathology of both non-neoplastic and neoplastic diseases. After completion of the course, each student will be able to recognize presenting signs and symptoms, formulate differential diagnoses, and produce appropriate treatment plans.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 3

### **Prerequisites**

None

## **MOM 2072: Renal System II**

The Renal System II course is an intensive, multidisciplinary course focused on pathophysiology, pharmacology, diagnosis, and treatment of major disorders of the renal system. After completion of the course, each student will be able to recognize presenting signs and symptoms, formulate differential diagnoses, and produce appropriate treatment plans.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 5

### **Prerequisites**

None

## **MOM 2081: Pre-Clinical Capstone I**

The Preclinical Capstone I course is a required semester long course that immerses MCOM students in board exam preparation, practice examinations, and reflection in the fall semester of Year 2. The course provides an opportunity for students to synthesize and integrate preclinical content and concepts and can help guide student preparation for the COMLEX Level 1 and USMLE Step 1.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 1

### **Prerequisites**

None

## **MOM 2085: Endocrine/Reproductive System II**

The Endocrine/Reproductive System II course is an intensive, multidisciplinary course focused on pathophysiology, pharmacology, diagnosis, and treatment of major disorders of the endocrine and reproductive systems. After the course, each student will recognize presenting signs and symptoms, formulate differential diagnoses, and produce appropriate treatment plans.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 6

### **Prerequisites**

None

## **MOM 2085: Endocrine/ Reproductive System II**

The Endocrine/Reproductive System II course is an intensive, multidisciplinary course focused on pathophysiology, pharmacology, diagnosis, and treatment of major disorders of the endocrine and reproductive systems. After the course, each student will recognize presenting signs and symptoms, formulate differential diagnoses, and produce appropriate treatment plans.

**Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 6

## **MOM 2092 : Neuroscience System II**

The Neuroscience System II course is an intensive, multidisciplinary course focused on pathophysiology, pharmacology, diagnosis, and treatment of major disorders of the neurologic system. Relevant and necessary neuroanatomy, neurophysiology, neurohistology, neuroembryology, and neuroradiology are discussed. After completion of the course, each student will be able to recognize presenting signs and symptoms, formulate differential diagnoses, and produce appropriate treatment plans.

**Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 4

**Prerequisites**

None

## **Electives**

### **GLB 5150: Medical Outreach Elective**

**Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 2

## **HUM 5501: REAL Medicine Fundamentals I**

Research, Education, Academic, Leadership (REAL) Medicine Fundamentals I: Critical Appraisal of Literature course is designed to teach students valuable literature appraisal techniques to keep up with research developments in your field. These skills include being able to quickly discern an article's probable impact and value.

**Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 0.5

**Prerequisites**

\*REQUIRED Core Content for Award of REAL Medicine Concentration

## **HUM 5502: REAL Medicine II**

Research, Education, Academic, Leadership (REAL) Medicine II introduces students to topics in research, medical education, and leadership development. Expanding on content from REAL Medicine Fundamentals I, this course will continue to help students develop as researchers and leaders. This course is part of the required Core Content for the Award of REAL Medicine Concentration.

**Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 1

**Prerequisites**

\*REQUIRED Core Content for Award of REAL Medicine Concentration

## **IMT 5101: Integrative Medicine**

Integrative Medicine I introduces students to integrative medicine which is an approach to healthcare that focuses on all aspects of your health and well-being including the physical, emotional, spiritual, and mental. This course ties the application of integrative medicine closely to the 1st tenet of osteopathic principles: the body is a unit, the person is a unit of body, mind, and spirit.

**Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 1

## **MIL 5111: Military Medicine Fundamentals- Service Cultures and Officer Basics**

Military Medicine Fundamentals – Service Cultures and Officer Basics serves as the first and foundational block in the Military Medicine Track, introducing participants to military culture and traditions, federal law governing the Department of Defense, and the Ethics and Laws of War. This course is part of the required Core Content for the Award of Military Medicine Concentration.

The Military Medicine track is a special option that offers additional education opportunities not provided in the core curriculum. The program provides an overview and introduction to 1st and 2nd year students regarding clinical scenarios commonly faced by military medical officers, preparation for military medicine residencies, and education on military lifestyle integration. 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 Track. This Program spans 3.5 years of the military student members' educational experience at RVU, beginning in the second semester of the 1st year. This includes the three semesters of structured academics during the first two years, and ongoing mentoring, residency match preparation and research opportunities during the clinical years. The Military Medicine track includes immersion-based experiential reality training, Tactical Combat Casualty Care (TCCC), information sessions, and experiences related to Medical Corps Officer military obligations. Focused discussions include topics such as leadership, discipline, military environments, field exercises, disaster response, and triage/evacuation in combat environments on MIL 5111 Page 2 of 6 land, sea and air. Expert guests, military officers, and appropriate civilian physicians, and teachers will be hosted virtually and on campuses. This Track collaborates with other MCOM Special Tracks where synergies are evident and possible.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits 1**

### **Prerequisites**

\*REQUIRED Core Content for Award of Military Medicine Concentration

## **MIL 5112: Military Medicine II- Mass Casualty Events, Medical Planning, and Combat Care**

Military Medicine II – Mass Casualty Events, Medical Planning, & Combat Care serves as the second block in the Military Medicine Track, expanding upon key military medicine concepts including triage, mass casualty events, medical planning and ongoing Tactical Combat Casualty Care (TCCC). This course is part of the required Core Content for the Award of Military Medicine Concentration.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits 1**

## **MOM 5001 : Models of Transformation in Healthcare**

This 0.5-hour credit elective course, Models of Transformation in Healthcare 1, is designed to introduce Osteopathic Medical students to crucial aspects of physician wellness through mind-body medicine skills. The course encompasses two main components: "Physician Wellness: Mind-Body Skills for Osteopathic Medical Students" and "Ways to Break the Habit of Being Yourself: Guided Imagery for the 1st Year Medical Student."

### **Component 1: Physician Wellness-Mind-Body Skills for Osteopathic Medical Students**

This component focuses on the holistic well-being of physicians, particularly Osteopathic Medical students, by introducing mind-body medical skills. Students will explore evidence-based practices that promote physical, mental, and emotional wellness. Mindfulness, stress reduction techniques, and strategies for maintaining a healthy work-life balance will be covered. The course emphasizes the importance of self-care for health professionals and equips students with practical tools to enhance their overall well-being throughout their medical careers.

### **Component 2: Ways to Break the Habit of Being Yourself Guided Imagery for the 1st Year Medical Students**

This component focuses on the power of guided imagery as a mind-body medicine modality. First year medical students will delve into the neurophysical underpinnings of the mental imagery process, constructing an understanding of imagery involving the senses. The course explores the evidence base supporting the use of guided imagery, particularly in conditions such as trauma and pain. Students will learn to apply guided imagery techniques for personal and patient well being

Overall, "Models of Transformation in Healthcare 1 aims to equip Osteopathic Medical students with essential mind-body medicine skills and a nuanced understanding of guided imagery, fostering personal wellness and providing valuable tools for future medical practice. importance of physician wellness.

#### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 0.5

#### **Prerequisites**

None

## **MOM 5580 : Independent Study-Caring for the Underserved**

Students' interests are wonderfully diverse and varied. This makes it challenging for MCOM to provide sufficient instruction on all the potential desired topics within the time allotted for instruction. In response to this common challenge, this elective course permits the enrolled students to select a single subtopic within the GRWUT track (Global Medicine, Rural Medicine, Wilderness Medicine, Urban Underserved, or Tribal Medicine) with which they will design a focused study, MOM 5580 Page 2 of 8 customized to their own interests and educational needs (see Appendix B). Once enrolled in the course, the student meets with the course director to define the timeline for course completion (typically 2-4 weeks), course learning objectives (CLOs), PLOs, EPAs, resources, and method of assessment. Students communicate regularly with the course director to provide progress updates at the agreed-upon intervals. The course concludes upon successful achievement of the CLOs, completion of the assessment, and an exit interview with the course director.

#### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 0.5

#### **Prerequisites**

None

## **RWM 5101: Rural Medicine I**

This elective course exposes students to the unique challenges and opportunities inherent in rural healthcare delivery. Students will consider work perspectives and experiences from multiple rural physicians. They will also identify and investigate healthcare issues unique to rural areas through a journal review. These identified topics and issues are presented by each student to the class followed by a discussion exploring their potential solutions and barriers.

#### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 0.5

#### **Prerequisites**

none

## **RWM 5110: Wilderness Medicine**

Wilderness Medicine is a three-part elective course series is crafted to equip participants with the essential knowledge and skills needed to provide informed medical care in remote and wilderness settings. Wilderness Medicine focuses on medical emergencies.

#### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 0.5

# Student Services

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## The Office of Inclusive Excellence

The Rocky Vista University Office of Inclusive Excellence is a resource for students, staff, and faculty regarding diversity, equity, and inclusion opportunities and challenges in healthcare education across the Colorado, Utah, and Montana campuses.

The DEI Committee helps lead the campus in the promotion and practice of Inclusive Excellence DEI throughout every sector and dimension of the University to the benefit of the entire RVU community.

## 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, Montana, or elsewhere—share access to the same digital collection, which contains books, journals, and databases necessary to learn and practice healthcare. All 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 highly-trained information professionals who play a significant role in the development of future healthcare providers learning to practice medicine with compassion, integrity, and excellence.

## IT Support Services

The Office of Information Technology is available to assist students both on- and off-campus with technical issues they may encounter throughout enrollment. The support center, known as IT Support Services, is available Monday through Friday from 6:00 am until 6:00 pm MST.

Students can email [support@rvu.edu](mailto:support@rvu.edu) for assistance.

For general information regarding technology services, students can visit [support.rvu.edu](http://support.rvu.edu).

## 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, 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.

## MCOM Simulation in Medicine and Surgery (SIMS) Center

The mission of MCOM SIMS Center is to provide quality healthcare training opportunities through innovative interactive simulation activities to help improve patient safety and clinical outcomes. Simulation events and workshops occur regularly and utilize high-fidelity electronic manikins, human-worn task trainers, virtual reality simulated patients, live actor standardized patients, medical and surgical simulation labs.

The goals of the MCOM SIMS Center are to:

- Facilitate educational opportunities through innovative educational tools.
- Utilize simulation training equipment and modalities to improve students' patient care skills and clinical decision-making abilities.
- Provide simulated patient scenarios to include collaborative, team-based healthcare delivery to enhance students' patient care skills and critical thinking skills.
- Study the effectiveness of simulation training in medical education.
- Facilitate Interprofessional Education through simulated events with various healthcare professionals.

## Office of Testing

The Office of Testing (OOT) is in charge of preparing, administering, and processing scores for all written exams, quizzes, and rubrics-scored essay assignments, and providing score reports to faculty. The OOT is available to answer student questions about testing, provide technical assistance with testing software, arrange make-up exams and reviews for excused absences, and work with faculty, staff, and administration to ensure the quality and security of evaluation material.

The OOT designs the proctoring and administration of exams to meet the highest standards of academic

integrity. With student cooperation, the Office of Testing seeks to provide the most secure, consistent, and low-distraction exam environment possible, modeled after the environment of NBME Board exams.

RVU uses ExamSoft™, a secure item banking and electronic testing software platform, to create and administer all written exams and quizzes. Students are required to own and maintain a laptop that meets the minimum requirements of Exemplify™, the exam taker application of ExamSoft. Those requirements are here: [Exemplify MSRs](#)

Requirements are subject to frequent change, so the OOT recommends that students check them before purchasing or updating a laptop for use at RVU. If a student has a last-minute issue with their personal laptop, the OOT has loaner laptops available to borrow. The OOT asks that students limit use of this option to emergencies and to no more than five times per student, per semester.

Please contact [officeoftesting@rvu.edu](mailto:officeoftesting@rvu.edu) for the Colorado and Utah campuses, or [MTOOT@rvu.edu](mailto:MTOOT@rvu.edu) for the Montana campus, with any questions, testing concerns, or to notify OOT of unexpected absences from testing events.

Detailed exam day instructions, best practices, and testing protocol for each program can be found on the [Office of Testing tab](#) under Students on MyVista.

## 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 more. RVU departments and students are able to send their print jobs directly to the Print Center through an online system and can pick them up at their convenience.

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. RVU Utah and RVU Montana print jobs are ordered online, processed in Colorado, and then shipped to the appropriate campus for pick up. The Print Center may be contacted through email at [printcenter@rvu.edu](mailto:printcenter@rvu.edu) or by phone at (720) 874-2459.

## Writing Center

The Rocky Vista University Writing Center assists writers in the development of effective written communication, assignments, and professional documents, offering guidance from start to finish—from brainstorming and outlining to revising and editing.

Through audience- and genre-centered instruction, specific feedback, and access to resources, the RVU Writing supports faculty and students alike.

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.

## Campus Safety & Security

### Campus Safety and Security

The Department of Campus Safety 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, and the RAVE Emergency Notification System. The Campus Safety team is committed to providing safety and security services in a professional and consistent manner. RVU strives to provide these services with integrity, professionalism, and timeliness. Campus Safety personnel are present on campus from 6 a.m. to midnight, Monday – Friday and from 8 a.m. to midnight on Saturday & Sunday. They provide proactive patrols, safety escorts, investigations, crime prevention, and many other services. Students, staff, or faculty who witness a crime, accident, emergency, suspicious person, or any other emergency should promptly call the Department of Campus Safety at (406) 901-2722 or contact emergency services by dialing 911. The Department of Campus Safety should be informed of all 911 calls so assistance can be provided to local law enforcement and/or other emergency 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, emails, and/or bull horn/public address system. Students, staff, and faculty will receive a text message notification of RVU campus closures or emergencies.

## 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 any of the campuses.

## Firearms, Weapons, and Other Prohibited Items Policy

The purpose of this policy is to establish restrictions regarding the possession, carry, transportation and storage of firearms and weapons and other dangerous items on Rocky Vista University properties or areas of responsibilities. This policy applies to all RVU students, faculty, staff, guests, visitors and contractors.

Possession of firearms, ammunition, explosives, fireworks, and/or other dangerous weapons, which may cause fear, alarm, or threat to another person within or upon the grounds, buildings, or other facilities of RVU or at any RVU-sponsored or supervised functions or events is prohibited.

However, if the individual is legally permitted to transport, possess, purchase, receive, transfer, or store the firearm in the state of the RVU location where they are working, studying, or visiting, it is allowable for the firearm(s) to be stored in the individual's private vehicle in the University parking lot. The firearm must be locked securely in the motor vehicle or in a locked container attached to the motor vehicle while the motor vehicle is not occupied; and the firearm is not in plain view from the outside of the motor vehicle. Any employee or student who intends to have a permitted firearm in their vehicle while in the University parking lot must complete a disclosure form, available at the Department of Campus Safety and Security. If the weapon is a loaded handgun, employee or student must provide proof on the form that the employee or student has a concealed carry permit valid in the state of the RVU location where they are working or attending school. In no event may a person store or possess a loaded rifle, shotgun, or muzzle-loading rifle in a vehicle in the University parking lot.

### Purpose and Scope:

The purpose of this policy is to establish restrictions regarding the possession, carry, transportation and storage of firearms and weapons and other dangerous items on Rocky Vista University properties or areas of responsibilities. This policy applies to all RVU students, faculty, staff, guests, visitors and contractors.

### Policy Statement:

Possession of firearms, ammunition, explosives, fireworks, and/or other dangerous weapons, which may cause fear, alarm, or threat to another person within or upon the grounds, buildings, or other facilities of RVU or at any RVU-sponsored or supervised functions or events is prohibited.

However, if the individual is legally permitted to transport, possess, purchase, receive, transfer, or store

the firearm in the state of the RVU location where they are working, studying, or visiting, it is allowable for the firearm(s) to be stored in the individual's private vehicle in the University parking lot. The firearm must be locked securely in the motor vehicle or in a locked container attached to the motor vehicle while the motor vehicle is not occupied; and the firearm is not in plain view from the outside of the motor vehicle. Any employee or student who intends to have a permitted firearm in their vehicle while in the University parking lot must complete a disclosure form, available at the Department of Campus Safety and Security. If the weapon is a loaded handgun, employee or student must provide proof on the form that the employee or student has a concealed carry permit valid in the state of the RVU location where they are working or attending school. In no event may a person store or possess a loaded rifle, shotgun, or muzzle-loading rifle in a vehicle in the University parking lot.

Any person(s) in violation of this policy shall be subject to University disciplinary action and/or criminal charges.

*Exception to this policy would be granted to city, state, or federal law enforcement officers on RVU property for official business.*

#### **Other Prohibited Weapons or Dangerous 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:

- Rifles, weapons, ammunition and related paraphernalia, BB guns and air guns.
- Narcotics, recreational or illicit drugs and drug-related items.
- 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).
- Toxic and hazardous chemicals, except cleaning chemicals and approved lab chemicals.
- Unauthorized cooking equipment (i.e., grills, toaster ovens, hot pots, hot plates, fry pans, etc.).
- Immersion heaters.
- Any other items that may affect the safety or security of the University.

#### **Additional Information:**

Employees or students who are aware of violations of this policy are required to report such violations to the Department of Campus Safety and Security.

#### **Clinical Rotations:**

Students on Clinical Rotations must learn and adhere

to the policy of the facility in which they are rotating, as RVU policy does not supersede any outside facility's policies in this regard.

## **Lost and Found Policy**

This policy is intended to ensure that items reported lost or found are properly accounted for and, in the case of items found, returned to their rightful owners, donated, recycled, or disposed of.

The Department of Campus Safety and Security (CSS) will receive and collect lost and found items and store them in the property room until claimed by the owner or for a period of 90 days. After 90 days, any unclaimed property will be donated, recycled, or destroyed.

All found Property must be logged into the Automated Records Management System (ARMS) 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 an appropriate folder and the ARMS entry must be updated. Items turned in will be held for a period of 90 days from date of intake. At the determination of the CSS Manager or designee, all remaining unclaimed items will be purged from the inventory by one of the following methods: donated, recycled, destroyed, or returned to the finder. Cash money turned in to CSS will be logged by the same process and will be secured within the property room. Unclaimed money will be distributed to the Student Government Association (SGA) at the conclusion of the current 90-day period.

Security will not hold the following items: Clothing, notes, notebooks, coffee mugs, thermoses, water bottles, plates, bowls, eating utensils, food, or drinks.

Any items collected as evidence will be given to the CSS Manager or designee, to be stored in a secure location until handed over to law enforcement for further investigation.

## **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-site training locations for University-sponsored 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. 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 hyperlink.

## 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, entry into the RVU buildings, 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 issue one (1) 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.

## Marketing and Communications

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

### RVU Branding Guidelines and Logo Files

At Rocky Vista University, maintaining a strong and unified brand identity across all communication channels is a top priority. Our [brand page](#) serves as a comprehensive resource, empowering every member

of the RVU community to present a consistent and cohesive brand image in all marketing and communication endeavors.

We encourage you to frequent this hub to stay informed about the latest updates to our brand guidelines.

### Marketing Approvals

For all marketing materials, both internal and external, please adhere to the University's brand guidelines. Requests can be submitted to the marketing department at RVU via email at [marketing@rvu.edu](mailto:marketing@rvu.edu). Please provide a detailed description of the proposed material, along with relevant design files and mock-ups. Kindly allow 5 business days for feedback or approval.

All designs should incorporate an approved university logo. The RVU logo should be prominently displayed, unaltered, and unobstructed. Logo size should be appropriate and maintain its integrity across different formats and platforms. Designs should utilize the designated fonts and colors specified in the RVU branding guidelines.

### Press Releases

If students, faculty, or staff would like to have a press release created and distributed about an event or accomplishment (either individually or departmentally), please submit your request to [marketing@rvu.edu](mailto:marketing@rvu.edu).

### Peak to Peak Post

The Peak to Peak Post serves as a cross-campus, RVU-wide internal newsletter, delivering crucial updates, upcoming events, and DEI resources, all while highlighting and honoring the achievements of our faculty, staff, and administrators across all campuses and programs.

The editors of Peak to Peak welcome input and active engagement from the community to shape each unique issue. To contribute or be featured in future newsletters, please fill out our communication [request form](#).

### 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. Requests can be made to [marketing@rvu.edu](mailto:marketing@rvu.edu).

### 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. Approval requests can be made to [marketing@rvu.edu](mailto:marketing@rvu.edu)

## 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](mailto:marketing@rvu.edu).

## 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 in [DynamicPolicy](#) under "Email Signature Policy and Instructions".

## Social Media Policy

The purpose of this policy is to establish guidelines for the appropriate and effective use of social media by the members of the Rocky Vista University (RVU) community. This policy ensures that communications on social media platforms are consistent with the university's values, mission, and legal and ethical standards. This policy applies to all RVU community members, which includes all RVU faculty, staff, students, and affiliated individuals, including university-sanctioned groups, clubs, or organizations.

### Policy

1. Professionalism: RVU community members should conduct themselves professionally and respectfully in all interactions on social media. Content shared should be accurate, respectful, and in good taste, reflecting RVU's commitment to the core values.
2. Interactions and Engagement: While interacting or engaging on social media, the RVU community members are encouraged to foster a positive and constructive environment, promote the university's achievements, and support a community that reflects inclusive excellence at RVU.
3. Confidentiality: Users must respect the privacy of others and the confidentiality of the information they handle. Under no circumstances should sensitive, confidential, or proprietary information be disclosed on social media platforms.
4. Copyright: Users should ensure that they have the rights to any content, including text, photographs, and videos, that they post on social media. Proper attribution must be given to third-party content in accordance with copyright laws.
5. Compliance with RVU Policies: All social media activity must comply with all applicable university policies, including those related to harassment, discrimination, and conduct. Social media use should not interfere with workplace responsibilities or learning environments.
6. Monitoring: RVU reserves the right to monitor social media content associated or linked with the university, and may take action to correct or remove content that is deemed non-compliant with this policy or damaging to the university's reputation.
7. Enforcement: Violations of the social media policy may result in disciplinary action, up to and including termination of employment or dismissal from the university. In cases where a post may breach legal guidelines, the issue may also be subject to legal action.

### 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](mailto: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 must adhere to RVU's Social Media Policy. 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.

### 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 Social Media Policy, 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 Affairs**

### **Student Services**

The Department of Student Affairs is dedicated to fostering a supportive and enriching environment for all students. Student Affairs provides a wide range of resources, opportunities and services designed to enhance the overall student experience. From fostering personal growth to facilitating professional development, and from ensuring student success to cultivating leadership abilities, their initiatives cover a wide spectrum of needs. Building an inclusive community is essential for creating an environment where every student feels valued and supported.

### **Career Advising and Planning**

As a future osteopathic physician, you are embarking on a fulfilling and impactful journey. At MCOM, we understand that the journey to becoming a physician is not just about acquiring knowledge; it's also about shaping your future career path in medicine. We are dedicated to fostering your personal and professional growth, ensuring that you are well-prepared to excel in the rapidly evolving world of medicine.

Through personalized one-on-one career counseling sessions, workshops, networking events, and access to a wealth of career information, we will offer you the support you need to pursue a rewarding career in the field of osteopathic medicine. The road to residency is a developmental process that involves four key phases:

- Understanding Yourself
- Exploring Options
- Choosing a Specialty
- Preparing for residency

MCOM career advisors offer a holistic approach towards helping students prepare for fulfilling careers in osteopathic medicine. Career advisors work collaboratively with students to answer questions and concerns regarding the career decision-making process. Career-specific programming and individualized career counseling sessions help students understand their own preferences and interests, learn about the 160+ specialties, and create and build CVs in their pre-clinical years, and, during clinical years, understand competitiveness for specialties, prepare for audition

externships, interviews, and residency. Students will have access to a site with useful career resources, including a roadmap outlining important steps to take each year as they prepare for residency and work toward achieving their professional goals.

Reach out with career questions or schedule an appointment today!

Current students can [schedule an appointment here](#) or with the Department of Student Affairs.

## Disabilities and Academic Accommodations

Rocky Vista University recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for students with disabilities. Students are required to meet the technical standards set forth by the college/program in which they are enrolled, 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.

Students who may qualify for accommodations include those who have received accommodations previously or who have been diagnosed with a condition impacting one or more major life activities (such as caring for oneself, performing manual tasks, learning, walking, seeing, hearing, breathing, and working). Although students with temporary illness or injury are not considered disabled by law, every reasonable effort to accommodate their needs will be exercised.

If you feel you meet these criteria or would like to discuss your eligibility for accommodations, you are encouraged to complete our registration form.

Requests for accommodations and services are evaluated on an individual, case-by-case basis and are dependent on a student's functional limitations within a given environment. Through an interactive dialog facilitated by Disability Services, all relevant factors, including the impact of the disability on the student's access to a course or a program, supporting clinical or diagnostic documentation, and the relevant learning outcomes of the given program, will be considered. Requests for accommodations that would result in an alteration of the fundamental nature or learning outcome of a course or a program are not reasonable and will not be approved.

Clinical documentation or other diagnostic information submitted to Disability Services 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 educational 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.

Students requesting accommodations must follow the process outlined below.

### Accommodations Request Process

#### Step 1: Complete the Initial Accommodation Request Form

It is the student's responsibility to initiate the process with Disability Services as soon as possible after committing to attend RVU, in order to ensure timely approval and implementation of approved accommodations. While requests may be submitted at any point throughout the year, students should consider that the interactive process, including documentation review and eligibility notification, typically requires two (2) weeks. Incomplete documentation may delay the review process.

#### Step 2: Schedule an Appointment with Disability Services

After submitting your Initial Accommodation Request Form, you will receive an email with a link to schedule your Welcome Meeting with Disability Services.

Meetings can be held virtually for students on either campus or in-person for students on the Utah campus.

Our first priority is meeting with you. Please do not delay submitting your request due to documentation concerns. The Disability Officer will discuss acceptable types of documentation during your Welcome Meeting, if you are initially unsure what you may submit.

#### Step 3: Welcome Meeting

The Welcome Meeting is the beginning of an interactive process in which the Disability Officer will talk with you about disability-related barriers you may be experiencing, any history of accommodations you may have, as well as possible accommodations that may be reasonable and appropriate in your situation. You will also have the opportunity to ask questions, provide information and otherwise engage with the Disability Officer to understand how accommodations work within

a medical education setting and what to expect relative to next steps in the process of establishing your eligibility.

#### **Step 4: Documentation Review and Notification of Eligibility Determination**

Upon receipt of the Initial Contact Form-Request for Accommodations and other supporting documentation, the student's eligibility for accommodations will be reviewed and the student will receive a Notification of Eligibility Determination. The eligibility notification will specify the accommodations for which the student has been approved, and copies will be sent to the Office of Testing and appropriate RVU officials. Once approved for accommodations, the Testing Center will send out instructions for the administration and location of exams with accommodations.

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

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

#### **Annual Accommodation Renewal Process**

Students must request to renew their accommodations at the start of each academic year. Failure to request a renewal of accommodations may delay timely implementation. In order to verify their intent to continue using accommodations in subsequent academic years, students should complete the Accommodation Renewal Request Form prior to the first day of Fall semester instruction.

#### **National Board Accommodations**

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).

#### **ADA Accommodation Review Request**

If you have concerns about the support provided by Disability Services or related procedures, or if you believe that you have been denied reasonable accommodations as requested, we recommend initiating a conversation with the Disability Officer to discuss your concerns. If the matter remains unresolved or if you disagree with a determination

reached by the Disability Officer, you may appeal the decision by submitting an Accessibility Grievance Form. This form will be reviewed by the ADA Committee, and you will be contacted within seven (7) days of submission. You will then be given an opportunity to share additional details regarding your specific situation and the reason for your appeal request.

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

## **Educational Learning Support**

The Department of Student Affairs provides educational support designed to enhance student learning at MCOM. Services are offered through individual consultation tailored to meet the individualized academic needs of the student and integrated with the course curricula. Regularly scheduled small and large group sessions provide evidence-based learning strategies to prepare and enhance academic performance. Services include study skills assessment along with intervention strategies, tutoring, ADA accommodations and preparation for licensure exams.

#### **One-on-One Consultation**

- Confidential individual consultation regarding evidence-based study strategies, time management, and academic performance
- Evaluate effectiveness of current study practices
- Structured intervention to increase learning productivity and efficiency
- Individual preparation for courses, clerkships, and licensure examinations
- Referrals to on campus professionals
- Information about resources to enhance learning
- Learning disabilities referrals

#### **Board Review Prep**

- Developing individualized study plans
- Resources
- Study prep sessions by faculty and outside experts

#### **Assessment/Individualized Educational Guidance and Planning**

- Study skills strategies
- Test-taking strategies
- Time management strategies
- Reading
- Resources
- Additional support services

You can schedule an appointment at the Department of Student Affairs.

# Physical and Mental Health

Students at Rocky Vista University may seek diagnostic, preventative, and therapeutic health services at the provider of their choice.

Information is provided on this website as a resource to assist students in seeking health care services that are available both on campus and off-campus.

## Physical and Mental Health Resources List

### Urgent Mental Health Support

Call WellConnect at 866-640-4777 to access this service. It is available 24/7/365.

### Urgent Physical Health Support

Montana – Call 911

[All resources are available here](#)

# Tutoring Services

## Tutoring Services at MCOM

The team of MCOM Tutors are brought together by a shared demonstration of academic excellence in pre-clinical courses, interest in medical education, and supporting the efforts of peers. Tutors serve in a consultative capacity to assist students in their supplemental learning needs. In this regard, effort is made to tailor services in a way that uses learning strategies to meet the needs of pre-clinical students.

## Services Offered

- **One-to-One Virtual Consultation:** Every learner is unique, and Individual Course Tutors (ICT) are available to provide customized assistance. To schedule an appointment with an ICT, access [Navigate](#).
- **Topic Review Presentations:** Tutors will present weekly 'high yield' topic review content at the end of each week, tips, and considerations for success. Watch for announcements regarding dates and times for topic review content in the Teams MCOM Tutor Hub.
- **Virtual Semester Preview Sessions:** To help students anticipate specific challenges and needs of courses, tutors provide informative sessions at the beginning of each term or block with helpful

information, resources, and tips for success. Watch for announcements regarding dates and times.

To contact the tutoring team, you can email [mttutoring@rvu.edu](mailto:mttutoring@rvu.edu)

# Appendix: Student Resources

## 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 Education
Clinical 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/Assistant 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/Faculty Advisor
Wireless Internet Access	IT Help Desk
Withdrawals	Associate/Assistant Dean of Student Affairs (DO); Program Director (MSBS or PA)
Sexual Misconduct	Title IX Coordinator

# 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
BLS	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 (CIS)	A required classroom session in which faculty stress application of previous material to clinical case scenarios. The emphasis is on application, integration, and interaction between faculty and students versus passive learning.
COCA	Commission on Osteopathic College Accreditation
COMLEX	Comprehensive Osteopathic Medical Licensing Examination
CV	Curriculum Vitae; a short account of one's career and qualifications
DEIB	Diversity, Equity, Inclusion, and Belonging
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 of 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 clerkships 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.

Acronym or Term	Meaning
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.
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 clerkships 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 clerkships 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 clerkships 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.

Acronym or Term	Meaning
Preceptor	A practicing physician who gives personal instruction, training, and supervision to a medical student or young physician (assigned for each clinical clerkship clerkship).
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
Shelf Exam	Required exam administered by the Office of Clinical Education after the completion of each Core Clerkship.
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 Opportunities (VSLO)	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.

# Doctor of Osteopathic Medicine (RVUCOM)

## General Information

### A Message from the Dean



Welcome to Rocky Vista University College of Osteopathic Medicine (RVUCOM). 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 Osteopathic physician in every way, including working with culturally diverse patients and communities. You will receive both “high tech” and “high touch” training that will lead to a solid foundation in the practice of Osteopathic medicine.

RVUCOM 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.

**Heather P. Ferrill DO, MS MEdL**

*Vice President of Faculty Affairs and Dean of Rocky Vista University College of Osteopathic Medicine*

## Academic Calendar

### Fall 2024 Semester

- **OMS I and II Classes:**  
July 22, 2024 - December 16, 2024
- **OMS III Clinical Clerkships:**  
July 8, 2024 - December 20, 2024
- **OMS IV Clinical Clerkships:**  
June 17, 2024 - November 29, 2024

### Spring 2025 Semester

- **OMS I and II Classes:**  
January 6, 2025 - June 9, 2025
- **OMS III Clinical Clerkships:**  
January 3, 2025 - June 13, 2025
- **OMS IV Clinical Clerkships:**  
December 2, 2024 - May 2, 2025

\*All dates are subject to change. Refer to block schedule for dates of specific classes.

### Other Dates:

- **Labor Day (no classes): September 2, 2024**
- **Thanksgiving Holiday (no classes OMS I and OMS II): November 28 - 29, 2024**
- **Winter Break (no classes OMS I and OMS II): December 17, 2024 - January 3, 2025; OMS III December 21, 2024 - January 6, 2025**
- **Martin Luther King, Jr. Day (no classes OMS I and OMS II): January 20, 2025**
- **President's Day (no classes OMS I and OMS II): February 17, 2025**
- **Spring Break (no classes OMS I and OMS II): March 10 - 14, 2025**
- **Commencement: Utah (TBD); Colorado (TBD)**

\*\* Holidays and time off depend upon the service requirements of scheduled clerkships.

## Program Leadership

**Heather Ferrill, DO, MS MEdL**

Dean of RVUCOM, Colorado and Utah campuses  
Vice President of Faculty Affairs  
Professor of Osteopathic Medicine

- MS Medical Education and Leadership (MEdL), University of New England College of Osteopathic Medicine

- DO, Michigan State University College of Osteopathic Medicine

**Laura Rosch, DO, CS, MS, FACO**

Campus Dean, Utah Campus  
Associate Professor, Internal Medicine

- DO, Chicago College of Osteopathic Medicine
- MS, Nutritional Science, University of Illinois

**Stephen Miller, DO, MPH, FACOP**

Senior Associate Dean of Clinical Education, Colorado, Montana, and Utah campuses  
Associate Professor of Family Medicine and Osteopathic Principles and Practice

- DO, Philadelphia College of Osteopathic Medicine
- MPH, Tufts University School of Medicine

**Matthew McEchron, PhD**

Associate Dean of Preclinical Education and Program Assessment  
Professor of Neuroscience

- PhD, University of Miami

**Jennifer Montemayor, PhD**

Assistant Dean of Preclinical Education Curriculum Management

Professor of Physiology

- PhD, Ohio University

**Christopher LaFontano DO**

Assistant Dean of Osteopathic Integration  
Assistant Professor Osteopathic Principles and Practice

- DO, University of New England College of Osteopathic Medicine

**Dean Gubler DO, MPH, FACS, FCCM**

Director Military Medicine  
Professor of Surgery and Military Medicine

- \* DO, Des Moines University College of Osteopathic Medicine
- \* MPH, University of Washington

**Jani Kovach, PhD**

Director of Preclinical Education (RVUCOM-CO)

- PhD, Education and Higher Education Leadership, Capella University

**Carol Wagner**

Director of Preclinical Education (RVUCOM -UT)

- \* MA, Cincinnati Christian University
- \* MDiv, Cincinnati Christian University

**Angela Branda, DO**

Chair, Department of Osteopathic Principles and Practice  
Assistant Professor OPP

- DO, Ohio University Heritage College of Osteopathic Medicine

**Ian George, PhD**

Chair, Clinical Anatomical Sciences Department  
Assistant Professor of Structural Medicine  
Director of Graphic Novels and Medicine Elective

- PhD, University of Missouri
- MA, Florida Atlantic University
- MS, Florida Atlantic University

**Nicole M. Michels, PhD**

Chair, Department of Medical Humanities  
Associate Professor of Physiology

- PhD, University of Nebraska Medical Center

**Mark Payton, PhD, MS**

Chair, Biomedical Sciences Department  
Professor of Biomedical Sciences

- PhD, Oklahoma State University
- MS, Oklahoma State University

**Joseph M. Stasio, DO, FACOP**

Chair, Department of Primary Care  
Professor of Family Medicine  
Medical Director of PA Program

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

**Mark Wardle, DO**

Chair, Department of Tracks and Special Programs  
Assistant Professor of Primary Care  
Director of Global Medicine Track (RVU-SU)  
Director of Medical Spanish Elective

- DO, Touro University College of Osteopathic Medicine

**Melissa Henderson, PhD**

Vice Chair, Department of Biomedical Sciences  
Associate Professor of Biomedical Sciences

- PhD, East Carolina University

**Anthony Pappas PhD**

Vice Chair, Department of Anatomical Sciences  
Assistant Professor, Anatomy

- PhD Neuroscience, University of Vermont

### **Kristin Putnam, DO**

Vice Chair, Department of Osteopathic Principles and Practice

Assistant Professor of OPP

- DO, University Of New England College of Osteopathic Medicine

## **Introduction**

### **Doctors of Osteopathic Medicine (DO)**

Osteopathic medicine, established in the United States in the 1860s by Dr. Andrew Taylor Still, is a distinctive form of healthcare that emphasizes a holistic body-mind-spirit approach. Doctors of Osteopathic Medicine (DOs) are fully licensed physicians authorized to practice medicine and surgery in all 50 states. While DOs are represented in every medical specialty, they have traditionally emphasized primary care.

DOs partner with their patients to promote health, prevent disease, and treat acute and chronic conditions. Their education encompasses comprehensive training in the biological sciences, medicine, surgery, and obstetrics. Additionally, DOs receive specialized training in holistic and preventive medicine, and the interrelationship of body systems, particularly the neuromusculoskeletal system.

A unique aspect of osteopathic training is Osteopathic Manipulative Treatment (OMT), specialized hands-on techniques used to diagnose and treat various conditions. By integrating OMT with conventional medical management options such as medication, surgery, and other healthcare modalities, DOs provide some of the most comprehensive care available in medicine today.

The practice of osteopathic medicine is founded on the following Osteopathic Tenets:

1. The body is a unit; the person is a unity of body, mind, and spirit.
2. The body is capable of self-regulation, self-healing, and health maintenance.
3. Structure and function are reciprocally interrelated.
4. Rational treatment is based on an understanding of these principles: body unity, self-regulation, and the interrelationship of structure and function.

These tenets guide DOs in their holistic approach to patient care, emphasizing the integration of all body systems to promote overall health and well-being.

## **Osteopathic Oath**

This modern version of the Hippocratic Oath for administration to osteopathic college graduates was initiated by a suggestion from Frank E. MacCracken, DO, of California to his state society. Within a year, the suggestion went from the state to the national association, and a committee was formed under the Associated Colleges of Osteopathy to prepare the text. Members of that committee included Dr. MacCracken, as chairman, and Drs. R.C. McCaughan, Walter V. Goodfellow, and Edward T. Abbott. The first version was used from 1938 until 1954, at which time minor amendments were adopted.

I do hereby affirm my loyalty to the profession I am about to enter. I will be mindful always of my great responsibility to preserve the health and the life of my patients, to retain their confidence and respect both as a physician and a friend who will guard their secrets with scrupulous honor and fidelity, to perform faithfully my professional duties, to employ only those recognized methods of treatment consistent with good judgment and with my skill and ability, keeping in mind always nature's laws and the body's inherent capacity for recovery.

I will be ever vigilant in aiding in the general welfare of the community, sustaining its laws and institutions, not engaging in those practices which will in any way bring shame or discredit upon myself or my profession. I will give no drugs for nefarious purposes to any person, though it be asked of me.

I will endeavor to work in accord with my colleagues in a spirit of progressive cooperation and never by word or by act cast imputations upon them or their rightful practices.

I will look with respect and esteem upon all those who have taught me my art. To my college and my profession, I will be loyal and strive always for its best interests and for the interests of the students who will come after me. I will be ever alert to further the application of basic biologic truths to the healing arts and to develop the principles of osteopathic medicine which were first enunciated by Andrew Taylor Still.

## **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 in the campus clinic 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 core clinical education sites to ensure continuity and coordination of clinical education within the COM's vast and growing clinical training network. Our extensive tracks and specialty skills programs drive our innovative curriculum 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 excellence.

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).

## Mission and Vision Statements

### RVUCOM 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 compassionate service, relevant research, and innovative education.

### RVUCOM Vision Statement

To establish RVUCOM as a premier educational program providing excellent osteopathic physicians in the Mountain West.

### RVUCOM Values Statement

RVUCOM adopts the [RVU Institutional core values](#): Collegiality, Compassion, Diversity, Equity, Excellence, Inclusivity, Innovation, Integrity, and Service.

## Program Learning Outcomes

The RVUCOM curriculum is designed and organized around the seven [AOA Core Competencies](#), which have been adapted to create the RVUCOM Program Learning Outcomes (PLOs).

### Rocky Vista University College of Osteopathic Medicine Program Learning Outcomes:

- PLO 1 Osteopathic Philosophy/Osteopathic Manipulative Medicine: Apply osteopathic principles and practices to patient care.
- PLO 2 Medical Knowledge: Apply knowledge of biomedical sciences to clinical medicine.
- PLO 3 Patient Care: Perform comprehensive patient care utilizing best practices of osteopathic medicine.
- PLO 4 Interpersonal & Communication Skills: Utilize effective communication skills to support positive patient-centered and inter-professional relationships.
- PLO 5 Professionalism: Uphold principles of the RVU Osteopathic Oath (Demonstrate professional behavior).
- PLO 6 Practice-Based Learning & Improvement: Evaluate patient-care practices through critical thinking using evidence-based medical principles.
- PLO 7 Systems-Based Practice: Analyze health systems science to deliver individualized patient care.

RVUCOM has aligned developmental milestones with RVUCOM's PLOs to help guide students as they progress on their journey to graduation. As students move through the four-year curriculum, they should aim to meet these milestones. Faculty should design parts of the curriculum and assessments that help students gauge their progress in relation to these milestones.

The goal of these milestones is to provide faculty and students with a longitudinal guide for student development and curricular evaluation. The milestones on the following pages are specific to each PLO and are organized according to Years 1-4 of the RVUCOM curriculum. For example, the list of behaviors under Year 1 of PLO 1 are the behaviors/outcomes that we expect our students to be able to perform at the end of Year 1 of the curriculum. It is important to note that these milestones were meant to be a guide for the curriculum.

## Program Learning Outcomes Competencies and Milestones Crosswalk

### Competencies and Milestones for PLO1: Apply osteopathic principles and practices to patient care

#### (Osteopathic Philosophy/Osteopathic Manipulative Medicine)

AOA Competency	Pre-Clerkship	Pre-Clerkship Clerkship		Clerkship
	Year 1	Year 2	Year 3	Year 4
OPOMM1: Approach the patient with recognition of the entire clinical context, including mind-body and psychosocial interrelationships	Students are expected to:  Accurately and efficiently evaluate the human body using an osteopathic perspective and perform an Osteopathic structural exam.	Students are expected to:  Communicate with patients, and with attendings in the clinical setting and written SOAP note format, integrating osteopathic content and nomenclature.		
OPOMM2: Use the relationship between structure and function to promote health.	Accurately diagnose somatic dysfunction in the following areas: upper and lower extremities, innominates (pelvis), sacrum, vertebral spine (lumbar, thoracic, cervical), ribs.	Perform OMT modalities appropriate for specific patient populations and conditions.  Apply evaluation, diagnosis and applications skills for the following modalities (in addition to all modalities taught in year 1): Balanced Ligamentous Tension (BLT), Facilitated Positional Release (FPR), Still Technique, visceral technique, OCMM, and Chapman's points.	Using the skills demonstrated in Years 1 and 2, students are expected to:  Evaluate and treat patients with OMT, and log that information, focusing on the core clerkships (Family Medicine, Surgery, Women's Health, Behavioral health, Pediatrics, Internal Medicine).	Using the skills demonstrated in Years 1-3, students are expected to:  Evaluate and treat patients with OMT, and log that information, focusing on clerkships that align with their chosen medical specialty.
OPOMM3: Use OPP to perform competent physical, neurologic, and structural examinations incorporating analysis of laboratory and radiology results, diagnostic testing, and physical examination.				
OPOMM4: Diagnose clinical conditions and plan patient care.	Demonstrate proficiency in the application of the following osteopathic manipulative treatments: High Velocity-Low Amplitude (HVLA), Muscle Energy (ME), Counterstrain (CS), Myofascial Release (MFR), Articular Technique (ART), Soft Tissue (ST).		Communicate with patients and health care professionals the value of osteopathically centered care, including OMT	Communicate with patients and health care professionals the value of osteopathically centered care, including OMT
OPOMM5: Perform or recommend OMT as part of a treatment plan.				
OPOMM6: Communicate and document treatment details.				
OPOMM7: Collaborate with OMM specialists and other health care				

providers to maximize patient treatment and outcomes, as well as to advance osteopathic manipulation research and knowledge

OPOMM8: Evaluate the medical evidence concerning the utilization of osteopathic manipulative medicine

Devise an osteopathically centered treatment plan in the clinical setting, including OMT when appropriate.

### Competencies and Milestones for PLO 2: Apply knowledge of biomedical sciences to clinical medicine.

#### (Medical Knowledge)

AOA Competency	Pre-Clerkship	Pre-Clerkship	Clerkship	Clerkship
	Year 1	Year 2	Year 3	Year 4
MK1: Articulate basic biomedical science and epidemiological and clinical science principles related to patient presentation in all systems.	Students are expected to:  Demonstrate sufficient knowledge of the molecular and cellular basis of all human systems.	Students are expected to:  Demonstrate sufficient levels of knowledge for normal and abnormal gross anatomy, embryology, histology, physiology, and pharmacology for all human systems.	Students are expected to:  Apply knowledge of normal and abnormal anatomy, physiology and pharmacology and to diagnostic and treatment strategies in the patient care settings of the required clerkship rotations while including osteopathic principles and practice.	Students are expected to:  Apply knowledge of normal and abnormal anatomy, physiology and pharmacology and to diagnostic and treatment strategies in the patient care settings of targeted career-interest specialties while including osteopathic principles and practice.
MK2: Apply current best practices in osteopathic medicine by using reliable medical evidence and informatics.	Demonstrate sufficient knowledge of the normal gross anatomy, embryology, histology, and physiology for all human systems.	Demonstrate diagnostic and treatment strategies for infectious agents in a standardized patient setting		
MK3: Apply evidence-based guidelines and use scientific concepts to evaluate, diagnose, and manage clinical presentations and population health.	Demonstrate sufficient knowledge of how microbial and infectious agents affect normal physiology, and the fundamental diagnostic and treatment strategies for these infectious agents.	Apply knowledge of normal and abnormal gross anatomy, histology, embryology, physiology, and pharmacology to real and simulated		
MK4: Use guidelines and scientific evidence to outline				

preventive strategies across stages of the life cycle		patient vignettes, resulting in potential diagnoses, treatment plans, and likely health outcomes from those plans.		diagnosis and management plan after a standardized patient encounter.	2. Create a differential diagnosis meaningful to the clinical situation
	Apply knowledge of normal gross anatomy, embryology, histology, and physiology in a standardized patient setting while including osteopathic principles and practice.	Apply knowledge of normal and abnormal gross anatomy, histology, embryology, physiology and pharmacology to diagnostic and treatment strategies in a standardized patient setting while including osteopathic principles and practice.		Demonstrate accurate diagnostic and management choices and patient education related to a standardized patient visit.	3. Recommend and interpret common testing within the context of a given clinical situation
	Acknowledge sociocultural factors related to disease manifestations.	Identify sociocultural factors related to multiple disease manifestations		Demonstrate an ability to successfully work in interprofessional health care teams.	4. Generate treatment plans relevant to the clinical situation
			PC3: Implement essential clinical procedures.	Organize, document and present information effectively in a SOAP or Procedure note.	5. Document encounters appropriately
			PC4: Form a patient-centered, interprofessional, evidence-based management plan.	Perform and verbally communicate basic medical procedures.	6. Perform an oral presentation of a clinical encounter concisely
			PC5: Health promotion and disease prevention (HPDP)	Interact and develop rapport with patients using professional, ethical, and compassionate behaviors and attitudes	7. Ask questions that lead to the acquisition of clinical knowledge that advances a patient's care which includes informatics and evidence-based medicine (EBM)
			PC6: Documentation, case presentation, and team communication	Incorporate professional, ethical, psychosocial, economic and cultural issues into standardized patient encounters.	8. Handoff and receive patients in the transition of care appropriately and with empathy
				Incorporate foundational medical knowledge and evidence-based care into individualized patient management in standardized patient encounters.	9. Work collaboratively and respectfully with all care team members, patient families, and others
				Demonstrate a working knowledge of, and skill for, selected diagnostic and therapeutic procedures in a lab setting.	10. Triage a patient to appropriate levels of care
				Demonstrate documentation skills for patient history, physical examination, assessment and treatment.	Physical Exam and Procedural skills
				Perform an organized and structured verbal presentation of a standardized patient case including history, physical exam,	11. Can appropriately articulate the requirements for a typical informed consent

### Competencies and Milestones for PLO3: Perform comprehensive patient care utilizing best practices of osteopathic medicine. (Patient Care)

AOA Competency	Pre-Clerkship Year 1	Pre-Clerkship Year 2	Clerkship Year 3
PC1: Gather accurate data related to the patient encounter.	Students are expected to:	Students are expected to:	Students are expected to perform the following behaviors with only minimal prompting from the preceptor or attending:
OPOMM2: Use the relationship between structure and function to promote health.	Obtain and interpret a comprehensive examination on a patient history including the patient's medical, family and social history.	Obtain a focused history and physical examination on a patient pertinent to their presenting complaint.	Clinical Reasoning and Judgement skills
PC2: Develop a differential diagnosis appropriate to the context of the patient setting and findings.	Perform an effective and appropriate physical examination based on the patient's signs and symptoms.	Demonstrate advanced interpersonal communication skills with patients and the interprofessional team.	1. Gather a history and perform a physical examination, including structural, pertinent to the given history
		Produce an adequate and relevant differential	

12. Perform procedures and physical exam skills, including OMT, recognized as necessary for an entry-level resident physician

Differential diagnosis and treatment options.

Demonstrate understanding of basic skills in bedside ultrasound.

Systems-based Practice thinking skills

13. Recognize system failures and contribute to improvements at a novice level

with low complexity medical issue/ concern.

Deliver a well-organized and structured presentation of a standardized patient case including history, physical exam, differential diagnosis and treatment options to healthcare professionals of various disciplines.

Deliver an organized verbal presentation of a patient encounter and adapt communication to the context and audience.

Demonstrate an understanding of one's own role and the role of others in different health care teams and settings.

Demonstrate an understanding of one's own role and the roles of others during small group interactions involving peers, physicians, and other health professionals.

Write a clinical note in a timely fashion that is accurate, complete, and well organized.

Anticipate and respond professionally to one's own and other peoples' emotions in clinical situations of moderate complexity.

Communicate lessons learned as new emotional experiences are encountered.

Demonstrate awareness of behavioral and emotional cues emitted by one's self and of others'.

Demonstrate awareness of behavioral and emotional cues emitted by one's self and of others'.

### Competencies and Milestones for PLO 4: Utilize effective communication skills to support positive patient-centered and inter-professional relationships. (Interpersonal & Communication Skills)

AOA Competency	Pre-Clerkship Year 1	Pre-Clerkship Year 2	Clerkship Year 3	Clerkship Year 4
ICS1: Establish and maintain the physician-patient relationship	Students are expected to: Use professional, ethical, and compassionate practices and attitudes to interact with and build rapport with faculty, student colleagues, staff, patients, and interprofessional colleagues.	Students are expected to: Demonstrate an understanding of the roles and responsibilities of health care team members.	Students are expected to: Demonstrate collaborative and respectful working relationships with patients, families, and health care team members	Students are expected to: Demonstrate an understanding of one's own role and the roles of other health care team members across various complex health care scenarios
ICS2: Conduct a patient-centered interview	Develop communication strategies that foster rapport-building, inclusion, and equity with standardized patients, faculty, and health care team members from a variety of backgrounds, and cultures.	Demonstrate effective communication with standardized patients of diverse backgrounds, languages and cultures	Communicate effectively with health care team members, patients, and families across diverse backgrounds, languages and cultures	Anticipate and respond professionally to one's own and other peoples' emotions in all clinical situations regardless of complexity.
ICS3: Demonstrate effective written and electronic communication in dealing with patients and other health care professionals.	Use communication strategies that foster rapport-building, inclusion, and equity with standardized patients, faculty, and health care team members from a variety of backgrounds, and cultures.	Use communication strategies that build therapeutic alliances, promote inclusive excellence, and equity.	Demonstrate shared decision-making and communication strategies involving a patient encounter regardless of the complexity of the patient's illness.	Demonstrate individual and professional self-growth by critically reflecting on emotional experiences.
ICS4: Work effectively with other health professionals as a member or leader of a health care team	Demonstrate shared decision-making in a standardized patient encounter involving a medical issue	Demonstrate shared decision-making in a standardized patient encounter	Adjust clinical presentations and communications to different	

### Competencies and Milestones for PLO 5: Uphold principles of the RVU Osteopathic Oath. (Professionalism)

AOA Competency	Pre-Clerkship Year 1	Pre-Clerkship Year 2	Clerkship Year 3	Clerkship Year 4
P1: KNOWLEDGE Demonstrate knowledge of the behavioral and social sciences that provide the foundation for the	Students are expected to: Exhibit respect, empathy, compassion, honesty, and	Students are expected to: Demonstrate empathy, compassion, and integrity	Students are expected to: Demonstrate an ability to understand when the needs	Students are expected to: Demonstrate an ability to embrace ambiguity

professionalism competency, including medical ethics, social accountability and responsibility, and commitment to professional virtues and responsibilities.	integrity when interacting with patients, families, colleagues, and teams	when interacting with others, even when challenged by stressful situations and perspectives that differ from your own.	of others should be prioritized over one's own needs.	particularly in the areas of provision or withholding of clinical care, confidentiality of patient information, informed consent, business practices, the conduct of research, and the reporting of research results.	
P2: HUMANISTIC BEHAVIOR – Demonstrate humanistic behavior, including respect, compassion, probity, honesty, and trustworthiness.	Exhibit strategies to address challenges that might arise when one's own needs are in conflict with others.	Demonstrate an ability to balance the needs of others (e.g., patients, families and team members) with the needs of oneself.	Demonstrate an ability to embrace cultural diversity of patients and health care team members.	P7: CULTURAL COMPETENCY - Demonstrate awareness of and proper attention to issues of culture, religion, race, gender, sexual orientation, and mental and physical disabilities.	challenges and ambiguities encountered in patient care.
P3: PRIMACY OF PATIENT NEED - Demonstrate responsiveness to the needs of patients and society that supersedes self-interest	Demonstrate punctuality and preparedness for all professional and educational situations	Demonstrate a commitment to ethical clinical practice and social justice	Demonstrate the use of resources and practices that promote overall health and wellness, and allow for healthy responses to stress.	P8: PROFESSIONAL AND PERSONAL SELF-CARE - Demonstrate an understanding that one is a representative of osteopathic peers, profession and is capable of making valuable contributions as a member of this society; lead by example; provide for personal care and well-being by utilizing principles of wellness and disease prevention in the conduct of professional and personal life.	Demonstrate an ongoing commitment to appropriate education of peers, patients, families and other health care professionals.
P4: ACCOUNTABILITY – Demonstrate accountability to patients, society, and the profession, including the duty to act in a response to the knowledge of professional behavior of others.	Display professional dress, hygiene, language, demeanor, and behavior in all professional and educational situations	Demonstrate an ability to maintaining patient confidentiality.	Demonstrate accountability, reliability, and follow-through, in interactions with patients, families, and colleagues. This includes interpersonal and electronic communications, and proper health record documentation.	P9: HONEST, TRANSPARENT BUSINESS PRACTICES	Adhere to professional standards at the administrative and institutional level in order to maintain personal, patient and public safety.
P5: CONTINUOUS LEARNING - Attain milestones that indicate a commitment to excellence, as, for example, through ongoing professional development as evidence of a commitment to continuous learning. Work effectively with other health professionals as a member or leader of a health care team	Demonstrate respect for patients, families, and team members irrespective of race-ethnicity, gender, sexual identity, religion, disabilities or socioeconomic status.	Demonstrate an ability to respond to medical errors and recognize health care disparities.	Demonstrate honest self-reflection and open communication with supervisors.		
	Recognize one's own stress and respond appropriately using resources to promote wellness and professionalism	Respect patient autonomy and maintaining patient appropriate boundaries.	Communicate with Preceptor to establish goals and expectations of a trainee.		
	Develop strategies to recognize and address ambiguities in patient care.	Collaborate and learn from other team members irrespective of their race, age, ethnicity, gender, sexual identity, religion, disabilities or socioeconomic status.	Exhibit compassion and empathy toward patients, families, and team members on a consistent basis.		
P6: ETHICS - Demonstrate knowledge of and the ability to apply ethical principles in the practice and research of osteopathic medicine,	Demonstrate ethical clinical practice by maintaining patient confidentiality, responding appropriately to medical errors,	Practice strategies to promote wellness of self and others.			
	Seek and accept help in dealing with				

**Competencies and Milestones for PLO 6: Evaluate patient-care practices through critical thinking using evidence-based medical principles. (Practice-Based Learning & Improvement)**

AOA Competency	Pre-Clerkship	Pre-Clerkship	Clerkship	Clerkship
	Year 1	Year 2	Year 3	Year 4
PBL11: Describe and apply evidence-based medical principles and practices. Interpret features and meanings of different types of	Students are expected to:	Students are expected to:	Students are expected to:	Students are expected to:
	Develop information seeking	Locate, appraise, and apply scientific	Locate, appraise, and apply	Develop strategies to overcome

RVU Student Handbook and Catalog

# Admissions

## Application Process

*(Colorado, 8401 S. Chambers Rd., Englewood, CO 80112 and Utah, 255 E. Center St., Ivins, UT, 84738, Locations)*

RVUCOM participates in the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS) for the receipt and processing of applications. Applications are submitted electronically through [AACOMAS](#). There is a single designation for RVUCOM for both the Colorado and Utah campuses. Candidates will select their preference for the location they would like to attend on the application and will also have an opportunity to select to be considered for the other location as well. AACOMAS processes applications within approximately 3-6 weeks. This timeframe may vary depending on the time it takes to receive an applicant's transcripts and the volume of applications being processed. RVUCOM's deadline for submitting an AACOMAS application is **April 11, 2025**. Applications are evaluated on a rolling basis, therefore it is in an applicant's best interest to apply early in the process. Once an applicant's AACOMAS application is received, it is evaluated to determine if the minimum requirements have been met.

Applicants meeting the minimum requirements will receive an email containing instructions for submitting the supplemental application and fee. RVUCOM's deadline for submitting the supplemental application is **April 15, 2025**. Candidates will select their campus of choice in the supplemental questions within the AACOMAS application and can opt to have their application considered for the other campus if they are not considered for their preferred campus. Candidates who initially do not meet the minimum academic requirements are welcome to resubmit updated information through AACOMAS. Candidates resubmitting qualifying information will then be invited to proceed through the process upon verification that the minimum requirements have been met. Applicants awarded an AACOMAS fee waiver will be granted a fee waiver for RVUCOM's supplemental fee. Fee waivers will also be granted for active duty military, veterans, as well as immediate family members.

An applicant's file is considered complete upon the receipt of the AACOMAS application, supplemental application, processing fee, and letters of recommendation (letters submitted with applications from previous years will not be transferred). Be aware that we will only consider the maximum number of letters submitted through AACOMAS. We are not able to accept letters of recommendation sent directly to RVUCOM, or from any other letter service such as Interfolio, or VirtualEvals.

For submission instructions on the fee waiver, [visit here](#)

The Office of Admissions reviews all completed files and notifies applicants of their interview status. All applicants invited for an interview are given the choice of several interview dates.

## Requirements for Admission

*(Colorado and Utah Locations)*

The Rocky Vista University (RVU) Office of Admissions processes applications to the RVUCOM and MCOM programs. This admissions policy establishes the criteria and procedures used by the RVU Admissions Department in the evaluation of applicants to the Doctor of Osteopathic Medicine programs.

RVU utilizes a comprehensive and holistic approach in evaluating each candidate in a fair and consistent manner. Applicants must meet all published prerequisites and minimum requirements and follow all the appropriate processes.

The minimum requirements for admission include:

- A bachelor's degree or higher 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; including exceptions that 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 the list of approved agencies in the RVU Student Handbook and Catalog, under 'Matriculation' section.*

- Minimum prerequisite course work that must be completed prior to matriculation includes:
  - Biology (8 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)
- Biochemistry (3 semester hours)

*No grade below a “C” will be considered to fulfill requirements. C- is considered below a C and will not fulfill requirements. Additional upper-division coursework such as Human Anatomy, Physiology, Genetics, and Cellular Biology is highly recommended.*

- A minimum science and cumulative GPA of 3.0 as calculated on the AACOMAS application.
- RVUCOM is requiring candidates to take the Medical College Admission Test (MCAT). Candidates are required to take the Medical College Admission Test (MCAT) within 3 years prior to matriculation. There is no minimum required score.
- Letters of Recommendations (submitted to AACOMAS). Three required letters include:
  - A credentialed healthcare provider (DO, MD, PA, or NP) who supervised the candidate's work (voluntary or paid) in a clinical setting.
  - An academic reference (order of preference to include Pre-Med Advisor or Committee, Basic Science Faculty, or anyone who can speak to the candidate's ability to successfully complete a rigorous medical school curriculum).
  - A letter of the candidate's choice.
  - **Note, only the maximum number of six (6) letters submitted through AACOMAS will be considered. The Office of Admissions is not able to accept letters of recommendation sent directly to RVUCOM or from any other letter service, such as Interfolio or VirtualEvals.**
- Students must provide official transcripts from all colleges attended where a degree was earned prior to matriculation. In the event of coursework completed at foreign institutions, the applicant must submit official detailed course-by-course evaluations completed by an approved agency. A list of these agencies is available in the University Handbook & Catalog.

**International students:** RVUCOM welcomes international applications. Demonstrated English language proficiency is required during the virtual interview; preference will be given to applicants who have previously attended a regionally-accredited college or university in the U.S.

## Interview Process

*(Colorado and Utah Locations)*

Applicants' academic qualifications will be pre-screened by the RVUCOM Office of Admissions and interviews will be offered to competitive applicants. Applicant interviews will be conducted virtually, and an official campus visit day will be offered to accepted students. The virtual interviews will be approximately 30 minutes in length and conducted by a two-person panel of the RVUCOM team. Interviewers will have access to the applicant's personal statement, supplemental application, and letters of recommendation. However, the interviewers will be blinded to the applicants' grades and MCAT scores. All interviewers' recommendations will be evaluated post-interview by the RVUCOM Admissions Committee with the final decision made by the Dean.

The Admissions Committee meets at least once a month to make a recommendation to the Dean relative to each applicant's status. The recommendation can be to offer an acceptance, to place the applicant on the alternate list, or to deny admission. The final decision will be made by the Dean.

## Matriculation Process

*(Colorado and Utah Locations)*

All acceptance offers are provisional pending the successful completion of all conditions set forth in the matriculation agreement including:

- Completion of all prerequisite coursework and documentation that a minimum of a bachelor's degree has been earned from a U.S. regionally accredited college or university.
- Payment of non-refundable deposits totaling \$2,000 on or prior to the date designated in the matriculation agreement. RVUCOM follows the guidelines set forth by the American Association of Colleges of Osteopathic Medicine (AACOM) relative to deposit due dates. Deposits will be applied to tuition.
- Successful passage of a drug screen and background check. Both services are to be scheduled and managed through PreCheck and are to be completed by the dates specified on the matriculation agreement. An applicant who has a deficiency or abnormality discovered on either screening will be referred to a sub-committee for further investigation.
- Completion of required medical and immunization documents are to be scheduled and managed through SentryMD (the medical record division of PreCheck) and to be completed by the dates specified on the matriculation agreement.
- Submission of a waiver demonstrating proof of medical insurance coverage or enrollment in the plan provided by the University.
- Submission of a waiver stating they meet the technical standards (any questions pertaining to

whether a standard is met or if reasonable accommodations are required, must be addressed with the Associate Dean of Student Affairs), have read, understand, and agree to adhere to the policy set forth in the statement for students of RVUCOM regarding physical exposure in classroom activities and participation in osteopathic manipulative medicine and physical exam courses, and understand and agree to adhere to RVUCOM's Code of Student Conduct/ academic responsibility and code of behavioral conduct.

- Submission of transcripts from all colleges and universities attended where a degree was earned. RVUCOM will accept transcripts submitted as part of the AACOMAS application. In the event of an earned degree isn't posted prior to matriculation, a letter will be required from the university registrar confirming that the requirements for graduation have been met and indicating when the degree will be posted on the transcript. Official transcripts must be sent to RVUCOM as soon as the degree is posted.
- In the event of course work completed at foreign institutions, official detailed course by course evaluations completed by an approved agency must be submitted. Official evaluations must be included with the AACOMAS application and, in the case of a degree earned, the evaluation must reflect that the degree is equivalent to a degree earned at a regionally accredited US college or university.

Please see website or AACOMAS site for a list of acceptable agencies. These agencies include:

- **World Education Services, Inc.**  
(212) 966-6311
- **AACRAO**  
(202) 296-3359
- **Educational Credential Evaluators, Inc.**  
(414) 289-3400
- **Josef Silny & Associates, Inc.**  
(305) 273-1616
- Official evaluations must be included with the AACOMAS application and, in the case of a degree earned, the evaluation must reflect that the degree is equivalent to a degree earned at a regionally accredited US college or university.
- Any other requirements set forth in the matriculation agreement.

## Request for Deferment

*(Colorado and Utah Locations)*

**Eligibility for Deferral:** Only students who have been admitted, received an official acceptance letter from RVU, and have fully deposited may request a deferral. Deferral requests will be considered on a case-by-case basis, reviewed by the appropriate dean or program

director. Some cases may necessitate additional documentation require students to provide supporting documentation.

**Deferral Request Procedure:** Students who wish to request a deferral must submit a written request, via email, to the Program Admissions Leadership. The request must include the following:

1. Student's full name and contact information, including current phone number, address, and email.
2. The reason for the deferral request, along with relevant supporting documentation (e.g., medical documentation, official military orders, etc.).
3. Written commitment to the start date for the next enrolled class start date.
4. All deferral requests will be reviewed by the Program Admissions Leadership; if eligibility is determined, requests may be presented to the appropriate Dean or Program Director for a final decision. A decision will be communicated to the student in writing within 30 days of the request submission.
5. Requests may not be considered if received less than 30 days prior to the program's start.
6. Exceptions to requests may be approved by Program Deans or Directors.

**Deferral Duration:** Deferral may be granted for a maximum of one academic year, per program. If approved, the student's enrollment will be automatically deferred to the approved start date. If deferral is granted for medical reasons, students may need to provide proof of medical clearance by a medical professional before the deferred start date. Proof of medical clearance shall be determined by the Dean or Program Director.

### Requirements to Confirm Deferral:

1. Have already submitted the full deposit amount, as specified on the student's matriculation agreement. The deposit will be applied to tuition.
2. Submit a \$500 nonrefundable administrative fee.
3. Complete all requirements as specified in the students matriculation agreement. Date sensitive materials should be completed in the spring prior to matriculation. (Students may be required to do another background check or drug screen prior to matriculating. Additionally, students must finish all required health records and immunizations to comply.)
4. Students will not have to submit another application or re-interview.

## Transfer of Credits

*(Colorado and Utah Locations)*

Each medical school's curriculum is unique and based upon that school's longitudinal timetable. The medical school curriculum at RVUCOM is a four- year longitudinal course of study in which the coursework builds upon previously learned precepts. Therefore, requests for transfer are discouraged and will rarely be considered unless there are highly compelling circumstances. Circumstances may warrant that a student enrolled in a college of medicine seeks to transfer to another institution. Credits may be transferred from medical schools and colleges accredited by the American Osteopathic Association (AOA) Commission on Osteopathic College Accreditation (COCA). RVUCOM will not consider transfer requests from students enrolled at a foreign medical school or LCME accredited program.

- Transfers from one college of osteopathic medicine to another shall require that at a minimum the last two years of instruction be completed within RVUCOM.
- Transfers shall be accepted and transfer credits shall be given only if the student is in good standing and eligible for readmission to the previously attended college of osteopathic medicine.
- Credit is only given for completed courses with grades of 70 percent (C) or greater.

RVUCOM transcripts will reflect the cumulative credit hours transferred in from the previous medical school. Information regarding grades or class rank from the previous school will not be reflected on the RVU transcript. Students who transfer into RVUCOM will not receive a class rank. Anyone wishing to transfer to RVUCOM must:

- Provide a written statement outlining reasons for the request for transfer. All information is to be sent to the Director of Admissions. Decisions regarding transfer are made by the Dean and will be based on factors including academic record, circumstances leading to the transfer request, available space, and admission standards.
- Provide a letter from the Dean of the transferring institution verifying that the student is in good standing and be eligible to continue.
- Submit a copy of their AACOMAS application.
- Meet all admission requirements to Rocky Vista University College of Osteopathic Medicine, which include submitting official transcripts of all college work where a degree was earned, transcripts from the medical school attended including the final transcript showing the successful completion of the first two years, MCAT scores; national board scores, and letters of evaluation.
- Pass COMLEX-USA Level 1 prior to starting externships.
- Pass a background check and drug screen.
- Submit required medical forms.

## Collaborative Admissions Process

### Rocky Vista University/ Utah Rural Health Scholars Early Acceptance Program

*(Utah Location Only)*

RVUCOM's Early Acceptance Program (EAP) offers a provisional early acceptance to highly motivated students enrolled and in good standing with the Utah Rural Health Scholars Program. Students meeting requirements of the program and remaining in good standing in the program will not be required to take the MCAT. Up to 12 students annually may be admitted to RVUCOM through this program.

Students are eligible to apply after the completion of 60 semester hours of coursework (typically the end of their sophomore year). Students must have completed a minimum of 8 semester hours of General Biology 1 and 2 with lab, General Chemistry 1 and 2 with lab, English Composition, plus one writing-intensive course.

For additional information, contact  
admissionsUT@rvu.edu.

### Rocky Vista University/ Colorado State University Department of Biomedical Sciences

**Colorado State University:** RVUCOM will hold up to six (6) seats annually for graduates of Colorado State University's Master of Science in Biomedical Sciences Program. To be considered for admission, candidates must:

- Meet the minimum admissions requirements set forth by RVUCOM;
- Have completed the Master of Science in Biomedical Sciences (1 year) degree requirements at the time of RVUCOM matriculation;
- Have achieved a minimum GPA of 3.4 in the Master of Science in Biomedical Sciences (1 year);

- Complete an AACOMAS application prior to March 15th
- Provide a letter of reference from a physician.

CSU-BMS will provide RVUCOM with a list of the recommended candidates and RVUCOM will make the final decision. CSU-BMS will recommend candidates based on a holistic review of the applicant. Any CSU-BMS candidate who is not selected to participate in the program is eligible to apply to RVUCOM via the traditional process.

## Rocky Vista University and Regis University MSBS Collaboration

RVUCOM will hold up to ten interview seats each year for students graduating from the MSBS program at Regis University. To be eligible for admission, students must:

- Meet the minimum admissions requirements set forth by RVUCOM;
- Be on target for completion of the Regis MSBS degree requirements;
- Achieve a minimum GPA of 3.4 in the Regis MSBS program;
- Inform the Regis MSBS program director of their interest in being considered;
- Demonstrate understanding and interest in osteopathic medicine and preference for RVUCOM's program;
- Receive excellent feedback from their clerkship supervisor;
- Demonstrate professionalism throughout their time at Regis

Students recommended to RVUCOM by Regis will be required to submit an AACOMAS application in June immediately following graduation from the MSBS program. Recommended students will not be required to submit a supplemental application. Interviews will be granted in September. (Note: interview does not guarantee acceptance into RVUCOM.)

## Rocky Vista University/ Western Colorado University

RVUCOM will reserve up to 5 seats per year for students granted conditional acceptance to RVUCOM via the Early Acceptance Program (EAP).

- Candidates will be eligible to apply after the completion of 60-90 semester hours of course work. Students must complete a minimum of 30 credit hours at Western Colorado University before applying.
- Candidates must have completed a minimum of 8 semester hours of Biology (General Biology 1 & 2 with Lab), Cell Biology, General Chemistry 1 & 2, Organic Chemistry 1 & 2, one English Composition course, and one communication course prior to application.
- Candidates must have achieved a minimum science and cumulative GPA of 3.4 on a 4.0 scale. Science GPA will follow the AACOMAS guidelines and will not include grades for math courses.
- Candidates must shadow a physician and provide a letter of recommendation
- Candidates will complete an application by November 1st. Designees from Western Colorado University will conduct preliminary interviews in mid to late November. Initial recommendations will be made and forwarded to RVU. Representatives from RVUCOM will interview candidates on Western Colorado University's campus in December. Candidates will be notified of their provisional acceptance in the program in January and will be expected to attend a meet and greet at the RVU campus in Parker, CO at a date to be determined.
- Candidates must meet with Western Colorado University's health professions advisor at the conclusion of each semester. The advisor will provide an update to RVUCOM regarding the progress of each student. A minimum science and cumulative GPA of 3.4 must be maintained with a minimum grade of "B" in each required course.
- Candidates must submit an AACOMAS application prior to January 1 designating RVUCOM (candidates may not apply to other schools/programs) while in the program.
- Candidates in good standing are NOT required to take the MCAT.

- Candidates must earn a bachelor's degree and complete all requirements prior to matriculation.

# Student Financial Services

## 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 rotation travel; and miscellaneous expenses.

### Types of Aid Available

RVU students may apply for Title IV federal loans, private loans, or scholarships.

Federal loans available to graduate medical students include the Direct Unsubsidized Stafford Loan and the Direct Grad/PLUS Loan. Both loans have fixed interest rates and origination fees. The Grad/PLUS loan also requires that students have no adverse credit history. For more detailed information about federal loans, including the current interest rates, loan fees, and repayment terms, visit the Federal Student Aid website or contact the Office of Student Financial Services.

Private educational loans are also available to students. Private loans may have fixed or variable interest rates and may charge loan origination fees. All will require a credit check, and many may request a cosigner to get a lower interest rate. Students will normally apply for a private loan online at the lender's site. Most private loans will require the school to certify your student status and will send loan funds directly to the school to

be applied toward your tuition and fee costs. Private loan applicants should understand that they may qualify for federal Title IV loans, which may have more favorable terms than the provisions of a private educational loan. Students are strongly encouraged to review the interest rates, fees, loan terms, and repayment options described in the promissory note before making a decision to select a private loan.

Students receiving loans for the first time must complete loan entrance counseling and a Master Promissory Note before any funds will be disbursed. In addition, all first-year borrowers must complete internal loan counseling during their first year. Furthermore, there is a second-year loan counseling requirement for all students. Enrolled students are encouraged to meet annually with a financial aid counselor to discuss their cumulative debt and repayment options. All students who have received any type of educational loan must participate in loan exit counseling during their last semester as a requirement for graduation.

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, all GI Bill® recipients or eligible dependents who use GI Bill® Benefits for this training are required to bring in documentation of all previous training credit and education. GI Bill® recipients 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 students 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))

RVU and the RVU Alumni Association also award scholarships to each incoming class. Descriptions of the scholarship criteria and applications are posted annually, during the spring prior to matriculation, on the University website. Scholarship applicants must complete a separate application and supply all required supporting documentation for individual scholarships by the deadline. Award recipients will be announced in July. Please see the RVU website or contact the Office of Student Financial Services for more information.

### VA Pending Payment Policy:

"In accordance with section 103, Public Law 115-407, Rocky Vista University will not penalize or limit the

participation of students covered under the Chapter 33 Post-9/11 GI Bill® or Chapter 31 Veteran Readiness & Employment (VR&E) while awaiting the payment of tuition and fees by the US Department of Veterans Affairs. The University will not drop covered students for non-payment.

1. To be a covered individual, RVU will require students to self-identify and provide the following documentation:
  1. Certification of Eligibility; or
  2. VA Form 28-1905; and
  3. Request for Extension of Tuition and Fees Deadline Form.
2. If a student fails to send, at a minimum their Certificate of Eligibility, they will not be certified for VA Educational Benefits and will be subject to the standard charges associated with the program they are attending.

*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.*

## 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. 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 Policy

This policy shall apply to all students enrolled at Rocky Vista University (RVU) 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 (about 2 weeks) 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 Return to Title IV (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 successfully completes one or more modules that, together, comprise at least 49% of the days in the payment period](#); or
- The student successfully completes coursework equal to or greater than the coursework required for half-time enrollment.

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

- The date the student began the institution's withdrawal process or officially notified the institution of intent to withdraw; or
- The official date of an approved leave of absence, withdrawal or dismissal from the University as documented by Student Services.

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 an academic leave of absence must notify the Program Director, either verbally or in writing. All requests for an academic leave of absence will be approved or denied by the Program Director, Dean, or Provost. Link to RVU's academic leave of absence policy: <https://catalog.rvu.edu/university-policies/student-enrollment-status-changes>. . RVU does not have a financial aid leave of absence; students placed on an academic leave of absence will be withdrawn for Title IV aid.

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.

When a student has withdrawn, any credit balance refund must be put on hold until R2T4 is calculated. Title IV credit balances will be refunded within 14 days of the date the R2T4 calculation is completed.

Students are responsible for any part of institutional charges 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.

## 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 (D.O.) 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.

**Time Frame for Completion (Quantitative Measures of Academic Progress):**

**Maximum Timeframe:** The normal timeframe for completion of required coursework for the D.O. degree is four academic years. Students are expected to make progress towards their degree during each term and must complete their degree within 150% of the published program length (six years). 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 reviewed by the Student Performance Committee (SPC). Due to academic or personal issues, a student may require more than four years to complete their degree. In such situations, the Associate/Assistant Dean of Student Affairs 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 they have 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. At the end of the 2nd academic year, the student must have a GPA of at least a 70% in order to meet SAP. 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 Associate/Assistant Dean of Student Affairs. 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), In Progress (IP), 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), Work In Progress (WIP), 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:** 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 Associate/Assistant Dean of Student Affairs 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 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.

**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 Associate/Assistant Dean of Student Affairs. 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 rotations by the Associate Dean for Clinical Education.

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 Student Handbook and Catalog for more information on academic probation.

#### **Procedure:**

The Office of Student Financial Services will review the academic progress (qualitative and quantitative) 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. SAP review is not complete until both the qualitative and quantitative measures have been reviewed.

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 from student which documents:
  - The reason(s) for failure to meet the standards of academic progress for financial aid eligibility.
  - What has changed in the student’s situation that would allow the student to bring their academic progress up to required standards.
2. A letter or academic plan from the SPC and/or the Assistant/Associate Dean of Student Affairs. 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.

## 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 expires during the academic year, they must obtain a new waiver form with proof of new insurance at least 30 days before their old insurance expires. 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 clerkships and may be subject to dismissal.

## Tuition and Fees

Tuition for RVUCOM for 2024-2025 is \$66,604. The following annual fees will also apply to all COM students:

### Student Health Insurance

- OMS I: \$5,229
- OMS II, OMS III, and OMS IV: \$5,101

*\*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.*

# Professionalism

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## 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 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; copying and/or distributing protected assessment material, including but not limited to written exam questions, quiz questions, and standardized patient case information, through written form, audio recording, or video recording
- 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, including failure to report a violation of the code of conduct; 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 Student Performance Committee.

Copying and/or distribution of assessment materials, including but not limited to written or practical examination questions, quiz questions, or standardized patient case material, is expressly forbidden.

## 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/Assistant 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/Assistant 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/Assistant 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.

## Classroom and Training Site 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/Assistant 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.

### Clerkship Training Site Behavior

Students are expected to always adhere to the highest level of professional conduct. Students will always treat *all* employees of Rocky Vista University and those in clinical training sites with respect and courtesy. Students will demonstrate ethically responsible behavior; act honestly and with integrity to patients, their representatives, faculty/preceptors, and coworkers. Students will preserve confidentiality and not discuss patients publicly or with unauthorized persons. No documents with patient-identifying information will leave the clinical setting. Compliance with all institutional regulations, including state and federal HIPAA laws, is expected.

The Preceptor has the authority to dismiss a student from the clerkship for violations of the student's duties and responsibilities as delineated in this manual, a threat to public health or safety, or as deemed appropriate for the continued operation of the clinical site. Any such action will result in evaluation by the Senior Associate Dean of Clinical Education or designee for review and possible disciplinary action. In addition, any problems or concerns affecting students not adequately resolved at the clinical training site should be referred to the appropriate Dean of Clinical Education. Students should read and comply with the Student Supervision Policy in the Clinical Education Manual.

## 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.

## 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.

## 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.

Students may be asked to participate in a Conduct Investigation as the respondent or possible witnesses. Students who are asked to participate should keep all related matters and conversations confidential throughout the investigation. Violation of confidentiality is a breach of the student code of conduct and may result in disciplinary action.

### 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/Assistant 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/Assistant 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 they 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 clerkship and/or future additional clerkships. 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 Dean or the Associate/Assistant Dean of Student Affairs or their designee.

# Dress Code

RVU Students must follow the following dress code requirements while on campus during business hours (typically 8am – 5 pm).

The RVU dress code reflects the dignity of the health care profession and respect for other students, faculty, administration, staff, and particularly special visitors.

The dress code reflects a general minimum standard for the campus community. Students should refer to the course syllabi and program handbooks for further specific dress requirements (e.g., labs, lectures, rotation sites). The University has the right to require specific dress for specific occasions (e.g., special guests on campus, "casual Fridays") and students will be notified of any adjustments. Questions regarding appropriate attire may be directed to the Office of Student Affairs and setting-/program-specific leadership.]

The different learning and teaching environments at RVU may require different dress styles and what is appropriate for one setting may be inappropriate for other settings. (e.g., lab, lectures, OPP lab, recreational activity). Regardless of the setting, all clothing should be neat, clean, and respectful of others. Everyone is expected to be well-groomed and wear clean clothing, free of holes, tears, or other signs of wear beyond normal functionality. Students are allowed to dress the full day for the learning experience that they are engaged in; for example, if they are in lab they may wear lab attire for the entire day. However, lab attire that consists of shorts, sports bra, or bare chest should

be covered by appropriate outerwear or clinically-appropriate scrubs while not in lab. Students practicing OMM skills outside of lab, may be permitted to wear lab appropriate clothing while practicing.

Appropriate attire *does not* include clothing with rips, tears or frays; or any extreme style or fashion in dress, footwear, accessories, or fragrances. Inappropriate attire also includes clothing having language or images that can be construed, based on societal norms, to be offensive or contribute to a hostile learning and working environment. Hats and headwear are not permitted other than for religious or cultural purposes.

All students are permitted to wear the clothing of their choice regardless of traditional gender norm conformity. Students may dress in accordance with their gender identity and gender expression, provided that such clothing does not violate other aspects of the university dress code.

Students should be open to feedback regarding their attire from peers, faculty, and staff, as the attire of any student can impact others and the RVU community. Questions or concerns regarding dress or dress-related feedback can be brought to the Assistant/Associate Deans of Student Affairs whose decision will be final in the event of an issue. Generally, students will be expected to self-monitor their own attire. However, egregious or repeated dress violations will be considered unprofessional behavior and may result in a disciplinary sanction outlined in the Code of Conduct. Students may be asked to leave campus to change if they are inappropriately dressed depending on the specific situation and case.

When uncertain, students should default to business casual attire or professional scrubs with a white coat on top. Business casual is generally characterized as: slacks/trousers, jeans, dresses, and skirts with modest lengths; collared shirts, sweaters, and blouses; clothing that covers the chest, back, torso, stomach, and lower extremities from armpit to mid-thigh when the body is standing straight and when bending over or reaching the hands above the head; tops that have shoulder straps; bottoms that fully cover an individual's buttock. Business Casual attire is not required after 5pm, but appropriate clothing is still expected.

Cultural and religious attire is welcomed as long as it is safe and appropriate for the specific learning environment. Students must wear their RVU ID at all times unless outlined differently in course or clinical syllabus.

When on location at clinical training sites, students must adhere to the training site's dress code. Students are required to reach out to each of their training sites one week prior to the beginning of each clerkship rotation to learn the appropriate attire.

# EthicsPoint Complaint Reporting Hotline

EthicsPoint is an anonymous or confidential reporting tool available 24/7/365 for reporting serious violations of law, regulation, code of conduct, or policies which may include compliance issues, discrimination, fraud, waste and abuse, or serious misconduct.

**Phone Reporting (844-936-2729):** EthicsPoint has a toll-free phone reporting system that is available 24-hours a day, seven days a week, every day of the year. It is available to all RVU students. When a student calls, he/she/they will reach an independent third-party service provider, completely independent of RVU. When the EthicsPoint phoneline is called, a specialist will answer the call and make a detailed summary of the question or concern raised. The caller's voice is never recorded, and the caller has the option to remain anonymous if they wish; however, it may be difficult to resolve an issue if the complainant does not provide their name. All calls are given a special reference number, and the complainant will be encouraged to call back within a specified time to check on the status of their case.

**Web Reporting ([rvu.ethicspoint.com](http://rvu.ethicspoint.com)):** The web-based version of EthicsPoint is made available to students who are more comfortable asking questions or raising concerns through the web. When accessing the EthicsPoint website, RVU's network system is left entirely and the case will be recorded on an independent third party's system. And as with the RVU phone line, the complainant can remain anonymous; however, it may be difficult to resolve an issue if the complainant does not provide their name. All reports entered through the EthicsPoint website are also given a reference number, and encouraged to follow up within a specified time to check on the status of their case.

## 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 or Code of Conduct is itself a violation. All members of the University community have an affirmative duty to participate in the inquiry or investigative process.

## 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/Assistant 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/Assistant 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.
- Student can appeal based on the process outlined below.

# 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 states of Colorado and Montana, 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. Students undergoing further evaluation and treatment as indicated are protected by confidentiality of services. 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/Assistant Dean of Student Affairs or the Provost immediately.

## 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;
- Complaints of sexual misconduct or sexual discrimination must be handled by the University's Title IX Coordinator;
- 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.

## Preponderance of Evidence in Investigations

As a general policy standard, a Preponderance of Evidence standard will be applied to all University investigations. Under the preponderance standard, the burden of proof is met when the party with the burden convinces the fact-finder that there is a greater than 50% chance that the claim is true.

## Privacy for University Communications

There is no expectation of privacy of information stored on or sent through University-owned information services, resources, and communications infrastructure. FERPA regulations are followed in regard to student records.

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.

## 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 with the ethical standards of healthcare professions, as well as those of the local authorities, the state and national laws, and applicable rules and regulations.
- As a general policy standard, a Preponderance of Evidence standard will be applied to all University investigations. Under the preponderance standard, the burden of proof is met when the party with the burden convinces the fact-finder that there is a greater than 50% chance that the claim is true.

## Program Policies and Procedures

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### Course, Faculty, and Core Site Training 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.

In compliance with accrediting bodies (HLC, ARC-PA, and COCA), the evaluation process is conducted confidentially for all programs, including all courses, and clinical clerkships/rotations. Evaluative comments are shared with the appropriate faculty and administrators, and the identity of the students and their connected comments is normally kept confidential. However, there are parameters in which the identity of a student in any program may be discovered. In rare cases where a student implicitly or explicitly suggests or threatens harm towards themselves or others or reports an unprofessional, discriminatory, dangerous, or illegal clinical environment the identity of that student and their connected feedback/comments can be revealed.

#### Comparative Analysis of Clinical Core Sites

RVU COM Clinical Education organizes and analyzes preceptor assessment of student performance of clinical curriculum individually by student, core site, and class year cohort. Aggregate and individual evaluation data is used to determine a comparative breadth and depth of clinical experiences. and The quality of assessments that are done on each student at their core site or location assures comparable training experiences and constructive feedback at all RVU clinical training sites. Part of that assessment process is to ensure students have equal opportunity to participate in care across broad socioeconomic and cultural populations in the Intermountain West. Student

feedback in the form of constructive evaluation is critical for core site function in clinical training and assessment in a safe learning environment.

## 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.

## Intercampus Transfer Policy

Rocky Vista College of Osteopathic Medicine (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 or Assistant 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.

Due to the significant difference in curriculum delivery and assessment, intercampus transfers between RVUCOM and Montana College of Osteopathic Medicine (MCOM) are not permitted.

## Graduation Requirements for the Doctorate in Osteopathic Medicine

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

- Satisfactorily completed the curriculum and clerkships at a COCA-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 initial matriculation at a COCA-accredited college of osteopathic medicine;
- Complied with all the curricular, legal, and financial requirements of the University;
- Passed all RVUCOM-required National Board of Osteopathic Medical Examiners Licensing Examinations;
- Reached at least 21 years of age;
- 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 they take the osteopathic oath. Exceptions to the graduation attendance policy must be made in writing to the Associate/Assistant Dean of Student Affairs. If an exception is granted the student must arrange another time to meet with the Dean of RVUCOM, to have their degree conferred and to take the osteopathic oath; and
- Completed the AACOM Survey of Graduating Seniors.

Students must pass all course work, and pass COMLEX Level 2 CE, by May 1st of the senior year in order to be eligible for on-time conferral of their degree. Failure to meet the deadline may result in delayed graduation. 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 may be dismissed from the COM.

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 do 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 approval 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.

An osteopathic degree is a professional degree that leads to a license that requires physical conferral. RVUCOM Graduation includes the administration of the Osteopathic Oath, and as such is a required attendance event. Students seeking release from any Graduation related activities, including required graduation week events and the ceremony, must obtain an excused absence from the Associate/Assistant Dean of Student Affairs.

All students participating in the RVUCOM commencement ceremony must conform to the regalia requirements for their degree as set forth in this policy. Candidates for Doctor of Osteopathic Medicine must wear the official RVUCOM regalia. Additionally, the tam should not be decorated or altered in any way.

Students will be allowed to wear university-issued and approved honor cords and stoles that have been awarded to students for specific honors they have earned through their time at Rocky Vista University.

The Office of Student Affairs has the authority to prevent a student from participating in the graduation ceremony if the student's attire violates the spirit of this policy. A student found in direct violation of this policy may have their degree withheld.

Any exceptions to this policy (such as the use of traditional ceremonial clothing or heritage regalia) must be approved, in writing, by the Associate/Assistant Dean of Student Affairs no later than 30 days prior to the graduation ceremony.

## **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 at the risk of success in the curriculum. Student doctors are encouraged to contact the Office of Student Financial Services for help with budgeting if needed.

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.

## **Osteopathic Principles and Practice and Principles of Clinical Medicine 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 structure and function that are integral to osteopathic medicine.

The student must develop the knowledge and skills necessary to integrate osteopathic 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 any gender or gender identity. 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 any gender identity or biological sex.

A graduate from RVUCOM has the ability to apply for licensure as a physician in all fifty states. Their license is not restricted by any particular gender identity or sex. Candidates for graduation must demonstrate the ability to practice medicine effectively and empathetically with all patients, irrespective of their gender identity or biological sex.

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.

## Regarding AOA COCA Standards & Procedures

Students enrolled at RVU may file a complaint regarding the University's adherence to accreditation standards directly through the University or through the Commission on Osteopathic College Accreditation (COCA).

Registering a complaint at the university level: No anonymous complaints will be processed at the university level. Complaints should be filed in writing with the Associate/Assistant Dean of Student Affairs of the respective campus location. Resolution of the complaint shall be made in writing/electronically to the complainant. The Associate or Assistant 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. RVU and RVUCOM do not tolerate retaliation; no action shall be taken by RVU against a student for filing a complaint.

Registering a complaint at the COCA level: Students may also lodge complaints or grievances related to accreditation standards against RVU directly with the COCA. This can be done by contacting the COCA using the contact information below.

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

[California](#)

[Connecticut](#)

[Iowa](#)

[Kansas](#)

[Wisconsin](#)

## Academic Policies

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### Academic Probation

Any student who fails two or more pre-clinical courses, two clinical clerkship, 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.

### Academic Promotion

Promotion is defined as progression from one academic year to the next. A student must satisfactorily complete all course requirements in the preceding academic year in order to progress to the next academic year and to be considered as making satisfactory academic progress.

#### 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.

Clinical education provides students with support through the Clinical Competency Team (CCT). The CCT functions as an academic and clinical career advisory team of the COM to assist students in achieving required clinical milestones for graduation and future success. The CCT advises and aids students in developing an individualized success plan. This plan may include developing time management strategies, study skills, test-taking tips, assessment of specialty options, including relative competitiveness and review of match outcome data, or anything else that may assist students as they progress through their clinical curriculum. The CCT teaches and reinforces decision-making strategies to help students align their qualifications and desires with their preferred specialty, residency program, and career path.

#### 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
- Good financial standing with the Office of Student Financial Services; 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; and
- Updated background check on file with Office of the Registrar; and
- Updated and negative drug screening on file with the Office of the Registrar; and
- Documentation of all required health records on file; and
- Good financial standing with the Office of Student Financial Services; and
- Students must sit for COMLEX Level 1 prior to when their first rotation begins; and
- Students must pass the COMLEX Level 1 before they can advance to their third clerkship.

### **OMS III to OMS IV**

Students who have completed the following requirements will be eligible to be promoted to the rank of OMS IV.

- All OMS III clinical clerkships must be successfully completed by the first day of the OMS IV calendar year. Any exceptions of this requirement must receive explicit approval by the Dean of the College of Osteopathic Medicine; and
- Updated background check on file with the Office of the Registrar; and
- Updated and negative drug screening on file with the Office of the Registrar; and
- Documentation of all required health records (including current PPD) on file with the Office of the Registrar; and
- Good financial standing with the Office of Student Financial Services; and
- Documentation of current health insurance on file with the Office of Student Financial Services.

Students who fail to complete any requirement may not be allowed to engage in audition clerkships until the requirements are completed and they are promoted to the rank of OMS IV.

## **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.

## **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 (term and cumulative, if applicable). All students must have satisfactorily completed all required academic course work, including the OMS III clinical clerkships, and be certified by the Dean before they can sit for any Level 2 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.

## **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 the Course Director.

### **Clinical Education**

The clinical experience in OMS III and OMS IV focuses on patient care and interaction. Therefore, one hundred percent attendance is vital to ensure continuity of care.

# Clinical Electives

Students are required to complete/upload many documents related to clinical electives. 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.

## COMLEX: Comprehensive Osteopathic Medical Licensing Examination

### General Information

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

- COMLEX-USA Level 1
- COMLEX-USA Level 2 CE

Students must take COMLEX-USA Level 1 prior to the start of their first clinical clerkship rotation.

Students must pass the COMLEX-USA Level 1 before they can advance to their third clinical clerkship.

Students preparing COMLEX-USA Level 2 CE for may not miss scheduled clerkships or alter the established clinical training schedule 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 Senior Associate Dean of Clinical Education or designee.

### COMLEX Level 1

Students at the COM will be eligible to take COMLEX-USA Level 1 after they have:

- Successfully completed all the requirements of the OMS I and OMS II academic curriculum.
- Received attestation from the COM of good academic and professional standing.

### COMLEX Level 1 Failure:

The student cannot participate in clinical clerkships until the COMLEX-USA Level 1 exam has been retaken and a passing score is achieved.

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

### COMLEX-USA Level 2-Cognitive Evaluation (CE) Eligibility:

Students at the COM will be eligible to take COMLEX-USA Level 2 after they have:

- Successfully completed all OMS III clinical clerkships.
- Received attestation from the COM of good academic and professional standing.

### COMLEX-USA Level 2-Cognitive Evaluation (CE) Failure:

Students who do not pass COMLEX-USA Level 2 CE after 3 attempts will be subject to dismissal from the COM without the option to appeal.

### COMLEX-USA Level 2-Performance Exam (PE):

COMLEX-USA Level 2-PE was suspended indefinitely in February 2021 and formally discontinued in June 2022. COMLEX-USA candidates are currently verified by attestation from the COM Dean that they are proficient in these important clinical skills.

### COMLEX-USA Level 3 Eligibility:

Candidates will be eligible to take COMLEX-USA Level 3 after they have:

- Passed both COMLEX-USA Level 2-CE and Level 2-PE equivalent.
- Successfully graduated from the COM with a DO degree as attested by the Dean.
- Receive attestation by the Residency Program Director of an ACGME accredited program that you are in good academic and professional standing.

# Excused Absences and Make-up

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

## Preclinical Education

Examples of situations which may be approved for an excused absence from a required event include significant mental or physical illness, emergency, birth of student's own child, or attendance to a single professional conference per academic year for which a student is not presenting their own research. Students who are presenting at professional conferences may be eligible for multiple excused absences in a single academic year. Examples of situations that will not be approved for an excused absence from a required event include, but are not limited to, vacations, graduations, or weddings (with the exception of a student's own wedding). If a student believes that the basis for their request is eligible for consideration under The Americans with Disabilities Act of 1990 (ADA), the student should follow the procedure outlined in the Disabilities and Academic Accommodations section of this handbook.

The Excused Absence Form on the iNet is used for required, core-curricular events only (required lectures, required exams, required quizzes, required labs, etc.). This iNet form is not used for Tracks, Electives, and attendance optional events, such as most lectures, student affairs seminars, etc.

Students seeking an excused absence are required to submit relevant documentation that supports the specific request. Examples of relevant documentation might include, a note from a licensed healthcare provider (may not be from a family member), conference registration, obituary/memorial link, etc.

Directors of Preclinical Education can provide additional guidance in regard to appropriate documentation for each situation. Proactive communication regarding a potential absence is required. If a student is unsure if their absence will be excused, they are encouraged to communicate directly with their campus Director of Preclinical Education as quickly as possible. If a student is unable to complete an exam due to the sudden onset of significant illness or emergency, they must notify the Office of Testing and their campus Director of Preclinical Education

immediately. Once a student sits for and completes an exam (regularly scheduled or make-up), the exam score is final. If a student is absent from a required event or assessment and does not submit the appropriate Excused Absence Form in advance of the event, or if the request is not approved by the Director of Preclinical Education, the student will receive a grade of zero for that event or assessment, or the unexcused absence penalty as outlined in that particular course's syllabus.

If an absence is appropriately excused, a student will be allowed to make-up the required activity or exam. In order to take an exam at any time other than the originally scheduled time, a student must be approved for an excused absence. Any student who takes a make-up exam is expected to abide by RVU's standards of Academic Integrity. If the student misses a scheduled make-up exam, the student will receive a zero for that exam. 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. Therefore, it is critical for students to attend all labs, when possible.

Any student who exceeds five (5) excused absences within an academic year may be required to meet with a Preclinical Education Dean. The meeting will involve a discussion about the support resources available through RVU and partner organizations. Additionally, the impact of absences on the student's medical education, clinical competency, and preparedness for future patient care will be reviewed. Next steps for a plan to move forward, which may include a recommendation that the student go on a Leave of Absence, will be discussed.

## Clinical Education

### Subject Exams

The subject examination is a key component of the core clinical clerkship course grade and is administered toward the end of the clerkship. Any requests to take an exam at any time other than the originally scheduled time (initial attempt) or any requests to delay a confirmed retake exam attempt, must seek an excused absence request by completing the Clinical Education Excused Absence Request Form in iNet.

The absence is not excused until approved by the Clerkship Director. Examples of situations that would generally be approved for an excused absence from the exam include significant mental or physical illness (documentation from the treating licensed healthcare provider may be required), emergency, or presentation at a professional conference (if eligible). If a student

believes that the basis for their excused absence request is eligible for consideration for ADA accommodation, the student should follow the procedure outlined in the Disabilities and Academic Accommodations section of this handbook.

If the absence is appropriately excused, a student will be allowed to make up the required exam. If the student is absent from an exam and does not request an excused absence in advance or if the request is not approved by the Clerkship Director, the student will receive a grade of zero for the exam.

### **Clinical Clerkship Days**

The focus of the clinical experience in years 3 and 4 is patient care and interaction. One hundred percent attendance is, therefore, required to be sure that continuity of care is maintained. It is understood that certain situations may arise that will result in an absence from required daily participation. In such instances, the following policies will be observed:

- Absences for any reason must be approved by both the Preceptor and Clinical Dean.
- Preplanned absences - Submit the Clinical Education Excused Absence Request form in iNet for preplanned absences as soon as event dates and details are known.
- Emergency absences - Submit the Clinical Education Excused Absence Request form in iNet the same day as any emergency absence

### **Consequences of Excused and Unexcused Absences**

Students with two unexcused clinical absences and/or four or more total clinical absences (excused or unexcused) per semester are required to meet with an appropriate dean of clinical education. If a student is believed to be abusing the absence policy, they may be evaluated for a breach of professionalism. If a student is found to have a breach of professionalism, the findings may become part of the permanent record of the student as reported on the Medical Student Performance Evaluation (MSPE).

If an agreed-upon make-up activity is not completed, not completed within the agreed-upon timeframe, or not completed with satisfactory quality, the student may be referred to the Student Performance Committee (SPC).

### **Didactics and Simulations**

In order to gain knowledge and skills to complete the core clerkship successfully and to show professionalism in your professional identity, consistent attendance and participation in didactic and simulation sessions (includes OGP and Fundamentals of Surgery) is essential.

- Attendance is required unless approved by the Clerkship Director.
- Absences or partial attendance must be directly related to clinical clerkship direct patient care requirements, significant mental or physical illness (documentation from the treating licensed healthcare provider may be required), emergency, or presentation at a professional conference (if eligible) to be approved by the Clerkship Director.
- Requests for absences or partial attendance should be submitted directly to the Clerkship Director before the didactic/simulation session or as soon as possible after the session when prior notification is not practicable. The Clerkship Director may assign make-up assessments for approved absences only.

## **Grade Point Average**

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 two-digit number with two decimal places and will not be rounded.

### **Incomplete Coursework**

In the preclinical phase, a course grade of "Incomplete" will only be granted when approved by the appropriate Director of Preclinical Education (DPCE). Requests for an Incomplete that are denied by a DPCE may be appealed to the Assistant Dean of Preclinical Curriculum Management who is the final level of appeal. With the exception of the Preclinical Capstone Course (OM 2070) for Class of 2026 and the Preclinical Capstone II Course (OM 2071) for subsequent classes (Class of 2027 and future classes), incomplete grades must be completed by the designated deadline, or they will result in a course failure. Incomplete coursework must be completed before progressing to the next academic year.

In the clinical phase, poor attendance, repeated tardiness, unapproved absence(s), or absences in excess of 3 days may result in a grade of incomplete, and the student may be required to meet with the Assistant Dean of Clinical Education Resources for adjudication.

### **Quality Points**

Quality points are the cumulative points used to calculate the grade point average and class rank. Only preclinical courses with numeric final scores and clinical OMS III clinical clerkships 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 of 2025, and 2026 Class Rank Policy**

Class rank for each student will be reported by quintiles based on accumulated total quality points in the following manner:

1. For OMS I and II, quality points are earned in required courses for which an Honors, Pass, or Fail grade is assigned. This includes all required courses, except for those courses in which only P/F grades are assigned (Medical Ethics, Advanced Medical Ethics, Interprofessional Education I, Interprofessional Education II, and Evidence-Based Medicine).
2. For OMS III, quality points are earned in required core clerkship courses for which an Honors, Pass, or Fail grade is assigned.
3. For OMS III students in the Class of 2026, quality points are earned in OMS III clinical clerkship courses for which an Honors, High Pass, Pass or Fail grade is assigned.

Cumulative ranking will be reported on the Medical Student Performance Evaluation (MSPE). The MSPE that is made available to ERAS will have the cumulative OMS I, II, and III ranking, with each year contributing 1/3rd to the total rank. All rankings will be reported by quintile, unless required by a military or scholarship program, or for which students have given explicit permission.

### **Class of 2027 and subsequent classes Class Rank Policy**

Class rank for each student will be reported by quintiles based on accumulated total quality points in the following manner:

1. For OMS I and II, quality points are earned in numerically scored required courses for which an Honors, Pass, or Fail grade is assigned on the transcript. The following courses do not contribute to quality points: Medical Ethics, Interprofessional Education I, Interprofessional Education II, Evidence-Based Medicine, Preclinical Capstone I, and Preclinical Capstone II.
2. For OMS III, quality points are earned in required OMS III clinical clerkship courses for which an Honors, High Pass, Pass, or Fail grade is assigned.

Cumulative ranking will be reported on the Medical Student Performance Evaluation (MSPE). The MSPE that is made available to ERAS will have the cumulative OMS I, II, and III ranking, with each year contributing 1/3rd to the total rank. All rankings will be reported by quintile, unless required by a military or scholarship program, or for which students have given explicit permission.

The MSPE that is made available to ERAS will have two rankings. One will be the combined OMS I and OMS II rankings (weighted equally) and the other will be the OMS III ranking. Each ranking will be reported by quintile, unless required by a military or scholarship program, or for which students have given explicit permission.

### **Academic Grievances Policy (Grade Appeal)**

All final course grades will be determined by the Course Director or Clerkship Director. When extraordinary circumstances bring a student to seek an appeal of a final course 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.

1. Preclinical Course Director(s) or Clinical Clerkship Director;
2. Assistant Dean of Preclinical Curriculum Management (or designee) for OMS I and II or Sr. Assoc Dean of Clinical Education for OMS III and IV (Final level of appeal)

The Grade Appeal process is not permitted to be used as a means to dispute existing policies by which grades are determined. Eligibility to pursue a grade appeal includes:

- Evidence of discrimination in the assignment of the final course grade (allegations of discrimination will be forwarded to the appropriate University office for investigation)
- Evidence of a procedural error in the assignment of the final grade
- Evidence that the Course Director/Clerkship Director acted in an arbitrary or capricious manner

A student seeking to resolve a grading concern through the administrative channels above must initiate formal action in writing no later than 5:00 pm five business days after the course grade has been finalized in the LMS for Preclinical grades or posted on the student transcript for Clinical Clerkship grades. The written appeal must state the basis of the grade appeal from the eligibility criteria listed and the circumstances surrounding the grade dispute, with specificity. A review of the student appeal at each administrative level will be carried out as expeditiously as possible. If the student wishes to appeal the first decision level, they may

appeal to the second decision level in writing no later than 5:00 pm five business days from receipt of the first decision (excluding weekends and official school holidays).

## 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%.

### Clinical Education

Grading for all OMS III clinical clerkships is based on the Preceptors' Assessment of the Student Doctor, Standardized Oral Presentation, Didactic Participation, and the NBME Subject Exam. In the General Surgery Core Clerkship, the Surgical Clinical Simulation assessment is included. In Family Medicine Core Clerkship, Ob/GYN and Pediatrics Clinical Simulation assessment is included. Final course grades on the student's transcript will only be shown as an Honors ("H"), High Pass ("HP"), Pass ("P"), or Pass with Remediation ("Px") grade.

Grading for clinical electives is based on the Preceptors' Assessment for the Student Doctor and

adequate patient encounters. 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.

## 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. Course failures can only be remediated once; there are no re-remediations allowed.

OMS III and OMS IV students who fail a clinical clerkship must meet with the Clerkship Director to receive a remediation plan. Failure to remediate will result in a referral to the Senior Associate Dean of Clinical Education (or their designee) for disposition in accordance with this catalog's policy.

### Grading

RVUCOM follows AAMC guidelines regarding the transparency of academic records for medical students. Any student who successfully remediates a course failure will have their transcript notated with the Grade Code of 'NX' and a Grade of 'PX' to indicate a successful remediation has taken place. For Quality Point (used in class rank and GPA calculation), a 70.00 multiplied by the course credit hours will be awarded for successfully remediated pre-clinical courses.

For OMS III clinical clerkships, successful completion of all remediation as directed by the Clerkship Director will result in the total course points being reduced to 70% of the original points. For grades of Px - Multiply the total points earned in the course by .70 and then by the credit hours earned. Example:  $(79 \text{ points} \times .70) \times 4 \text{ credits} = 221.2 \text{ quality points for the course.}$

Remediation examinations for course failures must be successfully completed before a student can advance to the next stage of the curriculum.

In the event a course remediation 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 remediation will be referred to the Student Performance Committee and may be subject to dismissal. If a student fails a course remediation, re-remediation will not be permitted.

## 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 quintile.

## Student Performance Committee

### RVUCOM Student Performance Committee (SPC)

#### General Overview

The Rocky Vista University College of Osteopathic Medicine (RVUCOM) Student Performance Committee (SPC) is an official faculty committee with representation from both campuses appointed by the Dean of the Rocky Vista University College of Osteopathic Medicine (RVUCOM) charged with maintaining the academic and professionalism standards of RVUCOM throughout the preclinical and clinical years. This committee makes decisions related to students' progression within the academic program. (\*See "Purview of the RVUCOM SPC")

Students may be referred to the SPC on the basis of academic performance and/or alleged violations of the RVUCOM Code of Conduct, Honor Code, RVU Policy, and failure to adhere to RVUCOM academic integrity, and professionalism expectations.

#### SPC Academic and Professionalism Review Meetings

The SPC will convene within ten (10) business days from the date of notification for any meeting purpose. The Directors of Preclinical Education (DPCE), Associate/Assistant Deans of Pre-Clinical or Clinical Education, and/or Associate/ Assistant Deans of Student Affairs (or their designee) notifies the SPC Chair and Vice Chair of a student's violation of academic or professionalism standards as outlined in this document. This meeting will consist of reviewing all pertinent and relevant information related to the professionalism violation or course failures in question that the SPC deems appropriate.

#### Purview of the RVUCOM SPC

The RVUCOM SPC is tasked with reviewing the academic and professionalism standings of students. This committee makes decisions related to students'

progression within the academic program. For all cases reviewed by the SPC (either academics or professionalism – or both), the SPC has the authority to make decisions regarding any and all academic performance and professionalism violations, which can include, but are not limited to:

- Probation with or without conditions, which may include, but are in no way limited to:
  - Academic training and education
  - Professionalism training and education
  - Memorandum of Understanding (MOU)
- Academic and/or professionalism counseling, academic and/or professionalism counseling letters, routine status meetings, Memorandum of Understanding (MOU), and ongoing monitoring
- Suspension
- Involuntary academic Leave of Absence (LOA) with requirement of repeating an academic year (restricted to repeating only **one** academic in the entirety of a student's time at RVUCOM)
- Academic and/or professionalism dismissal from RVUCOM and the institution
- Such other penalty or action that the SPC deems appropriate

To assess the students' overall academic performance, the Dean of RVUCOM will review records made available to the SPC and other documents that may include, but are not limited to:

- Student personal statement to the SPC
- MCAT scores
- Pre-matriculation transcripts
- Most updated and current RVUCOM transcript(s) from all programs
- Other documentation as deemed necessary by the SPC

#### Decisions for Academic Dismissal

SPC decisions for academic dismissal will be based on, but not limited to, the following reasons:

1. A student who has failed three (3) or more courses in the preclinical curriculum or a single course remediation in any academic year
2. A student who fails a third clinical clerkship in the clinical curriculum in an academic year and/or fails the remediation of a clinical clerkship
3. A student who fails to comply with the agreed upon terms of a Memorandum of Understanding (MOU) with the Dean (when applicable)
4. A student who is unable to complete the COM curriculum within six (6) years
5. The Dean of RVUCOM may dismiss a student who has taken an NBOME Board exam three (3) times without achieving a passing score prior to the allotted time to graduate

6. Other circumstances under the purview of the SPC
  1. Such other penalty or action that the SPC deems appropriate

Students who are dismissed from RVUCOM are **prohibited** from applying to any RVU programs in the future.

## Participation / Responsibilities

### Student Participation in SPC Meetings

The SPC requires the student to submit a personal statement addressing the concerns brought to the SPC (academics and/or professionalism). This must be submitted to the SPC Chair with a copy to the Administrative Assistant of the SPC no later than three (3) business days before the scheduled SPC meeting.

For all academic SPC reviews, students are not automatically required to attend, however, the SPC, at their discretion, may require a student to appear as they deem necessary. If the SPC Chair or Vice Chair (or their designee) deems it necessary to meet with a student, they will contact that student via email and request their appearance (via Zoom). The SPC Chair or Vice Chair (or their designee) may also contact the student to ask questions on behalf of the SPC members. Students are required to respond to questions or appear if requested and do not have the right to waive their appearance.

For all professionalism SPC reviews, students are required to attend a portion of the SPC meeting to speak to, and answer questions by, the committee members.

### Student / Faculty Requirements

Once the student has been given notice that their academic / professionalism records and other necessary documentation will be reviewed by the SPC for any reason (academic or professional), they are not permitted to contact any faculty member(s), except for the Chair and Vice Chair, who sit on the committee regarding matters of their SPC review (members as

noted on the notification letter to students). A student may face further disciplinary actions, in the form of a professionalism violation, if it is discovered that they sought advice or counseling from a committee member in advance of their SPC meeting once they have been notified of their SPC review date. If a student has questions regarding their SPC review, they must contact the Chair and/or Vice Chair of the SPC (or their designee).

It is discouraged for RVUCOM Faculty and Staff who are members of the SPC to interact with or write letters of support for any student(s) about whom they are aware that an SPC review is imminent.

## Processes & Procedures

### Academic Performance & Review by SPC

Academic performance & review by the SPC consists of reviewing, and taking into consideration, all COM pre-matriculation records, current RVUCOM records and documents, and personal statements during their deliberations and outcomes. Other records and documents may be reviewed as deemed necessary by the SPC.

The RVUCOM program is comprised of two (2) years of preclinical education and two (2) years of clinical education; each year of education is broken up into two terms. Every course in the preclinical curriculum is offered once each academic year. Pursuant to the rules set forth below, while a student may be allowed to progress terms within an academic year, no student may progress to the next academic year unless they have successfully met all of the requirements and have passed all courses required for promotion to the next academic year.

- A student can only repeat one (1) academic year once during the entirety of the RVUCOM program
- No student can remediate more than two (2) course failures in any given academic year
- Only one remediation is allowed for any particular course failure; **a student cannot re-remediate any course**

The SPC will review the student's RVU records (all programs) to assess the students' overall academic performance.

After review, if the SPC finds that the student has failed three (3) courses in the academic year, or failed any course remediation during an academic year, the SPC will issue a decision based on their purview.

(\*See Purview of the RVUCOM SPC)

### **SPC Academic Decisions**

The SPC will make their decision on the date of the SPC meeting. The SPC has three (3) business days to deliver a decision letter to the Associate / Assistant Deans (decanal officers) of Student Affairs (or their designee). The decanal officers of the department of Student Affairs (or their designee) will have three (3) business days from receipt of the SPC decision letter to deliver the letter to the student.

Students who are dismissed from RVUCOM are prohibited from applying to any RVU programs in the future.

#### **1. Preclinical Students – General Academics Policy**

1. A student who fails two or fewer courses in an academic year will be offered an opportunity to remediate up to two course failures in an academic year without being required to repeat the entire academic year. Only one remediation is allowed for any particular course and a student cannot re-remediate any course. Students must work with their campus Director of Preclinical Education (DPCE) to develop a remediation plan and are required to comply with and fully implement such plan. This must be done for the first course failure as well as the second course failure received. Meeting with the DPCE is a pre-requisite for the remediation of any course failure.

1. 2. A student who receives three (3) or more course failures in the same academic year will be required to repeat the entire academic year beginning with the first term of the following academic year or may be dismissed from the university. Other potential student outcomes are outlined under “Purview of the RVUCOM SPC” section. Under such circumstances that a student is required to repeat the academic year, the

student will be placed on an academic leave of absence until the commencement of the first term of the new academic year to be repeated.

3. A student who has not repeated a year, nor is in a repeat year, who fails a remediation exam will be required to repeat the entire academic year beginning with the first term of the following academic year or may be dismissed from RVUCOM or the University. Under such circumstances that a student is required to repeat the academic year, the student will be placed on an academic leave of absence until the commencement of the first term of the new academic year to be repeated. Other potential student outcomes are outlined under “Purview of the RVUCOM SPC” section.
  4. Students are expected to make progress towards their degree during each term and must complete their degree within 150% of the published program length (six years). Therefore, repeating an academic year will impact the student’s educational timeline and could impede their ability to complete the COM curriculum and all requirements in order to progress to the next academic year. Students are required to work with the office of Student Financial Services to discuss and understand any impact that a repeat year may have on their financial aid.
  5. The SPC will take information into consideration when reviewing the students’ records and documents (\*See “Purview of the RVUCOM SPC”)
- #### **2. Clinical Students – General Academic Policy**
1. A student who fails one (1) clinical clerkship (course) in an academic year will be offered the opportunity to remediate the failed clinical clerkship (course) without being subject to any additional extensions or repetitions. The student is required to meet with the Course Director and Senior Associate Dean of Clinical Education (or their designee) to develop an academic remediation plan. The student is required to comply with and fully implement such a plan. This meeting and the development of a remediation plan is a pre-requisite for the remediation of any

course and clinical clerkship failure. Failure to meet with the Course Director and Senior Associate Dean of Clinical Education (or their designee) and develop a plan will prevent the student from remediating the clinical clerkship at issue and the failing grade will be final.

1. 2. A student who fails a second clinical clerkship (course) in the same academic year will be offered the opportunity to remediate the failed clinical clerkship (course) and may be subject to extending their third-year curriculum. The student is required to meet with the Course Director and Senior Associate Dean of Clinical Education (or their designee) to develop an academic remediation plan. The student is required to comply with and fully implement such a plan. This must be done for the first clinical clerkship failure as well as the second clinical clerkship failure received. This meeting and the development of a remediation plan is a pre-requisite for the remediation of any course and clinical clerkship failure. Failure to meet with the Course Director and Senior Associate Dean of Clinical Education (or their designee) and develop a plan will prevent the student from remediating the clinical clerkship at issue and the failing grade will be final.

1. 3. A student who does not fail more than two (2) clinical clerkships (courses) in an academic year will be offered an opportunity to remediate up to two clinical clerkship (course) failures in an academic year without being subject to any additional extensions or repetitions. The student is required to meet with the Course Director and Senior Associate Dean of Clinical Education (or their designee) to develop an academic remediation plan. The student is required to comply with and fully implement such a plan. This must be done for the first clinical clerkship failure as well as the second clinical clerkship failure received. This meeting and the development of a remediation plan is a pre-requisite for the remediation of any course and clinical clerkship failure. Failure to meet with the Course Director and Senior Associate Dean of Clinical Education (or their designee) and develop a plan will prevent the student from remediating the clinical clerkship at issue and the failing grade will be final.

4. A student who fails a third clinical clerkship in an academic year and/or fails the remediation of a clinical clerkship will:

1. Be referred to the SPC and may be subject to dismissal.
2. May be required to extend the academic year until all requirements pursuant to the remediation plan are met and the clinical clerkship at issue is successfully remediated and such student will be prohibited from progressing in the clinical curriculum until such time (also referred to as an extended academic year). All curricular and other requirements must be met prior to progressing to the following academic year and onto graduation. In no event, however, shall any such extension to accomplish all graduation requirements go beyond six (6) years from the date of the student's matriculation. Students are required to work with the office of Student Financial Services to discuss and understand any impact their remediation plan may have on their financial aid.

5. A clinical student who is (a) in an extended academic year and/or (b) who has previously repeated an academic year who fails any clinical clerkship (course) remediation, or who fails three or more clinical clerkship (courses) in one academic year will be referred to the SPC and may be subject to dismissal.

Only one remediation is allowed for any particular clinical clerkship (course) and a student cannot re-remediate any clinical clerkship (course). All students must complete the COM curriculum and all requirements within six (6) years of matriculation.

All students must take and pass required board exams within the prescribed time to graduate. Any student that has taken any single required NBOME board exam three (3) times without achieving a passing score prior to the allotted time to graduate (the 6-year period) will be dismissed without opportunity for appeal.

(\* See "Purview of the RVUCOM SPC")

(\*\* See "Decisions for Academic Dismissal")

## **Decisions for Academic Dismissal**

SPC decisions for academic dismissal will be based on, but not limited to, the following reasons:

1. A student who has failed three (3) or more courses in the preclinical curriculum or a single course remediation in any academic year
2. A student who fails a third clinical clerkship in the clinical curriculum in an academic year and/or fails the remediation of a clinical clerkship
3. A student who fails to comply with the agreed upon terms of a Memorandum of Understanding (MOU) with the Dean (when applicable)
4. A student who is unable to complete the COM curriculum within six (6) years
5. The Dean of RVUCOM may dismiss a student who has taken an NBOME Board exam three (3) times without achieving a passing score prior to the allotted time to graduate
6. Other circumstances under the purview of the SPC
  1. Such other penalty or action that the SPC deems appropriate

Students who are dismissed from RVUCOM are prohibited from applying to any RVU programs in the future.

## **Appeal Processes / Procedures**

Following notification of an SPC decision, a student may request a formal academic appeal to the Dean of RVUCOM. The student has five (5) business days (from date of letter delivery) to submit a written narrative explaining the basis for the appeal, which must be accompanied by any and all supporting documentation (see list below) to be considered. The narrative must clearly set forth the basis for their appeal, and may only be brought on the following grounds:

1. An error of fact;
2. Evidence of bias;
3. The sanction imposed is extraordinarily disproportionate to the situation;
4. Errors of process under the Student Handbook involving your rights that materially affected the outcome of this matter;
5. New information and supporting documentation relevant to the situation demonstrating extreme circumstances undermining the decision and a demonstrable history of academic success in the program.

To assess the students' overall academic and/or professionalism performance, the Dean of RVUCOM will review records made available to the SPC as well as other documents that may include, but are not limited to:

- MCAT scores
- Pre-matriculation records and transcripts
- Most updated and current RVUCOM transcript(s) from all programs
- All materials submitted to the SPC meeting
- Any other documentation deemed necessary by the Dean

As a part of the appeal process, a student will be granted a 30-minute meeting with the Dean of RVUCOM (via Zoom) to further discuss the criteria for the appeal. The Dean of RVUCOM, in their sole and absolute discretion, may deny or grant an appeal in whole or in part and/or modify the decision of the SPC.

It is important to note that the appeal decision of the Dean of RVUCOM shall be final and binding and not subject to further appeal throughout the university. If the student chooses to appeal, they are attesting that the decision of the Dean of RVUCOM is final.

The Dean of RVUCOM will notify the student of the appeal decision within ten (10) business days from the date of the students' meeting with the Dean of RVUCOM. While the appeal is pending, the status of the student will not be altered. Throughout the appeal process, students must continue to be enrolled, attend all classes or clinical clerkships (course), and sit for scheduled exams until the appeal decision has been made.

Disciplinary hearings conducted in response to an alleged violation of the Code of Conduct, professionalism expectations, Academic Integrity Policies, and any sanctions applied in these situations, are covered in the relevant sections of the RVUCOM Student Handbook.

Revised 7.22.24

# Student Religious Accommodations for Excused Absence Policy

Rocky Vista University (RVU) aims to provide a reasonable accommodation for the [sincerely held](#) religious beliefs of a student if the accommodation would resolve a conflict between the individual's religious beliefs or practices and an educational requirement unless doing so would create an undue burden for the university. RVU will make determinations about religious accommodations and attendance/ excused absences on a case-by-case basis considering various factors and based on an individualized assessment in each situation.

RVU strives to make determinations on religious accommodation requests expeditiously and will inform the individual once a determination has [been made](#). If there are questions about an accommodation request, please contact the Vice President for Inclusive Excellence, in the Office for Inclusive Excellence.

Students [are strongly encouraged](#) to [submit](#) all religious accommodation requests for the entire academic year via the iNET form (<https://inet.rvu.edu/home/forms-2/student-religious-accommodation-for-excused-absences-request-form/>) during the first week of the semester. Requests may require up to two weeks to process. Please be aware that failure to [submit](#) requests [in a timely manner](#) may delay the implementation of any approved accommodations.

Students should understand that if accommodation [is granted](#), missing time from an internship or clinical placement may require the student to make up work or repeat the internship or clinical placement [at a later time](#), potentially delaying progress in the program and/ or graduation.

If examinations or assignment deadlines [are scheduled](#) on the day(s) of a religious observance, any student who provided advance notice [in accordance with](#) program policies and procedures will have the opportunity to make up the examination or extend the assignment deadline and will not [be penalized](#) for the absence.

Being absent from class or other educational responsibilities does not excuse students from meeting all expectations set during the missed class(es). Students [are responsible for](#) obtaining the materials and information provided during any class(es) missed.

revised 9.18.24

# National Platforms for Student Learning Opportunities

## Purpose

The Visiting Students Learning Opportunities (VSLO), Clinician Nexus and other application platforms aspire to build a community of residency programs that use common scheduling and credentialing platforms for students to request residency-based elective rotations during their fourth year.

## Access

Students will be granted access to VSLO during the Fall semester of their OMS III year. Students will receive an email invitation from the Office of Clinical Education once AAMC makes available VSLO tokens for distribution. Access instructions to other national platforms will be provided by clinical education when these platforms open for eligible students.

## Applications

By utilizing VSLO and other national platforms, students will have access to search and apply for clinical clerkship electives at participating residency programs in disciplines of the student's choosing.

Note: VSLO charges a per-elective application fee.

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
- Credentialing 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.

# Curriculum

## Pre-Clinical (OMS I & OMS II)

### Curriculum

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. In parallel with the systems courses are the longitudinal courses of Principles of Clinical Medicine and Osteopathic Principles and Practice. 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. Students have the potential to participate in the simulated 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 in practice management curriculum in RVUCOM campus clinic.

#### 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	6
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	7
OM 1016	Osteopathic Principles and Practice II	2
OM 1020	Principles of Clinical Medicine II	3
OM 1040	Medical Ethics	2
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	4
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	3
OM 2070	Preclinical Capstone I Course	1

#### OMS II - Semester Two - Spring

Item #	Title	Credits
OM 2001	Musculoskeletal System II	3
OM 2002	Neuroscience System II	4
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 2071	Pre-Clinical Capstone II	3
Total Credits		109

## Clinical Years (OMS III and OMS IV)

### Clinical Clerkships

To be eligible to participate in clinical 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 60 days prior to the start of clinical clerkships.

Procedures, protocols, and other requirements for clinical clerkships are found in the RVUCOM Clinical Education Manual and clinical clerkship syllabi for OMS III and OMS IV students. Students will obtain access to these documents prior to starting clinical clerkships. It is the 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 clerkship 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/Assistant Dean of Student Affairs even if expunged or dismissed. Currently enrolled OMS III and OMS IV students charged with an offense must also notify the Assistant Dean of Clinical Education. 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 clerkship sites, based upon the decision of another entity to exclude students due to a criminal background check or inability to meet other training site requirements. Hospitals reserve the right to exclude any medical student from clinical clerkships based upon perceived health risks. The University cannot guarantee clinical student clerkships 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 clerkships (OMS III and OMS IV), students are required to maintain current certifications in both Advanced Cardiovascular Life Support (ACLS) and Basic Life Support (BLS). For more information, contact the Office of Clinical Education.

### **Mask Fitting**

Mask fitting is provided by an RVU-approved vendor during ACLS/BLS hands-on training. Students are required to follow all pre-fitting guidance provided by the vendor.

### **Distribution of Clerkship Assignments**

Clinical clerkship sites are located primarily in Colorado and Utah Wyoming, Idaho, and Arizona. Clerkship core sites are determined by lottery during the second year. The clerkship core site lottery results are issued to students in the Fall semester of their OMS II year. All clerkship core sites' lottery results are considered final.

Any questions or concerns should be directed to the Office of Clinical Education.

### **Ob/Gyn-Pediatrics Module**

As part of their Family Medicine Core, students complete a 2-week intensive module in Ob/Gyn and Pediatrics where they work with subject matter experts, high-fidelity mannequins, and virtual reality to develop critical thinking skills.

### **Fundamentals of Surgery**

Fundamentals of Surgery module within the General Surgery Core gives students an immersion in surgical skills, operating room etiquette and application of professional behavior expected in various surgical settings.

### **Critical Reflections and Professional Career Development**

The Critical Reflection and Professional Development course series provides OMS III 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, collaborative practice, and residency preparation will be discussed. The course is a blend of virtual synchronous discussions and asynchronous personal exploration and reflection.

### **Clinical Integration of Osteopathic Principles and Practices**

Students advance their knowledge and skills of the Osteopathic principles and practices and apply new and previously learned techniques to the overall care of patients during their OMS III and OMS IV clinical years through the series of clinical integration OPP courses.

### **Elective Clinical Clerkships**

Elective clinical clerkships allow students to expand their medical education in areas directly related to their career path. Students may choose in-network clerkships in specialties to fulfill elective requirements

(e.g., Internal Medicine, Surgery, Behavioral Medicine, etc.) when available. [Each](#) Regional Coordinator will contact their students regarding their interests and identify in-network opportunities based on Preceptor availability. Fulfilling a medical specialty interest may require students to leave their assigned region to augment their preparation for residency training.

Elective clerkships generally last one to eight weeks. The student requests them, and they are arranged in conjunction with the fourth-year clinical coordinators with the approval of the Office of Clinical Education.

Students must complete, sign, and upload any attestation form on the first day of rotation via the MyVista platform. If students are not able to complete this form, they must contact Clinical Education on the same day.

Fourth-year students are required to complete a minimum of 8 credit hours of clerkships at ACGME-approved residency programs, though more are encouraged.

### Helpful Scheduling Information

With more than 700 students on clerkships at any one time, clinical clerkships involve many different sites, people, hospitals, clinics, and physicians, thus requiring a complex scheduling process. The number of students assigned to each clerkship is determined by the mutual agreement of Hospital Administrators, Preceptors, and the Department of Clinical Education. Therefore, flexibility on assigned clerkships is limited. RVUCOM reserves the right to change a student's clerkship, subjects, and schedule at any time as required due to preceptor and clerkship site availability. Those students so affected will be notified of any changes, and an appropriate replacement clerkship will be offered to the affected student, again typically within the student's clerkship site region. If the student must be assigned to an OMS III clinical clerkship 60 miles or more away from their core site, the student will be given a stipend for housing required during the clerkship.

Despite apparent clerkship openings, there will be little opportunity for change once a clerkship has been scheduled. The student may not cancel or change OMS III clinical clerkships within 30 days of the start date. The student may not attend a clerkship not approved by the Department of Clinical Education. Credit may not be earned for such a clerkship and the student will not be covered by malpractice insurance.

Students in OMS IV elective clinical clerkships, including clerkships at ACGME-approved residency programs (e.g., Audition or Sub-I rotations), need to be mindful of scheduling and credentialing timelines when out-of-network rotations are being considered to avoid

breaks in clinical training and financial aid eligibility. RVU cannot guarantee an elective rotation due to preceptor availability and credentialing deadlines.

Students who plan to cancel scheduled OMS IV elective clinical clerkships without an approved replacement rotation must work with their clinical coordinator at least 45 days before the clerkship starts. Students must submit an iNet form requesting an elective rotation, GAP course, research, or floating break in advance of canceling the scheduled clerkship.

Students who plan to change a scheduled clerkship at ACGME-approved residency programs with a newly offered/approved Audition or Sub-I rotation must work with their clinical coordinator at least 21 days prior to cancelation/rescheduling. Students should not cancel a scheduled OMS IV elective clinical clerkship without first receiving approval from their clinical coordinator.

The Department of Clinical Education reserves the right to assign clinical clerkships during the student's clinical training to meet graduation requirements.

Students in clinical settings shall be referred to as "Student Doctor \_\_\_\_". If students have a doctorate in any field, they cannot use that title in any setting related to their education.

## OMS III Core, Required, and Selective Clinical Clerkships

OMS III clinical clerkships take place typically within the students' clerkship site at hospitals, private offices, and clinics where RVUCOM has formal affiliation agreements. Students are assigned to supervising preceptors for each clerkship. Supervising preceptors are credentialed adjunct faculty of Rocky Vista University. The Department of Clinical Education receives credentialing information from prospective physicians, reviews this information and, if appropriate, will grant the physician's request to be a preceptor for the university at an academic ranking established in accordance with established RVU policy. Credentialed faculty of a residency program that provides students with OMS III Clinical Clerkships will also be credentialed as Adjunct Faculty of RVU.

The Department of Clinical Education communicates with each clerkship supervising preceptor and core site director about the students who will rotate with a supervising preceptor and the dates that each student will be at that preceptor's site. This communication includes student and clerkship-specific information for the Preceptor and his/her staff, including expectations of student-patient care interaction and preceptor assessment of student performance in such

encounters. Preceptors are expected to provide students with formative feedback regularly during each clinical clerkship, with a summative evaluation given to the student in writing at the conclusion of the clerkship.

While on OMS III clinical clerkships, students participate in discipline-specific didactics facilitated by the Clerkship's RVU Clerkship Faculty Director. Such didactics occur weekly and are designed to focus student learning on board-relevant topics, augment clinical preceptor-guided learning, and task students to practice oral presentation skills.

## Class of 2025 Clinical Clerkship Degree Requirements

### RVUCOM Class of 2025

**Note:** *The Emergency Medicine/Critical Care requirements for the Class of 2025 will be tracked and met through their OMS IV Clinical Curriculum.*

## OMS III and OMS IV Clinical Requirements

Item #	Title	Credits
MED 3001	Fundamentals of Clinical Medicine	2
OST 3010/ OST 3011	Advanced OPP Clinical Integration	2
OST 4010/ OST 4011	Advanced OPP Clinical Integration I and II	2
MED 3020	Critical Reflection and Professional Career Development I	1
MED 3021	Critical Reflection and Professional Career Development II	1

## Required Core Externships

Item #	Title	Credits
FAM 3001	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

## Required Elective Externships

Item #	Title	Credits
Electives	Required Elective Clerkships	46
Total Credits		90

## RVUCOM Class of 2026 Degree Requirements

### RVUCOM Class of 2026 OMS III and OMS IV Course Requirements

#### Semester-long Courses that Supplement Clinical Clerkship Rotation Activity

Item	Title	Credits
MED 3001	Fundamentals of Clinical Medicine	2
OST 3010/OST 3011	Advanced OPP Clinical Integration	2
OST 4010/OST 4011	Advanced OPP Clinical Integration II	2
MED 3020	Critical Reflection and Professional Career Development I	1
MED 3021	Critical Reflection and Professional Career Development II	1

#### Core Clerkships

Item	Title	Credits
FAM 3001	Family Medicine Core Clerkship	8
INT 3001	General Internal Medicine Core Clerkship	4
SRG 3001	General Surgery Core Clerkship	4
PED 3001	Pediatrics Core Clerkship	4

#### Required Clerkships

Item	Title	Credits
OBG 3001	Obstetrics and Gynecology Required Clerkship	4
PSY 3001	Psychiatry Required Clerkship	4
ECC 4XXX	Emergency Medicine/Critical Care Required Clerkship	4

#### OMS III Selectives needed for Graduation

Item	Title	Credits
INT 3002	Medicine Selective Clerkship	4
SRG 3001	Surgery Selective Clerkship	4

#### Elective Clerkships needed for Graduation

Item	Title	Credits
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#### Elective Clerkships (change options)

- At least 28 of the 42 credit hours must be in Clinical Electives
  - 8 credit hours required in Audition Clerkships (up to 4 credit hours equivalent Clinical Electives may be substituted)

Electives	<ul style="list-style-type: none"><li>• 1-8 hours of RSH 4001 Research and Scholarly Activities (non-clinical unless previously approved)</li><li>• 0-8 credit hours of individual learning preparation upon approval</li><li>• 0-2 credit hours in approved Asynchronous Didactic Clinical Knowledge coursework</li></ul>	42
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**Total Credits – 90**

## Educational Opportunities

## Undergraduate Fellowship Programs

### Predoctoral Osteopathic Principles and Practice Fellowship

The Predoctoral 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 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 RVUCOM by one year. Program experiences will occur in Years 3 and 4. Each fellow will alternately rotate between fellowship duties and the clinical clerkships 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 Clerkships curriculum.

### 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 Anatomical Sciences. Fellows function as members of the Anatomical Sciences Department, aiding in all aspects of the delivery of the Anatomy curriculum. 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 Clerkship curriculum. Each fellow will alternately rotate between fellowship program curriculum and the Clinical Clerkship curriculum every 6-8 weeks resulting in an approximate six-month involvement in each of Years III and IV.

### Predoctoral Simulation Fellowship

The RVU Predoctoral Simulation Fellowship is currently designed for selected osteopathic medical students who have chosen to spend a 5<sup>th</sup> year at RVU to acquire competence in all aspects of simulation medical education. Unlike the other two available pre-doctoral fellowships, the simulation fellowship begins in the student's 4<sup>th</sup> year and continues into a 5<sup>th</sup> year. The program provides a substantial overview of the many aspects of simulation currently relevant in medical education.

The Predoctoral Simulation Fellow provides educational and technical support to RVU students enrolled in the College of Osteopathic Medicine (in Colorado and Utah), the Master of Biomedical Science (MSBS) program (in Colorado and Utah) and the Master of Physician Assistant (PA) Studies (in Colorado) program, to the extent possible. This syllabus outlines the dimensions of the educational experience at RVU for the Pre-Doctoral Simulation Fellow. Each Fellow will alternately rotate between the Fellowship Program curriculum and the Clinical Education curriculum every 6–8 weeks resulting in an approximate six-month involvement in each in Year IV and Year V.

The objectives of this course are to develop the Fellow's medical knowledge, teaching and academic skills, research skills and to contribute to the general student education at Rocky Vista University. Further, the Course aims to prepare the prepare the Fellow to be fully trained to contribute to medical simulation

education within their respective residency programs and future clinical practice. As such, the Fellow will enhance their value as a residency applicant since such knowledge acquisition is not currently available to other students in standard medical school curricula.

Two students will be selected yearly for this program on each campus site. The pool of applicants who may be considered for selection are those osteopathic medical students in the third year that desire to stay at RVU for a 5<sup>th</sup> year with a history of interest in simulation.

## Optional Enrichment Opportunities

### Advanced Dissection Topic (OMS III and OMS IV)

The Advanced Dissection Topic is an elective course that allows OMS III and OMS IV students to create a regional dissection to gain a deeper understanding of the anatomy and clinical topics associated with the chosen region. Students will schedule a four-week period to complete their dissections. No exam will be given, rather students will create a video lecture DSA for OMS I students, write a clinical/pathologic correlation paper and write 10 board-style questions focusing on the clinical anatomy of the specified region to be used on OMS I Written Exams. Students will schedule and deliver a formal presentation of their dissection, along with any clinical relevance, to the course faculty at the end of the four-week period. **Prerequisites: Completion of all OMS III clinical clerkships.**

Course is worth 2 Credits.

### 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. Current electives are History of Medicine; Medical Spanish; Medicine in Film; Religion, Health & Healthcare; Vaccines; Introduction to the Research Process; Integrative Medical Nutrition; Integrative Pain Management. Other topics are in development and may be offered as well. 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 and mode of delivery.

### International Clerkships

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 clerkship. In fact, about 35% 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, under the Tracks & Special Programs Department tab, section titled "Global Travel for ALL Students."

### Military Medicine Program

The Military Medicine Program is for RVUCOM-CO and RVUCOM-SU students on a Health Profession Scholarship Program (HPSP) who are slated for service, active duty or reserves, with the Army, Navy, or Air Force. Students in the programs 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 the National Guard or Military Reserve. Those considering military service or with prior military experience may be accepted into the program on a case by case consideration. Military program students should exhibit a high level of academic achievement and express a strong interest in becoming a medical officer in the United States military. This course provides an overview and introduction to military medicine with mentoring by retired senior enlisted, former, active duty and retired military officers.

The Military Medicine Program incorporates immersion-based hyper-reality training, surgical simulation, information sessions, and experiences related to Medical Corps Officer military obligations, leadership, discipline, harsh military environments, disaster medicine, evacuation, and triage in combat and civilian environments. Liaison with community members, 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 & Special Programs

### Tracks & Special Programs Department Learning Objectives

The Tracks and Special Programs (TSP) Department is a division of RVUCOM and strives to create

and deliver optional curricular programming strategically crafted to offer students an opportunity

for inspiring educational experiences in a variety of health care areas as they endeavor to serve

patients in diverse communities with compassion, integrity, and excellence.

Upon completion of the educational activities offered through Tracks and Special Programs, students will be able to:

1. Demonstrate professional competence in learning or enrichment experiences offered through RVU tracks or electives.
2. Apply relevant contextual information (social, methodological, and/or cultural) to health care practices.
3. Engage in expanded opportunities within areas of specific health care practice.

## Tracks

Tracks are competitive, optional, curricular programs, outside of the core curriculum, offered through the Department of Tracks & Special Programs. Tracks will appear on the student's transcript as a Concentration. 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*.

Applications for all tracks open in the fall and close towards the end of the semester. The tracks start in January of the OMS I year and follow the course of the student's education.

Tracks are graded on an Honor/Pass/Fail basis. Each track will have its own requirements for acceptance and what constitutes a Pass or Honor grade. Please refer to each specific track's syllabus for the grading requirements.

Track options may vary at each location. Some tracks may also lead to Certificate Programs. Currently the Global Medical Track has a path to earn a Global Health Certificate by completing more rigorous requirements. Additional Certificate Programs for other tracks are currently being developed.

### Academic Medicine and Leadership Track

With the expansion of medical schools and residency programs in the United States there is a growing demand for well-trained academic physicians who will lead in complex and diverse healthcare settings. There is also a need for talented leaders and educators in the osteopathic medical profession as it expands.

Students in this specialty track will learn about various, multi-faceted topics in medical education, organized medicine, health policy, diversity, health disparities, and leadership development. Students will receive training to be an effective public speaker, educator, health advocate, and physician leader. Contemporary health challenges require that leaders understand how to lead teams, understand diverse groups, build coalitions, and be attentive to communities.

### 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 clerkships 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.

### **Physician-Scientist Track**

The Physician Scientist (PS) Track is an elective course that provides students with additional, specialized training in addition to the core curriculum. Students selected to be a part of the PS program have demonstrated high academic achievement and interest in research. RVU recognizes the importance of research in medicine and clinical practice and encourages both student and faculty involvement in scholarly endeavors - the PS program highlights RVU's commitment to research within the COM.

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. The students in this track have a strong desire to understand what is required to be a

successful principal investigator and may pursue supervised research during track time as part of their career development.

The PS program will function in conjunction with other COM enrichment tracks when possible, as individuals in the other tracks may pursue research projects based on their activities.

This course will span three semesters of the students' formal education (years 1 and 2), and will be extended to include research rotations during years 3 and 4.

### **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, 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 clerkships.

Students will learn a hands-on experience, 5-6 credit track are exposed to a robust extracurricular education; learning skills applicable to medicine, surgery, emergency medicine, OB & more. This track may offer unique off-campus, rural and wilderness Experiential Field Activities (EFAs), during the first 2 years. Then, students are required to complete 4 rural externships in their clinical years.

### **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.

## Course Descriptions

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If the course description is missing, please contact the Office of the Registrar.

## Core Classes

### BHM 3001: Behavioral Medicine Core

The Behavioral Health Medicine Clerkship 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 the skills of performing a psychiatric interview, developing a differential diagnosis, and identifying and managing psychiatric emergencies.

It is critical to note that the clinical clerkship experience is not intended to instruct the student on everything about Behavioral Health Medicine nor provide the student with clinical experience in every aspect of the discipline. The Clerkship Director and the assigned Preceptors may provide educational guidance, but it is each student's responsibility to learn the subject content. Lifelong self-learning is the goal and is expected in this core clinical clerkship. In addition, students must show that adequate direct patient care experience has been achieved by demonstrating adequate patient log support of an average of at least 4 outpatients or 2+ inpatients per day.

#### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

#### **Credits 4**

#### **Prerequisites**

(Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

## **FAM 3001: Family Medicine Core**

The Family Medicine Clerkship will provide didactic, simulation, and clinical exposure to various aspects of general family medicine. Students will begin the course with one-week of synchronous virtual sessions and asynchronous material. The second week includes a 2-day on-campus intensive, which emphasizes acquiring and demonstrating competency in women's health, neonatology, and pediatrics skills-set development followed by a 3rd day of virtual assessments. 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 diagnosing and managing various acute and chronic medical conditions in the inpatient and/or outpatient clinical setting through clinical experience. In addition, students will become competent in a broad spectrum of primary care preventive, diagnostic, and therapeutic challenges within patients of various ages, genders, and cultures.

It is critical to note that the clinical clerkship experience is not intended to instruct the student on everything about Family Medicine nor provide the student with clinical experience in every aspect of the discipline. The Clerkship Director and the assigned Preceptor may provide educational guidance, but it is each student's responsibility to learn the subject content. Lifelong self-learning is the goal and is expected in this core clinical clerkship. In addition, students must show that adequate direct patient care experience has been achieved by demonstrating adequate patient log support of an average of at least four outpatients or two inpatients per day.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 8**

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

## **FAM 3002: Family Medicine Core II**

Family medicine is an essential component of the primary care infrastructure of the U.S. healthcare delivery system. This primary care specialty provides first contact, ongoing, and preventive care to all patients regardless of age, gender, culture, care setting, or type of problem. Family medicine clinical experiences allow students to understand how context influences the diagnostic process and management decisions. Students learn the fundamentals of an approach to the evaluation and management of frequently occurring, complex, concurrent, and ill-defined problems across a wide variety of acute and chronic presentations. The family medicine clerkship requires a total of eight weeks on service (8 credits total). Pre-requisite: successful completion of all pre-clinical (Year 1 and Year II) coursework and passing score on COMLEX Level 1.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 1**

## **INT 3001/3002: Internal Medicine Core**

The Internal Medicine Clerkship 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 outpatient and inpatient clinical 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.

**Prerequisite:** successful completion of all pre-clinical (Year 1 and Year 2) coursework.

It is critical to note that the clinical clerkship experience is not intended to teach the student everything about Internal Medicine nor provide the student with clinical experience in every aspect of the discipline. The Clerkship Director and the assigned Preceptor may provide educational guidance, but it is each student's individual responsibility to learn the subject content. Lifelong self-learning is the goal and is expected in this core clinical clerkship. Students must show that adequate direct patient care experience has been achieved by demonstrating adequate patient log support of an average of at least 4 outpatients or 2 inpatients per day.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 8

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

## **IPE 1901: Introduction to Interprofessional Education Seminar I**

This two-semester course series introduces the fundamental principles of interprofessional education including roles and responsibilities, shared ethical principles, 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 programs will interact with students from the Physician Assistant program within RVU and in collaboration with extramural programs as available. Guest speakers from various professions will join the class to introduce their unique roles and responsibilities in patient care.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 1

### **Prerequisites**

None

## **IPE 1902: Introduction to Interprofessional Education Seminar II**

This two-semester course series introduces the fundamental principles of interprofessional education including roles and responsibilities, shared ethical principles, 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 programs will interact with students from the Physician Assistant program within RVU and in collaboration with extramural programs as available. Guest speakers from various professions will join the class to introduce their unique roles and responsibilities in patient care.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 1

### **Prerequisites**

None

## **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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 2**

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework.

## **OM 1003: Cardiovascular System I**

The Cardiovascular System I course is an intensive, multidisciplinary course structured with the goal of directing the student to obtain the foundation necessary to examine the normal structure and function of the cardiovascular system and determine where a deviation from normal exists when presented with patient scenarios. 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 method of content delivery for this course includes a diverse range of educational approaches: traditional lecture (AUDITORIUM or ZOOM LECT), pre-recorded video lectures which students can work through independently at an individualized pace (VIDEO LECT), gross anatomy cadaver dissection, Basic Science Correlation (AUDITORIUM or ZOOM BSC) application sessions, and flipped classroom application sessions where students engage collaborate with peers to solve physiologic application problems in a small-group format via breakout rooms (ZOOM FLIP).

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 3**

### **Prerequisites**

None

## **OM 1004: Respiratory System I**

The Respiratory System I course is an introduction to respiratory structure and function, including respiratory histology, embryology, mechanics, alveolar ventilation, gas transport, control of breathing, respiratory acid/base principles, and pulmonary immunology. Each topic will initially be examined individually, with eventual integration into case studies to illustrate overall pulmonary function and its application to clinical investigation and problem solving, including skills aiding in differential diagnosis. By the conclusion of the course, the student will be able to relate how lung and chest function is able to adequately ensure oxygen delivery and carbon dioxide elimination. A continual focus will be to aid the student in analyzing common respiratory pathologies based on an understanding of normal lung function and aided with laboratory findings.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 2**

### **Prerequisites**

None

## **OM 1006: Endocrine/ Reproductive System I**

The Endocrine/ Reproductive System I 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. Upon completion, students should be able to use the basic principles of endocrine and reproductive physiology in clinical applications and to fulfill medicinal knowledge competencies. Material which has been previously covered will be integrated into the coursework and used to build the framework needed to be a competent osteopathic physician.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 4**

### **Prerequisites**

None

## OM 1007: Gastrointestinal System I

The Gastrointestinal (GI) System Course is an intensive multidisciplinary 4 weeks course, designed to provide requisite knowledge necessary to understand the normal structure and function of the entire GI and hepatobiliary system. The entire course 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 GI tract and the accessory organs of digestion; the nervous and hormonal mechanisms regulating control of secretion in the digestive organs; absorption and elimination of food. 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. This GI Course addresses three of the seven core competencies of the osteopathic profession (medical knowledge, interpersonal and communication skills, and professionalism).

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 3

### **Prerequisites**

None

## OM 1012: Molecular and Cellular Mechanisms

Molecular and Cellular Mechanisms course is an intensive trans-disciplinary course that incorporates the fundamental aspects of cell and molecular biology, biochemistry, genetics, research methods and histology. It is presented using lectures, basic science clinical correlations, medical vignettes, self-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 development, physiology and metabolism, thus providing a foundation for understanding functional defects and disease processes. The course is organized according to a reductionist point of view, in which cells and tissues will be discussed from simple to complex organization as follows: basic cellular mechanisms, genetics and development, cellular pathologies and tissue organization.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 4

### **Prerequisites**

None

## OM 1013: Musculoskeletal System I

The Musculoskeletal System is an intensive multidisciplinary course structured to direct the student to develop the basic foundations of embryology, histology, physiology, biochemistry, pharmacology, neuroanatomy, and gross anatomy. Students will explore the normal structure and function of the musculoskeletal system, as well as the biomedical science that underlies disorders associated with skeletal muscle, bone, cartilage, vasculature, and peripheral nerves. The course uses live and pre-recorded video lectures, human cadaveric dissection, reading assignments (DSAs), and Basic Science Correlations (BSCs).

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 6

### **Prerequisites**

None

## OM 1014: Neuroscience System I

The Neuroscience System presents the student with an intensive introduction to the: 1) Central Nervous System (Brain and Spinal Cord) and 2) Head and Neck anatomy. The central nervous system portion of this course addresses the following topics in integrated fashion: Neuroanatomy, Neurophysiology, Neurohistology, Neuroembryology, Neuroradiology and Behavioral Neuroscience. The studies of Neuroscience and of Head and Neck anatomy are bridged by the cranial nerves which begin in the central nervous system and distribute throughout the head and neck. Although 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 neuroscientific knowledge with the clinical symptoms presented by a neurological deficit.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 7

### **Prerequisites**

None

## 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 students to build a foundation of osteopathic knowledge and provide every student the chance to offer their patients an integrative approach to medical care. The course will emphasize diagnosis and palpation using current anatomic, biomechanical, functional, and physiologic principles and provide a foundation for continued 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 department employs several physicians who integrate Osteopathic Manipulative Medicine into their practices. They bring years of success, clinical experience, and biomedical knowledge to their teachings. The faculty also works in conjunction with other departments to complement and integrate the knowledge you will receive from them. Whenever possible, the OPP curriculum is designed to integrate with the Clinical Anatomy courses and Principles of Clinical Medicine courses to help reinforce, enhance, and integrate your knowledge of anatomic relationships as they apply to osteopathic principles and treatment and the clinical care of patients.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 3**

### **Prerequisites**

Successful completion of all Year 1 coursework.

## OM 1016: Osteopathic Principles and Practice II

This course will build on the knowledge gained in Osteopathic Principles and Practices I (OPP I) and will continue to enhance the student's fundamental understanding of the principles and philosophies of osteopathic medicine. Our goal is to facilitate the development of a firm foundation of osteopathic knowledge and provide every student the chance to offer their patients an integrative approach to medical care, no matter what specialty is eventually chosen. The course will emphasize diagnosis and osteopathic manipulative treatment using current anatomic, biomechanical, functional, and physiologic principles and provide a foundation for continued 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 department employs several physicians who integrate Osteopathic Manipulative Medicine into their practices. They bring years of success, clinical experience, and biomedical knowledge to their teachings. The faculty also works in conjunction with other departments to complement and integrate the knowledge you will receive from them. Whenever possible, the OPP curriculum is designed to integrate with the Clinical Anatomy courses and Principles of Clinical Medicine courses to help reinforce, enhance, and integrate your knowledge of anatomic relationships as they apply to osteopathic principles and treatment and the clinical care of patients.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 2**

### **Prerequisites**

Successful completion of all Year 1 coursework.

## OM 1019: Principles of Clinical Medicine I

Principles of Clinical Medicine (PCM) I is the first part of a four-part Clinical Medicine Course that will be delivered during the first 4 semesters. The course is designed to provide the knowledge and educational experiences that will allow the student to develop active learning skills, acquire medical knowledge, medically pertinent social knowledge, and develop the skills needed to complete a comprehensive or focused history physical examination, practice documentation skills, and demonstrate competency and the clinical application of basic medical procedures. The course also requires [demonstration](#) of clinical reasoning and differential diagnosis skills.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 3**

### **Prerequisites**

None

## OM 1020: Principles of Clinical Medicine II

Principles of Clinical Medicine (PCM) II is the second part of a four-part Clinical Medicine Course that will be delivered during the first 4 semesters. The course is designed to provide the knowledge and educational experiences that will allow the student to develop active learning skills, acquire medical knowledge, medically pertinent social knowledge, and develop the skills needed to complete a comprehensive or focused history physical examination, practice documentation skills, and demonstrate competency and the clinical application of basic medical procedures. The course also requires demonstration of clinical reasoning and differential diagnosis skills.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 3**

### **Prerequisite Courses**

[OM 1019: Principles of Clinical Medicine I](#)

## OM 1021: Renal System I

The Renal System I 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 relevant clinical correlations illustrating renal dysfunction leading to disease. Disciplines include immunology, gross anatomy, histology, and embryology of the kidney and urinary tract, with a thorough investigation of the essential physiology of kidney function involving 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 saltwater 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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 2**

### **Prerequisites**

None

## OM 1023: Hematology and Immunology I

The Hematology/Immunology I System Course is a multidisciplinary course emphasizing fundamental knowledge necessary to understand the normal function of hematopoiesis, hemostasis and the immune system. It is designed to provide the student with an overview of these systems, including the aberrant processes that lead to hematopathology and immunopathogenesis.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 3**

### **Prerequisites**

None

## OM 1040: Medical Ethics

A semester long team-based course that applies ethical principles to medical practice, healthcare policy, and biomedical research. The course primarily uses Video Lectures and Clinical Interactive Sessions (CIS) in order to understand the ethical dimensions of medical cases.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 2**

### **Prerequisites**

None

## OM 1070: Introduction to Evidence-Based Medicine

The role of Introduction to Evidence-Based Medicine (EBM) is to foster students' information literacy and develop understanding of evidence-based medicine in order to leverage, create, use, and connect information to patient 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.

EBM is a semester-long course that encourages information literacy and evidence-based practice and enables student doctors to access, evaluate, and present medical information. Designated student assignments and clinical integration sessions introduce standards, resources, and strategies for understanding and presenting clinical cases.

The course will be arranged with prerecorded sessions alternating with live sessions to scaffold the content from introduction and foundation, through application.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 1

### **Prerequisites**

None

## OM 1080: Transition to Clinical Medicine

It is a fundamental course goal to rapidly place information into clinical context, as early and often as possible, for longer-term retention and application-skills attainment. This is accomplished through interactive case-based sessions (CIS) with content experts exhibiting, underscoring and high-lighting the mechanisms of maintaining human health and its absence – disease. Pathology is intrinsically transdisciplinary, as diseases have numerous differing etiologies, and will require application of knowledge from the various disciplines you have previously studied. Mechanisms of health and disease will continually be illustrated through clinical vignettes and student assimilation of understanding/application monitored in quizzes in CIS settings and formal examinations. As noted, the foundational knowledge base acquired and its application in case-based sessions are designed to help prepare students for System Courses in Year II.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 4

### **Prerequisites**

None

## 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 you have obtained 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 clinical 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). You will come to 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. Information will be presented over time as the second semester goes along in order to allow for deeper learning. 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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 3

### **Prerequisites**

None

## **OM 2001: Musculoskeletal System II**

The Musculoskeletal System II course is scheduled to deliver pertinent topics of diseases of the musculoskeletal system in a multidisciplinary format. Students are expected to be fluent in the language of neuromuscular physiology, and apply the concepts through the course. Pathological concepts of disease presentation, diagnosis, and therapy will be discussed for bone, cartilage, joints, soft tissue, nerve, and skin diseases. There will be a strong emphasis on rheumatologic disorders, neoplasia, infectious and inflammatory skin disorders. Anti-inflammatory and neuromuscular pharmacology will be integrated into the therapy of these disorders.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 3**

### **Prerequisites**

Successful completion of all Year 1 coursework

## **OM 2002: Neuroscience System II**

The Neuroscience System II course is designed to use 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, clinical neurology, and neurosurgical applications are integrated to build the clinical framework necessary to succeed during Year 3 and Year 4 clinical rotations. Relevant and necessary neurohistology, neuroembryology, and neuroradiology are discussed. Course content will be supplied by faculty in the Departments of Anatomical Sciences, Biomedical Sciences, and Medical Humanities, as well as by content experts from the medical community.

### **IPE Grand Rounds Session Description**

The Neuroscience System II course is host to an IPE Grand Rounds session. IPE Grand Rounds sessions engage second year RVU-COM students, patients, and diverse healthcare professionals in interprofessional discussions of cases consistent with the systems courses in which students are concurrently enrolled. All IPE Grand Rounds sessions are moderated panel discussions of case studies and patient narratives in which healthcare providers from diverse healthcare professions discuss their respective approaches to diagnosing, treating or preventing the condition(s) contained in the case. At the conclusion of the sessions, students will have an enhanced understanding of how diverse healthcare professionals can collaborate in the delivery of coordinated, integrated and cost-effective patient care.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 4**

### **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. This material will be integrated into clinical applications and used to build the clinical framework needed to successfully synthesize and integrate this information during year 3 and year 4 clinical rotations. Specifically, the course will begin with sessions on hematopoiesis, followed by discussions of white cell disorders, including non-neoplastic disorders and neoplastic disorders such as leukemias, non-Hodgkin lymphomas, and Hodgkin lymphoma. Information regarding red cell disorders and the clinical work-up of anemia will then be presented. Common diagnostic tests and their interpretation will be integrated into this content. 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 neoplastic diseases, as well as the use of pharmacologic agents to modulate the immune system.

The Heme-Lymph II course is host to an IPE Grand Rounds session (see course calendar for details). IPE Grand Rounds sessions engage second year RVUCOM students, patients, and diverse healthcare professionals in interprofessional discussions of cases consistent with the systems courses in which students are concurrently enrolled. All IPE Grand Rounds sessions are 2-hour, moderated panel discussions of case studies and patient narratives in which healthcare providers from diverse healthcare professions discuss their respective approaches to diagnosing, treating or preventing the condition(s) contained in the case. At the conclusion of the sessions, students will have an enhanced understanding of how diverse healthcare professionals can collaborate in the delivery of coordinated, integrated and cost-effective patient care.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 4**

### **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 students 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 the treatment of various cardiovascular disorders. Various aspects of evaluating cardiac patients will be presented, with special emphasis on interpretation of EKGs.

The CVII course is host to an IPE Grand Rounds session(s). IPE Grand Rounds sessions engage second year RVU-COM students, patients, and diverse healthcare professionals in interprofessional discussions of cases consistent with the systems courses in which students are concurrently enrolled. All IPE Grand Rounds sessions are 90-minute, moderated panel discussions of case studies and patient narratives in which healthcare providers from diverse healthcare professions discuss their respective approaches to diagnosing, treating or preventing the condition(s) contained in the case. At the conclusion of the sessions, students will have an enhanced understanding of how diverse healthcare professionals can collaborate in the delivery of coordinated, integrated and cost-effective patient care.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **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. 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.

### IPE Grand Rounds Session Description

The Endocrine II course is host to an IPE Grand Rounds session. IPE Grand Rounds sessions engage second year RVU-COM students, patients, and diverse healthcare professionals in interprofessional discussions of cases consistent with the systems courses in which students are concurrently enrolled. All IPE Grand Rounds sessions are 90-minute, moderated panel discussions of case studies and patient narratives in which healthcare providers from diverse healthcare professions discuss their respective approaches to diagnosing, treating or preventing the condition(s) contained in the case. At the conclusion of the sessions, students will have an enhanced understanding of how diverse healthcare professionals can collaborate in the delivery of coordinated, integrated and cost-effective patient care.

#### Program

Doctor of Osteopathic Medicine (RVUCOM)

#### Credits 3

#### Prerequisites

Successful completion of all Year 1 coursework

## OM 2009: Gastrointestinal System II

The course covers the gastrointestinal system, including the hepatobiliary and pancreatic systems.

The course involves a review of normal anatomical and physiologic principles and processes. Pathology, pharmacology and clinicopathological correlations are linked to demonstrate how pathophysiology of the GI tract manifests itself in clinical situations.

The course is divided into upper GI (from the oral cavity to the stomach), hepatobiliary and pancreas, and lower GI (from small bowel to the anus). Material that has been previously covered is integrated into clinical applications and used to build the clinical framework needed to be a competent osteopathic physician.

Emphasis is placed on understanding pathology and clinicopathological correlations and the ability to use basic principles in the management of gastrointestinal disorders. Clinical discussions and lectures focus on disease states the students will encounter throughout their careers.

#### Program

Doctor of Osteopathic Medicine (RVUCOM)

#### 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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**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 and LGBTQ+ health. 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, is 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 discussed. 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 clerkships and throughout their medical career.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 2**

### **Prerequisites**

Successful completion of all Year 1 coursework

## OM 2018: Principles of Clinical Medicine III

Principles of Clinical Medicine III is the third part of a four-part Clinical Medicine Course that will be coordinated with the systems courses. The course is specifically designed to prepare each student for active participation during clinical education years three and four. Required elements of this preparation will help expand application of knowledge gained through the systems and other courses as well as applied experiences that develop the skills and attributes of a physician. These elements will include: performance of a focused history and physical examination, enhancing development of differential diagnosis, deciding on further diagnostic and therapeutic interventions, refining of verbal case presentations, expanding documentation skills, learning how to discuss clinical topics that may be encountered during clinical rotations, appropriate use of clinical ultrasound, and exposure to a variety of basic medical procedures. The course teaches and requires demonstration critical thinking, and will allow the student to develop accountability and self-directed learning skills.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 3**

### **Prerequisite Courses**

[OM 1020: Principles of Clinical Medicine II](#)

## OM 2019: Principles of Clinical Medicine IV

Principles of Clinical Medicine IV is the fourth part of a four-part Clinical Medicine Course that will be coordinated with the systems courses. The course is designed to prepare each student for active participation during clinical education years three and four. It completes required elements of this preparation using knowledge and applied experiences that develop the skills and attributes of a physician. This includes a focused history physical examination, documentation skills, verbal case presentation, and demonstration of basic medical procedures. The course teaches and requires demonstration of differential diagnosis and critical thinking and will allow the student to develop accountability and self-directed learning skills.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 3**

### **Prerequisite Courses**

[OM 2018: Principles of Clinical Medicine III](#)

## OM 2020: Psychiatry System

The Psychiatry System course provides students a thorough presentation of the medical specialty of psychiatry. The course is comprised of three units. The first introduces foundational concepts including the diagnostic manual, the psychiatric interview, laboratory and imaging studies in psychiatry, and developmental

psychology. The second covers all psychiatric diagnoses including epidemiology, criteria, relevant neuroanatomy and approved treatment options including psychopharmacology. The third reviews additional topics including psychotherapies, interventional psychiatry, complimentary and integrative modalities, safety assessments, psychiatric hospitalization and population specific treatment considerations. The course provides a strong psychiatric educational foundation for primary care physicians as well as specialists.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 2**

### **Prerequisites**

Successful completion of all Year 1 coursework

## OM 2030: Pathophysiological Overview/Med I

The Pathophysiological Overview of Medicine Course I is a required, structured overview course designed to aid the student preparing for the COMLEX I Board Examination. Self-assessment and continuous review of key concepts in biomedical disciplines by means of an online question bank is a key component of the course. The course culminates with a comprehensive lecture series and practice exams conducted under conditions similar to the actual COMLEX level 1 Board Exam.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 6**

## OM 2040: Advanced Medical Ethics

A semester long team-based course that reinforces the ethical principles and policies taught in Medical Ethics and applies them to more complex issues in medical practice, healthcare systems, and biotechnologies. The course primarily uses Designated Student Activities (DSA) and Clinical Interactive Sessions (CIS) in order to understand the ethical dimensions of medical cases.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 1**

### **Prerequisites**

Successful completion of all Year 1 coursework

## OST 3010/OST 3011: Advanced 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 clerkships as well as interactive OPP sessions.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 2**

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1

## OST 4010/OST 4011: Advanced OPP Clinical Integration I and II

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 2**

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1

## **PED 3001: Pediatrics Core**

The Pediatrics Clerkship will provide clinical exposure to various aspects of pediatric issues. Students will gain knowledge, experience, and competency in the diagnosis and management from birth to adolescent patients. Students will also become competent in the complexities of working with minors who, in most jurisdictions, cannot make decisions for themselves. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework.

It is critical to note that the clinical clerkship experience is not intended to teach the student everything about Pediatrics nor provide the student with clinical experience in every aspect of the discipline. The Clerkship Director and the assigned Preceptor may provide educational guidance, but it is each student's individual responsibility to learn the subject content. Lifelong self-learning is the goal and is expected in this core clinical clerkship. Students must show that adequate direct patient care experience has been achieved by demonstrating adequate patient log support of an average of at least 4 outpatients or 2 inpatients per day.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 4**

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1

## **PSY 3001: Behavioral Medicine Core**

Behavioral Medicine provides an experience in which third year students can become acquainted with psychiatry diagnosis and methods of treatment. The service can be either inpatient or outpatient based and will enable students to recognize behavioral emergencies (including psychiatric) and how to effectively deal with them. The diagnosis and treatment of common psychiatric problems will be emphasized. The behavioral medicine clerkship requires a total of four weeks on service

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 4**

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year II) coursework and passing score on COMLEX Level 1.

## **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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **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 clerkship 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. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and successful completion of SRG3000 Fundamentals of Surgery.

It is critical to note that the clinical clerkship experience is not intended to teach the student everything about Surgery nor provide the student with clinical experience in every aspect of the discipline. The Clerkship Director and the assigned Preceptor may provide educational guidance, but it is each student's individual responsibility to learn the subject content. Lifelong self-learning is the goal and is expected in this core clinical clerkship. Students must show that adequate direct patient care experience has been achieved by demonstrating adequate patient log support of an average of at least 4 outpatients or 2 inpatients per day.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 7**

### **Prerequisite Courses**

[SRG 3000: Fundamentals of Surgery](#)

### **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 3001/3002 - Cloned: Surgery Core

The Surgery clerkship 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. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and successful completion of SRG3000 Fundamentals of Surgery.

It is critical to note that the clinical clerkship experience is not intended to teach the student everything about Surgery nor provide the student with clinical experience in every aspect of the discipline. The Clerkship Director and the assigned Preceptor may provide educational guidance, but it is each student's individual responsibility to learn the subject content. Lifelong self-learning is the goal and is expected in this core clinical clerkship. Students must show that adequate direct patient care experience has been achieved by demonstrating adequate patient log support of an average of at least 4 outpatients or 2 inpatients per day.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 7**

### **Prerequisite Courses**

[SRG 3000: Fundamentals of Surgery](#)

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework, passing score on COMLEX Level 1, and successful completion of SRG3000

## WMN 3001: Women's Health Core

The Women's Health Clerkship 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. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework.

It is critical to note that the clinical clerkship experience is not intended to teach the student everything about Women's Health nor provide the student with clinical experience in every aspect of the discipline. The Clerkship Director and the assigned Preceptor may provide educational guidance, but it is each student's individual responsibility to learn the subject content. Lifelong self-learning is the goal and is expected in this core clinical clerkship. Students must show that adequate direct patient care experience has been achieved by demonstrating adequate patient log support of an average of at least 4 outpatients or 2 inpatients per day.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 4**

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

## Tracks

### AML 4001: Clinical Academic Elective

This course provides students with an opportunity to study healthcare and medicine in relation to academia.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 2**

### **Prerequisite Courses**

[AML 5010: Academic Medicine and Leadership I](#)

## **DGT 4001: Digital Health Track I**

Digital health refers to the use of any hardware or software solution which aids healthcare professionals and patients in the promotion of health and wellness. Digital health is vast and encompasses telemedicine, genomics, mobile apps, wearable technology, data analytics and more. The field of digital health has seen rapid innovation over the last decade and shows no indication of slowing down in the future. Digital health empowers patients to take an active role in their health care through changes like easy access to records or the potential for home-monitoring of chronic conditions. Physicians now have the ability to diagnose and treat where previously impossible. The further integration of technology and medicine will make quality healthcare more accessible for those who need it most. At this time there is a significant lack of healthcare professionals with the training, competency, and experience necessary to utilize and advance digital health. Student physicians must be trained in the understanding and utilization of these new technologies now to allow them to be leaders in future healthcare advances.

The Digital Health Track course will 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 for the track (no grade). In total, this will include over 60+ hours of classroom/clinical activities. Our aim 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 is just one component of the Digital Health Track, which is designed to span 3 years of formal osteopathic education, which may also include attending a digital health conference and working on a digital health practicum project/presentations/publications.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 2**

## DGT 4002: Digital Health Track II

Digital health refers to the use of any hardware or software solution which aids healthcare professionals and patients in the promotion of health and wellness. Digital health is vast and encompasses telemedicine, genomics, mobile apps, wearable technology, data analytics and more. The field of digital health has seen rapid innovation over the last decade and shows no indication of slowing down in the future. Digital health empowers patients to take an active role in their health care through changes like easy access to records or the potential for home-monitoring of chronic conditions. Physicians now have the ability to diagnose and treat where previously impossible. The further integration of technology and medicine will make quality healthcare more accessible for those who need it most. At this time there is a significant lack of healthcare professionals with the training, competency, and experience necessary to utilize and advance digital health. Student physicians must be trained in the understanding and utilization of these new technologies now to allow them to be leaders in future healthcare advances.

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### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 2**

## DGT 5001: Digital Health Track I

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 2**

## DGT 5002: Digital Health Track II

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 2**

## GLB 5031: Global Medicine I

The main focus of this track is for our students to develop the skills necessary to be successful physicians and to be able to better serve their patients both internationally and here in the US. The population here in the US continues to increase in cultural and socioeconomic diversity with a responding need for appropriate provision of healthcare services.

Regardless of the student's chosen specialty in medicine, 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. This track consisting of 3 semesters will culminate in over 75+ hours of classroom experiences and a required international clinical experience(s) over a span of 3.5 years.

Specifically, this course is the first of 3 courses which will introduce the students to the many facets and current events associated with Global Medicine from a Public Health perspective. The semester will consist of 30 plus hours of coursework, graded Honors/Pass/Fail for a total of 2 credits. Students are also expected to work collaboratively and actively participate as both learners and educators through class discussions and semester projects.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 2**

### **Prerequisites**

Acceptance into the Global Medicine Track.

## GLB 5032: Global Medicine II

The main focus of this track is for our students to develop the skills necessary to be successful physicians and to be able to better serve their patients both internationally and here in the US. The population here is the US continues to increase in cultural and socioeconomic diversity with a responding need for appropriate provision of healthcare services.

Regardless of the student's chosen specialty in medicine, 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. This track consisting of 3 semesters will culminate in over 75+ hours of classroom experiences and a required international clinical experience(s) over a span of 3.5 years.

Specifically, this course is the second in a series of 3 courses where students will synthesize and develop what they learned in the first course while focusing on addressing neglected diseases and other more specific global health issues. This semester will consist of 30 plus hours of coursework, graded Honors/Pass/Fail for a total of 2 credits. Time will also be given to hone specific clinical skills needed to work with patients. Students are also expected to work collaboratively and actively participate as both learners and educators through class discussions and semester projects.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 2**

### **Prerequisite Courses**

[GLB 5031: Global Medicine I](#)

## GLB 5033: Global Medicine Track III

The main focus of this track is for our students to develop the skills necessary to be successful physicians and to be able to better serve their patients both internationally and here in the US. The population here is the US continues to increase in cultural and socioeconomic diversity with a responding need for appropriate provision of healthcare services. Regardless of the student's chosen specialty in medicine, whether students work domestically 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. This track consisting of 3 semesters will culminate in over 75+ hours of classroom experiences and a required international clinical experience(s) over a span of 3.5 years.

Specifically, in this course, the third and final of three courses in the Global Medicine Track, students will reinforce and apply what they have learned during the first 2 semesters. Additional skills and topics related to caring for marginalized populations and practicing in low resource areas will be addressed. Students will be prepared for the clinical year requirements to pass the track and also review the requirements for applying to the Global Health Certificate program in the fall of their final year of matriculation. This semester will consist of a minimum of 16 hours, graded Honors/Pass/Fail for a total of 1 credit. Students are also expected to work collaboratively and actively participate as both learners and educators through class discussions and semester projects.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 1**

### **Prerequisite Courses**

[GLB 5032: Global Medicine II](#)

## **GLB 5060 : TSP Certificate Capstone Course**

This is the final remaining credited course for receiving an additional Certificate of Study upon graduation from RVU. The focus of this capstone course is to allow students the time necessary to synthesize and demonstrate competency in their understanding and ability to specifically discuss topics they have learned about during their time in one of the newly developed RVU Certificate Programs. This will occur in their final year of matriculation and is a Pass/Fail rubric-graded one credit course.

The expected time for completion of this course is 20-25 hours. See below for specific assignments for this course.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 1

## **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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 1

## **MIL 5042: Military Medicine II**

A continuation of MIL 5041 Military Medicine I.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 1

### **Prerequisites**

Military Medicine Program member

## **MIL 5043: Military Medicine III**

A continuation of MIL 5042 Military Medicine II.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 1

### **Prerequisites**

Military Medicine Program member

## **PHY 5051: Physician-Scientist I**

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 1

### **Prerequisites**

Acceptance into the Physician-Scientist Track.

## **PHY 5052: Physician-Scientist II**

This course is a continuation of PHY 5051 Physician Science I.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 1

### **Prerequisites**

Acceptance into the Physician-Scientist Track.

## **PHY 5053: Physician-Scientist III**

The Physician Scientist Honors Track is an elective course that provides students with additional, specialized training in addition to the core curriculum. Students selected to be a part of the PST program have demonstrated high academic achievement and interest in research. RVU recognizes the importance of research in medicine and clinical practice and encourages both student and faculty involvement in scholarly endeavors - the PST program highlights RVU's commitment to research within the COM. 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. The students in this track have a strong desire to understand what is required to be a successful physician scientist and may pursue supervised research during track time as part of their career development. This course will span three semesters of the students' formal education (years 1 and 2), and will be extended to include research rotations during years 3 and 4.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 1**

### **Prerequisites**

Acceptance into the Physician-Scientist Track.

## **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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **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 5021 Rural and Wilderness Medicine I.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 1**

### **Prerequisites**

Acceptance into the Rural and Wilderness Medicine Track.

## RWM 5023: Rural and Wilderness Medicine III

The Rural and Wilderness Medicine Track provides additional training that is either in addition to, or supplements the standard curriculum for those students expressing a strong desire to practice in a rural environment. These students have exhibited a high level of academic achievement, as described below, and have expressed a strong interest in becoming a part of the Track that is assessed through an interview process. This track begins at the second semester of the 1<sup>st</sup> year for these students and spans 3.5 years, in addition to the formal osteopathic medical curriculum.

**Track Participation Restrictions:** The academic demands on any osteopathic medical student are high. Sufficient study time for successful completion of the curriculum is limited. As a result, Rural and Wilderness Medicine Track members may not participate in another Special Track for credit. Students who are not members of the Rural and Wilderness Medicine Track may, on occasion, be invited to participate in a Rural Track event at the sole discretion of the Course Director.

**3rd Year Clinical Externship Lottery Information for Rural and Wilderness Medicine Track Students:** Beginning with the Class of 2023, Rural and Wilderness Medicine Track students will undergo an internal lottery to determine their Core Sites for third year clinical externship training. The Colorado-based Rural and Wilderness students will participate in their own, separate lottery and the Utah-based Rural and Wilderness students will also have their own, separate lottery. Participation in these two early, internal lotteries will be mandatory for all Rural and Wilderness Medicine students.

Results of these two internal lotteries will not be released until all students in both Colorado and Utah have completed their respective full class lotteries.

The exact distribution of Rural and Wilderness Medicine Track students in the Core Sites will depend both on the number available core sites and the number of students in the track each year. However, a general model of Core Site distribution for both campus locations is listed below.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 1**

### **Prerequisites**

Acceptance into the Rural and Wilderness Medicine Track.

## 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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **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 5011 Urban Underserved Medicine I. Prerequisite: acceptance into the Urb

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 2**

### **Prerequisite Courses**

[URB 5011: Urban Underserved Medicine I](#)

### **Prerequisites**

Acceptance into the Urban Underserved Track and successful completion of URB 5011.

### **Notes**

Colorado Campus Only

## Electives

### 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.

**Program**

Doctor of Osteopathic Medicine (RVUCOM)

Variable Credits

**Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

### ANT 4001: Anatomy Elective

Students will have the opportunity to develop and refine skills related to human anatomy.

**Program**

Doctor of Osteopathic Medicine (RVUCOM)

Variable Credits

**Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

### ANT 4002: Advanced Dissection Topic

The Advanced Dissection Topic is an elective course that allows OMS III and OMS IV students to create a regional dissection to gain a deeper understanding of the anatomy and clinical topics associated with the chosen region. Students will schedule a four-week period to complete their dissections. No exam will be given, rather students will create a video lecture DSA for OMS I students, write a clinical/pathologic correlation paper and write 10 board-style questions focusing on the clinical anatomy of the specified region to be used on OMS I Written Exams. Students will schedule and deliver a formal presentation of their dissection, along with any clinical relevance, to the course faculty at the end of the four-week period.

Prerequisites: Completion of all OMS III Core Courses.

**Program**

Doctor of Osteopathic Medicine (RVUCOM)

Credits 2

### 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.

**Program**

Doctor of Osteopathic Medicine (RVUCOM)

Variable Credits

### 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.

**Program**

Doctor of Osteopathic Medicine (RVUCOM)

Variable Credits

**Prerequisites**

Successful completion of all pre-clinical coursework 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.

**Program**

Doctor of Osteopathic Medicine (RVUCOM)

Variable Credits

**Prerequisites**

Successful completion of all pre-clinical coursework and passing score on COMLEX Level 1.

## 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.

### Program

Doctor of Osteopathic Medicine (RVUCOM)

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.

### Program

Doctor of Osteopathic Medicine (RVUCOM)

Variable Credits

### Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

## DRM 4200: Basic Dermatology Curriculum

Designed for self-teaching, the Basic Dermatology Curriculum course allows you to go through the material at your own pace. The course, sponsored by the American Academy of Dermatology, allows you to go through the material at your own pace. Because each module typically takes less than 30 minutes to complete, you have the option of working through multiple modules in one session.

### Program

Doctor of Osteopathic Medicine (RVUCOM)

Credits 1

### Prerequisites

Prerequisite :Successful completion of all pre-clinical (Year 1 and Year 2) coursework and Year 3 Score requirements.

## 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.

### Program

Doctor of Osteopathic Medicine (RVUCOM)

Variable Credits

### Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

## EMR 4010: Emergency Toxicology

Emergency Toxicology

### Program

Doctor of Osteopathic Medicine (RVUCOM)

Variable Credits

### Prerequisites

Pre-requisite: successful completion of all pre-clinical (Year 1 and Year II) coursework and passing score on COMLEX Level 1.

## EMR 4100: Bridge to Emergency Medicine

Designed for self-teaching, Bridge to Emergency Medicine modules allow you to go through the material at your own pace. The topics are designed to ensure an up-to-date and broad scope overview of emergency medicine. Although the course is designed to be completed in 8 weeks, by dedicating 70-80 hours the course can be completed in a two-week period.

Prerequisite: Successful completion of all pre-clinical (Year 1 and Year 2) coursework and Year 3 core requirements.

### Program

Doctor of Osteopathic Medicine (RVUCOM)

Credits 3

## **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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

Variable Credits

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

## **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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

Variable Credits

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) course-work and passing score on COMLEX Level 1.

## **GLB 4300: Epidemics**

Designed for self-teaching, the Epidemics course allows you to go through the material at your own pace. The course consisted of two parts. Epidemics I looks at the fundamental scientific principles underlying epidemics and the public health actions behind their prevention and control in the 21st century. Epidemics II looks at the basic concepts in infectious disease epidemiology including infectious disease modelling.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 1**

### **Prerequisites**

Prerequisite: Successful completion of all pre-clinical (Year 1 and Year 2) coursework and Year 3 core requirements.

## **GLB 4400: Global Public Health**

Designed for self-teaching, the Global Public Health course allows you to go through the material at your own pace. The course explores the institutions, infrastructure, and the interplay of actors that constitute health not only in local communities but also on a global scale. In this course, you'll discover how health is influenced by the environment, food systems, energy security, transport, trade, and human migration.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 1**

### **Prerequisites**

Prerequisite: Successful completion of all pre-clinical (Year 1 and Year 2) coursework and Year 3 core requirements.

## **HUM 3020: Religion, Health and Healthcare**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 1**

## **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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 1**

### **Prerequisites**

None

## **HUM 5002: Graphic Novels and Medicine II**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 1**

## **HUM 5003: Graphic Novels and Medicine III**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 1**

## **HUM 5004: Graphic Novels and Medicine IV**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 1**

### **Prerequisites**

None

## **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.

**Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 1

**Prerequisites**

None

## **HUM 5031: Religion, Health and Healthcare**

**Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 1

## **IMT 5001: Integrative Medical Nutrition**

**Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 1

## **IMT 5011: Integrative Pain Mgmt & Prevention**

Treatment of Substance Misuse

**Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 1

## **INT 4001: Internal Medicine Elective**

Internal medicine is the medical specialty dealing with the prevention, diagnosis, and treatment of adult diseases.

**Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

**Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

**Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

Variable Credits

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

## **INT 4562: International Medicine Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 1

## **IPE 5001: Interprof. Collaborative Practice**

The Interprofessional Collaborative Practice (IPCP) team leadership course is a highly experiential student leadership development elective, intended to give an overview of team leadership skills to provide a foundation for student to lead future IPCP teams. This three-day elective is divided into separate one day sessions to be held throughout the semester. Within the elective students will have the opportunity to explore their personal characteristics and explore methods to enhance interprofessional relationships. The mechanics of teamwork will be explored and multiple strategies proposed to build effective teams. All work will be accomplished in an interdisciplinary team setting.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 0

## **IPE 5010: IPCP Team Leadership**

The Interprofessional Collaborative Practice (IPCP) team leadership course is a highly experiential student leadership development elective, intended to give an overview of team leadership skills to provide a foundation for students to lead future IPCP teams. This three-day elective is divided into separate one day sessions to be held throughout the semester. Within the elective students will have the opportunity to explore their personal characteristics and explore methods to enhance interprofessional relationships. The mechanics of teamwork will be explored and multiple strategies proposed to build effective teams. All work will be accomplished in an interdisciplinary team setting.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 0

## **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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 1

## **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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits** 2

### **Prerequisites**

Acceptance into the Long Term Care Track.

### **Notes**

Utah Campus Only

## LTC 5020: Long Term Care II

A continuation of LTC5010, 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.

### Program

Doctor of Osteopathic Medicine (RVUCOM)

### Credits 2

### Prerequisites

Acceptance into the Long Term Care Track.

### Notes

Utah Campus Only

## 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.

### Program

Doctor of Osteopathic Medicine (RVUCOM)

## MED 2002: Vaccines II Elective

### Program

Doctor of Osteopathic Medicine (RVUCOM)

### Credits 1

## MED 3020: Critical Reflection and Professional Career Development I

[The Critical Reflection and Professional Development course series 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, collaborative practice, and residency preparation will be discussed. The course is a blend of virtual synchronous discussions and asynchronous personal exploration and reflection.](#)

### Program

Doctor of Osteopathic Medicine (RVUCOM)

### Credits 1

### Prerequisites

[Successful completion of all pre-clinical \(Year 1 and Year 2\) coursework.](#)

## MED 3021: Critical Reflection and Professional Career Development II

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.

### Program

Doctor of Osteopathic Medicine (RVUCOM)

### Credits 1

### Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework.

## MED 3100: Intensive Immersion in Fundamentals

### Program

Doctor of Osteopathic Medicine (RVUCOM)

### Credits 2

## MED 3500: Medical Knowledge Application

### Program

Doctor of Osteopathic Medicine (RVUCOM)

### Credits 4

## **MED 4010: Causes of Racial Inequity in Health**

Designed for self-teaching, the Causes of Racial Inequity in Healthcare course allows you to go through the material at your own pace. In this course, you will explore the multiple dimensions of access to care, and how various dimensions perpetuate racial inequities in care. You will also discuss the historical backdrop of mistreatment in healthcare settings that remains pervasive among racial groups. And finally, you will unpack implicit bias and how these biases influence diagnosis and treatment patterns among different racial groups. The course can be completed in a one-week period.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 1**

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and Year 3 core requirements.

## **MED 4020: Healthcare Analytics & Decision Making**

Designed for self-teaching, the Healthcare Analytics and Decision Making course allows you to go through the material at your own pace. The course focuses on a combination of technology management and finance to help you articulate innovative approaches to managing costs and improving access, quality and safety. In the end, you will learn how to assess the fiscal status of a healthcare organization through sophisticated technology.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 1**

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and Year 3 core requirements.

## **MED 4030: Medical Cannabis**

Designed for self-teaching, the Epidemics course allows you to go through the material at your own pace. The course consisted of two parts. Epidemics I looks at the fundamental scientific principles underlying epidemics and the public health actions behind their prevention and control in the 21st century. Epidemics II looks at the basic concepts in infectious disease epidemiology including infectious disease modelling.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 1**

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and Year 3 core requirements.

## **MED 4040: Medical Spanish**

Designed for self-teaching, the Medical Spanish course allows you to go through the material at your own pace. In this course, you will learn basic medical Spanish to gather and convey basic medical information. The course can be completed in a one-week period.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 1**

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and Year 3 core requirements.

## **MED 4050: Macronutrients and Overnutrition**

Designed for self-teaching, the Nutrition and Health-Macronutrients and Overnutrition course allows you to go through the material at your own pace. This introductory nutrition course addresses the relationship between nutrition and human health with a focus on health problems related to overnutrition.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 1**

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and Year 3 core requirements.

## **MED 4060: Business in Medicine**

Designed for self-teaching, the Business in Medicine course allows you to go through the material at your own pace. The Medscape provides a selection of short courses that, when combined, can provide a foundation for business in medicine. Ten of the short courses can be combined to earn 1 credit hour. The course can be completed in a one-week period.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 1**

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and Year 3 core requirements.

## **MED 4100: Intensive Immersion in Fundamentals of Women's Health and Pediatrics**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 2**

## **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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

Variable Credits

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

## **MED 4201: Advanced Topics in Pain And Its Management Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

Credits 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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

Variable Credits

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

## **MED 4330: Healthcare Profession Education**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 4

## **MED 4340: Medical Statistics**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 3

## **MED 4500: Overview of Medicine**

This course is designed to provide the student with the opportunity to prepare for licensing board exams.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

Variable Credits

### **Prerequisites**

Clinical Education Department approval required.

## **MED 4505: Clinical Academic Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 0

## **MED 4510: Healthcare Quality Improvement Elective**

Students have the opportunity to complete a externship focusing on healthcare quality, patient safety, and population medicine.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

Variable Credits

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

## **MED 4515: Virtual Clinical Simulation**

This is a one credit, one weeklong, hybrid, non-clinical elective in which high-fidelity simulation will be used analyze clinical cases from Oxford Medical Simulation. Students will be assigned patient cases with recommended reading material pertinent to each case. The cases will be both clinics based, and ED based and will include adult and pediatric simulated patients. Students will attend two (2) Zoom debriefing sessions (Day 1 and 5) with a written reflection, attain a 75% average of their best score on each Oxford Case, and present an oral presentation of one case.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 1

### **Prerequisites**

Completion of all Core Clinical Clerkships.

## **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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

Variable Credits

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

## **MED 4521: Working in Global Health**

This course is intended for students wanting to strengthen their global health knowledge and/or may be preparing for a global medicine experience. It reviews ways a global health worker can prepare for service, discusses challenges that face these workers, and reviews various health conditions that are essential for the global health worker to be familiar with.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 1

## **MED 4530: Medical Spanish Elective**

Students will participate in Spanish language immersion programs with a specific focus on medical Spanish.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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**

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 1

### **Prerequisites**

Basic knowledge of Spanish

## **MED 5012: Medical Spanish II**

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 1

### **Prerequisites**

MED 5011 or basic knowledge of Spanish; course director approval.

### **Notes**

Utah campus only

## **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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 1

### **Prerequisites**

Successful completion of one semester in current degree program and fluency placement exam.

## **MED 5017: Integrative Medicine I**

This course will cover a variety of complementary and alternative medical treatment topics taught by experts in their field. It will be done using conventional lecture as well as interactive teaching techniques whenever possible. Each class will cover a different topic and/or experience. Students will be assigned to a small group responsible for choosing a topic within the field and presenting information to the rest of the class at the end of the semester. Each student will also be responsible for arranging a minimum of 4 hours of direct practitioner shadowing during the semester. This course is offered through the Department of Tracks and Special Programs and is open to all current RVU students.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 1**

### **Prerequisites**

Students must be currently in good academic standing.

## **MED 5018: Integrative Medicine II**

This course is a continuation of MED5017 Integrative Medicine I and will continue to cover a variety of complementary and alternative medical treatment topics taught by experts in their field. It will be done using conventional lecture as well as interactive teaching techniques whenever possible.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 1**

### **Prerequisites**

Students must be currently in good academic standing.

## **MED 5020: Sexual Health I**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 1**

## **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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

Variable Credits

### **Prerequisites**

Department of Clinical Education approval; Director of Military Medicine approval.

## **MIL 4010: Intensive Trauma & Surgical Elective**

The Intensive Trauma and Surgical Skills Elective (ITSSC) is a full immersion, hyper-realistic™ and experiential learning training course. The course is designed to expose students to trauma, mass casualty, resource limited medicine and lifesaving surgical skills in a forward deployed military environment. This full immersion training provides hands-on experience in a variety of combat medicine scenarios under the tutelage of experienced active duty and retired military medicine providers. Student teams participate in triage, pre-operative assessment, stabilization, the performance of trauma surgery, and the transport of patients to higher echelons of care. The course uses all the techniques of the theater, TV, and film industry to enhance live training. Realistic educational tactical exercises employ state-of-the-art Hollywood battlefield special effects, combat wound simulations, role players, subject matter experts, combat training coordinators, and training scenarios. The immersive environment provides critical training designed to meet the unique needs of students who will serve in the United States armed services as medical officers. Travel to the training site, meals, and lodging at the training site are included.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

### **Credits 2**

Variable Credits

## **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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

Variable Credits

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

## **OM 2071: Preclinical Capstone II Course**

The Preclinical Capstone II course is a required semester long spring course that builds on the Preclinical Capstone I course in the fall semester. The Preclinical Capstone II course continues to immerse RVUCOM students in board exam preparation and practice examinations. The course provides an opportunity for students to synthesize and integrate preclinical 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 practice board exams and self-directed completion of practice board exam questions. Students will be required to achieve a performance threshold on practice board exams and self-directed completion of practice board exam questions.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 3

### **Prerequisites**

Successful completion of all Year 1 and 2 coursework

## **OM 4500: Clinical Selectives**

This is a "bucket" course to be used for billing purposes at the start of a semester. Full time equates to 12 credit hours. Once the student(s) has completed three months of rotations, this course may be deleted. This course is used for both years 3 and 4 at the start of each semester.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 12

## **OM 4581: Nutrition Research Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 4

## **OM 4582: OBGYN Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 4

## **OM 4583: Maternal/Fetal Medicine Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 4

## **OM 4584: OBGYN Independent Study Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4585: OBGYN Online Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4586: OBGYN Research Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4587: OBGYN Rural Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4588: Obstetrics Triage Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4589: Osteopathic Manipulative Med Sel**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4590: OMM Independent Study Sel**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4591: Osteopathic Manipulative Research**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4592: Oncology Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4593: Oncology Independent Study Sel**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4594: Oncology Research Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4595: Ophthalmology Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4596: Ophthalmology Research Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4597: Overview of Medicine**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 1**

## **OM 4598: Pathology Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4599: Pathology Anatomical Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4600: Pathology Blood Banking Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4601: Pathology Clinical Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4602: Pathology Forensic Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4603: Pathology Hematology Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4604: Pathology Independent Study Sel**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4605: Pathology Online Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4606: Psychopathology Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4607: Public Health Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4608: Public Health Independent Study Sel**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4609: Public Health Online Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4610: Public Health Research Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4611: Public Health Rural Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4612: Pediatric Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4613: Pediatric Anesthesiology Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4614: Pediatric Cardiology Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4615: Pediatric Child Abuse Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4616: Pediatric Dermatology Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4617: Pediatric Developmental Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4618: Pediatric Emergency Medicine Sel**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4619: Pediatric Endocrinology Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4620: Pediatric ENT Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4621: Pediatric Gastroenterology Sel**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4622: Pediatric Gastroenterology Research**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4623: Pediatric Gynecology Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4624: Pediatric Hematology-Oncology Sel**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4631: Pediatric Neonatal Intensive Care**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4632: Pediatric Oncology Research Sel.**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4633: Pediatric Online Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4634: Pediatric Pathology Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4635: Pediatric Intensive Care Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4636: Pediatric Psychiatric Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4637: Pediatric Pulmonology Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4638: Pediatric Radiology Independent Std**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4639: Pediatric Research Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4640: Pediatric Rural Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4641: Pediatric Sports Medicine Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4642: Pediatric Urology Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4643: Perioperative Care Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4644: Pharmacology Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4645: Pharmacology Independent Study**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4646: Pharmacology Research Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4647: Physical Medicine/ Rehab Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4648: Pain Management Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4649: Psychiatry Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4650: Psychiatry Independent Study Select**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4651: Psychiatry Research Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4652: Psychiatry Rural Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4653: Pulmonology Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4654: Radiology Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4655: Radiology Diagnostic Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4656: Radiology Independent Study Sel**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4657: Radiology Interventional Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4658: Radiology Neurological Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4659: Radiology Oncology Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4660: Radiology Online Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4661: Radiology Pediatric Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4662: Radiology Research Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4663: Rheumatology Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4664: Medical Spanish Online Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4665: Sports Medicine Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4666: Sports Medicine Independent Study**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4667: Sports Medicine Research Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4668: General Surgery Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4669: Bariatric Surgery Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4670: ENT Surgery Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4671: GI Surgery Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4672: Gynecological Surgery Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4673: Surgery Independent Study Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4674: Neurosurgery Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4675: Neurosurgery Research Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4676: Oculoplastic Surgery**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4677: Ophthalmology Surgery Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4678: Oral Surgery Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4679: Orthopedic Surgery Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4680: Orthopedic Surgery Independent Study**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4681: Orthopedic Surgery Online Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4682: Orthopedic Pediatric Surgery Sel**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4683: Orthopedic Surgery Research Sel**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4684: Orthopedic Spine Surgery Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## **OM 4685: Orthopedic Trauma Surgery Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 4

## **OM 4686: Pathology Surgery Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 4

## **OM 4687: Pediatric Surgery Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 4

## **OM 4688: Plastic Surgery Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 4

## **OM 4689: Podiatric Surgery Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 4

## **OM 4690: Surgery Research Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 4

## **OM 4692: Thoracic Surgery Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 4

## **OM 4693: Transplant Surgery Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 4

## **OM 4694: Transplant Surgery Independent Study**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 4

## **OM 4695: Trauma Surgery Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 4

## **OM 4696: Trauma Surgery Independent Study**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 4

## **OM 4697: Trauma Surgery Research Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 4

## **OM 4900: Medical Fellowship**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 12

## **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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)  
Variable Credits

### **Prerequisites**

Acceptance into the program

## **OPH 4001: Ophthalmology Elective**

Ophthalmology is the branch of medicine that deals with the anatomy, physiology, and diseases of the eyeball and orbit.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)  
Variable Credits

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1

## **ORT 4100: Orthopedic Surgery Elective**

Orthopedic surgery or orthopedics is the branch of surgery concerned with conditions involving the musculoskeletal system.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)  
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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)  
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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)  
Variable Credits

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) course-work and passing score on COMLEX Level 1.

## **PDI 4701: SIMS Predoctoral Internship**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)  
**Credits** 24

## **PDI 4801: Mini Predoctoral Internship I**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)  
**Credits** 12

## **PDI 4802: Mini Predoctoral Internship II**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)  
**Credits** 12

## **PDI 4901: Predoctoral Internship I**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 24

## **PDI 4902: Predoctoral Internship II**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 24

## **PED 4001: Pediatric Elective**

General clerkship focused on the branch of medicine that involves the medical care of infants, children, and adolescents.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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).

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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).

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

Variable Credits

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

## **PED 4400: Hearing Loss in Children**

Designed for self-teaching, the Hearing Loss in Children course allows you to go through the material at your own pace. The course addresses gaps currently existing in the health education curriculum for pediatric hearing loss and gives learners the foundational knowledge that can be applied immediately in a broad range of health, educational, and home settings. The course can be completed in a one-week period.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 1

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and Year 3 core requirements.

## **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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

Variable Credits

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

## **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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

Variable Credits

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

## **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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

Variable Credits

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

## **RAD 4300: Introduction to Biomedical Imaging**

Designed for self-teaching, the Introduction to Biomedical Imaging course allows you to go through the material at your own pace. This medical imaging course provides an introduction to biomedical imaging and modern imaging modalities. The course also covers the basic scientific principles behind each modality, and introduces some of the key applications, from neurological diseases to cancers.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 1

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and Year 3 core requirements.

## **RSH 1001: Introduction to Research**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 1

## **RSH 3001: Integrated Clinical Research Ext I**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 4

## **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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

Variable Credits

## **RSH 4002: Integrated Clinical Research Ext II**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 4

## **SIM 4001: Simulation in Medicine and Surgery**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 2

## **SIM 4901: Pre-doctoral Sim Fellowship I**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 12

## **SIM 4902: Pre-doc Simulation Fellowship II**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 12

## **SIM 4903: Pre-doctoral Sim Fellowship III**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 12

## **SIM 4904: Pre-doctoral Sim Fellowship IV**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 12

## **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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

Variable Credits

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

## **SRG 4010: Advanced Surgical Skills**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 2

## **SRG 4100: Urogynecologic Surgery Elective**

Urogynecologic surgery is a surgical specialty focusing on minimally invasive and robotic gynecologic surgical procedures.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

Variable Credits

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

## **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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

Variable Credits

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

## **ULT 4001: Ultrasound Elective**

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits 4**

## 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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

Variable Credits

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

## URO 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

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 1

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year II) coursework 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".

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

Variable Credits

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

## **WMN 4300: International Women's Health**

Designed for self-teaching, the International Women's Health and Human Rights course allows you to go through the material at your own pace. The course focuses on women's health and human rights issues from infancy through old age, including information about positive interventions relating to those issues. The course can be completed in a two-week period.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

**Credits** 2

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and Year 3 core requirements.

## **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.

### **Program**

Doctor of Osteopathic Medicine (RVUCOM)

Variable Credits

### **Prerequisites**

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

## **Clinical Career Planning**

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## **Electronic Residency Application Service**

### **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 Department of Clinical Education will upload 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 and Other National Residency Application Platforms**

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 clerkship records, and compliance with academic and professional policies.

The MSPE is loaded to ERAS by the Department of Clinical Education and released by the system on the universal date set by ERAS/AAMC. Along with the MSPE, 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.

### **Other National Residency Application Platforms**

There are additional residency application platforms available to military students and for specialty-specific applications independent of ERAS.

- Military students submit Graduate Medical Education applications through the branch-specific Medical Operational Data System, under the guidance of the Director of the Military Program.
- The San Francisco Match provides residency-matching services for ophthalmology and plastic surgery.
- A dedicated obstetrics and gynecology residency application, known as Residency Central Application Service, will be implemented for all applicants and programs starting in the 2024-25 residency application cycle.
- The Central Application is customizable and specialty-specific, predominantly plastic surgery as a sole application platform, although being piloted for other specialties as well.

Students will need to follow application platform specific guidance regarding timelines, documents and letters of recommendation. The Office of the Registrar will upload official transcripts and the Department of Clinical Education will upload the completed Medical School Performance Evaluation (MSPE) in accordance with platform guidelines.

## **Shadowing**

In response to the local, regional, and national environment related to students in the clinical workspace outside of formal curriculum, RVU has implemented a "No Shadowing" rule for all preclinical PA and COM students at both the Colorado and Utah campus locations. PA and COM students 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.

The Department of Clinical Education has developed a mentoring program for OMSII students to be paired with a physician specializing in their career aspirations, to guide and assist the student in career choice and competitiveness for residency. Students interested in this opportunity may contact Susan Strickland, Senior CME coordinator at [sstrickland@rvu.edu](mailto:sstrickland@rvu.edu).

## **Student Associations, Clubs, and Organizations**

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The Office of Student Affairs must approve all extracurricular activities by University-recognized associations, clubs, or organizations (ACO), both on- and off-campus. Events that involve healthcare/ outreach, alcohol, or risky activities must also obtain permission from the Dean and/or other University officials. All activities and events that involve students, faculty, or staff of the University must be appropriately scheduled to avoid conflicts with academic requirements and other professional events. Requests for permission for speakers, student meetings or activities, and other individual or group activities on campus should be made on forms provided by the Office of Student Affairs at least three weeks in advance. The Office of Student Affairs must approve all activities in advance and no meeting announcements may be made until such approval is received.

Students may initiate the development of an association, club, or organization on the University campus by first approaching the Director of Student Life for a consultation. Students will then be required to submit a charter with a mission statement and a copy of the group's constitution or bylaws to the Office of Student Affairs. Each association, club, or organization must have a faculty sponsor approved by the Office of Student Affairs. The ACO will be considered active once the Director of Student Life and the Associate/ Assistant Dean of Student Affairs approve the completed application. A variety of associations, clubs, and organizations are available on campus. Please contact the Office of Student Affairs for a complete listing of ACOs.

## **Student Government Association**

The Student Government Association (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**

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 Pediatricians**

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**

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 College of Osteopathic Surgeons - Medical Student Section**

The American College of Osteopathic Surgeons – Medical Student Section welcomes osteopathic medical students interested in surgery or its subspecialties. ACOS-MSS strives to advance the discipline and the knowledge and skills of the individual student with a career interest in surgical fields.

## **American Medical Women's Association**

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**

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.

## **Asian Pacific American Medical Student Association**

APAMSA seeks to promote the dissemination of information relative to Asian Pacific American issues in the field of medical education; to explore and possibly resolve the unique challenges, obstacles, and responsibilities specific to Asian Pacific American medical students and physicians; and to provide

opportunities for Asian Pacific American medical students to give back to their community through service.

## Association of Women Surgeons

The aim of the AWS chapter at RVU-SU is to inspire and enable female students who are interested in surgery (or similar) for the opportunity to network, find mentors, and improve peer relations to develop professional and personal goals. The AWS club is an organization that educates, informs, and empowers all future surgeons, especially underrepresented groups. We strive to provide educational activities aimed at introducing and improving skills and techniques necessary for the future.

## Business in Medicine/ Financial Literacy Club

The purpose of this club is to further cultivate students' intrigue of the financial and business aspects of medicine and healthcare by allowing students to learn about healthcare economics and personal finance, providing speakers offering guidance regarding the pursuit of financial security and independence, and exposing students to the various opportunities for investing, entrepreneurship, and finance in medicine.

## Christian Medical and Dental Society

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 (or Southern Utah Collegium Aesculapium [SUCA]) 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

*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

*Utah Campus Only*

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

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 Health Club

The Rocky Vista University College of Osteopathic Medicine – Southern Utah Global Health Club is established in recognition and support of global health outreach programs and the effort to provide primary healthcare to underserved people worldwide. Primarily, GHC promotes and supports global outreach efforts to marginalized and underserved communities, works to expose students to diverse ethnic and cultural groups promoting cultural sensitivity and advocacy, and provides students with global educational learning experiences.

## Global Medicine Outreach

The Global Medical Outreach Club (GMO Club) 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 offers insight to student physicians looking to participate in various medical missions.

## Gold Humanism Honor Society

The mission of the Gold Humanism Honor Society (GHHS) is to recognize individuals who are exemplars of humanistic patient care and who will serve as role models in medicine throughout their careers. The power of the Society brings them together to sustain their own humanism and to inspire and nurture humanism in others. GHHS recognizes, supports and promotes the values of humanism and professionalism in medicine. The Society is committed to working within and beyond medical education to inspire, nurture and sustain lifelong advocates and activists for patient-centered medical care.

## Integrative Medicine Club

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.

## Internal Medicine Interest Group

The RVU Internal Medicine Interest Group 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.

## Interprofessional Addiction Medicine Student Interest Group

AMSIG aims to promote an interdisciplinary, interprofessional discussion of current and future issues relating to licit and illicit drugs in medicine and society, and to brainstorm, create, and engender productive solutions to healthcare barriers in the context of recovery and rehabilitation from addictive substances. Additionally, our goal is to critically examine political, social, and economic landscapes of the opioid crisis – and all drugs- through interprofessional education and collaboration.

## LatinX Club

The mission of the Latinx Club at the Rocky Vista School of Osteopathic Medicine is to promote the advancement of Latinx medical and MSBS students and unify with other students who are interested in Latinx culture through service, education, mentorship for the purpose of advocating for Latinx community and healthcare rights. Latinx hosts events to advocate for social change and to build community.

## Lifestyle Medicine Club

The purpose of LMC is to provide information about the specialty of Lifestyle Medicine and educate members about evidence-based practice of helping individuals and families adopt and sustain healthy behaviors that affect health and quality of life. LMC strives to educate and foster an interest in lifestyle medicine practice and to promote prevention and healthy lifestyle changes.

## 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.

## Medical Student Pride Alliance

The Medical Student Pride Alliance (MSPA) is a social organization committed to empowering sexual and gender minority medical students, other health professional students, and allies through activism to increase the number of physicians and other health care providers trained in LGBTQ+-inclusive healthcare, while also addressing the unique needs of LGBTQ+ communities through research, advocacy, and service.

## Medical Students Advocates for Underserved Populations

*Utah Campus Only*

Medical Students Advocates for Underserved Populations (MSAUP) is a club that focuses on assessing the needs of underserved populations within the community, creating projects to help meet those needs, collecting and interpreting data based on the identified underserved population and developing partnerships with like-minded organizations in the community. We currently partner with Youth Futures and Switchpoint, local homeless shelters, for various projects. We also host Naloxone training, participate in an annual Giving Tree activity for the holidays, and co-sponsor several other events throughout the year.

## Obstetrics & Gynecology Club

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. OB/GYN is a sub-club of SAACOPF.

## Osteopathic Medical Student Coalition of the Colorado Society of Osteopathic Medicine

The OMSC promotes the public health and art and science of osteopathic medicine by bringing into one organization the students of medicine enrolled at fully accredited institutions granting Doctorates of Osteopathic Medicine (DO) in the state of Colorado. The OMSC aims to encourage active participation in the legislative process to advocate for our patients and our profession, advance the professional knowledge of surgery, obstetrics and the prevention, diagnosis and treatment of disease in general, and encourage the establishment and expansion of the training and education of osteopathic physicians within the State of Colorado. Additionally, the OMSC aims to unite with county and district medical societies to form and maintain the Colorado Society of Osteopathic Medicine, hereafter also referred to as CSOM; and, ensure that the evolution of the osteopathic principles shall be an ever-growing tribute to Andrew Taylor Still, M.D., D.O. who made possible osteopathy as a science.

## Physical Medicine and Rehabilitation Club

The purpose of PM&R is to provide osteopathic students with the opportunity to be exposed to physical medicine and rehabilitation as a potential field of medicine for them to explore. This club strives to provide events that allow students to learn about certain aspects of PM&R, give students exposure to PM&R and its related modalities of healing, and allow students to gain skills related to the field of PM&R.

## 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.

## **Radiology, Ophthalmology, Anesthesia, & Dermatology Club**

The purpose of this organization is to further cultivate students' intrigue of the field of radiology, ophthalmology, anesthesia, & dermatology through speaker lectures and the learning of techniques via experience professionally guided labs.

## **Rotary Community Corps of Rocky Vista University**

*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**

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**

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 Club's 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.

## **Simulation in Medicine Club**

The SIM Club 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. STIGMA is part of the PsychSIGN club.

## **Student American Academy of Osteopathy**

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**

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 - American College of Osteopathic Family Physicians**

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.

## **Student Association of Military Osteopathic Physicians & Surgeons**

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 clerkships or military alumni.

## **Student National Medical Association**

The purpose of the SNMA is to support current and future underrepresented minority students, addressing the needs of underserved communities, and increasing the number of clinically excellent, culturally competent, and socially conscious providers. SNMA aims to equip, support and create a safe space at RVU for underrepresented students, to advocate and represent underrepresented students, and to help guide and support the development of medical education that is sensitive to the needs of diverse populations to mold socially conscious providers. We also strive to educate RVU and the surrounding community regarding current healthcare disparities in the U.S, with a focus on minority affairs.

## **Student Osteopathic Medical Association**

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.

## Ultrasound Society Club

The Ultrasound Society 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.

## The Wilderness Medicine Society Student Interest Group

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.

## Student Services

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### 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.

### The Office of Inclusive Excellence

The Rocky Vista University Office of Inclusive Excellence is a resource for students, staff, and faculty regarding diversity, equity, and inclusion opportunities and challenges in healthcare education across the Colorado, Utah, and Montana campuses.

The DEI Committee helps lead the campus in the promotion and practice of Inclusive Excellence DEI throughout every sector and dimension of the University to the benefit of the entire RVU community.

## 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, Montana, or elsewhere—share access to the same digital collection, which contains books, journals, and databases necessary to learn and practice healthcare. All 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 highly-trained information professionals who play a significant role in the development of future healthcare providers learning to practice medicine with compassion, integrity, and excellence.

## IT Support Services

The Office of Information Technology is available to assist students both on- and off-campus with technical issues they may encounter throughout enrollment. The support center, known as IT Support Services, is available Monday through Friday from 6:00 am until 6:00 pm MST.

Students can email [support@rvu.edu](mailto:support@rvu.edu) for assistance.

For general information regarding technology services, students can visit [support.rvu.edu](https://support.rvu.edu).

## 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, 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.

## Office of Testing

The Office of Testing (OOT) is in charge of preparing, administering, and processing scores for all written exams, quizzes, and rubrics-scored essay assignments, and providing score reports to faculty. The OOT is available to answer student questions about testing, provide technical assistance with testing

software, arrange make-up exams and reviews for excused absences, and work with faculty, staff, and administration to ensure the quality and security of evaluation material.

The OOT designs the proctoring and administration of exams to meet the highest standards of academic integrity. With student cooperation, the Office of Testing seeks to provide the most secure, consistent, and low-distraction exam environment possible, modeled after the environment of NBME Board exams.

RVU uses ExamSoft™, a secure item banking and electronic testing software platform, to create and administer all written exams and quizzes. Students are required to own and maintain a laptop that meets the minimum requirements of Examplify™, the exam taker application of ExamSoft. Those requirements are here: [Examplify MSRs](#)

Requirements are subject to frequent change, so the OOT recommends that students check them before purchasing or updating a laptop for use at RVU. If a student has a last-minute issue with their personal laptop, the OOT has loaner laptops available to borrow. The OOT asks that students limit use of this option to emergencies and to no more than five times per student, per semester.

Please contact [officeoftesting@rvu.edu](mailto:officeoftesting@rvu.edu) for the Colorado and Utah campuses, or [MTOOT@rvu.edu](mailto:MTOOT@rvu.edu) for the Montana campus, with any questions, testing concerns, or to notify OOT of unexpected absences from testing events.

Detailed exam day instructions, best practices, and testing protocol for each program can be found on the [Office of Testing tab](#) under Students on MyVista.

## 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 more. RVU departments and students are able to send their print jobs directly to the Print Center through an online system and can pick them up at their convenience.

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. RVU Utah and RVU Montana print jobs are ordered online, processed in Colorado, and then shipped to the appropriate campus for pick up. The Print Center may be contacted through email at [printcenter@rvu.edu](mailto:printcenter@rvu.edu) or by phone at (720) 874-2459.

## Writing Center

The Rocky Vista University Writing Center assists writers in the development of effective written communication, assignments, and professional documents, offering guidance from start to finish—from brainstorming and outlining to revising and editing. Through audience- and genre-centered instruction, specific feedback, and access to resources, the RVU Writing supports faculty and students alike.

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.

## Campus Safety & Security

### Campus Safety and Security

The Campus 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, RAVE Emergency Notification systems in Colorado and Utah, as well as officer patrols and escorts. The Campus Safety and 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 Campus Safety and 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 Campus Safety and Security Department at (720) 875-2892 in Colorado or (435)

222-1300 in Utah or 911. The Campus Safety and 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 RAVE Emergency Notification Systems in the form of SMS text messages, email, 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.

## 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 any of the campuses.

## Firearms, Weapons, and Other Prohibited Items Policy

This policy establishes restrictions regarding the possession, carry, transportation and storage of firearms and weapons and other dangerous items on Rocky Vista University properties or areas of responsibilities. This policy applies to all RVU students, faculty, staff, guests, visitors and contractors.

### Policy Statement:

Possession of firearms, ammunition, explosives, fireworks, and/or other dangerous weapons, which may cause fear, alarm, or threat to another person within or upon the grounds, buildings, or other facilities of RVU or at any RVU-sponsored or supervised functions or events is prohibited.

However, if the individual is legally permitted to transport, possess, purchase, receive, transfer, or store the firearm in the state of the RVU location where they are working, studying, or visiting, it is allowable for the firearm(s) to be stored in the individual's private vehicle in the University parking lot. The firearm must be locked securely in the motor vehicle or in a locked container attached to the motor vehicle while the motor vehicle is not occupied; and the firearm is not in plain view from the outside of the motor vehicle. Any employee or student who intends to have a permitted firearm in their vehicle while in the University parking lot must complete a disclosure form, available at the Department of Campus Safety and Security. If the weapon is a loaded handgun, employee or student must provide proof on the form that the employee or student has a concealed carry permit valid in the state of the RVU location where they are working or attending school. In no event may a person store or possess a loaded rifle, shotgun, or muzzle-loading rifle in a vehicle in the University parking lot.

Any person(s) in violation of this policy shall be subject to University disciplinary action and/or criminal charges.

*Exception to this policy would be granted to city, state, or federal law enforcement officers on RVU property for official business.*

### Other Prohibited Weapons or Dangerous 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:

- Rifles, weapons, ammunition and related paraphernalia, BB guns and air guns.

- Narcotics, recreational or illicit drugs and drug-related items.
- 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).
- Toxic and hazardous chemicals, except cleaning chemicals and approved lab chemicals.
- Unauthorized cooking equipment (i.e., grills, toaster ovens, hot pots, hot plates, fry pans, etc.).
- Immersion heaters.
- Any other items that may affect the safety or security of the University.

#### **Additional Information:**

Employees or students who are aware of violations of this policy are required to report such violations to the Department of Campus Safety and Security.

#### **Clinical Rotations:**

Students on Clinical Rotations must learn and adhere to the policy of the facility in which they are rotating, as RVU policy does not supersede any outside facility's policies in this regard.

## **Lost and Found Policy**

This policy is intended to ensure that items reported lost or found are properly accounted for and, in the case of items found, returned to their rightful owners, donated, recycled, or disposed of.

The Department of Campus Safety and Security (CSS) Utah Campus will receive and collect lost and found items and store them in the property room until claimed by the owner or for a period of 90 days. After 90 days, any unclaimed property will be donated, recycled, or destroyed.

The Department of Campus Safety and Security (CSS) Colorado Campus will receive and collect lost and found items and store them in the property room until claimed by the owner or to the end of the school academic year. After the school ends, any unclaimed property will be donated, recycled, or destroyed.

All found Property must be logged into the Lost and Found property book. All items are tagged and stored in the Lost and Found Cabinet. 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 an appropriate folder and the ARMS entry must be updated. Items turned in will be held for a period of 90 days from date of intake. At the determination of the CSS Manager or designee, all remaining unclaimed items will be purged from the inventory by one of the following methods: donated,

recycled, destroyed, or returned to the finder. Cash money turned in to CSS will be turned over to finance immediately, CSS will not hold money.

Security will not hold the following items: Clothing, notes, notebooks, coffee mugs, thermoses, water bottles, plates, bowls, eating utensils, food, or drinks.

Any items collected as evidence will be given to the CSS Manager or designee, to be stored in a secure location until handed over to law enforcement for further investigation.

## **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.

## **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-site training locations for University-sponsored 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. 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 on the Clery Act*).

## **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, entry into the RVU buildings, 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 the Colorado campus and Security Front Desk on the Utah 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 in a visible location above the waist 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 may 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.

## Marketing and Communications

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

### RVU Branding Guidelines and Logo Files

At Rocky Vista University, maintaining a strong and unified brand identity across all communication channels is a top priority. Our [brand page](#) serves as a comprehensive resource, empowering every member of the RVU community to present a consistent and cohesive brand image in all marketing and communication endeavors.

We encourage you to frequent this hub to stay informed about the latest updates to our brand guidelines.

### Marketing Approvals

For all marketing materials, both internal and external, please adhere to the University's brand guidelines. Requests can be submitted to the marketing department at RVU via email at [marketing@rvu.edu](mailto:marketing@rvu.edu). Please provide a detailed description of the proposed material, along with relevant design files and mock-ups. Kindly allow 5 business days for feedback or approval.

All designs should incorporate an approved university logo. The RVU logo should be prominently displayed, unaltered, and unobstructed. Logo size should be appropriate and maintain its integrity across different formats and platforms. Designs should utilize the designated fonts and colors specified in the RVU branding guidelines.

### Press Releases

If students, faculty, or staff would like to have a press release created and distributed about an event or accomplishment (either individually or departmentally), please submit your request to [marketing@rvu.edu](mailto:marketing@rvu.edu).

### Peak to Peak Post

The Peak to Peak Post serves as a cross-campus, RVU-wide internal newsletter, delivering crucial updates, upcoming events, and DEI resources, all while highlighting and honoring the achievements of our faculty, staff, and administrators across all campuses and programs.

The editors of Peak to Peak welcome input and active engagement from the community to shape each unique issue. To contribute or be featured in future newsletters, please fill out our communication [request form](#).

### 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. Requests can be made to [marketing@rvu.edu](mailto:marketing@rvu.edu).

### 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. Approval requests can be made to [marketing@rvu.edu](mailto:marketing@rvu.edu)

### 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](mailto:marketing@rvu.edu).

## 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 in [DynamicPolicy](#) under "Email Signature Policy and Instructions".

## Social Media Policy

The purpose of this policy is to establish guidelines for the appropriate and effective use of social media by the members of the Rocky Vista University (RVU) community. This policy ensures that communications on social media platforms are consistent with the university's values, mission, and legal and ethical standards. This policy applies to all RVU community members, which includes all RVU faculty, staff, students, and affiliated individuals, including university-sanctioned groups, clubs, or organizations.

### Policy

1. **Professionalism:** RVU community members should conduct themselves professionally and respectfully in all interactions on social media. Content shared should be accurate, respectful, and in good taste, reflecting RVU's commitment to the core values.
2. **Interactions and Engagement:** While interacting or engaging on social media, the RVU community members are encouraged to foster a positive and constructive environment, promote the university's achievements, and support a community that reflects inclusive excellence at RVU.
3. **Confidentiality:** Users must respect the privacy of others and the confidentiality of the information they handle. Under no circumstances should sensitive, confidential, or proprietary information be disclosed on social media platforms.
4. **Copyright:** Users should ensure that they have the rights to any content, including text, photographs, and videos, that they post on social media. Proper attribution must be given to third-party content in accordance with copyright laws.
5. **Compliance with RVU Policies:** All social media activity must comply with all applicable university policies, including those related to harassment, discrimination, and conduct. Social media use should not interfere with workplace responsibilities or learning environments.
6. **Monitoring:** RVU reserves the right to monitor social media content associated or linked with the university, and may take action to correct or remove content that is deemed non-compliant with this policy or damaging to the university's reputation.
7. **Enforcement:** Violations of the social media policy may result in disciplinary action, up to and including termination of employment or dismissal from the university. In cases where a post may breach legal guidelines, the issue may also be subject to legal action.

### 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](mailto: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 must adhere to RVU's Social Media Policy. 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.

### 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 Social Media Policy, 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 Affairs

### Career and Professional Development

The Career and Professional Development team is dedicated to setting RVU students up for success during and after their time at RVU, however, Rocky Vista University does not guarantee employment. The Career and Professional Development team provides resources to guide students in making informed decisions and successfully planning their careers through professional development. The team encourages students to cultivate their professional skills including, but not limited to, resiliency, service, innovation, and collegiality. Information is provided on an individual or group basis, as well as through a variety of programs, workshops, and specialty interest groups. The team provides a variety of services including but not limited to ePortfolio creation, start-to-finish CV support, professional profile planning, specialty exploration, career information, advice on specialty competitiveness and attaining letters of recommendation. Students are encouraged to make an appointment with a team member once per semester throughout their entire educational career.

### Disabilities and Academic Accommodations

#### Disabilities and Academic Accommodations

Rocky Vista University recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for students with disabilities. Students are required to meet the technical standards set forth by the college/program in which they are enrolled, 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.

Students who may qualify for accommodations include those who have received accommodations previously or who have been diagnosed with a condition impacting one or more major life activities (such as caring for oneself, performing manual tasks, learning, walking, seeing, hearing, breathing, and working, etc.). Although students with temporary illness or injury are not

considered disabled by law, every reasonable effort to accommodate their needs will be exercised. If you feel you meet these criteria or would like to discuss your eligibility for accommodations, you are encouraged to complete our registration [form](#).

Requests for accommodations and services are evaluated on an individual, case-by-case basis and are dependent on a student's functional limitations within a given environment. Through an interactive dialog facilitated by Disability Services, all relevant factors, including the impact of the disability on the student's access to a course or a program, supporting clinical or diagnostic documentation, and the relevant learning outcomes of the given program, will be considered. Requests for accommodations that would result in an alteration of the fundamental nature or learning outcome of a course or a program are not reasonable and will not be approved.

Clinical documentation or other diagnostic information submitted to Disability Services 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 educational 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.

Students requesting disability-related accommodations must follow the process outlined below.

### **Accommodations Request Process**

#### **Step 1: Complete the [Initial Accommodation Request Form](#)**

It is the student's responsibility to initiate the process with Disability Services as soon as possible after committing to attend RVU, or after diagnosis, to ensure timely approval and implementation of approved accommodations. While requests may be submitted at any point throughout the year, students should consider that the interactive process, including documentation review and eligibility notification, typically requires two (2) weeks. Incomplete documentation may delay the review process.

#### **Step 2: [Schedule an Appointment](#) with Disability Services**

After submitting the Initial Accommodation Request Form, students must schedule a Welcome Meeting with [Disability Services](#).

Meetings can be held virtually for students on all three campuses or in-person for students on the Utah campus.

Disability Services' priority is initiating the interactive process with students; therefore, students should not delay submitting a request due to a lack of documentation concerns. The Disability Officer will discuss [acceptable types of documentation](#) during the Welcome Meeting, and can answer specific documentation-related questions at that time.

#### **Step 3: Welcome Meeting**

The Welcome Meeting is the beginning of an interactive process in which the Disability Officer will talk with students about disability-related barriers they may be experiencing, any history of accommodations they may have, as well as possible accommodations that may be reasonable and appropriate in the various RVU learning environments within the program. Students will also have the opportunity to ask questions, provide information and otherwise engage with the Disability Officer to understand how accommodations work within a medical education setting and what to expect relative to next steps in the process of establishing eligibility.

#### **Step 4: Documentation Review and Notification of Eligibility Determination**

Upon receipt of the Initial Contact Form-Request for Accommodations and other supporting documentation, the student's eligibility for accommodations will be reviewed and the student will receive a Notification of Eligibility Determination. The eligibility notification will specify the accommodations for which the student has been approved, and copies will be sent to the Office of Testing and appropriate RVU officials. Once approved for accommodations, the Testing Center will send out instructions regarding the administration and location of exams with accommodations.

In some cases, a student may be asked to provide additional supporting documentation/information if the submitted documentation is outdated or does not include sufficient relevant information to determine the impact of the disability. Last-minute submission of documentation may result in unavoidable delays in consideration of requested services.

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

#### **Accommodation Renewal Process**

Accommodations will generally remain effective for the duration of a student's active enrollment in an RVU program. However, when transferring from one program to another (i.e. from MSBS to RVUCOM, or from MMS to MCOM) students must request to renew their accommodations prior to the start of the new academic program. Failure to request a renewal of accommodations may delay timely implementation. To

verify their intent to continue using accommodations in a new RVU program, students should complete the [Accommodation Renewal Request form](#) prior to the first day of the new academic year.

Additionally, students are encouraged to meet with the Disability Officer prior to entering the clinical rotation portion of their program, if applicable, or at any time an adjustment to currently approved accommodations may be necessary.

### **National Board Accommodations**

Students seeking accommodations for licensure exams must directly petition the organization administering the exam to seek test accommodations. Please schedule a meeting with the Disability Officer to discuss this process in more detail and learn about additional support RVU may be able to provide.

### **ADA Accommodation Review Requests and Appeals**

Disability Services is committed to ensuring that Rocky Vista University is inclusive and accessible to all students. Several options are available to students who would like to address disability-related concerns, complaints, or issues.

If a student has concerns about the support provided by the [Disability Officer](#), or if they believe that they have been denied reasonable accommodations as requested, we recommend initiating a conversation with the Disability Officer to discuss those concerns. If the matter remains unresolved or if the student disagrees with the determination reached by the Disability Officer, the student may appeal the decision to the [Associate/ Assistant Dean of Student Affairs](#) by submitting an [Accessibility Grievance Form](#). The student will be contacted within seven (7) days of submission and will be given an opportunity to share additional details regarding their specific situation and the reason for the appeal request.

If the student believes their complaint is a matter of discrimination, the student has the right to bypass the Associate/ Assistant Dean of Student Affairs by submitting an EthicsPoint Complaint [online](#) or by calling (844) 936-2729.

If a satisfactory solution is still not offered, the student may choose to file a complaint with the U.S. Department of Education, [Office of Civil Rights](#).

## **Educational Support**

Educational support is available to all students. Services are provided to all students who may be experiencing academic difficulty and wish to enhance the efficiency and the effectiveness of their study and

test-taking strategies. Support is offered through individual consultation tailored to identify potential problem areas and provide strategies and 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, clerkships, and licensure examinations;
- Referrals to on- and off-campus professionals;
- Information about resources to enhance learning, and
- Learning disabilities and ADA Accommodations.

### **Workshops and Group Sessions**

- Effective study strategies, test taking, and time management; and
- Strategy and resource preparation strategies for comprehensive examinations (such as COMLEX and USMLE)
- Small and large group sessions available

### **Tutoring**

Tutors are a vital part of RVU and a valuable resource for all students. The tutoring program provides support for students in most courses. Student tutors have a strong level of understanding/ and 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.

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

## **Mental Health and Wellness Services**

All students and their household have access to a variety of mental health and wellness services, including:

- 24/7 access to a mental health clinician by calling 866-640-4777;
- Individual counseling/therapy;

- Couple counseling;
- Group counseling/therapy driven by need and interest;
- Legal consultation;
- Health coaching;
- Financial Coaching;
- Help finding resources such as housing, childcare, and health services; and
- Psychoeducational and mental health outreach programming to support mental health and wellness.

Information about mental health and wellness services is maintained on the RVU website [www.rvu.edu/mentalhealth](http://www.rvu.edu/mentalhealth). Some services are provided through RVU's contract with WellConnect. All services provided by RVU Mental Health and Wellness and WellConnect are available at no cost, and all treatment services are confidential, in accordance with applicable law, and not part of the student's academic record. For concerns outside the scope of practice of RVU Mental Health and Wellness and WellConnect, individuals can receive a referral to services in the community. When receiving community services, individuals and their personal health insurance are responsible for all fees that are incurred through the utilization of such services.

### Colorado Physician Health Program

(303) 860-0122; [www.cphp.org](http://www.cphp.org)  
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 peer assistance services for licensed physicians and physician assistants of Colorado as well as medical students and physician assistant students in Colorado. 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.

## 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 Office 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 Office 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 a research project at RVU.

RVU's Institutional Review Board (IRB) must review and approve all human subjects research. Information about the IRB can be found at: <https://www.rvu.edu/academics/office-of-research-and-scholarly-activity/irb-and-human-subjects-research/>.

## Appendix: Student Resources

### 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 Education
Clinical 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/Assistant 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

Questions or concerns regarding...	Refer to...
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/Faculty Advisor
Wireless Internet Access	IT Help Desk
Withdrawals	Associate/Assistant Dean of Student Affairs (DO); Program Director (MSBS or PA)
Sexual Misconduct	Title IX Coordinator
Complaints (of a Serious Nature)	RVU Website Under Student Complaints

## Course Code Prefix Guide

Subject Area	Course Prefix
Academic Medicine and Leadership	AML
Anatomy	ANT
Anesthesiology	ANE
Biomedical Sciences	BMS
Critical Care	CRT
Dermatology	DRM
Emergency Medicine	EMR
Family Medicine	FAM
Global Health	GLB
Humanities	HUM
Integrative Medicine Training	IMT
Internal Medicine	INT
Interprofessional Education	IPE
Long Term Care	LTC
Medicine - General	MED
Military	MIL
Neurology	NEU
Ophthalmology	OPH
Orthopedics	ORT
Osteopathic Medicine	OM
Osteopathic Manipulative Medicine	OMM
Osteopathic Principles and Practice	OST
Pathology	PTH
Pediatrics	PED
Physician Assistant	PAS
Physician Science	PHY
Psychiatry	BHM/PSY
Radiology	RAD
Research	RSH
Rural and Wilderness Medicine	RWM
Surgery	SRG
Trauma	TRM
Urban Underserved Medicine	URB
Urgent Care	URG
Urology	URO
Women's Health	WMN
Wound Care	WND

## 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
BLS	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 (CIS)	A required classroom session in which faculty stress application of previous material to clinical case scenarios. The emphasis is on application, integration, and interaction between faculty and students versus passive learning.
COCA	Commission on Osteopathic College Accreditation
COMLEX	Comprehensive Osteopathic Medical Licensing Examination
CV	Curriculum Vitae; a short account of one's career and qualifications
DEIB	Diversity, Equity, Inclusion, and Belonging
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 of 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 clerkships 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

Acronym or Term	Meaning
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.
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 clerkships 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 clerkships 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 clerkships 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 clerkship).

Acronym or Term	Meaning
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
Shelf Exam	Required exam administered by the Office of Clinical Education after the completion of each Core Clerkship.
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 Opportunities (VSLO)	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.

# Master of Medical Sciences (MMS)

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## General Information

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### Program Mission

The Rocky Vista University Master of Medical Sciences Program provides prospective health professional [students](#) a deep foundation in biomedical sciences, humanism, and professionalism in an immersive medical school environment.

#### The Program and Its Objectives

The Master of Medical Sciences program has been carefully designed for students who have a strong ambition to complete a professional medical education degree. The program is intended to immerse students in the College of Osteopathic Medicine curriculum so candidates can determine whether the content satisfies their academic curiosity while the College of Osteopathic Medicine evaluates their potential for professional success. All coursework must be completed at the MCOM campus. A remote learning option is not available for this program. Courses are systems based and focus on normal structure and function of the human body.

#### Overview

1. All major courses in the Master of Medical Sciences (MMS) program are taught by faculty of the Montana College of Osteopathic Medicine (MCOM).
2. MMS students will attend some major courses alongside first year MCOM students.
3. Students will have opportunities to participate in research and community service independently and alongside MCOM students.
4. Admission to the Montana College of Osteopathic Medicine is an important feature of this program with the highest performing students being offered preferred acceptance.

### Program Timeline

1. Online applications will open from November 1<sup>st</sup> through the application deadline of June 1<sup>st</sup>. All required application documents must be received prior to matriculation.

2. All MMS students must matriculate in the Fall Semester, and the program is designed to be completed within two sequential semesters: Fall Semester begins in July and Spring Semester in January.
3. Graduation is in May.

### Program Governance and Operation

The Master of Medical Sciences (MMS) program will be governed by the MMS Program Director and others assigned to leadership roles in the program. Program academics, operations, and administration will be carried out in collaboration with applicable departments within the Montana College of Osteopathic Medicine (MCOM) and will follow MCOM policies and procedures.

Specifically:

- The MCOM DO Curriculum Committee (DOCC) will also provide oversight for the MMS curriculum.
- MMS students will be governed by the RVU and MCOM student handbook.
- The MCOM Student Performance Committee (SPC) is responsible for students in both the MMS and DO programs.
- Results of the MMS Program Assessment Plan will be reported to the DOCC and MMS program leadership.
- The MCOM Admissions Committee will review applicants and make recommendations for admission to the MMS Program Director.

### Academic Calendar

#### Fall 2024 Semester

- **MMS Classes:**  
July 22, 2024 - December 20, 2024

#### Spring 2025 Semester

- **MMS Classes:**  
January 6, 2025 - May 16, 2025

\*All dates are subject to change. Refer to block schedule for dates of specific classes.

#### Holidays

- Labor Day (no classes): September 2, 2024
- Thanksgiving Break (no classes): November 28-29, 2024

- Winter Break (no classes): December 23 2024-January 5, 2025
- Martin Luther King, Jr. Day (no classes): January 20, 2025
- President's Day (no classes): February 17, 2025
- Spring Break (no classes): March 24-28, 2025

## Admissions

### Application Requirements

Academic requirements for admission to the MMS program will be evaluated on an individual basis.

Admission requirements:

- An earned or expected bachelor's degree from a U.S. accredited college or university before matriculation into the MMS program.
  - Students who graduated from a college outside the U.S. will also be considered for admission.
  - International applicants must meet all the international requirements of the RVU Office of Admissions and must demonstrate English language proficiency as determined by a required interview.
  - A video or in-person interview may be requested for international applicants (will not be required for U.S graduate applicants).
- Completion of all prerequisite coursework with a grade of 'C' or better in each course. A grade of C- will not be accepted.
  - One year of English Composition (6 credits)
  - One year of Biology w/lab (8 credits)
  - One year of General Chemistry w/lab (8 credits)
  - One year of Organic Chemistry w/lab or Biochemistry (8 credits)
  - One year of Physics w/lab (8 credits)
- An overall GPA minimum of 2.7 (on a 4.0 scale)
- An official standardized test score from either the GRE, MCAT, PCAT, or DAT (others potentially approved upon request)
- A professional resume including all relevant volunteer and paid work experience, along with service and leadership activities as well as any engagement in diversity, equity, and inclusion initiatives.
- Two Letters of Recommendation written by individuals who can evaluate the applicant's educational background and/or work ethic.

## Graduation Requirements

Conferral of the Master of Medical Sciences degree is contingent upon the following:

1. Completion of all requirements for passing each course
2. A cumulative GPA of 2.0 or higher
3. Satisfactory completion of a group-based research activity
4. Passage of a final Comprehensive Examination.

### Admission to the Doctor of Osteopathic Medicine Program at RVU-MCOM

Provisional admission to the D.O. Program at the Montana College of Osteopathic Medicine will be offered to MMS students who meet the following standards:

- Completion of all MMS program requirements without remediation or course repeat
- An MMS Program GPA of 3.40 or higher (on a 4.0 scale)
- A Pass on the MMS Comprehensive Examination without remediation
- A letter of recommendation from an MMS faculty member supporting admission into the D.O. Program
- No professionalism infractions while enrolled at RVU
- Pass a pre-matriculation background check
- Approval by the MMS Program Director and the D.O. Admissions Committee

Students who meet the above criteria and desire admission to the COM must have completed an application in AACOMAS.

### Comprehensive Examination

The comprehensive final exam at the end of the program will include material from all courses in the program. A student must pass this exam with a 70% or higher to graduate. The comprehensive final exam will not be factored into the student's overall GPA. If a student does not pass the comprehensive exam, they will meet with the SPC and the Program Director who will determine if remediation is an option. If remediation is offered, the content will be up to the discretion of individual course directors and the 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 semester, 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 later upon successful completion of the remediated/ completed course(s).

## Student Financial Services

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### 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. It is our goal to provide information and advice determined solely by the best interests of our students. You can find a copy of our Financial Aid Code of Conduct on the RVU website.

MCOM students will be eligible to apply to participate in Federal Financial Aid programs once the University obtains Title IV eligibility (expected in 2025). Current students should anticipate financing their educational costs with a combination of 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 positions available in each class. Applicants should have specific plans for financing each year of education, including tuition, fees, living expenses, books, equipment, clinical rotation travel, expenses related to taking COMLEX or other professional examinations, and miscellaneous expenses.

We actively encourage applicants to explore all other avenues of financing and to keep the total amount of student loan borrowing to the minimum needed to cover their cost of attendance.

The University offers several scholarships and a number of other organizations also provide financial

assistance. Military Health Profession Scholarships and GI Bill® Benefits may be available for qualified students.

For more information on scholarships see the website: <https://www.rvu.edu/admissions/financial-aid/scholarships/do/>

Students must complete the Rocky Vista University institutional applications if they wish to apply for any RVU scholarships. It is not necessary to complete a Free Application for Federal Student Aid (FAFSA.) Detailed information regarding the financial aid application procedure is posted on the website.

All new students are required to meet with a financial aid counselor or attend an informational meeting with the Office of Student Financial Services within their first semester. Continuing students during their second year are also required to do an annual financial aid training. In addition, once MCOM becomes Title IV eligible, there will be additional requirements of all students who have received any type of educational loan.

The maximum amount a student may receive from all sources of financial aid is limited to their annual Cost of Attendance (COA). The Cost of Attendance includes tuition, fees, books, supplies, health insurance, room and board, transportation and personal expenses. The costs required to take professional exams will be included in the COA for the appropriate years. The COA is an estimate of the cost of attending RVU and maintaining a modest but adequate standard of living. An individual student's actual costs may be higher or lower depending upon the choices he or she makes. A COA does not include living expenses for a student's spouse or other dependents. Cost of Attendance budgets are published annually and are available upon request from the Office of Financial Aid.

### 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 Master of Medical Sciences Program (MMS) must meet. This document represents the satisfactory academic progress policy standards adopted by RVU for financial aid eligibility. This policy applies to all MMS students including those applying for or currently receiving Federal, State, or any other 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.

**Time Frame 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 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 they have attempted.

**Grade Point Average (Qualitative Measures of Academic Progress):**

Students must maintain a minimum cumulative grade point average of 2.0 on the traditional 0.0 - 4.0 scale.

**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.

**Withdrawal/Incomplete/In Progress:** Courses in which a student earned a grade of Incomplete (IN), Work In Progress (WIP), In Progress (IP) 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), Work In Progress (WIP), or In Progress (IP) course, the student should notify the Office of Student Financial Services so the SAP status can be reevaluated.

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

**Transfer Students:** The MMS program does not accept transfer credits from other programs.

**Summer Terms:** The MMS 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 their 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 Student Handbook and Catalog for more information on academic probation.

**Procedure:**

The Office of Student Financial Services will review the full academic progress of each financial aid recipient at the end of each term, prior to the disbursement of financial aid for the subsequent term. The student's entire academic record will be reviewed, which will also include any periods of enrollment that the student did not receive financial aid assistance. SAP review is not complete until all qualitative and quantitative measures have been reviewed.

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 for the purposes of financial aid.

**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 from student which documents:
  - The reason(s) for failure to meet the standards of academic progress for financial aid eligibility.
  - What has changed in the student's situation that would allow the student to bring their academic progress up to required standards.
2. A letter or academic plan from the SPC and/or the Assistant/Associate Dean of Student Affairs. 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. The 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 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.

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.

## Tuition and Fees

Tuition for MMS for 2024-2025 is \$28,980. The following annual fees will also apply to all MMS students:

### Student Fees

Health Insurance: \$5,229

*\*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.*

## Academic Standards

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### Readmission to the MMS Program

If a student withdraws from the MMS program, they may apply for readmission. The student's prior academic record will remain part of their overall academic record and will be recorded on the permanent transcript upon readmission.

To be considered for readmission, the candidate must provide adequate evidence that the factors that caused the withdrawal have changed so there is a reasonable expectation that the applicant can perform satisfactorily if readmitted. The student's prior academic record will remain part of their overall academic record and will be recorded on the permanent transcript upon readmission.

### Remediation and Repeating of Courses

If an individual course is failed, the student may be recommended to remediate or repeat that course, as determined by the Student Progress Committee (SPC).

The creation of remediation exams and/or remediation assignments will be up to the discretion of individual course directors.

Course remediation will occur before the end of the semester in which the failed course was scheduled. Students who successfully remediate a course failure will receive a grade of a C. The grade achieved by remediation will be recorded on the transcript next to the original grade. Any student who fails a remediation will return to the SPC. The SPC may recommend that the student repeat the course the following school year or may recommend the student be dismissed from the program, subject to appeal to the Dean of MCOM.

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. A course may not be repeated unless recommended by the SPC and Program Director.

## Academic Grievances (Grade Appeal)

All grades, including the final grade for all written quizzes and examinations, will be determined by the Course Director.

Grade appeals must be made in writing (email) within 5 business days from the date final grades are received. The appeal should be initiated and resolved in the order shown below. Once the grade disagreement is resolved, the appeal does not need to escalate to the next level.

1. Course Director
2. Assistant/Associate Dean of Preclinical Education or Assistant/Associate Dean of Clinical Education
3. Program Director or Dean (final level of appeal)

The written appeal must state the specific circumstances surrounding the grade dispute. Review of the appeal 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 normal business days of the date the decision was rendered at each level of the appeal.

## Student Religious Accommodations for Excused Absence Policy

Rocky Vista University (RVU) aims to provide a reasonable accommodation for the [sincerely held](#) religious beliefs of a student if the accommodation would resolve a conflict between the individual's religious beliefs or practices and an educational requirement unless doing so would create an undue burden for the university. RVU will make determinations about religious accommodations and attendance/ excused absences on a case-by-case basis considering various factors and based on an individualized assessment in each situation.

RVU strives to make determinations on religious accommodation requests expeditiously and will inform the individual once a determination has [been made](#). If there are questions about an accommodation request, please contact the Vice President for Inclusive Excellence, in the Office for Inclusive Excellence.

Students [are strongly encouraged](#) to [submit](#) all religious accommodation requests for the entire academic year via the iNET form (<https://inet.rvu.edu/home/forms-2/student-religious-accommodation-for-excused-absences-request-form/>) during the first week of the semester. Requests may require up to two weeks to process. Please be aware that failure to [submit](#) requests [in a timely manner](#) may delay the implementation of any approved accommodations.

Students should understand that if accommodation [is granted](#), missing time from an internship or clinical placement may require the student to make up work or repeat the internship or clinical placement [at a later time](#), potentially delaying progress in the program and/ or graduation.

If examinations or assignment deadlines [are scheduled](#) on the day(s) of a religious observance, any student who provided advance notice [in accordance with](#) program policies and procedures will have the opportunity to make up the examination or extend the assignment deadline and will not [be penalized](#) for the absence.

Being absent from class or other educational responsibilities does not excuse students from meeting all expectations set during the missed class(es). Students [are responsible for](#) obtaining the materials and information provided during any class(es) missed.

revised 9.18.24

# Curriculum

## Curriculum for MMS

### Semester I - Fall

Item #	Title	Credits
MMS 5501	Foundations	2
MMS 5521	Molecular and Cellular Mechanisms	3
MMS 5511	Service, Reflection, and Scholarship (SRS) I	3
MMS 5531	Musculoskeletal System	5
MMS 5541	Cardiovascular / Respiratory System	5
MMS 5551	Microbiology, Immunology, and Infectious Disease	5

### Semester II - Spring

Item #	Title	Credits
MMS 5512	Service, Reflection, and Scholarship (SRS) II	2
MMS 5565	Gastrointestinal/Renal System	6
MMS 5581	Endocrine / Reproductive System	4
MMS 5591	Neuroscience System	6
Total Credits		41

## Course Descriptions

If the course description is missing, please contact the Office of the Registrar.

### MMS 5501: Foundations

This course provides the basis for a successful Master of Medical Sciences (MMS) program experience using teambuilding, interpersonal interaction, reflective practice, critical listening and reading, community engagement, and hands-on skills practice. These foundational principles are critical to future health professional education. Week one includes activities centered on belonging, growth mindset, problem- and team-based learning, wellness, and resiliency. Week two emulates the format of the MMS program and preclinical curriculum with student-directed learning prior to engaged learning sessions (e.g., labs, team-based learning, etc.).

#### Program

Master of Medical Sciences (MMS)

#### Credits 2

#### Prerequisites

None

### MMS 5511: Service, Reflection, and Scholarship (SRS) I

This course takes place longitudinally across the Fall Semester and will include multiple elements to include reflective practice, mental and emotional wellness activities, community service, and research. Students will be responsible for finding and setting up a community service opportunity in an approved area of interest. These opportunities should last through the Fall semester but may extend through the entire academic year. Students will be placed in small groups and using skills learned in the Foundations course, will choose, and begin work on a research project for publication or presentation at the annual MCOM Research Day. Expectations are that research projects will be started during SRS I and completed during SRS II.

#### Program

Master of Medical Sciences (MMS)

#### Credits 3

#### Prerequisites

None

### MMS 5512: Service, Reflection, and Scholarship (SRS) II

This course takes place longitudinally across the Spring Semester and will include multiple elements to include reflective practice, mental and emotional wellness activities, community service, and research. Students will be responsible for continuing a community service opportunity in an approved area of interest. Students will continue work on a research project for publication or presentation at the annual MCOM Research Day. Expectations are that research projects will have been started during SRS I and completed during SRS II.

#### Program

Master of Medical Sciences (MMS)

#### Credits 2

#### Prerequisites

None

## **MMS 5521: Molecular and Cellular Mechanisms**

The Molecular and Cellular Mechanisms course is an intensive course incorporating the fundamental aspects of cell and molecular biology, biochemistry, genetics, research methods, and histology. The objective of the course is to promote student learning of the biochemical, molecular and cellular mechanisms underlying normal development, physiology and metabolism.

### **Program**

Master of Medical Sciences (MMS)

**Credits** 3

### **Prerequisites**

None

## **MMS 5531: Musculoskeletal System**

The Musculoskeletal System is an intensive multidisciplinary course structured to direct the student to develop foundational knowledge of embryology, histology, physiology, biochemistry, pharmacology, neuroanatomy, and gross anatomy and to understand the normal structure and function of the musculoskeletal system.

### **Program**

Master of Medical Sciences (MMS)

**Credits** 5

### **Prerequisites**

None

## **MMS 5541: Cardiovascular / Respiratory System**

The Cardiovascular/Respiratory System course is focused on the normal structure and function of the cardiovascular and respiratory systems. It is designed to provide the student with an overview of the cardiovascular and respiratory systems, including histology, embryology, mechanics, and immunology.

### **Program**

Master of Medical Sciences (MMS)

**Credits** 5

### **Prerequisites**

None

## **MMS 5551: Microbiology, Immunology, and Infectious Disease**

The Hematology/Immunology components of the course emphasize the fundamental knowledge necessary to understand the normal function of hematopoiesis, hemostasis and the immune system. Microbiology and Infectious Disease provide a foundational introduction to pathogens, pathogenic mechanisms, and infectious diseases. This course includes introductory pharmacology of antimicrobials to facilitate discussion of infectious disease diagnosis and treatment.

### **Program**

Master of Medical Sciences (MMS)

**Credits** 5

### **Prerequisites**

None

## **MMS 5565: Gastrointestinal/ Renal System**

The Gastrointestinal/Renal System Course is an intensive multidisciplinary course, designed to provide requisite knowledge necessary to understand the normal structure and function of the entire gastrointestinal, hepatobiliary, and renal system to include anatomy, histology, and physiology of primary gastrointestinal and renal processes.

### **Program**

Master of Medical Sciences (MMS)

**Credits** 6

## **MMS 5581: Endocrine / Reproductive System**

The Endocrine System is designed to teach the basic principles of hormone secretion and action related to the major endocrine structures 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. The Reproductive content is designed to teach the basic principles of hormone secretion and action related to the major reproductive structures and systemic tissues. This course will focus on the anatomy, histology and physiology of the endocrine and reproductive systems.

### **Program**

Master of Medical Sciences (MMS)

**Credits** 4

### **Prerequisites**

None

## MMS 5591: Neuroscience System

The Neuroscience System presents the student with an intensive introduction to the: 1) Central Nervous System (Brain and Spinal Cord) and 2) Head and Neck anatomy. The central nervous system portion of this course addresses the following topics in integrated fashion: Neuroanatomy, Neurophysiology, Neurohistology, Neuroembryology, and Behavioral Neuroscience. The studies of Neuroscience and of Head and Neck anatomy are bridged by the cranial nerves which begin in the central nervous system and distribute throughout the head and neck.

### **Program**

Master of Medical Sciences (MMS)

**Credits** 6

### **Prerequisites**

None

## Student Services

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### The Office of Inclusive Excellence

The Rocky Vista University Office of Inclusive Excellence is a resource for students, staff, and faculty regarding diversity, equity, and inclusion opportunities and challenges in healthcare education across the Colorado, Utah, and Montana campuses.

The DEI Committee helps lead the campus in the promotion and practice of Inclusive Excellence DEI throughout every sector and dimension of the University to the benefit of the entire RVU community.

### 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, Montana, or elsewhere—share access to the same digital collection, which contains books, journals, and databases necessary to learn and practice healthcare. All 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 highly-trained information professionals who play a significant role in the development of future healthcare providers learning to practice medicine with compassion, integrity, and excellence.

## IT Support Services

The Office of Information Technology is available to assist students both on- and off-campus with technical issues they may encounter throughout enrollment. The support center, known as IT Support Services, is available Monday through Friday from 6:00 am until 6:00 pm MST.

Students can email [support@rvu.edu](mailto:support@rvu.edu) for assistance.

For general information regarding technology services, students can visit [support.rvu.edu](http://support.rvu.edu).

## 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, 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.

## Office of Testing

The Office of Testing (OOT) is in charge of preparing, administering, and processing scores for all written exams, quizzes, and rubrics-scored essay assignments, and providing score reports to faculty. The OOT is available to answer student questions about testing, provide technical assistance with testing software, arrange make-up exams and reviews for excused absences, and work with faculty, staff, and administration to ensure the quality and security of evaluation material.

The OOT designs the proctoring and administration of exams to meet the highest standards of academic integrity. With student cooperation, the Office of Testing seeks to provide the most secure, consistent, and low-distraction exam environment possible, modeled after the environment of NBME Board exams.

RVU uses ExamSoft™, a secure item banking and electronic testing software platform, to create and administer all written exams and quizzes. Students are required to own and maintain a laptop that meets the minimum requirements of Examplify™, the exam taker application of ExamSoft. Those requirements are here: [Examplify MSRs](#)

Requirements are subject to frequent change, so the OOT recommends that students check them before

purchasing or updating a laptop for use at RVU. If a student has a last-minute issue with their personal laptop, the OOT has loaner laptops available to borrow. The OOT asks that students limit use of this option to emergencies and to no more than five times per student, per semester.

Please contact [officeoftesting@rvu.edu](mailto:officeoftesting@rvu.edu) for the Colorado and Utah campuses, or [MTOOT@rvu.edu](mailto:MTOOT@rvu.edu) for the Montana campus, with any questions, testing concerns, or to notify OOT of unexpected absences from testing events.

Detailed exam day instructions, best practices, and testing protocol for each program can be found on the [Office of Testing tab](#) under Students on MyVista.

## 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 more. RVU departments and students are able to send their print jobs directly to the Print Center through an online system and can pick them up at their convenience.

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. RVU Utah and RVU Montana print jobs are ordered online, processed in Colorado, and then shipped to the appropriate campus for pick up. The Print Center may be contacted through email at [printcenter@rvu.edu](mailto:printcenter@rvu.edu) or by phone at (720) 874-2459.

## Writing Center

The Rocky Vista University Writing Center assists writers in the development of effective written communication, assignments, and professional documents, offering guidance from start to finish—from brainstorming and outlining to revising and editing. Through audience- and genre-centered instruction, specific feedback, and access to resources, the RVU Writing supports faculty and students alike.

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.

## Campus Safety & Security

### Campus Safety and Security

The Department of Campus Safety 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, and the RAVE Emergency Notification System. The Campus Safety team is committed to providing safety and security services in a professional and consistent manner. RVU strives to provide these services with integrity, professionalism, and timeliness. Campus Safety personnel are present on campus from 6 a.m. to midnight, Monday – Friday and from 8 a.m. to midnight on Saturday & Sunday. They provide proactive patrols, safety escorts, investigations, crime prevention, and many other services. Students, staff, or faculty who witness a crime, accident, emergency, suspicious person, or any other emergency should promptly call the Department of Campus Safety at (406) 901-2722 or contact emergency services by dialing 911. The Department of Campus Safety should be informed of all 911 calls so assistance can be provided to local law enforcement and/or other emergency 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, emails, and/or bull horn/public address system. Students, staff, and faculty will receive a text message notification of RVU campus closures or emergencies.

## 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 any of the campuses.

## Firearms, Weapons, and Other Prohibited Items Policy

The purpose of this policy is to establish restrictions regarding the possession, carry, transportation and storage of firearms and weapons and other dangerous items on Rocky Vista University properties or areas of responsibilities. This policy applies to all RVU students, faculty, staff, guests, visitors and contractors.

Possession of firearms, ammunition, explosives, fireworks, and/or other dangerous weapons, which may cause fear, alarm, or threat to another person within or upon the grounds, buildings, or other facilities of RVU or at any RVU-sponsored or supervised functions or events is prohibited.

However, if the individual is legally permitted to transport, possess, purchase, receive, transfer, or store the firearm in the state of the RVU location where they

are working, studying, or visiting, it is allowable for the firearm(s) to be stored in the individual's private vehicle in the University parking lot. The firearm must be locked securely in the motor vehicle or in a locked container attached to the motor vehicle while the motor vehicle is not occupied; and the firearm is not in plain view from the outside of the motor vehicle. Any employee or student who intends to have a permitted firearm in their vehicle while in the University parking lot must complete a disclosure form, available at the Department of Campus Safety and Security. If the weapon is a loaded handgun, employee or student must provide proof on the form that the employee or student has a concealed carry permit valid in the state of the RVU location where they are working or attending school. In no event may a person store or possess a loaded rifle, shotgun, or muzzle-loading rifle in a vehicle in the University parking lot.

### Purpose and Scope:

The purpose of this policy is to establish restrictions regarding the possession, carry, transportation and storage of firearms and weapons and other dangerous items on Rocky Vista University properties or areas of responsibilities. This policy applies to all RVU students, faculty, staff, guests, visitors and contractors.

### Policy Statement:

Possession of firearms, ammunition, explosives, fireworks, and/or other dangerous weapons, which may cause fear, alarm, or threat to another person within or upon the grounds, buildings, or other facilities of RVU or at any RVU-sponsored or supervised functions or events is prohibited.

However, if the individual is legally permitted to transport, possess, purchase, receive, transfer, or store the firearm in the state of the RVU location where they are working, studying, or visiting, it is allowable for the firearm(s) to be stored in the individual's private vehicle in the University parking lot. The firearm must be locked securely in the motor vehicle or in a locked container attached to the motor vehicle while the motor vehicle is not occupied; and the firearm is not in plain view from the outside of the motor vehicle. Any employee or student who intends to have a permitted firearm in their vehicle while in the University parking lot must complete a disclosure form, available at the Department of Campus Safety and Security. If the weapon is a loaded handgun, employee or student must provide proof on the form that the employee or student has a concealed carry permit valid in the state of the RVU location where they are working or attending school. . In no event may a person store or possess a loaded rifle, shotgun, or muzzle-loading rifle in a vehicle in the University parking lot.

Any person(s) in violation of this policy shall be subject to University disciplinary action and/or criminal charges.

*Exception to this policy would be granted to city, state, or federal law enforcement officers on RVU property for official business.*

#### **Other Prohibited Weapons or Dangerous 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:

- Rifles, weapons, ammunition and related paraphernalia, BB guns and air guns.
- Narcotics, recreational or illicit drugs and drug-related items.
- 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).
- Toxic and hazardous chemicals, except cleaning chemicals and approved lab chemicals.
- Unauthorized cooking equipment (i.e., grills, toaster ovens, hot pots, hot plates, fry pans, etc.).
- Immersion heaters.
- Any other items that may affect the safety or security of the University.

#### **Additional Information:**

Employees or students who are aware of violations of this policy are required to report such violations to the Department of Campus Safety and Security.

#### **Clinical Rotations:**

Students on Clinical Rotations must learn and adhere to the policy of the facility in which they are rotating, as RVU policy does not supersede any outside facility's policies in this regard.

## **Lost and Found Policy**

This policy is intended to ensure that items reported lost or found are properly accounted for and, in the case of items found, returned to their rightful owners, donated, recycled, or disposed of.

The Department of Campus Safety and Security (CSS) will receive and collect lost and found items and store them in the property room until claimed by the owner or for a period of 90 days. After 90 days, any unclaimed property will be donated, recycled, or destroyed.

All found Property must be logged into the Automated Records Management System (ARMS) 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 an appropriate folder and the ARMS entry must

be updated. Items turned in will be held for a period of 90 days from date of intake. At the determination of the CSS Manager or designee, all remaining unclaimed items will be purged from the inventory by one of the following methods: donated, recycled, destroyed, or returned to the finder. Cash money turned in to CSS will be logged by the same process and will be secured within the property room. Unclaimed money will be distributed to the Student Government Association (SGA) at the conclusion of the current 90-day period.

Security will not hold the following items: Clothing, notes, notebooks, coffee mugs, thermoses, water bottles, plates, bowls, eating utensils, food, or drinks.

Any items collected as evidence will be given to the CSS Manager or designee, to be stored in a secure location until handed over to law enforcement for further investigation.

## **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-site training locations for University-sponsored 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. 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 hyperlink.

## **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, entry into the RVU buildings, 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 issue one (1) 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.

## Marketing & Communications

### Marketing and Communications

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

#### RVU Branding Guidelines and Logo Files

At Rocky Vista University, maintaining a strong and unified brand identity across all communication channels is a top priority. Our [brand page](#) serves as a comprehensive resource, empowering every member of the RVU community to present a consistent and cohesive brand image in all marketing and communication endeavors.

We encourage you to frequent this hub to stay informed about the latest updates to our brand guidelines.

#### Marketing Approvals

For all marketing materials, both internal and external, please adhere to the University's brand guidelines. Requests can be submitted to the marketing department at RVU via email at [marketing@rvu.edu](mailto:marketing@rvu.edu). Please provide a detailed description of the proposed material, along with relevant design files and mock-ups. Kindly allow 5 business days for feedback or approval.

All designs should incorporate an approved university logo. The RVU logo should be prominently displayed, unaltered, and unobstructed. Logo size should be appropriate and maintain its integrity across different formats and platforms. Designs should utilize the designated fonts and colors specified in the RVU branding guidelines.

#### Press Releases

If students, faculty, or staff would like to have a press release created and distributed about an event or accomplishment (either individually or departmentally), please submit your request to [marketing@rvu.edu](mailto:marketing@rvu.edu).

#### Peak to Peak Post

The Peak to Peak Post serves as a cross-campus, RVU-wide internal newsletter, delivering crucial updates, upcoming events, and DEI resources, all while highlighting and honoring the achievements of our faculty, staff, and administrators across all campuses and programs.

The editors of Peak to Peak welcome input and active engagement from the community to shape each unique issue. To contribute or be featured in future newsletters, please fill out our communication [request form](#).

#### 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. Requests can be made to [marketing@rvu.edu](mailto:marketing@rvu.edu).

#### 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. Approval requests can be made to [marketing@rvu.edu](mailto:marketing@rvu.edu)

#### 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](mailto:marketing@rvu.edu).

### 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 in [DynamicPolicy](#) under "Email Signature Policy and Instructions".

## Social Media Policy

The purpose of this policy is to establish guidelines for the appropriate and effective use of social media by the members of the Rocky Vista University (RVU) community. This policy ensures that communications on social media platforms are consistent with the university's values, mission, and legal and ethical standards. This policy applies to all RVU community members, which includes all RVU faculty, staff, students, and affiliated individuals, including university-sanctioned groups, clubs, or organizations.

### Policy

1. **Professionalism:** RVU community members should conduct themselves professionally and respectfully in all interactions on social media. Content shared should be accurate, respectful, and in good taste, reflecting RVU's commitment to the core values.
2. **Interactions and Engagement:** While interacting or engaging on social media, the RVU community members are encouraged to foster a positive and constructive environment, promote the university's achievements, and support a community that reflects inclusive excellence at RVU.
3. **Confidentiality:** Users must respect the privacy of others and the confidentiality of the information they handle. Under no circumstances should sensitive, confidential, or proprietary information be disclosed on social media platforms.
4. **Copyright:** Users should ensure that they have the rights to any content, including text, photographs, and videos, that they post on social media. Proper attribution must be given to third-party content in accordance with copyright laws.
5. **Compliance with RVU Policies:** All social media activity must comply with all applicable university policies, including those related to harassment, discrimination, and conduct. Social media use should not interfere with workplace responsibilities or learning environments.
6. **Monitoring:** RVU reserves the right to monitor social media content associated or linked with the university, and may take action to correct or remove content that is deemed non-compliant with this policy or damaging to the university's reputation.
7. **Enforcement:** Violations of the social media policy may result in disciplinary action, up to and including termination of employment or dismissal from the university. In cases where a post may breach legal guidelines, the issue may also be subject to legal action.

### 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](mailto: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 must adhere to RVU's Social Media Policy. 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.

### 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 Social Media Policy, 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 Affairs

### Student Services

The Department of Student Affairs is dedicated to fostering a supportive and enriching environment for all students. Student Affairs provides a wide range of resources, opportunities and services designed to enhance the overall student experience. From fostering personal growth to facilitating professional development, and from ensuring student success to cultivating leadership abilities, their initiatives cover a wide spectrum of needs. Building an inclusive community is essential for creating an environment where every student feels valued and supported.

### Career Advising and Planning

As a future osteopathic physician, you are embarking on a fulfilling and impactful journey. At MCOM, we understand that the journey to becoming a physician is not just about acquiring knowledge; it's also about shaping your future career path in medicine. We are dedicated to fostering your personal and professional growth, ensuring that you are well-prepared to excel in the rapidly evolving world of medicine.

Through personalized one-on-one career counseling sessions, workshops, networking events, and access to a wealth of career information, we will offer you the support you need to pursue a rewarding career in the field of osteopathic medicine. The road to residency is a developmental process that involves four key phases:

- Understanding Yourself
- Exploring Options
- Choosing a Specialty
- Preparing for residency

MCOM career advisors offer a holistic approach towards helping students prepare for fulfilling careers in osteopathic medicine. Career advisors work collaboratively with students to answer questions and concerns regarding the career decision-making process. Career-specific programing and individualized career counseling sessions help students understand their own preferences and interests, learn about the 160+ specialties, and create and build CVs in their pre-clinical years, and, during clinical years, understand competitiveness for specialties, prepare for audition externships, interviews, and residency. Students will have access to a site with useful career resources, including a roadmap outlining important steps to take each year as they prepare for residency and work toward achieving their professional goals.

Reach out with career questions or schedule an appointment today!

Current students can [schedule an appointment here](#) or with the Department of Student Affairs.

## Disabilities and Academic Accommodations

Rocky Vista University recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for students with disabilities. Students are required to meet the technical standards set forth by the college/program in which they are enrolled, 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.

Students who may qualify for accommodations include those who have received accommodations previously or who have been diagnosed with a condition impacting one or more major life activities (such as caring for oneself, performing manual tasks, learning, walking, seeing, hearing, breathing, and working). Although students with temporary illness or injury are not considered disabled by law, every reasonable effort to accommodate their needs will be exercised.

If you feel you meet these criteria or would like to discuss your eligibility for accommodations, you are encouraged to complete our registration form.

Requests for accommodations and services are evaluated on an individual, case-by-case basis and are dependent on a student's functional limitations within a given environment. Through an interactive dialog facilitated by Disability Services, all relevant factors, including the impact of the disability on the student's access to a course or a program, supporting clinical or diagnostic documentation, and the relevant learning outcomes of the given program, will be considered. Requests for accommodations that would result in an alteration of the fundamental nature or learning outcome of a course or a program are not reasonable and will not be approved.

Clinical documentation or other diagnostic information submitted to Disability Services 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 educational 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.

Students requesting accommodations must follow the process outlined below.

### Accommodations Request Process

#### Step 1: Complete the Initial Accommodation Request Form

It is the student's responsibility to initiate the process with Disability Services as soon as possible after committing to attend RVU, in order to ensure timely approval and implementation of approved accommodations. While requests may be submitted at any point throughout the year, students should consider that the interactive process, including documentation review and eligibility notification, typically requires two (2) weeks. Incomplete documentation may delay the review process.

#### Step 2: Schedule an Appointment with Disability Services

After submitting your Initial Accommodation Request Form, you will receive an email with a link to schedule your Welcome Meeting with Disability Services.

Meetings can be held virtually for students on either campus or in-person for students on the Utah campus.

Our first priority is meeting with you. Please do not delay submitting your request due to documentation concerns. The Disability Officer will discuss acceptable types of documentation during your Welcome Meeting, if you are initially unsure what you may submit.

#### Step 3: Welcome Meeting

The Welcome Meeting is the beginning of an interactive process in which the Disability Officer will talk with you about disability-related barriers you may be experiencing, any history of accommodations you may have, as well as possible accommodations that may be reasonable and appropriate in your situation. You will also have the opportunity to ask questions, provide information and otherwise engage with the Disability Officer to understand how accommodations work within a medical education setting and what to expect relative to next steps in the process of establishing your eligibility.

#### Step 4: Documentation Review and Notification of Eligibility Determination

Upon receipt of the Initial Contact Form-Request for Accommodations and other supporting documentation, the student's eligibility for accommodations will be reviewed and the student will receive a Notification of Eligibility Determination. The eligibility notification will specify the accommodations for which the student has been approved, and copies will be sent to the Office of Testing and appropriate RVU officials. Once approved for accommodations, the Testing Center will send out instructions for the administration and location of exams with accommodations.

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

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

### **Annual Accommodation Renewal Process**

Students must request to renew their accommodations at the start of each academic year. Failure to request a renewal of accommodations may delay timely implementation. In order to verify their intent to continue using accommodations in subsequent academic years, students should complete the Accommodation Renewal Request Form prior to the first day of Fall semester instruction.

### **National Board Accommodations**

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).

### **ADA Accommodation Review Request**

If you have concerns about the support provided by Disability Services or related procedures, or if you believe that you have been denied reasonable accommodations as requested, we recommend initiating a conversation with the Disability Officer to discuss your concerns. If the matter remains unresolved or if you disagree with a determination reached by the Disability Officer, you may appeal the decision by submitting an Accessibility Grievance Form. This form will be reviewed by the ADA Committee, and you will be contacted within seven (7) days of submission. You will then be given an opportunity to share additional details regarding your specific situation and the reason for your appeal request.

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

## **Educational Learning Support**

The Department of Student Affairs provides educational support designed to enhance student learning at MCOM. Services are offered through individual consultation tailored to meet the individualized academic needs of the student and integrated with the course curricula. Regularly scheduled small and large group sessions provide evidence-based learning strategies to prepare and enhance academic performance. Services include study skills assessment along with intervention strategies, tutoring, ADA accommodations and preparation for licensure exams.

### **One-on-One Consultation**

- Confidential individual consultation regarding evidence-based study strategies, time management, and academic performance
- Evaluate effectiveness of current study practices
- Structured intervention to increase learning productivity and efficiency
- Individual preparation for courses, clerkships, and licensure examinations
- Referrals to on campus professionals
- Information about resources to enhance learning
- Learning disabilities referrals

### **Board Review Prep**

- Developing individualized study plans
- Resources
- Study prep sessions by faculty and outside experts

### **Assessment/Individualized Educational Guidance and Planning**

- Study skills strategies
- Test-taking strategies
- Time management strategies
- Reading
- Resources
- Additional support services

You can schedule an appointment at the Department of Student Affairs.

# Physical and Mental Health

Students at Rocky Vista University may seek diagnostic, preventative, and therapeutic health services at the provider of their choice.

Information is provided on this website as a resource to assist students in seeking health care services that are available both on campus and off-campus.

## Physical and Mental Health Resources List

### Urgent Mental Health Support

Call WellConnect at 866-640-4777 to access this service. It is available 24/7/365.

### Urgent Physical Health Support

Montana – Call 911

[All resources are available here](#)

# Tutoring Services

## Tutoring Services at MCOM

The team of MCOM Tutors are brought together by a shared demonstration of academic excellence in pre-clinical courses, interest in medical education, and supporting the efforts of peers. Tutors serve in a consultative capacity to assist students in their supplemental learning needs. In this regard, effort is made to tailor services in a way that uses learning strategies to meet the needs of pre-clinical students.

## Services Offered

- **One-to-One Virtual Consultation:** Every learner is unique, and Individual Course Tutors (ICT) are available to provide customized assistance. To schedule an appointment with an ICT, access [Navigate](#).
- **Topic Review Presentations:** Tutors will present weekly 'high yield' topic review content at the end of each week, tips, and considerations for success. Watch for announcements regarding dates and times for topic review content in the Teams MCOM Tutor Hub.
- **Virtual Semester Preview Sessions:** To help students anticipate specific challenges and needs of courses, tutors provide informative sessions at the beginning of each term or block with helpful information, resources, and tips for success. Watch for announcements regarding dates and times.

To contact the tutoring team, you can email [mttutoring@rvu.edu](mailto:mttutoring@rvu.edu)

# Appendix: Student Resources

## 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 Education
Clinical 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/Assistant 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/Faculty Advisor
Wireless Internet Access	IT Help Desk
Withdrawals	Associate/Assistant Dean of Student Affairs (DO); Program Director (MSBS or PA)
Sexual Misconduct	Title IX Coordinator
Complaints (of a Serious Nature)	RVU Website Under Student Complaints

# 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
BLS	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 (CIS)	A required classroom session in which faculty stress application of previous material to clinical case scenarios. The emphasis is on application, integration, and interaction between faculty and students versus passive learning.
COCA	Commission on Osteopathic College Accreditation
COMLEX	Comprehensive Osteopathic Medical Licensing Examination
CV	Curriculum Vitae; a short account of one's career and qualifications
DEIB	Diversity, Equity, Inclusion, and Belonging
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 of 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 clerkships 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

Acronym or Term	Meaning
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.
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 clerkships 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 clerkships 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 clerkships 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 clerkship).
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

Acronym or Term	Meaning
	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
Shelf Exam	Required exam administered by the Office of Clinical Education after the completion of each Core Clerkship.
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 Opportunities (VSLO)	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.

# Master of Physician Assistant Studies (MPAS)

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## General Information

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### 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 student-centric 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 student 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, Goals/Strategic Priorities, and Graduate Competencies

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## 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

### Goals / Strategic Priorities

The Program strives to:

1. Equip graduates with the knowledge and skills necessary to evaluate and manage primary care presentations at a level of competence that allows for indirect supervision.
2. Prepare graduates to work collaboratively in interprofessional environments.
3. Train graduates to provide compassionate medical care to diverse patient populations and in a variety of clinical settings.
4. Promote life-long learning skills.
5. Promote student success and program completion.

*Current data regarding progression toward meeting these goals can be found on the RVU PA Program webpage.*

## 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.

## Academic Calendar

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### Academic Calendar - First Year PA Students

#### Fall 2024 Semester

- Orientation: August 27-29
- Semester Begins: September 3
- First Day of Classes: September 3
- Labor Day Holiday: September 2
- Thanksgiving Break: November 28-29
- Last Day of Classes: December 13
- Winter Break: December 16-January 3

#### Spring 2025 Semester

- Semester Begins: January 6
- First Day of Classes: January 6
- Martin Luther King Holiday: January 20
- President's Day Holiday: February 17
- Spring Break: March 10-14
- Last Day of Classes: May 2

#### Summer 2025 Semester

- Semester begins: May 5
- Introduction to Supervised Clinical Practice: May 5-23
- White Coat Ceremony: May 23 (pending)
- *Supervised Clinical Practice Experience I* Clinical Seminar I: June 2-August 22

### Academic Calendar - Second Year PA Students

#### Fall 2024 Semester

- *Supervised Clinical Practice Experience II* Clinical Seminar II: August 26-December 27

#### Spring 2025 Semester

- *Supervised Clinical Practice Experience III* Clinical Seminar III: December 30, 2024-April 18, 2025

#### Summer 2025 Semester

- *Supervised Clinical Practice Experience IV* Clinical Seminar IV: April 21-August 8
- Research (Independent Work): June, July, or August (variable)

### Academic Calendar - Third Year PA Students

#### Fall 2024 Semester

- Capstone: August 12-November 15
- RVU PA Graduation: November 15

*\*All dates are subject to change.*

## Program Administration

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#### **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  
MS, University of Denver

#### **Ryan Spilman, DO**

Medical Director (Clinical Curriculum), PA Program  
DO, West Virginia School of Osteopathic Medicine

#### **Joseph Stasio, DO, FACOFP**

Medical Director (Didactic Curriculum), PA Program  
DO, Southeastern University of Health Sciences  
College of Osteopathic Medicine

#### **David Eckhardt, MS, PA-C**

Director of Simulation  
Associate Professor of Physician Assistant Studies  
MS, University of Colorado

#### **Sarah Neguse, MPAS, PA-C**

Associate Program Director/Director of Physician Assistant Program Admissions  
Assistant Professor of Physician Assistant Studies  
MPAS, University of Colorado

#### **Darcy Solanyk, MS, PA-C**

Director of Didactic Curriculum  
Associate Professor of Physician Assistant Studies  
PA-C, University of Colorado  
MS, Colorado State University

**Alison Covak, MSPAS, PA-C**  
Director of Clinical Education  
Assistant Professor of Physician Assistant Studies  
PA-C, University of Colorado  
MSPAS, AT Still University

**Jennifer Hellier, PhD**  
Director of Basic Science and Research  
Associate Professor of Physician Assistant Studies  
PhD, Colorado State University

## Information

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### 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)

The 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-for-learning 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.

## Course Descriptions

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### Didactic Phase (Two Semesters)

#### 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 and Doctor of Osteopathic Medicine Programs, in addition to other health professions students from neighboring institutions. (EPAs 8 and 9)

The course is a pre-requisite for PAS 5002.

**Program**

Master of Physician Assistant Studies (MPAS)

**Credits** 1

**Prerequisites**

None

#### PAS 5002: Interprofessional Education Seminar II

This second of a two-semester course continues to introduce 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 and Doctor of Osteopathic Medicine Programs, in addition to other health professions students from neighboring institutions. (EPAs 8 and 9)

**Program**

Master of Physician Assistant Studies (MPAS)

**Credits** 1

**Prerequisite Courses**

[PAS 5001: Interprofessional Education Seminar I](#)

## PAS 5111: Normal Human Development I

This two-semester course introduces the fundamental principles of normal physical, social, and psychological development and function across the lifespan. (EPAs 1, 3, 4, 5, 6)

This course is a pre-requisite for PAS 5112

**Program**

Master of Physician Assistant Studies (MPAS)

**Credits 2**

**Prerequisites**

None

## PAS 5112: Normal Human Development II

This second of a two-semester course continues to introduce the fundamental principles of normal physical, social, and psychological development and function across the lifespan. (EPAs 1, 3, 4, 5, 6)

**Program**

Master of Physician Assistant Studies (MPAS)

**Credits 1**

**Prerequisite Courses**

[PAS 5111: Normal Human Development I](#)

## PAS 5113: Molecular and Cellular Concepts I

This two-semester 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.

This course is a pre-requisite for PAS 5114.

**Program**

Master of Physician Assistant Studies (MPAS)

**Credits 4**

**Prerequisites**

None

## PAS 5114: Molecular and Cellular Concepts II

This second of a two-semester course continues to introduce 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.

**Program**

Master of Physician Assistant Studies (MPAS)

**Credits 5**

**Prerequisite Courses**

[PAS 5113: Molecular and Cellular Concepts I](#)

## PAS 5115: Anatomy I

This two-semester course introduces the fundamental principles of human anatomy, allowing the learner to correlate structure, function, and the clinical assessment of pathology. Lecture, cadaveric dissection, and virtual dissection will provide the student the opportunity to integrate the appropriate use of diagnostic imaging with clinical anatomy.

This course is a pre-requisite for PAS 5116.

**Program**

Master of Physician Assistant Studies (MPAS)

**Credits 4**

**Prerequisites**

None

## PAS 5116: Anatomy II

This second of a two-semester course continues to introduce the fundamental principles of human anatomy, allowing the learner to correlate structure, function, and the clinical assessment of pathology. Lecture, cadaveric dissection, and virtual dissection will provide the student the opportunity to integrate the appropriate use of diagnostic imaging with clinical anatomy.

**Program**

Master of Physician Assistant Studies (MPAS)

**Credits 4**

**Prerequisite Courses**

[PAS 5115: Anatomy I](#)

## **PAS 5131: Clinical Medicine: Professional Seminar I**

This three-semester course introduces the learner to issues related to professional practice by exploring both micro and macro approaches to healthcare and its delivery. The first two semesters focus on the role of the PA and the PA profession, communication skills, cultural competency, biomedical ethics, informed consent and provider wellness. The third semester course, held during the clinical phase of the curriculum, addresses issues related to professional practice, specifically in preparation for the workforce (mock interview sessions, CV review, contract negotiation, and the process of applying for licensure, and privileges). (EPAs 11 and 13)

This course is a pre-requisite for PAS 5132.

### **Program**

Master of Physician Assistant Studies (MPAS)

### **Credits 3**

### **Prerequisites**

None

## **PAS 5132: Clinical Medicine: Professional Seminar II**

This second in a three-course series continues to introduce the learner to issues related to professional practice by exploring both micro and macro approaches to healthcare and its delivery. The first two semesters focus on the role of the PA and the PA profession, communication skills, cultural competency, biomedical ethics, informed consent and provider wellness. (EPAs 11 and 13)

This course is a pre-requisite for PAS 5233.

### **Program**

Master of Physician Assistant Studies (MPAS)

### **Credits 2**

### **Prerequisite Courses**

[PAS 5131: Clinical Medicine: Professional Seminar I](#)

## **PAS 5133: Clinical Medicine: Illness and Disease I**

This two-semester course introduces the learner to clinical medicine topics and includes presenting signs and symptoms, pathophysiology, appropriate diagnostic techniques, and management options, including prevention. (EPAs 3, 4, and 10)

This course is a pre-requisite for PAS 5134.

### **Program**

Master of Physician Assistant Studies (MPAS)

### **Credits 4**

### **Prerequisites**

None

## **PAS 5134: Clinical Medicine: Illness and Disease II**

This second of a two-semester course continues to introduce the learner to clinical medicine topics and includes presenting signs and symptoms, pathophysiology, appropriate diagnostic techniques, and management options, including prevention. (EPAs 3, 4, and 10)

### **Program**

Master of Physician Assistant Studies (MPAS)

### **Credits 6**

### **Prerequisite Courses**

[PAS 5133: Clinical Medicine: Illness and Disease I](#)

## **PAS 5135: Clinical Medicine: 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. (EPAs 6 and 7)

This course is a pre-requisite for PAS 5136

### **Program**

Master of Physician Assistant Studies (MPAS)

### **Credits 2**

### **Prerequisites**

None

## **PAS 5136: Clinical Medicine: Evidence-Based Practice II**

This second of a two-semester course continues to introduce the learner to principles of evidence-based medicine, including reviewing and evaluating the medical literature, formulating research questions, and designing a capstone project. (EPAs 6 and 7)

### **Program**

Master of Physician Assistant Studies (MPAS)

### **Credits 2**

### **Prerequisite Courses**

[PAS 5135: Clinical Medicine: Evidence-Based Practice I](#)

## **PAS 5137: Clinical Medicine: Skills and Assessment I**

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. (EPAs 1, 3, 5, 6, and 12)

### **Program**

Master of Physician Assistant Studies (MPAS)

### **Credits 4**

### **Prerequisites**

None

## **PAS 5138: Clinical Medicine: Skills and Assessment II**

This second of a two-semester course continues to introduce the fundamental principles of clinical practice including history-taking, performing physical examinations, ordering and interpreting diagnostic and screening tests, documentation using the SOAP format, communicating concise oral presentations, and performing basic procedures. The first of three clinical competency assessments is held during this course, to ensure learner readiness to enter the clinical phase of training. (EPAs 1, 3, 5, 6, and 12)

### **Program**

Master of Physician Assistant Studies (MPAS)

### **Credits 5**

### **Prerequisite Courses**

[PAS 5137: Clinical Medicine: Skills and Assessment I](#)

## **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. Students will utilize a problem-based approach to examine and solve clinical cases presented as patient scenarios. (EPAs 2, 4, 7, and 10)

This course is a pre-requisite for PAS 5140.

### **Program**

Master of Physician Assistant Studies (MPAS)

### **Credits 3**

### **Prerequisites**

None

## **PAS 5140: Reasoning and Application II**

This second of a two-semester course continues to introduce the fundamental principles of clinical reasoning and decision making through developing clinical hypothesis and differential diagnosis. Students will utilize a problem-based approach to examine and solve clinical cases presented as patient scenarios. (EPAs 2, 4, 7, and 10)

### **Program**

Master of Physician Assistant Studies (MPAS)

### **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. 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.

This course serves as a prerequisite to PAS 5261, 62, 63, 64 and 65. The learner must successfully complete requirements of PAS 5150 before participating in PAS 5261.

### **Program**

Master of Physician Assistant Studies (MPAS)

### **Credits 1**

### **Prerequisites**

None

## Clinical Phase (Five Semesters)

### PAS 5233: Professional Seminar III

This course is the third in a series of three (PAS 5131, 5132, 5233) and addresses issues related to professional practice, specifically in preparation for the workforce (mock interview sessions, CV review, contract negotiation, and the process of applying for licensure, and privileges). (EPAs 11 and 13)

**Program**

Master of Physician Assistant Studies (MPAS)

**Credits** 1

**Prerequisite Courses**

PAS 5131: Clinical Medicine: Professional Seminar I

PAS 5132: Clinical Medicine: Professional Seminar II

### PAS 5251: Clinical Seminar I

This is the first in a series of four courses that are primarily delivered via a case-based format that integrates advanced level content in focused history taking, focused physical examination, development of diagnostic reasoning, pharmacotherapeutics and therapeutic/diagnostic procedures. Learners will also revisit didactic topics such as evidence-based practice, effective patient communication, ethical decision making, and professionalism. These courses signal the formal transition to practice, incorporating topics such as access of resources for patients, systems-based practice, and advanced training (e.g. MOUD training). (EPAs 1, 2, 3, 4, 6, 10, 11, 13)

**Program**

Master of Physician Assistant Studies (MPAS)

**Credits** 1

**Prerequisites**

None

### PAS 5252: Clinical Seminar II

This is the second in a series of four courses that are primarily delivered via a case-based format that integrate advanced level content in focused history taking, focused physical examination, development of diagnostic reasoning, pharmacotherapeutics and therapeutic/diagnostic procedures. Learners will also revisit didactic topics such as evidence-based practice, effective patient communication, ethical decision making, and professionalism. These courses signal the formal transition to practice, incorporating topics such as access of resources for patients, systems-based practice, and advanced training (e.g. MOUD training). (EPAs 1, 2, 3, 4, 6, 10, 11, 13)

**Program**

Master of Physician Assistant Studies (MPAS)

**Credits** 1

**Prerequisite Courses**

PAS 5251: Clinical Seminar I

### PAS 5253: Clinical Seminar III

This is the third in a series of four courses primarily delivered via a case-based format that integrate advanced level content in focused history taking, focused physical examination, development of diagnostic reasoning, pharmacotherapeutics and therapeutic/diagnostic procedures. Learners will also revisit didactic topics such as evidence-based practice, effective patient communication, ethical decision making, and professionalism. These courses signal the formal transition to practice, incorporating topics such as access of resources for patients, systems-based practice, and advanced training (e.g. MOUD training). (EPAs 1, 2, 3, 4, 6, 10, 11, 13)

**Program**

Master of Physician Assistant Studies (MPAS)

**Credits** 1

**Prerequisite Courses**

PAS 5252: Clinical Seminar II

## PAS 5254: Clinical Seminar IV

This is the fourth and final in a four-part series of courses that are primarily delivered via a case-based format that integrates advanced level content in focused history taking, focused physical examination, development of diagnostic reasoning, pharmacotherapeutics and therapeutic/diagnostic procedures. Learners will also revisit didactic topics such as evidence-based practice, effective patient communication, ethical decision making, and professionalism. These courses signal the formal transition to practice, incorporating topics such as access of resources for patients, systems-based practice, and advanced training (e.g. MOUD training). (EPAs 1, 2, 3, 4, 6, 10, 11, 13)

### **Program**

Master of Physician Assistant Studies (MPAS)

### **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 preventive, emergent, acute, and chronic care to diverse populations requiring a wide range of healthcare. Learners will be required to complete clinical rotation experiences in the following disciplines or settings: Family Medicine, Internal Medicine, Pediatrics, General Surgery, Emergency Department, Behavioral Health and Women's Health.

Learners will work under the supervision of a Program-determined preceptor or their designee(s). The learner should prioritize gaining knowledge about evaluation and management of common conditions encountered within each clinical setting or discipline. The instructional knowledge objectives should guide the learner's preparation for the End of Rotation (EOR) examinations. While not all diseases or conditions will be seen during clinical rotations, learners are responsible for studying each area outlined in the objectives, and in preparation for the EOR examinations. The instructional skills and attitude objectives should guide the learner regarding expected level of participation and professional conduct. (EPAs 1-13)

### **Program**

Master of Physician Assistant Studies (MPAS)

### **Credits 10**

### **Prerequisite Courses**

[PAS 5150: Introduction to Supervised Clinical Practice Experiences](#)

## 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 preventive, emergent, acute, and chronic care to diverse populations requiring a wide range of healthcare. Learners will be required to complete clinical rotation experiences in the following disciplines or settings: Family Medicine, Internal Medicine, Pediatrics, General Surgery, Emergency Department, Behavioral Health and Women's Health.

Learners will work under the supervision of a Program-determined preceptor or their designee(s). The learner should prioritize gaining knowledge about evaluation and management of common conditions encountered within each clinical setting or discipline. The instructional knowledge objectives should guide the learner's preparation for the End of Rotation (EOR) examinations. While not all diseases or conditions will be seen during clinical rotations, learners are responsible for studying each area outlined in the objectives, and in preparation for the EOR examinations. The instructional skills and attitude objectives should guide the learner regarding expected level of participation and professional conduct. (EPAs 1-13)

### **Program**

Master of Physician Assistant Studies (MPAS)

### **Credits 14**

### **Prerequisite Courses**

[PAS 5261: Supervised Clinical Practice I](#)

### **Notes**

Course credit hours for PA Class of 2024 is 14 credit hours.

Course credit hours for PA Class of 2025 and 2026 is 15 credit hours.

## PAS 5263: Supervised Clinical Practice III

The learner will participate in supervised clinical practice experiences (SCPEs) across a variety of settings including outpatient, inpatient, emergency department and operating room. The learner will be exposed to patients across the lifespan and provide preventive, emergent, acute, and chronic care to diverse populations requiring a wide range of healthcare. Learners will be required to complete clinical rotation experiences in the following disciplines or settings: Family Medicine, Internal Medicine, Pediatrics, General Surgery, Emergency Department, Behavioral Health and Women's Health.

Learners will work under the supervision of a Program-determined preceptor or their designee(s). The learner should prioritize gaining knowledge about evaluation and management of common conditions encountered within each clinical setting or discipline. The instructional knowledge objectives should guide the learner's preparation for the End of Rotation (EOR) examinations. While not all diseases or conditions will be seen during clinical rotations, learners are responsible for studying each area outlined in the objectives, and in preparation for the EOR examinations. The instructional skills and attitude objectives should guide the learner regarding expected level of participation and professional conduct. The second of three clinical competency assessments is held during this course, to ensure appropriate learner progression during clinical phase training. (EPAs 1-13)

### **Program**

Master of Physician Assistant Studies (MPAS)

**Credits** 13

-14

Variable Credits

### **Prerequisite Courses**

[PAS 5262: Supervised Clinical Practice II](#)

### **Notes**

Course credit hours for PA Class of 2024 is 14 credit hours.

Course credit hours for PA Class of 2025 and 2026 is 13 credit hours.

## PAS 5264: Supervised Clinical Practice IV

The learner will participate in supervised clinical practice experiences (SCPEs) across a variety of settings including outpatient, inpatient, emergency department and operating room. The learner will be exposed to patients across the lifespan and provide preventive, emergent, acute, and chronic care to diverse populations requiring a wide range of healthcare. Learners will be required to complete clinical rotation experiences in the following disciplines or settings: Family Medicine, Internal Medicine, Pediatrics, General Surgery, Emergency Department, Behavioral Health and Women's Health.

Learners will work under the supervision of a Program-determined preceptor or their designee(s). The learner should prioritize gaining knowledge about evaluation and management of common conditions encountered within each clinical setting or discipline. The instructional knowledge objectives should guide the learner's preparation for the End of Rotation (EOR) examinations. While not all diseases or conditions will be seen during clinical rotations, learners are responsible for studying each area outlined in the objectives, and in preparation for the EOR examinations. The instructional skills and attitude objectives should guide the learner regarding expected level of participation and professional conduct. (EPAs 1-13)

### **Program**

Master of Physician Assistant Studies (MPAS)

**Credits** 9

### **Prerequisite Courses**

[PAS 5263: Supervised Clinical Practice III](#)

### **Notes**

Course credit hours for PA Class of 2024 is 10 credit hours.

Course credit hours for PA Class of 2025 and 2026 is 9 credit hours.

## PAS 5271: Research Proposal

This course is a four-week, self-directed period during which learners will collect and analyze data for their independent research project. Upon completion of the course the learner will have finalized data collection, complete data analysis, and prepared a short communication paper. All research protocols must receive program and, if appropriate, Institutional Review Board (IRB) approval prior to implementation.

The course is a pre-requisite for PAS 5272. (EPA 7)

### Program

Master of Physician Assistant Studies (MPAS)

**Credits** 2

### Prerequisites

None

### Notes

Every student is required to enroll in the Research Proposal course during their PA education. This course is assigned during SCPE IV (PAS 5264). Students may not request to change the timing of this course assignment to a different semester. If the program is forced to assign the Research course early due to preceptor unavailability or rotation cancelation, project due dates will be determined on an individual basis. If a student must participate in clinical rotations every month to meet SCPE course requirements (i.e. due to a month of remediation, a repeated rotation due to SCPE failure, a LOA or excused absence), they will be enrolled in PAS 5271 during the fall semester of their third year. This late placement may result in a delayed graduation.

Course credit hours for PA Class of 2024 is 1 credit hour.

Course credit hours for PA Class of 2025 and 2026 is 2 credit hours.

## PAS 5272: Capstone

The learner will demonstrate readiness for entry to the profession through mastery of the competencies for the newly graduated physician assistant (the competencies within all thirteen EPAs). Demonstration activities include poster presentation of the required research project and completion of the program's summative assessments. A 3-day PANCE preparatory course is included at the end of the course. (EPAs 1-13)

### Program

Master of Physician Assistant Studies (MPAS)

**Credits** 7

### Prerequisite Courses

[PAS 5271: Research Proposal](#)

## PAS 5391: Independent Study

Program approved didactic or clinical course work primarily used for remediation purposes.

### Program

Master of Physician Assistant Studies (MPAS)

**Credits** 1

-16

Variable Credits

### Prerequisites

Program Director approval

## Admissions-Related Policies

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### 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;
- Completion of a pre-matriculation examination;
- 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.

Costs associated with the above-listed matriculation requirements are the responsibility of the student.

### 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 Director of Admissions for additional information. Administrative fees associated with approved deferment are the responsibility of the student.

### 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 interested in attending. Dates for these information sessions will be posted on the program website. Sessions are scheduled once per month during the admissions cycle and are conducted virtually. Attendance at these sessions is not required for admission.

## 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, and again prior to the start of clinical rotations, 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.

Students are responsible for any costs associated with additional background checks as required by individual rotation sites.

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 PA Program's Student Assessment and Promotions Committee will review results of the criminal background investigation. The student may be subject to probation or dismissal, pending the results of the review.

## Student Financial Services

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### 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 rotation travel; and miscellaneous expenses.

### Types of Aid Available

RVU students may apply for Title IV federal loans, private loans, or scholarships.

Federal loans available to graduate medical students include the Direct Unsubsidized Stafford Loan and the Direct Grad/PLUS Loan. Both loans have fixed interest rates and origination fees. The Grad/PLUS loan also requires that students have no adverse credit history. For more detailed information about federal loans, including the current interest rates, loan fees, and repayment terms, visit the Federal Student Aid website or contact the Office of Student Financial Services.

Private educational loans are also available to students. Private loans may have fixed or variable interest rates and may charge loan origination fees. All will require a

credit check, and many may request a cosigner to get a lower interest rate. Students will normally apply for a private loan online at the lender's site. Most private loans will require the school to certify your student status and will send loan funds directly to the school to be applied toward your tuition and fee costs. Private loan applicants should understand that they may qualify for federal Title IV loans, which may have more favorable terms than the provisions of a private educational loan. Students are strongly encouraged to review the interest rates, fees, loan terms, and repayment options described in the promissory note before making a decision to select a private loan.

Students receiving loans for the first time must complete loan entrance counseling and a Master Promissory Note before any funds will be disbursed. In addition, all first-year borrowers must complete internal loan counseling during their first year. Furthermore, there is a second-year loan counseling requirement for all students. Enrolled students are encouraged to meet annually with a financial aid counselor to discuss their cumulative debt and repayment options. All students who have received any type of educational loan must participate in loan exit counseling during their last semester as a requirement for graduation.

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, all GI Bill® recipients or eligible dependents who use GI Bill® Benefits for this training are required to bring in documentation of all previous training credit and education. GI Bill® recipients 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 students 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))

RVU and the RVU Alumni Association also award scholarships to each incoming class. Descriptions of the scholarship criteria and applications are posted annually, during the spring prior to matriculation, on the University website. Scholarship applicants must complete a separate application and supply all required supporting documentation for individual scholarships by the deadline. Award recipients will be announced in July. Please see the RVU website or contact the Office of Student Financial Services for more information.

## VA Pending Payment Policy:

"In accordance with section 103, Public Law 115-407, Rocky Vista University will not penalize or limit the participation of students covered under the Chapter 33 Post-9/11 GI Bill® or Chapter 31 Veteran Readiness & Employment (VR&E) while awaiting the payment of tuition and fees by the US Department of Veterans Affairs. The University will not drop covered students for non-payment.

1. To be a covered individual, RVU will require students to self-identify and provide the following documentation:
  1. Certification of Eligibility; or
  2. VA Form 28-1905; and
  3. Request for Extension of Tuition and Fees Deadline Form.
2. If a student fails to send, at a minimum their Certificate of Eligibility, they will not be certified for VA Educational Benefits and will be subject to the standard charges associated with the program they are attending.

*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.*

## 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. 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 Policy

This policy shall apply to all students enrolled at Rocky Vista University (RVU) 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 (about 2 weeks) 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 Return to Title IV (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 successfully completes one or more modules that, together, comprise at least 49% of the days in the payment period;](#) or
- The student successfully completes coursework equal to or greater than the coursework required for half-time enrollment.

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

- The date the student began the institution's withdrawal process or officially notified the institution of intent to withdraw; or

- The official date of an approved leave of absence, withdrawal or dismissal from the University as documented by Student Services.

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 an academic leave of absence must notify the Program Director, either verbally or in writing. All requests for an academic leave of absence will be approved or denied by the Program Director, Dean, or Provost. Link to RVU's academic leave of absence policy: <https://catalog.rvu.edu/university-policies/student-enrollment-status-changes>. . RVU does not have a financial aid leave of absence; students placed on an academic leave of absence will be withdrawn for Title IV aid.

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.

When a student has withdrawn, any credit balance refund must be put on hold until R2T4 is calculated. Title IV credit balances will be refunded within 14 days of the date the R2T4 calculation is completed.

Students are responsible for any part of institutional charges 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.

## 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.

### **Time Frame 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 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 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 or Pass with Remediation 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 a course has been successfully passed, the 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), In Progress (IP) 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), Work In Progress (WIP), 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 degree, 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.” Refer to the Student Handbook and Catalog for more information on academic probation.

#### **Procedure:**

The Office of Student Financial Services will review the academic progress (qualitative and quantitative) 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. SAP review is not complete until both the qualitative and quantitative measures have been reviewed.

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 from student which documents:
  - The reason(s) for failure to meet the standards of academic progress for financial aid eligibility.
  - What has changed in the student's situation that would allow the student to bring their academic progress up to required standards.
2. A letter or academic plan from the SPC and/or the Assistant/Associate Dean of Student Affairs. 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 their academic plan requirements, they will again become ineligible for financial aid with the chance 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.

## 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 expires during the academic year, they must obtain a new waiver form with proof of new insurance at least 30 days before their old insurance expires. 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 clerkships and may be subject to dismissal.

## Tuition and Fees

Tuition for PA for 2024-2025 is as follows:

- Year 1: \$57,936 (Fall, Spring, Summer)
- Year 2: \$34,734 (Fall, Spring, Summer)
- Year 3: \$9,540 (Fall only)

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

- Student Health Insurance\* (PA1): \$4,642
- Student Health Insurance\* (PA 2): \$5,101
- Student Health Insurance\* (PA 3): \$1,706

*\*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.*

## 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. 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, 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 not 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, Chair or Program Director 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, Chair or Program Director 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, Chair or Program Director 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. If 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.

## General Program Policies

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## 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-site training locations for university-sponsored events.

The Physician Assistant Program will provide information on best practices for personal safety and security during the student's initial orientation and again before clinical rotations begin. 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 Clery Act hyperlink.

## 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 educator is warranted.

## 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 for the College of Medicine or the Director of Clinical Education for the PA program and must contact **Human Resources** immediately for direction about workers' compensation. Students are not covered for non-RVU activities.

## 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. The dress code requirements of any clinical site override the University or Program dress code.

RVU Students must follow the following dress code requirements while on campus during business hours (typically 8am – 5 pm).

## Program Academic Policies

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### 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 Program to reserve appropriate classroom locations for the event. Students will also need approval from the Director of Student Life in the Office of Student Affairs per RVU policy.

# 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 will result in a course grade of "incomplete" or "in progress", until such time as the evaluation(s) is/are successfully completed. Repeated inability to complete required evaluations within the designated timeframe will be considered a violation of professional conduct, and will be addressed accordingly. (refer to Professionalism section). Clinical evaluations of preceptors may be distributed to preceptors upon request, and after a preceptor has had a minimum of 3 students.

# 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:

- Most often\*, 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.

\*In the event another platform is utilized for examinations students will be notified in advance.

Administration of the PAEA End of Rotation and Summative Written examinations must be proctored, per PAEA requirements.

# Reasonable Accommodation

Students with disabilities who require reasonable accommodations to fully participate in course activities or meet course requirements are encouraged to register with RVU's Disability Officer to discuss access issues. The office is located in Utah however contact can be made via the [RVU website here](#). Their team will assist you in determining reasonable accommodations as well as coordinating the approved accommodations.

It is the policy of the institution not to discriminate against persons with disabilities in admissions policies and procedures or educational programs, services, and activities, however, all students are expected to meet technical standards and educational objectives and requirements, with or without reasonable accommodation.

# Academic Integrity and Conduct Code

Education at the RVU PA 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;
- Use of Artificial Intelligence to complete assignments;
- 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 Academic Integrity

The Student Assessment and Promotions Committee (SAPC) reviews issues related to student academic dishonesty. The SAPC may recommend various activities and/or sanctions to remediate 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.

## Professionalism

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### 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 Guidelines for Ethical Conduct for the PA Profession illustrates more clearly the standards to which students will be held. These Guidelines can be found [here](#).

## 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 and others in the clinical setting.
- **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.

Student professional development is considered on an individual basis, in each course, each semester, or more frequently, 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. (*Refer to Professional Development and Assessment Tool (PDAT) within the Appendices*).

The student will be required to acknowledge the expectations for professionalism as outlined in this handbook. An incident and/or allegation of student violation of the Code of Conduct, policy, protocol, student handbook, regulation, program or course requirements and professionalism expectations will be investigated and the Course Director or their designee, may meet with the student informally to discuss the incident and possible courses of action. If the Course Director or their designee determines there is sufficient reason to believe a violation may have occurred, the matter may be handled informally or may involve more formal disciplinary measures. In the event it is determined that formal disciplinary measures will be taken, the student will be notified in writing of the allegations and will be provided with an opportunity to be heard at a disciplinary meeting before the Student Assessment and Promotion Committee (SAPC).

[The Chair of the SAPC presides over the meeting and is responsible for ensuring that the meeting is conducted in an orderly fashion. The Chair has the authority to rule on questions of admissibility, adjournments, requests for breaks, relevance, and scope appropriateness of questions, evidence and information.](#)

A meeting before the SAPC is not intended to be criminal in nature and the proceeding and procedures are not intended to be that of a criminal court. The student does not have a right to be accompanied by an attorney at the meetings leading up to or the hearing before the SAPC.

A student may, but is not required, to submit a written statement in advance of the meeting for consideration by the SAPC. At the meeting, the student will have the opportunity to make any relevant statements and provide their side of the story; the SAPC will have the

opportunity to ask questions of the student and any other individuals that may appear before the SAPC to provide first-hand information regarding the matter.

The SAPC will act as a fact finder and consider all of the information before it, along with the student's anecdotal notes and files, as well as their admissions file and academic history while in the program and provide its findings and recommendation to the Program Director. The Program Director may, but is not required to, follow the findings and recommendations of the SAPC and may accept, reject, or modify the recommendations and sanction(s). The Program Director shall inform the student of the decision in writing. This decision and all official disciplinary correspondence shall become part of the student's official record and could be reportable to licensing authorities to the extent relevant questions are raised.

The standard to be employed for all disciplinary cases is a preponderance of the evidence standard (more likely than not, greater than 50%). Clear and convincing evidence is not required. In arriving at any decision, attention is paid to the history of the student, their growth as members of an academic community and graduates and professionals within their chosen profession and the expectations and responsibilities that accompany the privilege of becoming a practicing Physician Assistant. Consideration will be given to the educational record, current status, student record, and any prior disciplinary history and/or prior formal or informal warnings, counseling, incidents, and professionalism concerns raised, which may be factored into the recommendation and decision.

If the SAPC determines a violation has occurred it may recommend a range of penalties, including but not limited to, one or a combination of the following:

- Disciplinary Warning – A written reprimand putting the student on notice that they have violated expectations and indicating that further misconduct may result in a more severe disciplinary action. A copy of this warning will be placed in the student's file and the warning can be maintained in the student's file with or without conditions attached.
- Disciplinary Probation with or without conditions - A student may be placed on disciplinary probation for a definite period of time. While on probation, students may not hold office in Student Government Organizations, Clubs or Societies or represent the program in any capacity or serve in leadership positions on campus. Additional conditions may be attached, including but not limited to, prohibition against participation in extra-curricular activities without permission, limitations on access to campus-related facilities/functions

that are not necessary to attend class, mandated counseling, status updates and meetings and any other conditions found to be appropriate. Further violations while on probationary status will result in suspension or dismissal from the Program. A copy of the probation notice becomes a part of the student's file unless expunged.

- **Suspension** – A student may be suspended and may be barred from attending classes for a definite period, not to exceed one academic semester. Conditions may be attached to resumption of studies as a pre-requisite to return from suspension. Any student who does not complete any such conditions within the specified timeframe may be subject to dismissal.
- **Disciplinary Dismissal** – This is termination of the student's enrolled status. A student who has been dismissed for disciplinary reasons is not permitted to complete their courses and may not re-register for a future semester. Notification of the dismissal will appear on the student's academic transcript and students will not be allowed to enroll in other RVU programs.
- **Other Sanctions** – The SAPC may recommend other sanctions that it deems appropriate and fair.
- Students may appeal disciplinary sanctions imposed for code of conduct violations. (*refer to "Student Appeals" "Appeals of the Decision of the SAPC or Program Director"*)

*This process is cumulative over the course of the Program.*

## 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.

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 urgent after-hours 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 and Contact Person

Concern/Issue	Clinical Contact
Non-emergent rotation concerns	PAClinicalEducation@rvu.edu
Urgent after business hours	303.588.2781 <ol style="list-style-type: none"> <li>1. Notify Director of Clinical Education: 720.874.2447</li> </ol>
Urgent during business hours	<ol style="list-style-type: none"> <li>2. Notify PA Program: 720.874.2409</li> </ol>
Inability to attend clinic (illness, injury, family emergency)	<ol style="list-style-type: none"> <li>1. Notify your Preceptor first</li> <li>2. Notify the Clinical Team: PAClinicalEducation@rvu.edu</li> </ol>
Preceptor Illness or Vacation	PAClinicalEducation@rvu.edu
Needlestick, exposure, injury	Follow process in section " <a href="#">Infectious Disease</a> "

## 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**  
Phone: (720) 874-2412  
Email: registrar@rvu.edu
- **The RVU PA Program office**  
Phone: (720) 874-2409  
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.

# 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.

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.

# 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.

## Course Schedules

Typically, required classes and events for students are scheduled by the RVU PA Program between 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.

## Didactic Attendance

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.

## 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  $\geq 32$  hours per week. If a student is in a clinical experience that does not meet  $\geq 32$  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 rotations can be found in the clinical tracking system (Exxat). This schedule does not specify holiday, night, or weekend shifts, or call.

If the minimum weekly hour requirement of at least 32 hours/week is not met for any reason, the Director of Clinical Education will work with the Clinical Team to determine need for additional rotation exposure.

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 days or 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 and SCPE course requirements, and working on their Capstone research projects. Gap weeks may be utilized by the Director of Clinical Education to assign clinical experiences for students who need to make up absences. Gap weeks are not considered

vacation time and should be utilized for completion of program requirements and travel between rotation sites.

## Excused and Unexcused Absences

### Definition of Excused and Unexcused Absences

#### Excused Absence:

An Excused Absence is an absence for which permission has been granted by either the Course Director, Director of Didactic Curriculum or the Director of Clinical Education

#### There are different types of excused absences:

- **Voluntary Absence:** An absence for an event or events such as personal appointments and family events. Voluntary absences are generally not permitted.
- **Involuntary Absence:** An absence for serious illness, jury duty, and academic needs specified by the RVU PA Program (i.e. remediation).
  - **Jury Duty**
    - Students summoned to jury duty must notify their individual advisor 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 will need to provide the excused absence form from the court to the faculty advisor (or Director of Curriculum) 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.
- **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.

#### Didactic Phase Excused Absences:

- Excused absences in the didactic phase of training can be requested for up to 1 week in duration.
  - If the absence is involuntary due to an unforeseen illness, the student is to contact the faculty advisor to let them know of the absence (or the Director of Curriculum if the faculty advisor is unavailable). The faculty advisor will inform the other Course Directors of the excused absence.
  - If the absence is 1-3 days in duration, the student does NOT need to complete the Excused Absence form found on the iNET.
  - If a student needs to take an excused absence of >3 days duration, the student must meet with the Director of Curriculum (DOC) and his/her/their faculty advisor to discuss financial aid implications, how the absence could affect progression through the program, and the ability to complete missed work versus the need for an official leave of absence.
  - Following meeting with the DOC and the faculty advisor, the student is to submit the appropriate completed form on the iNET—either an Excused Absence form or a Leave of Absence form.
- Students are not allowed to have consecutive excused absences of 1 week or more in duration.
- Students are permitted one, 1-week duration excused absence per semester.
- Unexcused absences within the didactic phase could affect the professional development assessment tool (PDAT) component of the course grade.

#### Clinical Phase Excused Absences:

It is the student's responsibility to notify the Clinical Team of any absences as soon as possible. Failure to do so may result in a notation on the PDAT or failure of the rotation.

- 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.
- Unique circumstances where a student is requesting a voluntary excused absence must be submitted in writing to the Director of Clinical Education within ten business days from the requested day(s) off. If adjustments 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. Multiple requests for voluntary absences will not be allowed.

- Students will not be responsible for making up a single 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. If a preceptor absence includes multiple days, students will need to make up multiple days. If it is not possible for the student to make up all the missed days and it results in students not meeting the minimum hours required for a rotation, the Clinical Team will assign additional clinical experiences to meet the requirement.

If there is a pattern of absences, whether excused or unexcused, through the semester or year, a remediation plan may be warranted.

### **Unexcused Absences:**

An unexcused absence is an absence which has not been approved by the Course Director, Director of Curriculum or the Director of Clinical Education.

### **Other Clinical Experience Considerations:**

**Mandatory Testing:** During Clinical Experiences, the student will be required to be on the RVU campus for Competency Assessments (e.g., Point of Entrustment exams, Summative Examination, Capstone). 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.

## **Student Religious Accommodations for Excused Absence Policy**

Rocky Vista University (RVU) aims to provide a reasonable accommodation for the [sincerely held](#) religious beliefs of a student if the accommodation would resolve a conflict between the individual's religious beliefs or practices and an educational requirement unless doing so would create an undue burden for the university. RVU will make determinations about religious accommodations and attendance/excused absences on a case-by-case basis considering various factors and based on an individualized assessment in each situation.

RVU strives to make determinations on religious accommodation requests expeditiously and will inform the individual once a determination has [been made](#). If there are questions about an accommodation request, please contact the Vice President for Inclusive Excellence, in the Office for Inclusive Excellence.

Students [are strongly encouraged](#) to [submit](#) all religious accommodation requests for the entire academic year via the iNET form (<https://inet.rvu.edu/home/forms-2/student-religious-accommodation-for-excused-absences-request-form/>) during the first week of the semester. Requests may require up to two weeks to process. Please be aware that failure to [submit](#) requests [in a timely manner](#) may delay the implementation of any approved accommodations.

Students should understand that if accommodation [is granted](#), missing time from an internship or clinical placement may require the student to make up work or repeat the internship or clinical placement [at a later time](#), potentially delaying progress in the program and/or graduation.

If examinations or assignment deadlines [are scheduled](#) on the day(s) of a religious observance, any student who provided advance notice [in accordance with](#) program policies and procedures will have the opportunity to make up the examination or extend the assignment deadline and will not [be penalized](#) for the absence.

Being absent from class or other educational responsibilities does not excuse students from meeting all expectations set during the missed class(es). Students [are responsible for](#) obtaining the materials and information provided during any class(es) missed.

revised 9.18.24

## Supervised Clinical Practice Experience Professional Requirements

Students need to be prepared to study for their clinical experiences. It is important for students to commit to reviewing patient encounters and seeking out chances to explore areas of learning that may need additional research to enhance or deepen knowledge.

### 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 equivalent 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.

## 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 Student Assessment and Promotions Committee (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.

## 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

### Course Schedules

#### Curriculum

The Rocky Vista University (RVU) Physician Assistant (PA) Program curriculum is adapted from a competency-based model. This model is based on a system of medical education that focuses on outcomes. The curricular design, implementation, assessment of students, and evaluation of the program utilizes an organizing framework of competencies.

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.

### Class of 2024

#### Year I - Semester I (Fall)

Item #	Title	Credits
PAS 5001	Interprofessional Education Seminar I	1
PAS 5111	Normal Human Development I	2
PAS 5113	Molecular and Cellular Concepts I	4
PAS 5115	Anatomy I	4
PAS 5131	Clinical Medicine: Professional Seminar I	3
PAS 5133	Clinical Medicine: Illness and Disease I	4
PAS 5135	Clinical Medicine: Evidence-Based Practice I	2
PAS 5137	Clinical Medicine: Skills and Assessment I	4
PAS 5139	Reasoning and Application I	3

## Class of 2024

### Year I - Semester II (Spring)

Item #	Title	Credits
PAS 5002	Interprofessional Education Seminar II	1
PAS 5112	Normal Human Development II	1
PAS 5114	Molecular and Cellular Concepts II	5
PAS 5116	Anatomy II	4
PAS 5132	Clinical Medicine: Professional Seminar II	2
PAS 5134	Clinical Medicine: Illness and Disease II	6
PAS 5136	Clinical Medicine: Evidence-Based Practice II	2
PAS 5138	Clinical Medicine: Skills and Assessment II	5
PAS 5140	Reasoning and Application II	3

## Class of 2024

### 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

## Class of 2024

### Year II - Semester I (Fall)

Item #	Title	Credits
PAS 5252	Clinical Seminar II	1
PAS 5262	Supervised Clinical Practice II	14

## Class of 2024

### Year II - Semester II (Spring)

Item #	Title	Credits
PAS 5253	Clinical Seminar III	1
PAS 5263	Supervised Clinical Practice III	13-14

## Class of 2024

### Year II - Semester III (Summer)

Item #	Title	Credits
PAS 5254	Clinical Seminar IV	1
PAS 5264	Supervised Clinical Practice IV	9
PAS 5271	Research Proposal	2

## Class of 2024

### Year III - Semester I (Fall)

Item #	Title	Credits
PAS 5272	Capstone	7
PAS 5233	Professional Seminar III	1

## Class of 2025 and Class of 2026

### Year I - Semester I (Fall)

Item #	Title	Credits
PAS 5001	Interprofessional Education Seminar I	1
PAS 5111	Normal Human Development I	2
PAS 5113	Molecular and Cellular Concepts I	4
PAS 5115	Anatomy I	4
PAS 5131	Clinical Medicine: Professional Seminar I	3
PAS 5133	Clinical Medicine: Illness and Disease I	4
PAS 5135	Clinical Medicine: Evidence-Based Practice I	2
PAS 5137	Clinical Medicine: Skills and Assessment I	4
PAS 5139	Reasoning and Application I	3

## Class of 2025 and Class of 2026

### Year I - Semester II (Spring)

Item #	Title	Credits
PAS 5002	Interprofessional Education Seminar II	1
PAS 5112	Normal Human Development II	1
PAS 5114	Molecular and Cellular Concepts II	5
PAS 5116	Anatomy II	4
PAS 5132	Clinical Medicine: Professional Seminar II	2
PAS 5134	Clinical Medicine: Illness and Disease II	6
PAS 5136	Clinical Medicine: Evidence-Based Practice II	2
PAS 5138	Clinical Medicine: Skills and Assessment II	5
PAS 5140	Reasoning and Application II	3

## Class of 2025 and Class of 2026

### 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

## Class of 2025 and Class of 2026

### Year II - Semester I (Fall)

Item #	Title	Credits
PAS 5252	Clinical Seminar II	1
PAS 5262	Supervised Clinical Practice II	14

## Class of 2025 and Class of 2026

### Year II - Semester II (Spring)

Item #	Title	Credits
PAS 5253	Clinical Seminar III	1
PAS 5263	Supervised Clinical Practice III	13-14

## Class of 2025 and Class of 2026

### Year II - Semester III (Summer)

Item #	Title	Credits
PAS 5254	Clinical Seminar IV	1
PAS 5264	Supervised Clinical Practice IV	9
PAS 5271	Research Proposal	2

## Class of 2025 and Class of 2026

### Year III - Semester I (Fall)

Item #	Title	Credits
PAS 5272	Capstone	7
PAS 5233	Professional Seminar III	1
PAS 5264	Supervised Clinical Practice IV	9
Total Credits		122

## Curriculum Committee

The Committee is composed of the PA principal faculty, instructional faculty, and faculty from the College of Osteopathic Medicine (COM) and/or Master of Science in Biomedical Sciences (MSBS) program. This group 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, learning outcomes, and instructional 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.

The Director of Clinical Education serves as course director for Supervised Clinical Practice Experiences (SCPEs) and assigns the final grade after reviewing the evaluation(s) from the community preceptor, course-related assignments, and individual performance on Mini-CEX evaluations, End of Rotation (EOR) exams, and competency exams.

## 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 (IN), 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 does not successfully pass a retake of incomplete (IN) course requirements, fails to meet expectations for a course regarding professionalism, OR, does not pass formal remediation for a failed course. 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 the 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 will be replaced by a grade

of Fail (F). If the student receives a grade of IP and withdraws from the program before 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 (IN):** 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.

An Incomplete (IN) grade requires successful completion of the required components. The student will have one (1) attempt to retake the required course components that were unsuccessfully completed. 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 will 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.

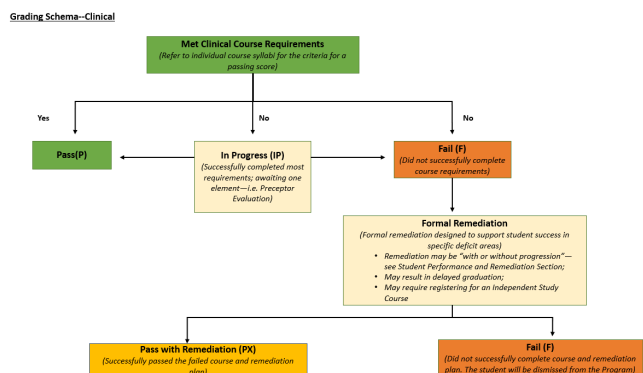
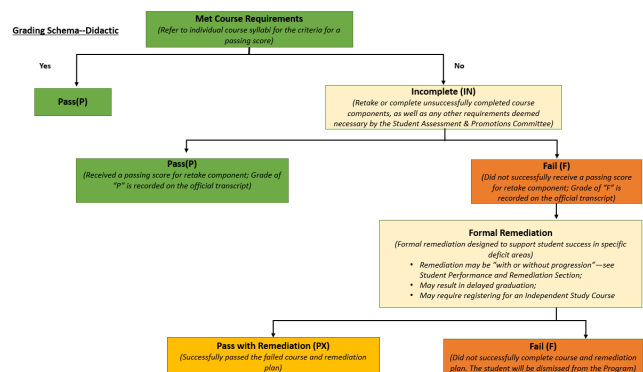
If more than one (1) incomplete grade is received, the Student Assessment and Promotion Committee (SAPC) may decelerate the student (see Student Performance and Remediation Section).

**Pass with Remediation (PX):** A grade of Pass with Remediation (PX) is given to the student who receives a Fail (F) and successfully 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) 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 SAPC. 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. (*See Didactic and Clinical Grading Schemas below*)



## Student Assessments

All assessments are associated with an individual course and include, in addition to individual course assignments, the following:

**Block Examinations:** multiple choice exams typically held every other Friday as part of each course within the didactic semesters. These examinations will consist of test items from each course, unless otherwise indicated in the course syllabi.

**Integrated Assignments:** short-answer essay-style assessments based on a clinical case scenario. These

assessments will consist of test items from each course. There are three dispersed throughout each didactic semester.

**Points of Entrustment Clinical Assessments 1-3 (POE 1, 2, and 3):** there are three points of entrustment to ensure learner progression to competence. These assessments are completed at the RVU Healthcare Simulation Center on campus:

1. **Entering Clinical Rotations (POE 1):** Ensures minimal knowledge, skills, attitudes necessary to enter supervised clinical experiences.
  - Associated with PAS 5138 Skills & Assessment II. (refer to course syllabus for specifics)
2. **Mid-Clinical Phase competency testing (POE 2):** Ensures learner has met requirements in required clinical disciplines and is based on common presentations encountered in primary care (preventive care, acute and chronic care, women's health, behavioral/mental health, emergent situations, and general procedures)
  - Associated with PAS 5263 Supervised Clinical Practices Experiences III. (refer to course syllabus for specifics)
3. **Program Completion (POE 3):** Ensures students have met requirements to graduate.
  - Associated with PAS 5272 Capstone, (refer to course syllabus for specifics) and is a component of the program's summative comprehensive examination.

In the event of a failure of the first attempt at any Point of Entrustment Examination, the student will be given a remediation activity designed to correct the identified deficit. Upon completion of the remediation activity, the student will be eligible to be reassessed. If the student fails the reassessment, a thorough review of the student's performance in the program will occur (e.g., didactic courses, clinical experience evaluations, professionalism evaluations, performance according to competencies). Using all of these data points, the student will be assigned a formal remediation plan specific to their needs; this may include, but is not limited to, deceleration to complete the remediation and reassessment, case discussions with faculty and/or a remediation guide, and an individualized coaching plan. Following this individualized remediation, the student will have one more opportunity to be reassessed. Failure to pass this second reassessment for either POE 1 or POE 2, will result in dismissal from the program.

Failure to pass the POE 3 clinical examination after a second, individualized remediation, will require that the student participate in an intensive, individualized coaching plan designed to enhance their clinical skills before being eligible to graduate and sit for the PA National Certifying Examination (PANCE). The student's graduation date will be delayed, as will the

ability to sit for the PANCE, until such time as Program requirements are successfully met. Program requirements that must be met after a second failure of the POE 3 include, but are not limited to, adherence to the individualized coaching plan, and achieving Milestone Level 3 on assigned clinical case discussions with faculty, virtual reality case work, or any other clinical task reviewed.

An extended program may be necessary in order to accommodate the remediation plan and retake of the examination for any of the POE competency assessments. The student may be responsible for costs associated with the extended program and retake process.

**End-of-rotation exams (EORs):** multiple-choice exams targeted toward a specific discipline - administered upon completion of each required clinical rotation. These examinations are completed online through the Physician Assistant Education Association's (PAEA) assessment portal and are associated with PAS 5261-5265 Supervised Clinical Practice Experiences I-V. Refer to course syllabi for criteria related to receipt of a failing grade and remediation practices.

**Physician Assistant Clinical Knowledge Rating Assessment Tool (PACKRAT I and II):** multiple-choice exams administered online through PAEA's assessment portal. These examinations are designed to offer guidance to students in preparation for the clinical year, and the Physician Assistant National Certifying Examination (PANCE). PACKRAT I is administered during PAS 5150 and a second PACKRAT exam is administered during the curriculum's clinical phase. There is no pass/fail score; the exam is meant to inform student of their strengths and areas for improvement, to guide self-directed learning over the course of clinical training.

**End-of-Program Written Summative Examination:** multiple-choice examination administered within the last four (4) months of the Program as a component of the Program's summative comprehensive examination. It is associated with PAS 5272. The student must pass both the Written Summative Examination and the Point of Entrustment #3 Clinical Summative Examination in order to become eligible to graduate from the RVU PA program. The Program curates the PAEA's End of Curriculum Examination as its summative written exam.

Students will receive their Summative Written and Clinical Exam scores (pass/fail) within two (2) weeks following completion of the exams.

In the event of a failure of the first attempt at the Summative Written Examination, a thorough review of the student's performance in the Program will occur (e.g., didactic courses, clinical experience evaluations,

professionalism evaluations, performance according to competencies). Using all of these data points, the student will begin a formal remediation plan specific to the student's needs. Following formal remediation, the student will have the ability to retake the exam one (1) time, no sooner than 60 days after the first attempt (per PAEA policy). Failure to pass the written examination after the second attempt will require that the student participate in an intensive, individualized coaching plan designed to enhance their medical knowledge before being eligible to graduate and sit for the PA National Certifying Examination (PANCE). The student's graduation date will be delayed, as will the ability to sit for the PANCE, until such time as Program requirements are successfully met. Program requirements that must be met after a second failure of the Summative Written Exam include, but are not limited to, adherence to the individualized coaching plan, and completion of NCCPA practice exams until such time as the student scores within the "green" category overall.

An extended program may be necessary in order to accommodate the remediation plan and retake of the examination. The student may be responsible for costs associated with the extended program and retake process.

## **Supervised Clinical Practice Experience (SCPE) Policies**

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### **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 70 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**

- The Program is responsible for coordinating (identifying, contacting, and evaluating) and assigning all student supervised clinical practice experiences.
- The Program will provide clinical site learning outcomes and instructional objectives to preceptors and students.
- The Program may remove the student from any site if the Program believes the site no longer can meet Program expectations or policies.
- 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.
- 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 PA Program verifies the licenses at the time of student placement and 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.

## **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, TikTok, etc.) 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.

## Supervised Clinical Practice Experience Schedule

The PA Program's Clinical Team assigns all Supervised Clinical Practice Experiences (SCPE) based on the Accreditation Review Commission on the Education for Physician Assistant (ARC-PA) Standards and the RVU PA Program requirements. Students may express interest in their experience placements by completing preference sheets. One-on-one meetings may occur with the Director of Clinical Education. Special requests are typically not accommodated due to clinical requirements and Preceptor availability.

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 will be at the discretion of the Clinical Team. There may be some circumstances that may necessitate a change in a student's scheduled clinical experience (i.e. the Preceptor/clinical site requests a schedule change, or if a Preceptor terminates the partnership), such 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 expected.

## Clinical Experience Requests

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. (*ARC-PA standard A3.03*) 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.

Before considering a clinical experience request, the student must ensure that the potential Preceptor/site does not pose a conflict of interest. If there is any potential for conflict of interest, the request should not be made.

**In-State Requests (Colorado):** If a student is interested in a clinical experience at a certain site or with a specific Preceptor within the state of Colorado, the following protocol must be followed:

- Refrain from contacting the site or Preceptor until a discussion with a member of the PA Clinical Team has occurred.
- Discuss preferences and interests during a one-on-one meeting and/or record your preferences in the elective interest surveys.
- Complete as much information as possible on the Preceptor recommendation link.
- Communication with the site and/or Preceptor will follow the Clinical Team's established process.

**Out-of-State Requests:** The student should only contact sites/Preceptors where a personal relationship has previously been established. Students should not "cold-call" sites/Preceptors or contact other PA Programs requesting clinical experiences.

If a student is interested in a clinical experience at a certain site or with a specific Preceptor outside of Colorado, the following protocol must be followed:

- Complete as much information as possible on the [preceptor recommendation link](#). If the rotation is deemed appropriate, a member of the Clinical Team will extend a courtesy call to the PA Program(s) in that state to ensure there is no conflict with their scheduling needs.
- The student is responsible for arranging transportation and housing for their out-of-state clinical experience.
- Some states require additional authorization or fees for an out-of-state student to complete a rotation. The student will accept responsibility for the fees and additional paperwork needs.

## Clinical Site Evaluation

The Program is responsible for ensuring proper and adequate education of all its students on clinical rotations. The Program engages in a robust and ongoing evaluation of each Preceptor and clinical site to ensure that each Preceptor and site can meet Program expectations for student learning 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. If at any time a site or Preceptor is deemed inadequate, the Program may remove current students from the rotation and will not schedule future students until the site is re-evaluated and found acceptable.

If a student believes there is a problem with a site or a Preceptor, the student must contact the Director of Clinical Education either via:

- the mid-rotation questionnaire that is designed to evaluate potential concerns,
- phone (if emergent),
- or email if non-emergent.

The Director of Clinical Education will contact the student for additional information and enact protocols to further evaluate the site and/or Preceptor.

## Immunizations, Screenings, and Titters

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, in the event a student attends a Supervised Clinical Practice Experience (SCPE) at an international location, they

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. This may result in a delayed graduation.

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:** Documentation from student's primary healthcare provider is required. For example, a severe,

life-threatening allergy to eggs or other components of influenza vaccine is a contraindication for flu vaccination.

**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.

## **Infectious Diseases, Body Fluid, and Needle-Stick Exposures**

Rocky Vista University has adopted policies and procedures for dealing with exposure to infectious diseases including, but not limited to HIV, hepatitis, and tuberculosis. In the event a student experiences 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 Workers' Compensation.

Students must contact RVU's Human Resources Department, as well as the RVU PA Program immediately after care is initiated.

Rocky Vista University has adopted policies and procedures for dealing with exposures. Students can find the full policies in the RVU DynamicPolicy repository.

Students in the RVU PA Program are required to adhere to these guidelines.

## **Drug Screens and Background Checks**

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. All students may be subject to additional background checks or security measures per clinical site requirements. These measures may include, but are not limited to, fingerprinting and drug screening. Refer to "Criminal Background Checks" for additional information.

#### **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.

## **Student 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 rotations require travel outside the Denver metropolitan area to participate in clinical experiences or didactic educational opportunities. Travel is at the student'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, students 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 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 entails a commute greater than 50 miles or 50 minutes from the RVU campus, the Program will identify housing for the student through the Colorado Area Health Education Center (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 from the RVU campus for a period greater than five (5) consecutive 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 a clinical experience with a commute greater than 50 miles or 50

minutes from the RVU campus in an area where family offers housing, 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 from the RVU campus 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*:

- The student will conduct oneself in a courteous, respectful, and professional manner at all times.
- The student will wear proper identification as an RVU PA Student while on campus and while participating in Program-assigned clinical experiences.
- The student will be conscientious and accountable.
- The student will be responsible for taking an active role in their clinical education.
- The student will demonstrate awareness of professional limitations and will only perform activities assigned by and under the supervision of their Preceptor.
- On the first day of the clinical experience, the student will discuss educational goals with the Preceptor and review clinical experience objectives and evaluation forms with the Preceptor.
- The student will follow the rules and regulations of the hospital or other institutions in which they work and agree 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.
- 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.
- The student will be responsible for discussing the clinical evaluation forms with their Preceptor(s) for each clinical experience.

- 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.
- 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.
- Students are required to keep a timely and complete clinical log of every patient encounter. The Program monitors these records using the electronic patient tracking system (i.e. Exxat).
- If a rotation requires that a student participate in supervised call time, the student is expected to do so.

## Clinical Tracking System

The clinical tracking system (Exxat) 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 – including prenatal and gynecologic care;
- 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, procedures, level of participation etc. Students are strongly encouraged to log information within 24 hours of an encounter to ensure most accurate logging. 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. Graduates find these data particularly useful when discussing their experiences with potential employers and for documentation of skills associated with securing privileges.

Members of the PA Program clinical team review learner logs on a regular basis. Failure to log patients in a timely fashion may trigger further evaluation by the

Director of Clinical Education or Medical Director - Clinical. Refer to the SCPE course syllabi for specific expectations related to patient logging.

## 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 the EHR system, and policies/procedures as applicable.
- Discuss rotation-specific expectations with student.
- Review learning outcomes and instructional 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.

## Mini-Clinical Examination Experiences (Mini-CEX)

Preceptors evaluate student performance by completion of one Mini-CEX exam per clinical experience. A Mini-CEX is a structured direct observation of learner skill that contributes to the evaluation of the student's competency.

## Preceptor Evaluation of Student

Preceptors assess student performance using the student evaluation form for each clinical experience, with the final evaluation impacting the course grade. The syllabus outlines how this evaluation contributes to the final grade. Student evaluations by Preceptors are managed through Exxat software. Before the rotation ends, students should review the evaluation with their Preceptor for feedback and to confirm completion. Students are accountable for ensuring the Preceptor submits the evaluation, as it influences their grade.

## Promotion and Graduation

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### The Student Assessment and Promotions Committee

The Student Assessment & Promotions Committee (SAPC) is charged by the Provost 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 core RVU PA Program faculty members, a representative from RVU Student Affairs, and one or both PA Medical Directors. The Program Director designates the 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, remediation with progression, referral, and entrustment.

The SAPC makes recommendations to the Program Director for:

- Consideration of remediation without progression
- Dismissal

The SAPC takes a comprehensive approach to reviewing student progression before making its recommendation(s). 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).

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 Student Assessment and Promotions Committee (SAPC). Course Directors report final grades to the Registrar's Office.

The RVU PA program utilizes a developmental approach to assessing student progress toward competence. This method allows the Program to evaluate student performance based on the knowledge, skills, and behaviors that the students demonstrate rather than those that might be theoretical in nature. Using this assessment method, students are able to identify areas of strength and specific areas for improvement, guide their future educational goals, and provide a measure of their progression over the course of the curriculum. Individual competencies are assessed across the curriculum and the Program associates these competencies with core clinical tasks, known as Entrustable Professional Activities (EPAs). The EPAs represent an integration of competencies and students are expected to begin integration of competencies during the clinical phase of training. Preceptors assess students both on Program outcomes (tied to competencies), and an entrustment scale—indicating their level of trust in the student's ability to function with specific degrees of supervision. All data points collected are utilized to garner a 360° evaluation of student progression prior to making determinations of preparedness to enter clinical practice. The Program expects that all students will reach "competence" (developmental milestone level 3) or beyond, in the assessed competencies and EPAs, by graduation.

## Course Requirements

The PA Program is a 27-month program, comprised of a 9-month didactic education phase followed by a 15-month clinical and 3-month research phase. There are seven (7) total semesters—years one and two are comprised of three semesters each and the last year is comprised of one semester. Every course in the didactic education phase is offered once each academic year.

The requirements for each year must be completed successfully before a student can begin the next year's curriculum, unless the Student Assessment and Promotions Committee (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 are the responsibility of the student.

## Failure of a Course

When a student incurs a failing grade, the Student Assessment and Promotions Committee (SAPC) reviews that student's entire academic record in detail and may impose remedial action as described in the "Student Remediation" section.

Receipt of a failing grade, regardless of course, or reasoning (knowledge, skills, behavior) will result in a change in academic standing to "Academic Probation". Academic Probation will remain in place until the learner has successfully completed remediation and reassessment requirements as outlined by the SAPC. Academic Probation may be reportable to professional credentialing bodies, if asked.

A failed course can only be repeated or remediated one time. The student cannot retake a course for a third time, nor can a student re-remediate any failed course. Therefore, a second failure, after either repeating a course or in remediation of a course, will result in dismissal.

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;
  - e.g. ≥2 course failures in a single 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;
  - e.g., documented discussions around expected behaviors
- 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 a student is "at risk" for failing a course/competency, the Course Director(s) and SAPC will notify the student at least one time during each semester. Notification will include recommended and/or required activities designed to promote success.

## At Risk

The "at risk" notification to the student is the Program's due diligence in making the student aware of their unsatisfactory status and is issued by the Student Assessment & Promotions Committee (SAPC). "At risk" indicates a student is at risk for not being promoted to the next semester. At risk notifications are given to students at least once a semester.

An "at risk" notification may be rendered when the student has:

- Failed two 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 from the SAPC may:

- Be required to meet with the Student Success Facilitator as determined by the Course Director or SAPC.
- May be required to meet with Course Directors.
- May be required to contact the Colorado Physician Health Program (CPHP).

## Academic Standing and Probation

Students receiving a failing grade will be placed on "academic probation" and considered "not in good standing". Students must successfully complete all requirements associated with academic probation, as outlined by the Student Assessment & Promotions Committee (SAPC), within one semester, to be returned to "good standing". If the requirements of academic probation are not successfully met within the timeframe designated by the SAPC, the student will be recommended for dismissal. Students on academic probation will be required to step down from elected or appointed leadership positions. Should the student return to "good standing", he/she/they will not be able to resume their previous leadership position.

## Student Performance and Remediation

**Failure of a Course:** in the event a student receives a failing (F) grade for a course, they will be placed on Academic Probation by the Student Assessment &

Promotions Committee (SAPC) until such time as remediation is successfully completed. A failed course can only be remediated one time.

**Remediation:** To determine remediation status, the SAPC will review the student's entire academic record, and take one of the following actions:

- Enact Remediation with Progression, or
- Make a recommendation to the Program Director of either Remediation without Progression or Student Dismissal

**1. 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 passing criteria for the course)

Remediation with Progression will require an individualized remediation plan which may include, but is not limited to:

- Enrollment in an independent study course
  - Tuition will be charged for all individual study courses and is the responsibility of the student
- Working with the Student Success Facilitator
- 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;
- Case discussions
- Additional weeks of supervised clinical practice experiences (SCPEs); and/or
- Any combination of the above listed items.

Successful completion of Remediation with Progression is necessary for the student status to return to "good academic standing" and removal from Academic Probation.

A student who is unsuccessful in their remediation and reassessment attempt, will be recommended for dismissal.

A student who receives a failing grade in a separate course or competency while remediating, will be reviewed by the SAPC for review and recommendation of eligibility for continuation of study, progression and promotion, and may include, but is not limited to, remediation with or without progression, or dismissal.

## **2. Remediation without Progression**

**(deceleration):** A recommendation made to the Program Director 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 decelerated, which may include:

- a) taking a leave of absence and re-matriculating into the next cohort, or
- b) being removed from clinic for a month or more to remediate identified deficits.

The student may or may not be [refunded any tuition](#) for the current year, in accordance with university policies. The student will be placed on Academic Probation as part of this decision.

Examples of when the determination of Remediation without Progression may be made include, but are not limited to:

- Not meeting the 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;
- Failure of an End of Rotation Exam retake and/or failure of a clinical rotation.

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. Following this meeting, the student may need to complete a "Change of Status" form, per university policy.

### Deceleration with re-matriculation into the next cohort:

Deceleration with re-matriculation will result in an Official Leave of Absence (LOA) from the Program and institution. In addition, this determination may have a financial impact on the student, therefore, a meeting

with the Office of Student Financial Services will be recommended. This determination will result in delayed graduation.

Prior to re-matriculating, the student must notify the Program, in writing, of his/her/their intent to return to the program no later than April 1<sup>st</sup>. A \$500 non-refundable deposit to hold a place in the next cohort must be submitted with this notification. The deposit will be applied towards tuition when the student returns from the LOA.

The student will meet with the Director of Curriculum and/or the Chair of the SAPC to review remediation and re-matriculation requirements prior to, and upon return from the LOA. The student's status upon re-matriculation will remain “Academic Probation”, until such time as the failed courses are successfully remediated.

### Deceleration from clinical progression:

Deceleration from clinical rotations may result in an official LOA if the deceleration extends beyond 30 days. In the event this occurs, consultation with the Office of Student Financial Services will be recommended. This determination may result in delayed graduation and the student's status will be converted to Academic Probation.

Remediation without Progression (whether didactic or clinical) 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) to cover content areas in which the student demonstrated deficiencies in learning objectives within courses for which the student previously received a passing grade (P)
  - Content and assessments associated with these courses will be based on any prior deficits and may include, but is not limited to:
    - Attendance in all courses to ensure acquired skills and knowledge is maintained or advanced.
    - Assignments or assessments based on prior deficits (e.g. block exam scores with scores in the “at risk” (70-75%) or failed ranges (<70%); assignments with scores below expected levels)
    - Completion of all Integrated Assignments to ensure a level of competency is maintained or advanced.
- Completion of any new or updated pre-matriculation requirements.

- Cost(s) associated with tuition and pre-matriculation requirements are the responsibility of the student.
- Removal from clinical rotations to focus on the identified deficit (pertains to clinical phase students only).
- Meetings with the Student Success Facilitator
- Meetings with individual Course Directors.

Successful completion of Remediation without Progression is necessary for the student status to return to good academic standing and removal from Academic Probation. Eligibility for continuation in the Program will be determined upon successful completion of remediation in the case of Remediation with or without Progression.

A student who is unsuccessful in their remediation and reassessment attempt, will be recommended for dismissal.

A student who successfully completes Remediation without Progression, and subsequently receives a failing grade in  $\geq 2$  courses in any following semester, will be recommended for dismissal.

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 be dismissed from the Program.

## Student Dismissal

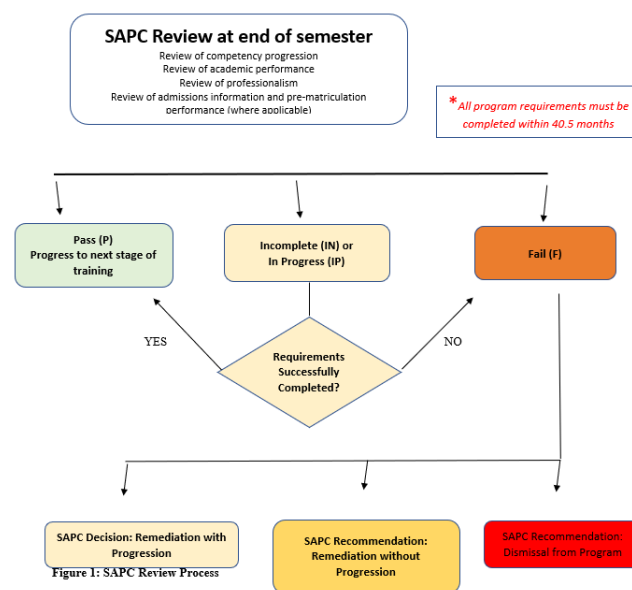
Recommendations of student dismissal may be submitted by the Student Assessment & Promotions Committee (SAPC) to the Program Director when the student is unlikely to successfully complete Program requirements.

Examples of when the recommendation of dismissal may be made, include, but are not limited to:

- The student unsuccessfully completes Remediation with or without Progression;
- The student receives  $\geq 2$  failing grades after completing Remediation with or without Progression;
- The student receives more than 2 failing grades within a single semester;
- The student violates conditions of "at risk", remediation, or disciplinary sanctions;
- 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;
- Students considered unfit to practice will be immediately removed from the didactic or clinical setting until such time as a determination can be rendered regarding continuation in the Program.
- "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 semester are not dismissed.



## Requirements for Annual Promotion

Students must successfully pass all required courses, be "in good standing" (not on Academic Probation) 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 student for eligibility for entrustment and graduation. The student must successfully complete all requirements in each year of the Program and successfully meet or exceed Milestone Level 3 (“Competent”) in each of the assessed entrustable professional activities (EPAs) to be eligible for entrustment and graduation. Students who have completed the Program and are 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 full-time 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, remediation, or need for special accommodations. The maximum time to complete the Program is 40.5 months from the original matriculation date.

Students on extended program may incur additional tuition and/or fee expenses.

## Requests for Leave of Absence

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).

### Requesting a LOA

Prior to submitting a LOA, the student must meet with his/her/their faculty advisor and either the Director of Curriculum or the Director of Clinical Education. All requests for LOAs, whether didactic or clinical, must be submitted via the student iNet (inet.rvu.edu) portal > Student Forms > Change of Status Form. The form will be auto routed to the appropriate Program and university team members to notify them of the change of status.

As part of the form, the student acknowledges and accepts that they may have additional costs associated with the LOA if it takes place after the designated drop/add period. Additionally, the student may be placed on extended program, resulting in delayed graduation.

This is due to factors including, but not limited to clinical site availability and summative examination scheduling.

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.

## Types of Leave

### Official Non-Medical Leave of Absence (LOA)

A student requesting an Official Non-Medical LOA must submit a written petition as described in “Requesting a LOA”. The Student Assessment and Promotions Committee (SAPC) 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”, “academic probation”, or “in good standing” as determined at the time of the LOA by the SAPC.

The student’s academic work, including course performance, 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) 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) 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 written petition as described in “Requesting a LOA”. The request must include:

- 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”, “academic probation” or “in good standing” 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) 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) 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.
- 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.

- Requests may be submitted via email directly to the Director of Curriculum, Director of Clinical Education, or the Program Director, who will route the request to the SAPC.

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.

A student on an official leave, regardless of the reason, may NOT participate in RVU PA program activities including, but not limited to, courses, examinations, 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 completing the change of status form on the iNET and the withdrawal becoming official.

## **Student Rights**

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### **Rights for Appeals**

All appeals are academic proceedings of the RVU PA Program. All appeals must be submitted in writing to the appropriate appeal officer and must be submitted within the designated period for the appeal. Students

may be asked to appear before the Student Assessment and Promotions Committee (SAPC), Provost, or Program Director as part of the appeals review process. If this occurs, the student will be permitted to bring an advocate, but the advocate may not speak on behalf of the student. Actions by the Provost regarding readmission are not subject to reconsideration or appeal.

### **Appearing before the SAPC, Provost, or Program Director**

If the student is asked to appear as part of the appeals process, they may choose, but are not required, to submit a written statement before the meeting. At the meeting, the student will have the opportunity to make any relevant statements and provide their side of the story; the SAPC, Provost, or Program Director will have the opportunity to ask questions of the student and any other individuals that may appear before them to provide first-hand information regarding the matter.

A meeting before any one of these groups or individuals is not intended to be criminal in nature and the proceedings and procedures are not intended to be that of a criminal court. The student does not have a right to be accompanied at the meetings leading up to or the hearing before the meeting(s) by an attorney.

The SAPC, Program Director, or Provost will consider all of the information before rendering a decision. The information reviewed includes but is not limited to, the student's anecdotal notes and files, as well as their admissions file and academic history while in the Program. The student shall be informed of any decision by the SAPC, Program Director, or Provost in writing. This decision and all official disciplinary correspondence shall become part of the student's official record and could be reportable to licensing authorities to the extent relevant questions are raised.

The standard to be employed for all disciplinary cases is a preponderance of the evidence standard (more likely than not, greater than 50%). Clear and convincing evidence is not required. In arriving at any decision, attention is paid to the history of the student, their growth as members of an academic community and graduates and professionals within their chosen profession, and the expectations and responsibilities that accompany the privilege of becoming a practicing physician assistant. Consideration will be given to the educational record, current status, student record, and any prior disciplinary history and/or prior formal or informal warnings, counseling, incidents, and professionalism concerns raised, which may be factored into the recommendation and decision.

## **Appeal of a Decision made by the Program Director**

A student who disagrees with the decision of the Program Director (Remediation without Progression, dismissal, disciplinary sanctions due to code of conduct violations) may appeal the decision within five (5) business days of the date the decision is sent. Any such appeal must be made to the Provost. The Provost, or their designee, shall consider an appeal that is timely and properly filed and render a final determination. For an appeal to be properly filed, it must be sent to the Provost, with a copy to the Program Director and must be received within five (5) business days of the date the notice of the decision of the Program Director was given. During the appeals process, the Provost will not reconsider the facts and statements upon which the original decision was based, but will consider only:

1. [Whether new information not available at the time of the meeting, which, if available, would have impacted the decision or outcome;](#)
2. Whether there is an allegation of discrimination as determined by the appropriate institution (allegations of discrimination will be forwarded to the appropriate University office for investigation);
3. Whether there is evidence of a procedural error that affected the decision;
4. Whether there is evidence that the decision was made in an arbitrary or capricious manner; or
5. The preponderance of the evidence presented does not support the findings and decisions.

The Provost, or designee, may affirm or reject the Program Director's decision or refer the matter back to the Program Director for further consideration. The Provost's decision is final.

## **Appeal of a Decision made by the Student Assessment & Promotions Committee**

A student who disagrees with the decision of the SAPC (of Remediation with Progression; disciplinary sanctions) may appeal the decision within five (5) business days of the date the decision is sent. Any such appeal must be made to the Program Director. The Program Director, or their designee, shall consider an appeal that is timely and properly filed and render a final determination. For an appeal to be properly filed, it must be sent to the Program Director, with a copy to

the chair of the SAPC, and must be received within five (5) business days of the date the notice of the decision of the SAPC was given. During the appeals process, the Program Director will not reconsider the facts and statements upon which the original decision was based, but will consider only:

1. Whether new information not available at the time of the meeting, which, if available, would have impacted the decision or outcome;
2. Whether there is an allegation of discrimination as determined by the appropriate institution (allegations of discrimination will be forwarded to the appropriate University office for investigation);
3. Whether there is evidence of a procedural error that affected the decision;
4. Whether there is evidence that the decision was made in an arbitrary or capricious manner; or
5. The preponderance of the evidence presented does not support the findings and decisions.

The Program Director, or designee, may affirm or reject the SAPC's decision or refer the matter back to the SAPC for further consideration. The Program Director's decision is final.

## Appeal of a Failing Grade

Each Course Director has overall responsibility and authority for their course. Only the Course Director may assign a grade for the course.

A student may appeal a course grade only in the instance of a failing grade (F). The appeal may be submitted in writing to the Program Director within five (5) business days of notification of a failing grade (F). The Program Director, or their designee, shall consider an appeal that is timely and properly filed and render a final determination. For an appeal to be properly filed, it must be sent to the Program Director, with a copy to the appropriate Course Director, and must be received within five (5) business days of the date the final grade was issued. During the appeals process, the Program Director will not reconsider the facts and statements upon which the original decision was based, but will consider only:

1. Whether new information regarding the student's academic progress has been discovered, previously unknown to the student or Course Director;
2. Whether there is an allegation of discrimination as determined by the appropriate institution (allegations of discrimination will be forwarded to the appropriate University office for investigation);
3. Whether there is evidence of a procedural error in the Course Director's assignment of the final grade; or

4. Whether there is evidence that the Course Director acted in an arbitrary or capricious manner.
5. The preponderance of the evidence presented does not support the findings and decisions.

The Program Director may affirm or reject the Course Director's decision or refer the matter back to the Course Director for further consideration. The Program Director's decision is final.

Nothing in this policy shall be interpreted or otherwise prohibit the Program Director or their designee from immediately suspending a student for an egregious violation of the honor code, code of conduct, professionalism, allegations involving serious criminal behavior, or when the continued presence of the student raises serious concerns for the health, safety, and wellbeing for that student and/or others or where there is reason to believe that the continued presence or participation of the student will be disruptive to the educational process and/or the orderly administration of the University or University activities. In such case, the student will be provided with written notice of the suspension and after review, appropriate action will be taken pursuant to policy.

## Rights of Reapplication

A student who withdraws either before or after establishment of an academic record may reapply to the RVU PA Program (or any other physician assistant program) at any time through the regular admissions process.

A dismissed student may reapply to the RVU PA Program or any other physician assistant program through the regular admissions process.

## Student Right to Review Academic File

Any enrolled student may review their entire academic file. Inquiries to review personal academic files should be directed to the Program Director.

## Other Policies

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### 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.

## Additional SCPE Costs

All expenses related to clinical experiences are the student's responsibility (e.g. parking, use of scrubs, additional background checks, drug screens, rotation applications). These expenses should be anticipated and budgeted for before the scheduled clinical experience begins.

## 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.

## PA Graduation

The RVU PA Program Commencement 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 Student Assessment and Promotions Committee (SAPC) and will be considered 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 may be invited to the ceremony.

### 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 Directors 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 the 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). The NCCPA will then send the student an application form, which they will need to complete and return. 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.

Graduation is held the third week in November. All transactions with the NCCPA are strictly the responsibility of the student. The student will need to authorize the 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](http://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). Graduates must forward their Board scores and official transcripts directly to the Colorado BME for the application. Go to <https://dora.colorado.gov/licensing-and-permitting> for more information.

## Other State Licensure

For applications for licensure outside the state of Colorado, the student must provide the PA Program and Didactic Services Coordinator with the required paperwork. See [www.aapa.org](http://www.aapa.org) for information related to licensure in other states.

## Reference Request

Requests for a Program (not personal) reference must be submitted in writing to the Program Director. The Program Director will complete all required documents to verify program attendance and completion, as well as any documents relevant to obtaining privileges. A formal letter including information obtained from the student's official academic file (e.g. competency progression, comments from Preceptors, official correspondence) will be provided only if requested by credentialing/privileging organizations.

## 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.

## Student Services

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### 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.

## The Office of Inclusive Excellence

The Rocky Vista University Office of Inclusive Excellence is a resource for students, staff, and faculty regarding diversity, equity, and inclusion opportunities and challenges in healthcare education across the Colorado, Utah, and Montana campuses.

The DEI Committee helps lead the campus in the promotion and practice of Inclusive Excellence DEI throughout every sector and dimension of the University to the benefit of the entire RVU community.

## 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, Montana, or elsewhere—share access to the same digital collection, which contains books, journals, and databases necessary to learn and practice healthcare. All 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 highly-trained information professionals who play a significant role in the development of future healthcare providers learning to practice medicine with compassion, integrity, and excellence.

## IT Support Services

The Office of Information Technology is available to assist students both on- and off-campus with technical issues they may encounter throughout enrollment. The support center, known as IT Support Services, is available Monday through Friday from 6:00 am until 6:00 pm MST.

Students can email [support@rvu.edu](mailto:support@rvu.edu) for assistance.

For general information regarding technology services, students can visit [support.rvu.edu](http://support.rvu.edu).

## 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, 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.

## Office of Testing

The Office of Testing (OOT) is in charge of preparing, administering, and processing scores for all written exams, quizzes, and rubrics-scored essay assignments, and providing score reports to faculty. The OOT is available to answer student questions about testing, provide technical assistance with testing

software, arrange make-up exams and reviews for excused absences, and work with faculty, staff, and administration to ensure the quality and security of evaluation material.

The OOT designs the proctoring and administration of exams to meet the highest standards of academic integrity. With student cooperation, the Office of Testing seeks to provide the most secure, consistent, and low-distraction exam environment possible, modeled after the environment of NBME Board exams.

RVU uses ExamSoft™, a secure item banking and electronic testing software platform, to create and administer all written exams and quizzes. Students are required to own and maintain a laptop that meets the minimum requirements of Examplify™, the exam taker application of ExamSoft. Those requirements are here: [Examplify MSRs](#)

Requirements are subject to frequent change, so the OOT recommends that students check them before purchasing or updating a laptop for use at RVU. If a student has a last-minute issue with their personal laptop, the OOT has loaner laptops available to borrow. The OOT asks that students limit use of this option to emergencies and to no more than five times per student, per semester.

Please contact [officeoftesting@rvu.edu](mailto:officeoftesting@rvu.edu) for the Colorado and Utah campuses, or [MTOOT@rvu.edu](mailto:MTOOT@rvu.edu) for the Montana campus, with any questions, testing concerns, or to notify OOT of unexpected absences from testing events.

Detailed exam day instructions, best practices, and testing protocol for each program can be found on the [Office of Testing tab](#) under Students on MyVista.

## 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 more. RVU departments and students are able to send their print jobs directly to the Print Center through an online system and can pick them up at their convenience.

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. RVU Utah and RVU Montana print jobs are ordered online, processed in Colorado, and then shipped to the appropriate campus for pick up. The Print Center may be contacted through email at [printcenter@rvu.edu](mailto:printcenter@rvu.edu) or by phone at (720) 874-2459.

## Writing Center

The Rocky Vista University Writing Center assists writers in the development of effective written communication, assignments, and professional documents, offering guidance from start to finish—from brainstorming and outlining to revising and editing. Through audience- and genre-centered instruction, specific feedback, and access to resources, the RVU Writing supports faculty and students alike.

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.

## Campus Safety & Security

### Campus Safety and Security

The Campus 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, RAVE Emergency Notification systems in Colorado and Utah, as well as officer patrols and escorts. The Campus Safety and 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 Campus Safety and 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 Campus Safety and Security Department at (720) 875-2892 in Colorado or (435)

222-1300 in Utah or 911. The Campus Safety and 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 RAVE Emergency Notification Systems in the form of SMS text messages, email, 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.

## 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 any of the campuses.

## Firearms, Weapons, and Other Prohibited Items Policy

This policy establishes restrictions regarding the possession, carry, transportation and storage of firearms and weapons and other dangerous items on Rocky Vista University properties or areas of responsibilities. This policy applies to all RVU students, faculty, staff, guests, visitors and contractors.

### Policy Statement:

Possession of firearms, ammunition, explosives, fireworks, and/or other dangerous weapons, which may cause fear, alarm, or threat to another person within or upon the grounds, buildings, or other facilities of RVU or at any RVU-sponsored or supervised functions or events is prohibited.

However, if the individual is legally permitted to transport, possess, purchase, receive, transfer, or store the firearm in the state of the RVU location where they are working, studying, or visiting, it is allowable for the firearm(s) to be stored in the individual's private vehicle in the University parking lot. The firearm must be locked securely in the motor vehicle or in a locked container attached to the motor vehicle while the motor vehicle is not occupied; and the firearm is not in plain view from the outside of the motor vehicle. Any employee or student who intends to have a permitted firearm in their vehicle while in the University parking lot must complete a disclosure form, available at the Department of Campus Safety and Security. If the weapon is a loaded handgun, employee or student must provide proof on the form that the employee or student has a concealed carry permit valid in the state of the RVU location where they are working or attending school. In no event may a person store or possess a loaded rifle, shotgun, or muzzle-loading rifle in a vehicle in the University parking lot.

Any person(s) in violation of this policy shall be subject to University disciplinary action and/or criminal charges.

*Exception to this policy would be granted to city, state, or federal law enforcement officers on RVU property for official business.*

### Other Prohibited Weapons or Dangerous 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:

- Rifles, weapons, ammunition and related paraphernalia, BB guns and air guns.

- Narcotics, recreational or illicit drugs and drug-related items.
- 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).
- Toxic and hazardous chemicals, except cleaning chemicals and approved lab chemicals.
- Unauthorized cooking equipment (i.e., grills, toaster ovens, hot pots, hot plates, fry pans, etc.).
- Immersion heaters.
- Any other items that may affect the safety or security of the University.

#### **Additional Information:**

Employees or students who are aware of violations of this policy are required to report such violations to the Department of Campus Safety and Security.

#### **Clinical Rotations:**

Students on Clinical Rotations must learn and adhere to the policy of the facility in which they are rotating, as RVU policy does not supersede any outside facility's policies in this regard.

## **Lost and Found Policy**

This policy is intended to ensure that items reported lost or found are properly accounted for and, in the case of items found, returned to their rightful owners, donated, recycled, or disposed of.

The Department of Campus Safety and Security (CSS) Utah Campus will receive and collect lost and found items and store them in the property room until claimed by the owner or for a period of 90 days. After 90 days, any unclaimed property will be donated, recycled, or destroyed.

The Department of Campus Safety and Security (CSS) Colorado Campus will receive and collect lost and found items and store them in the property room until claimed by the owner or to the end of the school academic year. After the school ends, any unclaimed property will be donated, recycled, or destroyed.

All found Property must be logged into the Lost and Found property book. All items are tagged and stored in the Lost and Found Cabinet. 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 an appropriate folder and the ARMS entry must be updated. Items turned in will be held for a period of 90 days from date of intake. At the determination of the CSS Manager or designee, all remaining unclaimed items will be purged from the inventory by one of the following methods: donated,

recycled, destroyed, or returned to the finder. Cash money turned in to CSS will be turned over to finance immediately, CSS will not hold money.

Security will not hold the following items: Clothing, notes, notebooks, coffee mugs, thermoses, water bottles, plates, bowls, eating utensils, food, or drinks.

Any items collected as evidence will be given to the CSS Manager or designee, to be stored in a secure location until handed over to law enforcement for further investigation.

## **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.

## **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-site training locations for University-sponsored 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. 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 on the Clery Act*).

## **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, entry into the RVU buildings, 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 the Colorado campus and Security Front Desk on the Utah 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 in a visible location above the waist 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 may 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.

## Marketing and Communications

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

### RVU Branding Guidelines and Logo Files

At Rocky Vista University, maintaining a strong and unified brand identity across all communication channels is a top priority. Our [brand page](#) serves as a comprehensive resource, empowering every member of the RVU community to present a consistent and cohesive brand image in all marketing and communication endeavors.

We encourage you to frequent this hub to stay informed about the latest updates to our brand guidelines.

### Marketing Approvals

For all marketing materials, both internal and external, please adhere to the University's brand guidelines. Requests can be submitted to the marketing department at RVU via email at [marketing@rvu.edu](mailto:marketing@rvu.edu). Please provide a detailed description of the proposed material, along with relevant design files and mock-ups. Kindly allow 5 business days for feedback or approval.

All designs should incorporate an approved university logo. The RVU logo should be prominently displayed, unaltered, and unobstructed. Logo size should be appropriate and maintain its integrity across different formats and platforms. Designs should utilize the designated fonts and colors specified in the RVU branding guidelines.

### Press Releases

If students, faculty, or staff would like to have a press release created and distributed about an event or accomplishment (either individually or departmentally), please submit your request to [marketing@rvu.edu](mailto:marketing@rvu.edu).

### Peak to Peak Post

The Peak to Peak Post serves as a cross-campus, RVU-wide internal newsletter, delivering crucial updates, upcoming events, and DEI resources, all while highlighting and honoring the achievements of our faculty, staff, and administrators across all campuses and programs.

The editors of Peak to Peak welcome input and active engagement from the community to shape each unique issue. To contribute or be featured in future newsletters, please fill out our communication [request form](#).

### 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. Requests can be made to [marketing@rvu.edu](mailto:marketing@rvu.edu).

### 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. Approval requests can be made to [marketing@rvu.edu](mailto:marketing@rvu.edu)

### 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](mailto:marketing@rvu.edu).

## 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 in [DynamicPolicy](#) under "Email Signature Policy and Instructions".

## Social Media Policy

The purpose of this policy is to establish guidelines for the appropriate and effective use of social media by the members of the Rocky Vista University (RVU) community. This policy ensures that communications on social media platforms are consistent with the university's values, mission, and legal and ethical standards. This policy applies to all RVU community members, which includes all RVU faculty, staff, students, and affiliated individuals, including university-sanctioned groups, clubs, or organizations.

### Policy

1. **Professionalism:** RVU community members should conduct themselves professionally and respectfully in all interactions on social media. Content shared should be accurate, respectful, and in good taste, reflecting RVU's commitment to the core values.
2. **Interactions and Engagement:** While interacting or engaging on social media, the RVU community members are encouraged to foster a positive and constructive environment, promote the university's achievements, and support a community that reflects inclusive excellence at RVU.
3. **Confidentiality:** Users must respect the privacy of others and the confidentiality of the information they handle. Under no circumstances should sensitive, confidential, or proprietary information be disclosed on social media platforms.
4. **Copyright:** Users should ensure that they have the rights to any content, including text, photographs, and videos, that they post on social media. Proper attribution must be given to third-party content in accordance with copyright laws.
5. **Compliance with RVU Policies:** All social media activity must comply with all applicable university policies, including those related to harassment, discrimination, and conduct. Social media use should not interfere with workplace responsibilities or learning environments.
6. **Monitoring:** RVU reserves the right to monitor social media content associated or linked with the university, and may take action to correct or remove content that is deemed non-compliant with this policy or damaging to the university's reputation.
7. **Enforcement:** Violations of the social media policy may result in disciplinary action, up to and including termination of employment or dismissal from the university. In cases where a post may breach legal guidelines, the issue may also be subject to legal action.

### 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](mailto: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 must adhere to RVU's Social Media Policy. 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.

### 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 Social Media Policy, 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 Affairs**

### **Career and Professional Development**

The Career and Professional Development team is dedicated to setting RVU students up for success during and after their time at RVU, however, Rocky Vista University does not guarantee employment. The Career and Professional Development team provides resources to guide students in making informed decisions and successfully planning their careers through professional development. The team encourages students to cultivate their professional skills including, but not limited to, resiliency, service, innovation, and collegiality. Information is provided on an individual or group basis, as well as through a variety of programs, workshops, and specialty interest groups. The team provides a variety of services including but not limited to ePortfolio creation, start-to-finish CV support, professional profile planning, specialty exploration, career information, advice on specialty competitiveness and attaining letters of recommendation. Students are encouraged to make an appointment with a team member once per semester throughout their entire educational career.

### **Disabilities and Academic Accommodations**

#### **Disabilities and Academic Accommodations**

Rocky Vista University recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for students with disabilities. Students are required to meet the technical standards set forth by the college/program in which they are enrolled, 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.

Students who may qualify for accommodations include those who have received accommodations previously or who have been diagnosed with a condition impacting one or more major life activities (such as caring for oneself, performing manual tasks, learning, walking, seeing, hearing, breathing, and working, etc.). Although students with temporary illness or injury are not

considered disabled by law, every reasonable effort to accommodate their needs will be exercised. If you feel you meet these criteria or would like to discuss your eligibility for accommodations, you are encouraged to complete our registration [form](#).

Requests for accommodations and services are evaluated on an individual, case-by-case basis and are dependent on a student's functional limitations within a given environment. Through an interactive dialog facilitated by Disability Services, all relevant factors, including the impact of the disability on the student's access to a course or a program, supporting clinical or diagnostic documentation, and the relevant learning outcomes of the given program, will be considered. Requests for accommodations that would result in an alteration of the fundamental nature or learning outcome of a course or a program are not reasonable and will not be approved.

Clinical documentation or other diagnostic information submitted to Disability Services 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 educational 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.

Students requesting disability-related accommodations must follow the process outlined below.

### **Accommodations Request Process**

#### **Step 1: Complete the [Initial Accommodation Request Form](#)**

It is the student's responsibility to initiate the process with Disability Services as soon as possible after committing to attend RVU, or after diagnosis, to ensure timely approval and implementation of approved accommodations. While requests may be submitted at any point throughout the year, students should consider that the interactive process, including documentation review and eligibility notification, typically requires two (2) weeks. Incomplete documentation may delay the review process.

#### **Step 2: [Schedule an Appointment](#) with Disability Services**

After submitting the Initial Accommodation Request Form, students must schedule a Welcome Meeting with [Disability Services](#).

Meetings can be held virtually for students on all three campuses or in-person for students on the Utah campus.

Disability Services' priority is initiating the interactive process with students; therefore, students should not delay submitting a request due to a lack of documentation concerns. The Disability Officer will discuss [acceptable types of documentation](#) during the Welcome Meeting, and can answer specific documentation-related questions at that time.

#### **Step 3: Welcome Meeting**

The Welcome Meeting is the beginning of an interactive process in which the Disability Officer will talk with students about disability-related barriers they may be experiencing, any history of accommodations they may have, as well as possible accommodations that may be reasonable and appropriate in the various RVU learning environments within the program. Students will also have the opportunity to ask questions, provide information and otherwise engage with the Disability Officer to understand how accommodations work within a medical education setting and what to expect relative to next steps in the process of establishing eligibility.

#### **Step 4: Documentation Review and Notification of Eligibility Determination**

Upon receipt of the Initial Contact Form-Request for Accommodations and other supporting documentation, the student's eligibility for accommodations will be reviewed and the student will receive a Notification of Eligibility Determination. The eligibility notification will specify the accommodations for which the student has been approved, and copies will be sent to the Office of Testing and appropriate RVU officials. Once approved for accommodations, the Testing Center will send out instructions regarding the administration and location of exams with accommodations.

In some cases, a student may be asked to provide additional supporting documentation/information if the submitted documentation is outdated or does not include sufficient relevant information to determine the impact of the disability. Last-minute submission of documentation may result in unavoidable delays in consideration of requested services.

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

#### **Accommodation Renewal Process**

Accommodations will generally remain effective for the duration of a student's active enrollment in an RVU program. However, when transferring from one program to another (i.e. from MSBS to RVUCOM, or from MMS to MCOM) students must request to renew their accommodations prior to the start of the new academic program. Failure to request a renewal of accommodations may delay timely implementation. To

verify their intent to continue using accommodations in a new RVU program, students should complete the [Accommodation Renewal Request form](#) prior to the first day of the new academic year.

Additionally, students are encouraged to meet with the Disability Officer prior to entering the clinical rotation portion of their program, if applicable, or at any time an adjustment to currently approved accommodations may be necessary.

### National Board Accommodations

Students seeking accommodations for licensure exams must directly petition the organization administering the exam to seek test accommodations. Please schedule a meeting with the Disability Officer to discuss this process in more detail and learn about additional support RVU may be able to provide.

### ADA Accommodation Review Requests and Appeals

Disability Services is committed to ensuring that Rocky Vista University is inclusive and accessible to all students. Several options are available to students who would like to address disability-related concerns, complaints, or issues.

If a student has concerns about the support provided by the [Disability Officer](#), or if they believe that they have been denied reasonable accommodations as requested, we recommend initiating a conversation with the Disability Officer to discuss those concerns. If the matter remains unresolved or if the student disagrees with the determination reached by the Disability Officer, the student may appeal the decision to the [Associate/ Assistant Dean of Student Affairs](#) by submitting an [Accessibility Grievance Form](#). The student will be contacted within seven (7) days of submission and will be given an opportunity to share additional details regarding their specific situation and the reason for the appeal request.

If the student believes their complaint is a matter of discrimination, the student has the right to bypass the Associate/ Assistant Dean of Student Affairs by submitting an EthicsPoint Complaint [online](#) or by calling (844) 936-2729.

If a satisfactory solution is still not offered, the student may choose to file a complaint with the U.S. Department of Education, [Office of Civil Rights](#).

## Educational Support

Educational support is available to all students. Services are provided to all students who may be experiencing academic difficulty and wish to enhance the efficiency and the effectiveness of their study and

test-taking strategies. Support is offered through individual consultation tailored to identify potential problem areas and provide strategies and 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, clerkships, and licensure examinations;
- Referrals to on- and off-campus professionals;
- Information about resources to enhance learning, and
- Learning disabilities and ADA Accommodations.

### Workshops and Group Sessions

- Effective study strategies, test taking, and time management; and
- Strategy and resource preparation strategies for comprehensive examinations (such as COMLEX and USMLE)
- Small and large group sessions available

### Tutoring

Tutors are a vital part of RVU and a valuable resource for all students. The tutoring program provides support for students in most courses. Student tutors have a strong level of understanding/ and 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.

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

## Mental Health and Wellness Services

All students and their household have access to a variety of mental health and wellness services, including:

- 24/7 access to a mental health clinician by calling 866-640-4777;
- Individual counseling/therapy;

- Couple counseling;
- Group counseling/therapy driven by need and interest;
- Legal consultation;
- Health coaching;
- Financial Coaching;
- Help finding resources such as housing, childcare, and health services; and
- Psychoeducational and mental health outreach programming to support mental health and wellness.

Information about mental health and wellness services is maintained on the RVU website [www.rvu.edu/mentalhealth](http://www.rvu.edu/mentalhealth). Some services are provided through RVU's contract with WellConnect. All services provided by RVU Mental Health and Wellness and WellConnect are available at no cost, and all treatment services are confidential, in accordance with applicable law, and not part of the student's academic record. For concerns outside the scope of practice of RVU Mental Health and Wellness and WellConnect, individuals can receive a referral to services in the community. When receiving community services, individuals and their personal health insurance are responsible for all fees that are incurred through the utilization of such services.

#### **Colorado Physician Health Program**

(303) 860-0122; [www.cphp.org](http://www.cphp.org)  
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 peer assistance services for licensed physicians and physician assistants of Colorado as well as medical students and physician assistant students in Colorado. 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.

## **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 Office 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 Office 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 a research project at RVU.

RVU's Institutional Review Board (IRB) must review and approve all human subjects research. Information about the IRB can be found at: <https://www.rvu.edu/academics/office-of-research-and-scholarly-activity/irb-and-human-subjects-research/>.

## **Appendix I: PA Student Resources**

### **Communication with the PA Program / Referral for Emotional Hardship**

Open communication between the Program and students is essential to an amicable and successful learning and working environment for all. Students are encouraged to communicate with program faculty and staff regarding professional or academic help and advice at any time. RVU email is the official source of communication between the Program and students. Students are required to check their RVU email daily.

If a student experiences personal emotional hardship during their tenure at RVU, there are several mental health and wellness services available:

#### **Mental Health and Wellness Services**

All students and their household have access to a variety of mental health and wellness services, including:

- 24/7 access to a mental health clinician by calling 866-640-4777;
- Individual counseling/therapy;
- Couple counseling;
- Group counseling/therapy driven by need and interest;
- Legal consultation;
- Health coaching;
- Financial Coaching;

- Help finding resources such as housing, childcare, and health services; and
- Psychoeducational and mental health outreach programming to support mental health and wellness.

Information about mental health and wellness services is maintained on the RVU website [www.rvu.edu/mentalhealth](http://www.rvu.edu/mentalhealth).

Some services are provided through RVU's contract with WellConnect. All services provided by RVU Mental Health and Wellness and WellConnect are available at no cost, and all treatment services are confidential, in accordance with applicable law, and not part of the student academic record.

For concerns outside the scope of practice of RVU Mental Health and Wellness and WellConnect, individuals can receive a referral to services in the community. When receiving community services, individuals and their personal health insurance are responsible for all fees that are incurred through the utilization of such services.

#### **Colorado Physician Health Program**

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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 peer assistance services for licensed physicians and physician assistants of Colorado as well as medical students and physician assistant students in Colorado. 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.

Please see the RVU Catalog "Student Support and Services" section

## **Processing Student Grievances and Allegations of Harassment**

The RVU PA Program is dedicated to a vibrant, robust, and enriching academic and clinical learning experience for all students. In the event a student feels there are concerns regarding the learning environment or encounters a problem with another student or Program faculty or staff, the student should first communicate with the relevant student, faculty, or staff member in an effort to resolve any and all grievances. Should such communication prove unsuccessful, or should the student feel such communication may impact the student's success in the Program, the student shall then schedule an in-person meeting with the Program Director (or the Program Director's immediate supervisor, should the grievance be with the Program Director). The Program Director (or the Program Director's immediate supervisor) and the student shall formulate a plan that addresses and resolves the student's concerns. Should this plan prove unsuccessful, the student should then refer to the University section of the *RVU Student Handbook and Catalog* for policies and procedures regarding processing student grievances.

Additionally, the RVU PA Program is dedicated to a safe learning environment. Students, faculty, staff, preceptors, and patients shall be treated with respect and dignity at all times. The Program expressly prohibits all conduct that interferes with the learning and working environment or otherwise creates a hostile, intimidating, or unsafe situation. Members of the RVU community have the right to remain free from sexual, physical, or mental harassment. If a student feels they have been exposed to a hostile or otherwise offensive situation or environment, the student should refer to the University section of the *RVU Student Handbook and Catalog* for policies and procedures and immediately contact the Program Director or the University Title IX Coordinator.

## **Student Mistreatment**

Rocky Vista University's Physician Assistant Program (RVU PA) recognizes its obligation to its students, faculty, staff, and community, to maintain the highest ethical standards. As part of this obligation, the RVU PA Program has a responsibility to ensure a safe, respectful, and supportive learning environment free of belittlement, humiliation, or hostility. The PA Program is committed to providing an environment conducive to effective learning by creating an atmosphere of mutual respect and collegiality among faculty, students, staff,

and our clinical partners. This policy was developed for all students, faculty, staff and preceptors to ensure this type of environment.

The RVU PA Program has adopted the following definition of student mistreatment: “Mistreatment, either intentional or unintentional, occurs when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process.”

Examples of mistreatment include:

- public belittlement or humiliation
- verbal abuse (e.g., speaking to or about a person in an intimidating or bullying manner)
- physical harm or the threat of physical harm
- requests to perform personal services
- being subject to offensive sexist remarks, or being subjected to unwanted sexual advances (verbal or physical)
- retaliation or threats of retaliation against students
- discrimination or harassment based on race, religion, color, creed, sex, gender, gender identity or expression, marital status, sexual orientation, age, national origin, ancestry, political affiliation, mental or physical disability, genetic information, veteran status, or any other legally protected characteristic
- the use of grading or other forms of assessment in a punitive or discriminatory manner.

A suboptimal work or learning environment, although not mistreatment, can interfere with learning, compromise patient care, marginalize students, and cause significant distress among students. Student feedback about suboptimal learning environments should be given to Course Directors, to the Program Director as appropriate, or reported in student course evaluations.

If a student feels that they have been subject to mistreatment in the learning or clinical environment, the student should first communicate with the relevant student, faculty, or staff member in an effort to highlight and resolve the behaviors. Should such communication prove unsuccessful, or should the student feel, such communication would further jeopardize the student’s success in the Program, the student shall then schedule an in-person meeting with the Program Director (or the Program Director’s immediate supervisor, should the concern be with the Program Director). The Program Director or the Program Director’s immediate supervisor shall investigate the student’s concerns and formulate a plan that addresses and resolves the issue. Should this plan prove unsuccessful, the student should then refer to the RVU Student Handbook and Catalog for policies and procedures regarding processing student grievances. Additionally, the RVU PA Program is dedicated to a safe learning environment.

Students, faculty, staff, preceptors, and patients shall be treated with respect and dignity at all times. The Program expressly prohibits all conduct that interferes with the learning and working environment or otherwise creates a hostile, intimidating, or unsafe situation.

If a student feels they have been subject to mistreatment in the classroom or clinical environment, and wishes to make an anonymous report, concerns may be filed through EthicsPoint via phone (844.936.2729) or [online reporting](#).

If a student feels that they have witnessed or been subject to sexual misconduct, or discrimination or harassment based on sex, the student should contact the University’s Title IX Coordinator. (720.874.2481; [Idement@rvu.edu](mailto:Idement@rvu.edu))

If any student complaint is unresolved, appeals may be heard by the provost or University President.

## Discrimination/ Harassment/Title IX

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, 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 applicable federal and state non-discrimination, equal opportunity 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.

Students may report allegations of discrimination or harassment to the Title IX Coordinator. Reports are confidential. Investigation reports may be forwarded to the Student Assessment and Promotions Committee (SAPC) to determine if other action needs to be taken.

Title IX Coordinator and Compliance Specialist Department of Planning and Assessment can be contacted at (720) 874-2481.

# 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 and expression, pregnancy, national or ethnic origin, non-disqualifying disability, age, ancestry, marital status, parental status, genetic information, sexual orientation, veteran status, political beliefs or affiliations, and to act in conformity with all applicable federal and state laws, orders and regulations, including 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 nondiscrimination 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 Rocky Vista University Office of Compliance and/or the Title IX Coordinator (if discrimination is based on sex/gender-identity) by calling 720-874-2481. Another option is to file a complaint through the [RVU EthicsPoint system](#).

Complaints may also be filed with the U.S. Department of Education, [Office for Civil Rights \(here\)](#) or calling their Customer Service Hotline at (800) 421-3481.

## Office of Student Affairs

The Office of Student Affairs is responsible for student life at Rocky Vista University. Through services and co-curricular opportunities such as academic advising, career development, disability services, tutoring, activities, and student leadership, the Office of Student Affairs facilitates personal and professional development.

Lastly, the Office of Student Affairs cultivates a positive climate and culture dedicated to excellence with a personal touch unique to our community.

Contact the Office of Student Affairs at: [studentaffairs@rvu.edu](mailto:studentaffairs@rvu.edu), or 720.795.9740

## Tutoring

### PA Program Advisors

All students are assigned a core PA faculty member as their Academic Advisor. Advisors are available as a

resource for the student in the achievement of academic and professional goals throughout the Program.

### Student Success Facilitator

The Program is committed to supporting students in achieving academic success and maintaining low levels of attrition. The Program uses several data points throughout the curriculum to identify learners at risk for academic struggle and places these learners with a student success coach. The Program's Student Success Facilitator may be assigned as early as the first semester of training, and/or at points during the didactic or clinical phase of instruction, as needed.

### Student Tutor Services

Should tutoring services be needed, the Office of Student Affairs provides access to student-led tutoring sessions (either individual or group, depending on student need and overall demand).

The PA Program Director of Curriculum, Student Assessment and Promotions Committee, student advisor or Course Director may recommend tutoring for students needing additional academic services. If tutoring is recommended, they will be directed to an approved tutor for that course content.

# Appendix II: RVU PA Program Graduate Competencies and Entrustable Professional Activities

## Graduate Competencies

**Patient Care:** Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

**Medical Knowledge ("Knowledge for Practice"):** Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care.

**Practice-Based Learning & Improvement:**

Demonstrate the ability to investigate and evaluate one's care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.

**Interpersonal & Communication Skills:** Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

**Professionalism:** Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.

**Systems-Based Practice:** Demonstrate an awareness of, and responsiveness to, the larger context and system of healthcare, as well as the ability to call effectively on other resources in the system to provide optimal healthcare.

**Interprofessional Collaboration:** Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient and population centered care.

**Personal & Professional Development:** Demonstrate the qualities required to sustain lifelong personal and professional growth.

## Entrustable Professional Activities and Associated Competencies

### EPA 1: Gather a History and Perform a Physical Examination

**Competencies:**

Patient Care (PC) 2: Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and review of the medical record.

- PC 2.1 History-Taking
- PC 2.2 Physical Examination
- PC 2.3 Review of the Medical Record

Medical Knowledge (MK) 1: Demonstrate an investigatory and analytic approach to clinical situations.

Interpersonal Communication Skills (ICS) 1: Communicate effectively with patients, families, and the public, from various socioeconomic and cultural backgrounds.

Interpersonal Communication Skills (ICS) 5: Demonstrate appropriate responses to human emotions.

Professionalism (PRO) 1: Demonstrate behaviors that convey compassion, respect, integrity, and empathy for others.

Professionalism (PRO) 3: Demonstrate respect for patient privacy.

Professionalism (PRO) 4: Demonstrate respect for patient autonomy.

Professionalism (PRO) 6: Demonstrate sensitivity and openness to a diverse patient population.

### EPA 2: Prioritize a Differential Diagnosis Following a Clinical Encounter

**Competencies:**

Patient Care (PC) 2: Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and review of the medical record.

- PC 2.1 History-Taking
- PC 2.2 Physical Examination
- PC 2.3 Review of the Medical Record

Patient Care (PC) 3: Develop an appropriate patient assessment including diagnosis, differential diagnosis, and medical decision making.

Patient Care (PC) 5: Select, justify, and interpret clinical tests and imaging.

Medical Knowledge (MK) 1: Demonstrate an investigatory and analytic approach to clinical situations.

Medical Knowledge (MK) 2: Apply principles of basic science to patient care.

Medical Knowledge (MK) 3: Apply principles of clinical science to patient care.

Medical Knowledge (MK) 4: Apply principles of epidemiology to patients and populations.

Practice-Based Learning & Improvement (PBL) 1: Identify strengths, deficiencies, and limits in one's knowledge, skills, and attitudes (KSA).

Interpersonal and Communication Skills (ICS) 2: Communicate effectively with healthcare professionals as part of a healthcare team.

Personal and Professional Development (PPD) 6: Recognize and utilize resources in dealing with the ambiguity of clinical care.

## EPA 3: Recommend and Interpret Common Diagnostic and Screening Tests

### Competencies:

Patient Care (PC) 5: Select, justify, and interpret clinical tests and imaging.

Patient Care (PC) 7: Counsel and educate patients and their families.

Patient Care (PC) 9: Provide preventative healthcare services to patients, families, and communities.

Medical Knowledge (MK) 1: Demonstrate an investigatory and analytic approach to clinical situations.

Medical Knowledge (MK) 4: Apply principles of epidemiology to patients and populations.

Practice-Based Learning & Improvement (PBL) 7: Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes.

Systems-Based Practice (SBP) 2: Incorporate considerations of cost awareness and risk benefit analysis in patient and/or population-based care.

## EPA 4: Develop and Implement Patient Orders and Management Plans

### Competencies:

Patient Care (PC) 2: Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and review of the medical record.

- PC 2.1 History-Taking
- PC 2.2 Physical Examination
- PC 2.3 Review of the Medical Record

Patient Care (PC) 6: Develop and carry out patient management plans.

Patient Care (PC) 7: Counsel and educate patients and their families.

Medical Knowledge (MK) 5: Apply cultural and behavioral principles to patient care.

Practice-Based Learning & Improvement (PBL) 1: Identify strengths, deficiencies, and limits in one's knowledge, skills, and attitudes (KSA).

Interpersonal and Communication Skills (ICS) 1: Communicate effectively with patients, families, and the public, from various socioeconomic and cultural backgrounds.

Systems-Based Practice (SBP) 1: Work effectively in various healthcare delivery settings and systems to coordinate patient care.

Systems-Based Practice (SBP) 4: Participate in identifying system errors and implementing potential systems solutions.

## EPA 5: Document Clinical Encounters in the Patient Record

### Competencies:

Patient Care (PC) 4: Organize and prioritize responsibilities to provide care that is safe, effective, and efficient.

Patient Care (PC) 5: Select, justify, and interpret clinical tests and imaging.

Patient Care (PC) 6: Develop and carry out patient management plans.

Interpersonal and Communication Skills (ICS) 1: Communicate effectively with patients, families, and the public, from various socioeconomic and cultural backgrounds.

Interpersonal and Communication Skills (ICS) 2: Communicate effectively with healthcare professionals as part of a healthcare team.

Interpersonal and Communication Skills (ICS) 3: Maintain clear, accurate, timely, and legible medical records.

Professionalism (PRO) 4: Demonstrate respect for patient autonomy.

Systems-Based Practice (SBP) 1: Work effectively in various healthcare delivery settings and systems to coordinate patient care.

## EPA 6: Provide an Oral Presentation of a Clinical Encounter

### Competencies:

Patient Care (PC) 2: Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and review of the medical record.

- PC 2.1 History-Taking
- PC 2.2 Physical Examination
- PC 2.3 Review of the Medical Record

Patient Care (PC) 5: Select, justify, and interpret clinical tests and imaging.

Practice-Based Learning & Improvement (PBL) 1: Identify strengths, deficiencies, and limits in one's knowledge, skills and attitudes (KSA).

Interpersonal and Communication Skills (ICS) 1: Communicate effectively with patients, families, and the public, from various socioeconomic and cultural backgrounds.

Interpersonal and Communication Skills (ICS) 2: Communicate effectively with healthcare professionals as part of a healthcare team.

Professionalism (PRO) 1: Demonstrate behaviors that convey compassion, respect, integrity and empathy for others.

Professionalism (PRO) 3: Demonstrate respect for patient privacy.

Professionalism (PRO) 4: Demonstrate respect for patient autonomy.

Personal and Professional Development (PPD) 3: Practice flexibility and maturity in adjusting to change.

Personal and Professional Development (PPD) 5: Demonstrates self-confidence that puts patients, families, and members of the healthcare team at ease.

## EPA 7: Formulate Clinical Questions and Retrieve Evidence to Advance Patient Care

### Competencies:

Medical Knowledge (MK) 3: Apply principles of clinical science to patient care.

Medical Knowledge (MK) 4: Apply principles of epidemiology to patients and populations.

Practice-Based Learning and Improvement (PBL) 1: Identify strengths, deficiencies, and limits in one's knowledge, skills and attitudes (KSA).

Practice-Based Learning and Improvement (PBL) 3: Identify and perform learning activities that address one's learning and improvement goals.

Practice-Based Learning and Improvement (PBL) 6: Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems.

Practice-Based Learning and Improvement (PBL) 7: Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes.

Interpersonal and Communication Skills (ICS) 2: Communicate effectively with healthcare professionals as part of a healthcare team.

## EPA 8: Give or Receive a Patient Handover to Transition Care Responsibility

### Competencies:

Patient Care (PC) 8: Provide appropriate referral of patients, including ensuring continuity of care.

Practice-Based Learning and Improvement (PBL) 5: Incorporate feedback into daily practice.

Practice-Based Learning and Improvement (PBL) 7: Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes.

Interpersonal and Communication Skills (ICS) 2: Communicate effectively with healthcare professionals as part of a healthcare team.

Professionalism (PRO) 3: Demonstrate respect for patient privacy.

Professionalism (PRO) 4: Demonstrate respect for patient autonomy.

Interprofessional Collaboration (IPC) 3: Participate effectively in different team roles to provide population-based and patient-centered care.

## EPA 9: Collaborate as a Member of an Interprofessional Team

### Competencies:

Interpersonal and Communication Skills (ICS) 2: Communicate effectively with healthcare professionals as part of a healthcare team.

Interpersonal and Communication Skills (ICS) 5: Demonstrate appropriate responses to human emotions.

Professionalism (PRO) 1: Demonstrate behaviors that convey compassion, respect, integrity, and empathy for others.

Systems-Based Practice (SBP) 1: Work effectively in various healthcare delivery settings and systems to coordinate patient care.

Interprofessional Collaboration (IPC) 1: Collaborate with other health professionals to promote a climate of mutual respect and trust.

Interprofessional Collaboration (IPC) 2: Recognize the roles of various members of the interprofessional healthcare team and the scope of their practice.

Interprofessional Collaboration (IPC) 3: Participate effectively in different team roles to provide population-based and patient-centered care.

## EPA 10: Recognize a Patient Requiring Urgent or Emergent Care and Initiate Evaluation and Management

### Competencies:

Patient Care (PC) 1: Perform basic medical procedures required for patient care with assistance or direct supervision.

Patient Care (PC) 2: Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and review of the medical record.

- PC 2.1 History –Taking
- PC 2.2 Physical Examination

Patient Care (PC) 3: Develop an appropriate patient assessment including diagnosis, differential diagnosis, and medical decision making.

Patient Care (PC) 4: Organize and prioritize responsibilities to provide care that is safe, effective, and efficient.

Patient Care (PC) 5: Select, justify, and interpret clinical tests and imaging.

Patient Care (PC) 6: Develop and carry out patient management plans.

Practice-Based Learning and Improvement (PBL) 1: Identify strengths, deficiencies, and limits in one's knowledge, skills, and attitudes (KSA).

Interpersonal and Communication Skills (ICS) 2: Communicate effectively with healthcare professionals as part of a healthcare team.

Interpersonal and Communication Skills (ICS) 4:  
Demonstrate sensitivity, honesty, and compassion in difficult conversations.

## EPA 11: Obtain Informed Consent for Tests and/or Procedures

### Competencies:

Patient Care (PC) 4: Organize and prioritize responsibilities to provide care that is safe, effective, and efficient.

Patient Care (PC) 6: Develop and carry out patient management plans.

Patient Care (PC) 7: Counsel and educate patients and their families.

Interpersonal and Communication Skills (ICS) 1:  
Communicate effectively with patients, families, and the public, from various socioeconomic and cultural backgrounds.

Interpersonal and Communication Skills (ICS) 3:  
Maintain clear, accurate, timely, and legible medical records.

Interpersonal and Communication Skills (ICS) 5:  
Demonstrate appropriate responses to human emotions.

Systems-Based Practice (SBP) 2: Incorporate considerations of cost awareness and risk benefit analysis in patient and/or population-based care.

Personal & Professional Development (PPD) 5:  
Demonstrates self-confidence that puts patients, families, and members of the healthcare team at ease.

## EPA 12: Perform General Procedures

### Competencies:

Patient Care (PC) 1: Perform basic medical procedures required for patient care with assistance or direct supervision.

Patient Care (PC) 7: Counsel and educate patients and their families.

Medical Knowledge (MK) 2: Apply principles of basic science to patient care.

Interpersonal and Communication Skills (ICS) 3:  
Maintain clear, accurate, timely, and legible medical records.

Interpersonal and Communication Skills (ICS) 4:  
Demonstrate sensitivity, honesty, and compassion in difficult conversations.

Interpersonal and Communication Skills (ICS) 5:  
Demonstrate appropriate responses to human emotions.

Professionalism (PRO) 7: Demonstrate a commitment to ethical principles.

Systems-Based Practice (SBP) 2: Incorporate considerations of cost awareness and risk benefit analysis in patient and/or population-based care.

Personal and Professional Development (PPD) 5:  
Demonstrates self-confidence that puts patients, families, and members of the healthcare team at ease.

## EPA 13: Identify System Failures and Contribute to a Culture of Safety and Improvement

### Competencies:

Medical Knowledge (MK) 1: Demonstrate an investigatory and analytic approach to clinical situations.

Practice-Based Learning and Improvement (PBL) 4:  
Systematically analyze practice using quality improvement methods and identify solutions with the goal of practice improvement.

Practice-Based Learning and Improvement (PBL) 7:  
Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes.

Interpersonal and Communication Skills (ICS) 2:  
Communicate effectively with healthcare professionals as part of a healthcare team.

Professionalism (PRO) 4: Demonstrate respect for patient autonomy.

Systems-Based Practice (SBP) 3: Advocate for quality patient care and optimal patient care systems

Systems-Based Practice (SBP) 4: Participate in identifying system errors and implementing potential systems solutions.

## Appendix III: The RVU PA Program's Competency-based Curriculum

The RVU PA Program's curriculum is adapted from a competency-based model. This curriculum focuses on outcomes. Graduate outcomes are identified based on core clinical tasks grounded in patient safety. Each clinical task is known as an Entrustable Professional Activity (EPA), and each is associated with professional competencies – the knowledge, skills, and behaviors necessary to complete each task. Advancing sequencing of competencies supports learner progression from novice to competent physician assistant. Learning experiences resemble the practice environment and are tied to an essential graduate ability. Clinical teaching emphasizes learning through experience and application, not just knowledge acquisition. The progression of learners is identified via multiple frequent assessments held throughout the curriculum, to confirm a threshold level of competence is reached prior to graduation and is sufficient for clinical practice.

The ability to measure competence in students promotes confidence—for students, program faculty, clinical preceptors, and the public, with patient safety being the **ultimate goal**.

Competency-based models offer the following additional benefits to students:

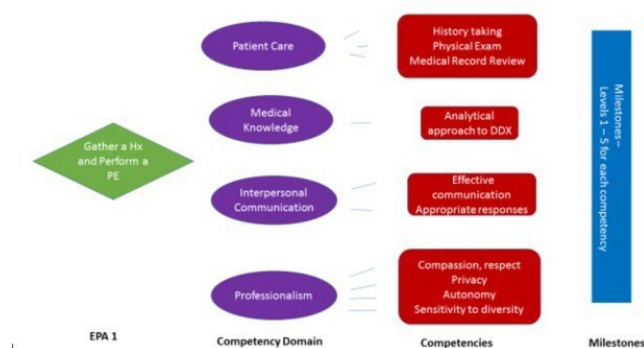


Figure 1. Example of EPA 1 – Gather a history and perform a physical exam - and its associated competencies.

Takes learning from knowledge acquisition to knowledge application;

- Less memorization and more hands-on experiences

Allows for multiple measures of performance;

- Frequent assessments with regular feedback regarding performance; fewer “high stakes” exams

Measures student performance against a fixed set of predetermined criteria.

- Expectations are identified “up-front” through objectives and use of scoring rubrics.

There are three major, interrelated components associated with competency-based curricula:

Entrustable professional activities (EPAs);

- Tasks or responsibilities performed unsupervised once competence is attained

Competencies;

Knowledge, skills, and attitudes necessary to perform an EPA Milestones.

- Description of the developmental steps (levels) needed to reach competence
- Students must reach level 3 or beyond, for each competency, by the time of graduation

Competency ↓	Sept-Oct	Nov-Dec	Jan-Feb	Mar-May	Jun-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-May	Jun-Aug	Sept-Nov
PC 2.1	1				2				3		
PC 2.2	1			2					3		
PC 2.3	1				2				3		
MK 1	1			2			3				
ICS 1	1		2						3		
ICS 5	1				2				3		
PRO 1	1	2					3				
PRO 3	1	2					3				
PRO 4	1	2							3		
PRO 6	1			2						3	
Assessment:	X	X		X	X		X		X	X	X
	Early Y1	Mid Y1		Late Y1	Early Y2		Mid Y2		Core Formative Exams		Summative Exams

Table 1: Milestones and Progress (MAP) associated with EPA 1; includes assessment timeframe and expected level of competency achievement (levels 1 – 3).

The RVU PA program clinical curriculum supports CBME through its rotation offerings. The PA program offers both “traditional” and “non-traditional” rotation options.

Expectations for student progress are identified in all course syllabi—didactic and clinical—with milestones for each level of competence serving as rubrics for assessment. Timeframes for achieving competence are delineated for each competency and EPA through a Milestones and Progress grid - or MAP. (Refer to Table 1)

# Clinical Rotations

The RVU PA program clinical curriculum supports competency development through its rotation offerings.

Rotations may range in length between 2 and 10 weeks. Locations may include Denver-Metro greater Colorado areas (e.g. Ft. Collins, Colorado Springs, Alamosa, etc.), Arizona, Utah, Wyoming, and Kansas.

## Appendix IV: Professional Development Assessment Tool (PDAT) Rubric

### Professional Development Assessment Tool (PDAT Rubric)

Competency:	Meets Level 1	Approaching Level 2	Meets Level 2	Approaching Level 3	Meets Level 3
<b>PRO-9: Demonstrates basic professional responsibility</b>  <b>Expected behaviors include:</b> <ul style="list-style-type: none"> <li>•Positive attitude</li> <li>•Dresses according to accepted standards</li> <li>•Timely (on time for class/clinic and submitting assignments on time)</li> <li>•Academic integrity</li> <li>•Reliable (i.e. informing of status changes, possible concerns, consistently fulfills obligations)</li> <li>•Communicate effectively, both verbally and written (i.e. appropriate tone, timely responses, respectful, etc.)</li> </ul>	The learner rarely exhibits basic professional responsibility	The learner inconsistently exhibits basic professional responsibility	The learner consistently exhibits basic professional responsibility	The learner consistently exhibits basic professional responsibility  AND  The learner intermittently takes initiative to proactively seek to participate in the learning process in a professional manner	The learner consistently takes initiative and proactively seeks to participate in the learning process in a professional manner

<b>PPD-3: Practice flexibility and maturity in adjusting to change</b>  <b>Expected behaviors include:</b> <ul style="list-style-type: none"> <li>•Emotional maturity, stability (i.e. resiliency, appropriate responses despite emotional triggers)</li> <li>•Altruistic (i.e. concern for others' wellbeing above your own)</li> <li>•Can learn and function in a variety of settings appropriately</li> <li>•Self-aware/holds self-accountable</li> <li>•Adaptability – to new information, changing environment, challenging situations</li> </ul>	The learner rarely exhibits emotional stability, adaptability, maturity, empathy, and mental stamina.	The learner inconsistently exhibits emotional stability, adaptability, maturity, empathy, and mental stamina.	The learner consistently exhibits emotional stability, adaptability, maturity, empathy, and mental stamina.	The learner consistently exhibits emotional stability, adaptability, maturity, empathy, and mental stamina.  AND  The learner intermittently proactively seeks opportunities for growth in emotional stability, adaptability, maturity, empathy, and mental stamina.	The learner consistently proactively seeks opportunities for growth in emotional stability, adaptability, maturity, empathy, and mental stamina.
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<b>PRO-1: Demonstrate behaviors that convey compassion, respect, integrity, and empathy for others.</b>  <b>Expected behaviors include:</b> <ul style="list-style-type: none"> <li>•Respect for students, faculty and staff (clinical and didactic)</li> <li>•Collaborative/cooperative</li> <li>•Engaged</li> <li>•No unnecessary conversations in class/labs/practicums/etc.</li> </ul>	The learner rarely shows respect for other learners.	The learner inconsistently shows respect for other learners.	The learner consistently shows respect for other learners.	The learner consistently shows respect for other learners.  AND  The learner inconsistently takes initiative and proactively seeks to participate in the learning process while showing respect for others (i.e. faculty, staff, other learners, etc.)	The learner consistently takes initiative and proactively seeks to participate in the learning process while showing respect for others (i.e. faculty, staff, other learners, etc.)
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# Appendix V: RVU PA Technical Standards Required for Admission, Matriculation, and Progression

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## Introduction

Rocky Vista University (RVU) maintains a strong institutional commitment to equal educational opportunities for qualified applicants and students with disabilities. We collaborate with students to develop innovative ways to ensure accessibility and strive to create a respectful, accountable culture through our confidential and specialized disability support. Technical standards are required to engage in the program fully. Students' competency related to learning objectives throughout and pertaining to their level of education will be addressed by the individual program. These technical standards are not intended to deter any candidate for whom reasonable accommodation will allow the fulfillment of the complete curriculum. RVU encourages students with disabilities to disclose and seek accommodations.

## Seeking Americans with Disabilities Act (ADA) Accommodations

Prospective and enrolled students seeking accommodations engage in an interactive and confidential process with a Disability Officer to determine reasonable accommodations to ensure equal access. This process is informed by RVU's commitment to inclusive excellence and the knowledge that students with varied types of disability can become successful healthcare professionals. Students are encouraged to submit requests for reasonable accommodations as early as possible, given the time required to process those requests. Accommodations may not be applied retroactively and may not fundamentally alter the nature and objectives of the program. Additionally, accommodations are generally not provided while requests are being reviewed/processed. Therefore, early disclosure is strongly encouraged for those requesting disability-related adjustments or modifications.

If you are an applicant, accepted student, or enrolled student with a disability who may require accommodations, we encourage you to contact the Office of Disability Services via

[ADAaccommodations@rvu.edu](mailto:ADAaccommodations@rvu.edu). Additional information regarding disability resources at RVU is available on our [website](#).

## Fulfilling Technical Standards

RVU approaches technical standards and accommodations on a non-discriminatory basis that is consistent with our values of equity and inclusion. This approach is also in accordance with legal requirements as outlined in the Americans with Disabilities Act of 1990, the Americans with Disabilities Act, as amended, and the Rehabilitation Act of 1973, as amended. To matriculate and remain in an RVU educational program, the specific program's technical standards (delineated below) must be met with or without reasonable accommodations (i.e., students who have and students who do not have accommodations must meet all applicable technical standards). Students must be able to participate in all required activities necessary to meet the educational objectives of each course and of the collective program. While enrolled at RVU, fulfilling the technical standards does not guarantee that an applicant, student, or graduate will be able to fulfill the technical requirements of any specific residency program, employment, future training programs, or other pursued opportunities.

## PA Technical Standards

### Immunizations

Students must satisfy all immunization requirements at the time of admission and throughout their time at RVU. 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" in the Student Educational Records section of this Handbook.

### Observation

Students must be able to obtain, gather, and synthesize information in didactic and clinical settings. This includes but is not limited to, lectures, lecture supplemental materials, labs, physical exams, interviews, and raw diagnostic representations of physiologic data (e.g., radiology images, echocardiograms, ECGs, lab results, and microscopic images).

### Communication

Students must be able to communicate with others to elicit information, detect mood and activity changes, and establish a therapeutic relationship. Students must exhibit interpersonal skills to communicate with others accurately. Students must be able to clearly, accurately, and sensitively record information obtained through communication. Students must demonstrate effective communication, participation, and

collaboration with all healthcare and educational team members across various communication mediums (e.g., in-person, Zoom, written). English is the primary language of the RVU PA program curriculum, and students are expected to have a level of proficiency that eliminates language as an access barrier.

### **Motor**

Due to the clinical nature of the RVU PA program, all students must be able to coordinate gross and fine muscular movements, balance, and equilibrium. They must also be able to complete a comprehensive physical examination, perform diagnostic maneuvers, provide general care to patients, and provide/direct emergency treatments.

### **Intellectual, Conceptual, Integrative, and Quantitative Abilities**

Students must possess conceptual, integrative, and quantitative abilities, including measurement, calculation, reasoning, analysis, and synthesis. Problem-solving, the critical skill necessitated by all RVU programs, requires these intellectual abilities. In addition, students must be able to observe and comprehend three-dimensional relationships and understand the spatial relationship of structures. Students must be present, engage, and participate in all required activities necessary to achieve the activity objectives and outcomes. Students must be capable of extended periods of intense concentration and attention.

### **Behavior and Social Abilities**

Students must have the emotional health required for full use of their intellectual abilities, the exercise of good insight and judgment, and the prompt completion of all responsibilities attendant to the demands of the educational program. Students must have the capacity to develop mature, sensitive, and effective relationships with members of the internal and external RVU community (e.g., peers, faculty, staff, patients, and healthcare professionals). Students must be able to function as part of a healthcare team and participate in a multi-disciplinary environment. Students must be able to accept constructive feedback, demonstrate accountability, and take responsibility for improving personal performance and team interactions. Students must be able to tolerate physically and mentally taxing workloads and to function effectively under stress. Students must adapt to changing environments, display flexibility and professionalism, and function and perform in the face of uncertainties inherent in the clinical nature of the RVU PA program.

### **Ethical and Legal Responsibilities**

Students must maintain, demonstrate, and display high ethical and moral behaviors commensurate with being

productive, compassionate, and professional members of society in all interactions (e.g., faculty, staff, peers, patients, and the public). Students are expected to have the cognitive ability to understand the legal and ethical aspects of the PA profession. They must recognize the limitations of their skills, authority, and authorization within the practice context.

## **Appendix VI: Mini-Clinical Evaluation Exercise (Mini-CEX)**

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### **What is the Mini-CEX?**

Mini-CEX is a structured assessment of an observed clinical encounter. This “snapshot” is designed to help students receive feedback on skills essential to the provision of good clinical care.

### **Rating Scale**

Mini-CEX utilizes a five-point rating scale to monitor the development/progress of the student.

### **How Should It Work?**

The student and Preceptor should determine the focus (i.e. history, physical exam, management plan) of the clinical assessment being completed. It is the student’s responsibility to assure that they are being assessed during each clinical rotation block. The observed process typically takes around twenty minutes and immediate feedback takes around five minutes. It may be necessary to allocate more time.

### **Feedback**

In order to maximize the educational impact of using the mini-CEX, students and preceptors need to identify strengths, areas for development, and an action plan.

### **What is being assessed?**

Depending on the clinical encounter being completed, students will be assessed in the domains of:

Patient Care;

Medical Knowledge;

Interpersonal Communication Skills; and,  
Professionalism.

### **Definitions of Each Level**

The results of the mini-CEX are used in conjunction with other assignments and assessment tools to determine the student's competency in each of the core clinical rotations. By graduation, all students are expected to demonstrate Level 3 behaviors (Competent).

#### **Level 1 - Novice**

Student is not allowed to practice or observe without further training. Student may observe preceptor practice this EPA.

#### **Level 2 - Advanced Beginner**

Student allowed to practice only under proactive, full supervision as a coactivity with preceptor. Student is allowed to practice with supervisor observing and ready to step in.

#### **Level 3 - Competent**

Student allowed to practice EPA under reactive/on-demand supervision with preceptor immediately available outside of room; preceptor double-checks all work

Student allowed to practice with preceptor double-checking key findings. Student allowed to practice with distant supervision (e.g. by phone)

#### **Level 4/5 - Proficient/Expert**

Student allowed to practice EPA unsupervised and without contact with preceptor.

## **Appendix VII: The Physician Assistant Profession**

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### **The Physician Assistant Concept**

In the early 1960s, physicians and educators recognized the declining numbers of general practitioner physicians and a maldistribution as physicians moved away from rural areas. Dr. Charles Hudson was one of the first physicians to conceptualize the physician assistant, presenting the model to the American Medical Association in 1961. In 1965, Dr. Eugene A. Stead, Jr., launched the first physician assistant program at Duke University and the first physician assistant graduated on October 6, 1967.

Physician assistants (PAs) are clinical professionals academically and clinically using the medical model

developed for physician. PAs are licensed clinicians who make clinical decisions and provide a broad range of diagnostic, therapeutic, preventive, and health maintenance services. They are committed to providing team-based patient care, working with physicians and other members of the healthcare team to provide the optimal care for patients. The clinical role of PAs includes primary and specialty care in medical and surgical practice settings, while their non-clinical roles may include education, research, and administration.

PAs are educated and trained in intensive education programs accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The American Academy of Family Physicians, the American Academy of PAs (AAPA), the American Academy of Pediatrics, the American College of Physicians, the American Medical Association, the PA Education Association (PAEA), the Society of Emergency Medicine PAs, the Association of PAs in Psychiatry, the American Association of Surgical PAs, the Society of Critical Care Medicine PAs, the Society of PAs in Family Medicine, the Society of PAs in Pediatrics, and the Association of PAs in Obstetrics & Gynecology all collaborate with the ARC-PA to establish, maintain, and promote appropriate standards of quality for entry-level education of physician assistants.

The professional curriculum for PA education includes basic medical, behavioral, and social sciences; introduction to clinical medicine and patient assessment; supervised clinical practice; and health policy and professional practice issues. Core clinical rotations include internal medicine, family medicine, general surgery, pediatrics, obstetrics and gynecology, emergency medicine, and behavioral health. Students also complete elective clinical rotations which may include surgical and medical specialties.

Upon graduation, PAs take the Physician Assistant National Certifying Examination® (PANCE) developed by the National Commission on Certification of Physician Assistants (NCCPA) in conjunction with the National Board of Medical Examiners. The Board of Directors of NCCPA includes Certified PAs, physicians and representatives from the public. Graduation from an accredited physician assistant program and passage of the PANCE are required for state licensure.

PAs continue learning in the clinical work environment and through continuing medical education. The PA scope of practice grows and shifts over time with advanced or specialized knowledge, with changes or advances in the medical profession overall, or with changes in the PA's practice setting or specialty. A number of clinical postgraduate PA educational programs have developed across the U.S to provide practicing PAs with optional advanced clinical education and training in medical and surgical

specialties. The responsibilities of a physician assistant depend on the practice setting, education and experience of the PA, and on this licensing state's laws and regulations.

### **Certification of Physician Assistants**

As the concepts of new health practitioners gained acceptance, state legislatures began to turn their attention to formulating statutes to incorporate these professionals into the framework of the health care delivery system. The development of a nationally standardized mechanism for evaluating PA proficiency became desirable, particularly in those states that mandated that health care providers could practice only after their credentials had been reviewed by the appropriate regulatory agency. With this in mind the American Medical Association and the National Board of Medical Examiners developed a national certifying examination for physician assistants and the first PA certifying examination was administered in 1973.

The original members of the newly formed independent National Commission on Certification of Physician Assistants (NCCPA) included representatives from: American Academy of Family Physicians, American Academy of Pediatrics, American Academy of Physician Assistants, American College of Emergency Physicians, American College of Physicians, American College of Surgeons, American Hospital Association, American Medical Association, Association of American Medical Colleges, Federation of State Medical Boards of the U.S., National Medical Association, Physician Assistant Education Association, and U.S. Department of Defense.

The NCCPA is charged with assuring the public that physician assistants are competent. This is accomplished through entry level and recertification examinations and acquisition of continuing medical education. Current certification requirements for physician assistants include:

Graduating from an accredited physician assistant program;

Obtaining a passing score on the Physician Assistant National Certifying Examination® (PANCE);

Completing approved continuing medical education every two years;

Obtaining a passing score on the Physician Assistant National Recertifying Exam® (PANRE) or the Physician Assistant National Recertifying Exam-Longitudinal Assessment (PANRE-LA®) every 10 years.

In summary, the PA profession is committed to ensuring the highest quality of healthcare by following

an organized plan of program accreditation, certification of graduate competency, and continuing medical education.

### **Professional Title Change**

The PA scope of practice has evolved since the inception of the profession in 1965. As a result, a perceived gap between the profession's title and the role that PAs assume in day-to-day medical practice became evident. In 2018, the national professional society for PAs, and the Academy of Physician Assistants (AAPA) began a PA Title Change Investigation to address the perceived gap. The results of the investigation were discussed and debated by the AAPA House of Delegates (HOD), with input from the NCCPA, the Physician Assistant Education Association (PAEA) and the Accreditation Review Commission for the Physician Assistant (ARC-PA). In May 2021 the AAPA HOD passed a resolution affirming "physician associate" as the official title of the profession. The AAPA officially changed to the American Academy of Physician Associates (AAPA).

The NCCPA acknowledges the May 2021 decision by the AAPA House of Delegates to change the name of the profession from "physician assistant" to "physician associate. NCCPA regards the titles "physician assistant," "physician associate," and "PA" as synonymous.

PA practice, including the name of the profession, is regulated at the state level. NCCPA also recognizes that the title of the PA profession, the PA-C credential, the national certifying body, and the certifying exam are specifically named in many state statutes and regulations, as well as federal regulations. Transitioning of the PA title will take time and require state legislative and regulatory updates. The Physician Assistant title will remain until the state in which the PA is practicing officially updates a title change to Physician Associate.

The NCCPA, ARC-PA and PAEA maintain "physician assistant" in their organizational title. A professional title change does not impact the PA scope of practice, which is determined by the PA's education, clinical practice experience, practice setting and state laws and regulations. "Physician Associate", "Physician Assistant" and "PA" are synonymous and reflect the professional title.

**The Physician Assistant Guidelines for Ethical Conduct** (AAPA: *Guidelines for Ethical Conduct for the PA Profession. Adopted 2000, amended 2004, 2006, 2007, 2008, 2018, reaffirmed 2013, 2023.*)

The American Academy of Physician Associates (AAPA) recognizes its responsibility to aid the profession in maintaining high standards in the provision of quality and accessible health care

services. The PA profession has revised its code of ethics several times since the profession began. Although the fundamental principles underlying the ethical care of patients have not changed, the societal framework in which those principles are applied is constantly changing. Economic pressures, social pressures of church and state on the healthcare system, technological advances, and changing patient demographics continually transform the landscape in which PAs practice.

Previous codes of the profession were brief lists of tenets for PAs to live by in their professional lives. The AAPA has departed from that format by describing how these tenets apply to PA practice. Each situation is unique. Individual PAs must use their best judgment in a given situation while considering the preferences of the patient and the healthcare team, clinical information, ethical principles, and legal obligations.

Four main bioethical principles broadly guided the development of these guidelines: patient autonomy, beneficence, nonmaleficence, and justice.

Autonomy, strictly speaking, means self-rule. Patients have the right to make autonomous decisions and choices, and PAs should respect these decisions and choices.

Beneficence means that PAs should act in the patient's best interest. In certain cases, respecting the patient's autonomy and acting in their best interests may be difficult to balance.

Nonmaleficence means to do no harm, to impose no unnecessary or unacceptable burden upon the patient.

Justice means that patients in similar circumstances should receive similar care. Justice also applies to norms for the fair distribution of resources, risks, and costs.

PAs are expected to behave both legally and morally. They should know and understand the local, state and federal laws governing their practice. Likewise, they should understand the ethical responsibilities of being a healthcare professional. Legal requirements and ethical expectations will not always be in agreement. Generally speaking, the law describes minimum standards of acceptable behavior, and ethical principles delineate the highest moral standards of behavior.

### **Statement of Values of the PA Profession**

PAs hold as their primary responsibility the health, safety, welfare, and dignity of all human beings.

PAs uphold the tenets of patient autonomy, beneficence, nonmaleficence, and justice.

PAs recognize and promote the value of diversity.

PAs do not discriminate; PAs treat equally all persons who seek their care.

PAs hold in confidence the patient-specific information shared in the course of practicing medicine.

PAs actively seek to expand their knowledge and skills, keeping abreast of advances in medicine. PAs assess their personal capabilities and limitations, striving always to improve their practice of medicine.

PAs work with other members of the healthcare team to provide compassionate and effective care of patients.

PAs use their knowledge and experience to contribute to a healthy community and the improvement of public health.

PAs respect their professional relationship with all members of the healthcare team.

PAs share and expand clinical and professional knowledge with PAs and PA students.

### **Physician Assistant Professional Oath**

I pledge to perform the following duties with honesty and dedication:

I will hold as my primary responsibility the health, safety, welfare, and dignity of all human beings. I will uphold the tenets of patient autonomy, beneficence, nonmaleficence, and justice.

I will recognize and promote the value of diversity. I will treat equally all persons who seek my care.

I will hold in confidence the information shared in the course of practicing medicine.

I will assess my personal capabilities and limitations, striving always to improve my medical practice.

I will actively seek to expand my knowledge and skills, keeping abreast of advances in medicine.

I will work with other members of the healthcare team to provide compassionate and effective care of patients.

I will use my knowledge and experience to contribute to an improved community.

I will respect my professional relationship with physicians and all other healthcare professionals.

I will share and expand knowledge within the profession.

These duties are pledged with sincerity and upon my honor.

## Physician Assistant Professional Organizations

**American Academy of Physician Associates** 2318 Mill Rd., Ste.1300, Alexandria, VA 22314 703/836-2272; <http://www.aapa.org/>

Founded in 1968, the American Academy of Physician Associates (AAPA) is the national professional society for PAs (physician associates/physician assistants). It represents a profession of more than 168,000 PAs across all medical and surgical specialties in all 50 states, the District of Columbia, U.S. territories, and the uniformed services.

The AAPA's purpose and mission is to ensure the professional growth, personal excellence, and recognition of PAs, and to support their efforts to enable them to improve the quality, accessibility, and cost-effectiveness of patient-centered healthcare.

The Academy is the official organization of the PA profession and is recognized as such by other medical associations and federal, state, and local governments, serving as an advocate for PAs and PA students.

The [Board of Directors](#) is AAPA's governing body, responsible for AAPA's strategic, administrative, and financial management. The [House of Delegates](#) is AAPA's policy-making body. The HOD represents the interests of the membership, exercising the sole authority on behalf of the Academy to enact policies establishing the collective values, philosophies, and principles of the PA profession. Independent organizations affiliated with the AAPA include Constituent Organizations (COs) which provide local continuing medical education programs, networking opportunities and advocacy for PAs. The AAPA COs include: state and federal service chapters; PA specialty organizations; PA special interest groups; and PA special interest caucuses. Other AAPA bodies include the Physician Assistant Foundation and the Student Academy, both with their own boards and committees.

The AAPA partners with the 3 other national organizations related to PAs in providing resources to support PAs and the PA profession: The National Commission for Certification of PAs (NCCPA); the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA); and the PA Education Association (PAEA).

### Student Academy of the American Academy of Physician Associates

950 N. Washington St. Alexandria, VA 22314-1552 (703) 836-2272

Email: [students@aapa.org](mailto:students@aapa.org) <http://saaapa.aapa.org>

The Student Academy of the American Academy of Physician Associates (SAAAPA) is a unique part of AAPA, as it was established in 1978 with its own bylaws, a Student Board of Directors, and a legislative and policy-making body. SAAAPA's members consist of the registered student society at each accredited PA program. Student members of SAAAPA are members of the AAPA. Student voices are heard through their PA program's student society representative to the Student Academy's Assembly of Representatives (AOR), which is SAAAPA's legislative and policy-making body. The AOR meets annually at the AAPA annual conference.

In addition to representing students at the local, regional and national level, SAAAPA works with the PA Foundation to provide patient-centered, community-based health projects through grants, fellowships and scholarships for students.

Student membership dues to the AAPA and SAAAPA are one time and expire 4 months after the student's graduation.

## Specialty Organizations and Caucuses

PA specialty organizations and caucuses consist of PAs, PA students and individuals who share a common interest in clinical specialties or healthcare issues.

Many of these organizations offer student benefits, including scholarships. A current list of specialty organizations and caucuses can be found at [aapa.org](http://aapa.org). Physician Assistant Education Association

655 K Street NW, Ste 700, Washington, DC 20001

703/548-5538; <http://www.paeonline.org/>

The PA Education Association (PAEA) is the only national organization in the United States representing PA educational programs. Founded in 1972, the PAEA provides services for faculty at its member programs, as well as to applicants, students, and other stakeholders. Its mission is to advance excellence in PA education through leadership, scholarship, equity, and inclusion. The PAEA goals are:

Be the primary source of educational resources and professional development for PA educators.

Educate and inspire programs to prepare the next generation of PAs who deliver quality patient care and are representative of our nation's population.

Eliminate systemic racism and bias in PA education.

Sustain and strengthen a positive, healthy organizational culture and operational backbone.

The PAEA is governed by a 12-member Board of Directors, elected by the membership. Voting members are Member Programs consisting of PA educational programs accredited by ARC-PA and are represented by a program representative. Voting members provide input on PAEA policy and initiatives, supporting alignment of policy changes with the PAEA's broader strategy. Board Committees, taskforces and work groups composed of PAEA members serve to address policy, strategic thinking and initiatives pertinent to PAs and PA education.

The PAEA created and maintains the Central Application Service for PAs (CASPA), by which prospective applicants complete one secure online application to be sent to the PA programs of their choice. This application service has been available to PA programs and prospective students since 2001.

PAEA supports student, faculty, and program resources essential for maintaining high quality education of PAs. These include objective, comprehensive self-assessment tools for student and curricular evaluation: PA Clinical Knowledge Rating and Assessment Tool (PACKRAT); End of Rotation exams; and End of Curriculum exams. It also publishes study resources for PA re-certification, sponsors educational sessions for educators and students, workshops for specialized faculty education, and sponsors grant programs for faculty and students.

Colorado Academy of Physician Associates **720/880-7657**; <http://www.coloradopas.org/>.

The Colorado Academy of Physician Associates (CAPA) is the AAPA constituent organization that represents PAs in Colorado. CAPA is a non-profit organization established in 1976 to promote the PA profession to Colorado's lay and medical community, advocate for PA practice and access to quality healthcare, and provide high-quality continuing medical education for PAs.

CAPA represents Colorado PAs before the Colorado State Legislature and the Colorado Medical Board, as we as monitor their decisions and disseminate information. CAPA also serves as a resource for companies, medical education programs, and community programs.

A Board of Directors acts on behalf of the PA members and governs the organization. CAPA Board of Directors (BOD) consists of the following voting members: President, President-Elect, Immediate Past President, Secretary, Treasurer, Chief Delegate, five (5) Directors-at-Large and one (1) Student Director. Non-voting BOD members consist of Committee Chairs, Delegates, and Student Representatives. CAPA Student Representatives from each Colorado PA program are elected by their respective classmates and are members of the CAPA Student Affairs Committee.

CAPA members elect delegates to serve in the AAPA's House of Delegates and attend the annual HOD meetings.

# Master of Sciences in Biomedical Sciences (MSBS)

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## General Information

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### 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 success and well-being of our students, faculty, and staff has always been a top priority. 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. This includes learning about inclusive excellence and preparing you for successfully working in diverse workplace settings with people from many backgrounds. 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 an 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 and Vision Statement

### 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) interaction with 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.

## Academic Calendar

MSBS Orientation: August 7-9, 2024

### Fall 2024 Semester

August 12, 2024 - December 13, 2024

- Labor Day (no classes): September 2, 2024
- Thanksgiving Break (no classes): November 25-29, 2024
- Winter Break (no classes): December 16, 2024 - January 5, 2025

\*All dates are subject to change.

## Spring 2025 Semester

January 6, 2025 - May 9, 2025

- Martin Luther King, Jr. Day (no classes): January 20, 2025
- President's Day (no classes): February 17, 2025
- Spring Break (no classes): March 10-14, 2025
- Commencement Ceremony: TBD

## Program Administration

### Francina Towne, PhD

Director of MSBS Program  
Professor of Immunology

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

### Elizabeth Moffett George, PhD

Assistant Program Director of MSBS Program - Colorado  
Associate Professor of Anatomy

- PhD, University of Missouri
- BA, Louisiana State University

### Joel Roberts, MD

Assistant Program Director of MSBS Program - Colorado  
Associate Professor of Physiology

- MD, University of Colorado
- BS, Azusa Pacific University

### Janée Terwoord, PhD

Assistant Program Director of MSBS Program - Utah  
Assistant Professor of Physiology

- PhD, Colorado State University
- MS, The University of Texas at Austin
- BS, Northern Arizona University

## Introduction

The MSBS is a 9-month (31 semester hours) degree program with a Colorado and a Utah cohort designed to prepare students to enter professional education and/or advanced degree programs in the biomedical disciplines. The MSBS program aims to enhance the student's academic record and competitiveness of their candidacy for a professional or graduate degree. The MSBS program in Colorado and Utah is distinct from the MMS program in Montana; please see the MMS handbook for questions about that program.

**Graduates of the Master of Science in Biomedical Sciences Program will:**

1. Apply biomedical principles to health-related disciplines
2. Solve problems utilizing evidence-based concepts
3. Communicate effectively
4. Cultivate compassion
5. Embody the core virtues of the Master of Science in Biomedical Sciences program

The MSBS program incorporates individualized mentoring that supports acceptance into doctoral or other health-related professional training programs along with academic advising geared toward a successful transition to other graduate degree programs or careers in the biomedical sciences.

Graduates of the MSBS program will possess a strong foundation and interdisciplinary academic training in biomedical sciences with a specific focus on applying these sciences to health professions. The curriculum is designed to enhance the likelihood of academic success in various graduate or professional school curricula. The primary goal of the RVU program is for students to matriculate into a graduate professional health or biomedical sciences degree program, and support is offered to students who decide to pursue other career tracks.

## Accreditation

The MSBS program has institutional accreditation from Higher Learning Commission (HLC), a commission of the North Central Association of Colleges and Schools:

### Higher Learning Commission

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

## Admissions

## Requirements for Admission

To be considered for admission to the Master of Science in Biomedical Sciences (MSBS) program, you must meet the following minimum requirements:

- An earned bachelor's degree from an institutionally accredited college or university
- Completion of all prerequisite coursework (see below) with a grade of 'C' or better
  - Biology with lab: 8 semester hours
  - General chemistry with lab: 8 semester hours
  - Organic chemistry with lab: 8 semester hours
  - Physics with lab: 8 semester hours
  - English composition or Literature: 6 semester hours

- Social or behavioral sciences: 6 semester hours
- A cumulative and science GPA of 2.6 or higher (on a 4.0 scale)
- Official standardized test scores: MCAT, GRE, PCAT, or DAT (other standardized exams may be considered on a case-by-case basis)
- Completed application via PostBacCAS\*
- Resume including all relevant volunteer and paid work experience, along with service and leadership activities
- At least two letters of recommendation from individuals who can attest to the candidate's suitability to attend a graduate program in biomedical sciences. Appropriate references include healthcare professionals, pre-health advisors, basic science faculty members, and employment supervisors. Applicants are strongly encouraged to include letters from multiple categories (e.g., one letter from a health care provider and another from a basic science faculty member). Please refrain from requesting letters from family members or friends.

**International students:** The MSBS program will consider international applicants. Demonstrated English language proficiency is required; preference will be given to applicants who have previously attended an institutionally accredited college or university in the US.

**\*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 to RVUCOM Tier Pathway Policy

*(Applicable to the 2024-2025 academic year and subject to change for subsequent matriculating years.)*

Master of Science Biomedical Sciences (MSBS) students interested in applying to College of Osteopathic Medicine ([RVUCOM](#)) (Colorado or Utah location) will be evaluated by the MSBS Student Performance Committee (SPC) at the conclusion of each semester. The SPC will recommend to the RVUCOM Admissions Committee regarding the student's academic aptitude for success in the RVUCOM program and their suitability to advance their mission and vision. This recommendation, coupled with

an official AACOMAS application, following the requirements outlined below, will be used for consideration of an admissions decision.

### Application Process and Procedures:

Students recommended to RVUCOM by the MSBS SPC must submit an AACOMAS application. AACOMAS applications are considered submitted upon completing the application and paying the AACOMAS application fee. Students interested in applying to the RVUCOM (Colorado or Utah location or both) will designate their preference of location via the AACOMAS application. The following dependencies are required for consideration beyond application submission:

### Academic Criteria for MSBS Tier Status

**MSBS Tier 1 Status:** MSBS students that meet the following criteria will be considered for MSBS Tier 1 Status, beginning in January of the academic cycle:

- Submit an RVUCOM AACOMAS application and be verified by AACOMAS
  - Submission is defined as completing the application and paying the AACOMAS system application fee.
  - An application is deemed verified when the applicant's official transcripts have been received and are confirmed by the AACOMAS system. AACOMAS will apply the "Verified" application status designation to the applicant record.
  - AACOMAS verifies applications within [3-6 weeks](#) of submission.
  - Complete the first semester of the MSBS Program
  - Achieve a fall semester GPA of at least 3.50, and a cumulative GPA of 3.30.
  - Meet the requirements of the MSBS Professionalism Criteria Rubric.
  - NOTE: If the cumulative GPA falls below a 3.30 at the end of the program, the student's admission into the COM may be rescinded.

**MSBS Tier 2 Status:** MSBS students that meet the following criteria will be considered for MSBS Tier 2 Status, beginning in May of the academic cycle:

- Submit an RVUCOM AACOMAS application and be verified by AACOMAS
  - Submission is defined as completing the application and paying the AACOMAS system application fee.
  - An application is deemed verified when the applicant's official transcripts have been received and are confirmed by the AACOMAS system. AACOMAS will apply the "Verified" application status designation to the applicant record.

- AACOMAS verifies applications within 3-6 weeks of submission.
- Complete the MSBS Program
- Maintain a cumulative GPA of at least 3.30
- Meet the requirements of the MSBS Professionalism Criteria Rubric.

**MSBS Tier 3 Status:** MSBS students that meet the following criteria will be considered for MSBS Tier 3 Status, beginning in May of the academic cycle:

- Submit an RVUCOM AACOMAS application and be verified by AACOMAS
  - Submission is defined as completing the application and paying the AACOMAS system application fee.
  - An application is deemed verified when the applicant's official transcripts have been received and are confirmed by the AACOMAS system. AACOMAS will apply the "Verified" application status designation to the applicant record.
  - AACOMAS verifies applications within 3-6 weeks of submission.
  - Complete the MSBS Program
  - Maintain a cumulative GPA of at least 3.0
  - Meet the requirements of the MSBS Professionalism Criteria Rubric.

#### **Conditional Acceptance:**

For MSBS Tier 1, 2, and 3 Pathway applicants, matriculation to the RVUCOM is contingent upon:

- Successful completion of the MSBS Program.
- Final program GPA of 3.0 or greater.
- Meeting all MSBS graduation requirements.
- Meeting all RVUCOM matriculation requirements, including but not limited to a background check, drug testing, and vaccination requirements.
- Meeting all MSBS Professionalism Criteria.

#### **RVUCOM Admissions Decision:**

MSBS students recommended by MSBS SPC 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 RVUCOM 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.

# **Student Financial Services**

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## **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 rotation travel; and miscellaneous expenses.

### **Types of Aid Available**

RVU students may apply for Title IV federal loans, private loans, or scholarships.

Federal loans available to graduate medical students include the Direct Unsubsidized Stafford Loan and the Direct Grad/PLUS Loan. Both loans have fixed interest rates and origination fees. The Grad/PLUS loan also requires that students have no adverse credit history. For more detailed information about federal loans, including the current interest rates, loan fees, and repayment terms, visit the Federal Student Aid website or contact the Office of Student Financial Services.

Private educational loans are also available to students. Private loans may have fixed or variable interest rates and may charge loan origination fees. All will require a credit check, and many may request a cosigner to get a lower interest rate. Students will normally apply for a private loan online at the lender's site. Most private loans will require the school to certify your student status and will send loan funds directly to the school to be applied toward your tuition and fee costs. Private loan applicants should understand that they may qualify for federal Title IV loans, which may have more

favorable terms than the provisions of a private educational loan. Students are strongly encouraged to review the interest rates, fees, loan terms, and repayment options described in the promissory note before making a decision to select a private loan.

Students receiving loans for the first time must complete loan entrance counseling and a Master Promissory Note before any funds will be disbursed. In addition, all first-year borrowers must complete internal loan counseling during their first year. Furthermore, there is a second-year loan counseling requirement for all students. Enrolled students are encouraged to meet annually with a financial aid counselor to discuss their cumulative debt and repayment options. All students who have received any type of educational loan must participate in loan exit counseling during their last semester as a requirement for graduation.

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, all GI Bill® recipients or eligible dependents who use GI Bill® Benefits for this training are required to bring in documentation of all previous training credit and education. GI Bill® recipients 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 students 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))

RVU and the RVU Alumni Association also award scholarships to each incoming class. Descriptions of the scholarship criteria and applications are posted annually, during the spring prior to matriculation, on the University website. Scholarship applicants must complete a separate application and supply all required supporting documentation for individual scholarships by the deadline. Award recipients will be announced in July. Please see the RVU website or contact the Office of Student Financial Services for more information.

#### **VA Pending Payment Policy:**

"In accordance with section 103, Public Law 115-407, Rocky Vista University will not penalize or limit the participation of students covered under the Chapter 33 Post-9/11 GI Bill® or Chapter 31 Veteran Readiness & Employment (VR&E) while awaiting the payment of

tuition and fees by the US Department of Veterans Affairs. The University will not drop covered students for non-payment.

1. To be a covered individual, RVU will require students to self-identify and provide the following documentation:
  1. Certification of Eligibility; or
  2. VA Form 28-1905; and
  3. Request for Extension of Tuition and Fees Deadline Form.
2. If a student fails to send, at a minimum their Certificate of Eligibility, they will not be certified for VA Educational Benefits and will be subject to the standard charges associated with the program they are attending.

*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.*

#### **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. 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 Policy

This policy shall apply to all students enrolled at Rocky Vista University (RVU) 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 (about 2 weeks) 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 Return to Title IV (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 successfully completes one or more modules that, together, comprise at least 49% of the days in the payment period;](#) or
- The student successfully completes coursework equal to or greater than the coursework required for half-time enrollment.

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

- The date the student began the institution's withdrawal process or officially notified the institution of intent to withdraw; or
- The official date of an approved leave of absence, withdrawal or dismissal from the University as documented by Student Services.

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 an academic leave of absence must notify the Program Director, either verbally or in writing. All requests for an academic leave of absence will be approved or denied by the Program Director, Dean, or Provost. Link to RVU's academic leave of absence policy: <https://catalog.rvu.edu/university-policies/student-enrollment-status-changes>. . RVU does not have a financial aid leave of absence; students placed on an academic leave of absence will be withdrawn for Title IV aid.

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.

When a student has withdrawn, any credit balance refund must be put on hold until R2T4 is calculated. Title IV credit balances will be refunded within 14 days of the date the R2T4 calculation is completed.

Students are responsible for any part of institutional charges 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.

## 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 their degree.

### **Time Frame 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 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 they have attempted.

### **Grade Point Average (Qualitative Measures of Academic Progress):**

Students must maintain a minimum cumulative grade point average of 3.0.

**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.

**Withdrawal/Incomplete/In Progress:** Courses in which a student earned a grade of Incomplete (IN), Work In Progress (WIP), In Progress (IP) 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), Work In Progress (WIP), 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 MSBS program does not accept transfer credits.

Students who are accepted from other programs within the University will be evaluated with respect to levels of academic progress attained, and the remaining credits required to complete their degree will be determined. Articulated courses will count as both attempted and completed hours and will count toward the maximum timeframe.

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 Student Handbook and Catalog for more information on academic probation.

#### Procedure:

The Office of Student Financial Services will review the academic progress (qualitative and quantitative) 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. SAP review is not complete until both the qualitative and quantitative measures have been reviewed.

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 from student which documents:
  - The reason(s) for failure to meet the standards of academic progress for financial aid eligibility.
  - What has changed in the student's situation that would allow the student to bring their academic progress up to required standards.
2. A letter or academic plan from the SPC and/or the Assistant/Associate Dean of Student Affairs. 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 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.

## 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 expires during the academic year, they must obtain a new waiver form with proof of new insurance at least 30 days before their old insurance expires. 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 clerkships and may be subject to dismissal.

## Tuition and Fees

Tuition for MSBS for 2024-2025 is \$31,062. The following annual fees will also apply to all MSBS students:

### Student Fees

Health Insurance: \$4,949

*\*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.*

# Academic Standards, Guidelines, and Requirements

## 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.

Except under unusual circumstances, all grades (including the final grade for cumulative course performance) will be determined by the Course Director. When extraordinary circumstances bring a student to seek an appeal of a decision regarding a course 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.

1. Course Director(s);
2. MSBS Program Director (who can send appeal to Student Performance Committee if deemed appropriate)
3. Provost

Students seeking to resolve a grading concern through the administrative channels above must initiate formal action in writing no later than five business days after the course has been finalized. 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 expediently as possible. If the student is not satisfied with the MSBS Program Director's decision, the student may appeal to the Provost. 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 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).

MSBS students on academic probation are not eligible to hold an office in an RVU student club or

organization. Mid-semester grades may also be monitored to identify students that may be struggling and need assistance.

## Attendance

Attendance at all classes is mandatory unless otherwise stated in the course syllabus or granted accommodations through the ADA office. A student without specific approved accommodations who misses more than 5% of classes will need to take a leave of absence or withdraw from the program, as the ability to be successful in the program is unlikely. Please refer to University policies on Pregnant and Parenting Students and Students with Learning Disabilities.

### Personal Days

Each student is granted one personal day per semester for which absences are excused. Personal days may not be utilized during block exams, quizzes, in-person group work, required labs, or exams/quizzes. Students do not need to provide rationale for taking personal days but must notify the Program Director in advance. Personal days cannot be divided across multiple days and will not carry over from the preceding semester.

## 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.

## Excused Absences

An absence may be excused for the following reasons: student illness, death or illness of an immediate family member, or professional school interview. An absence may be considered unexcused for all other reasons, including but not limited to the following: attendance at a wedding, a non-emergency doctor's appointment, or an urgent meeting with another RVU employee. 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 the Course Director(s) or the Program Director. Should a medical or another 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 campus administrative assistant and Program Director as soon as possible, and preferably before 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.

## Explanation of Grades

See chart in the Final Grades section for explanation of grades.

## 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 grade.

Grades Earned	Grade Printed on Transcript	Definition	Quality Points	Calculated into GPA
92.50 – 100.00	A	Course successfully completed	4.00	Yes
89.50 – 92.49	A-	Course successfully completed	3.67	Yes
86.50 – 89.49	B+	Course successfully completed	3.33	Yes
82.50 – 86.49	B	Course successfully completed	3.00	Yes
79.50 – 82.49	B-	Course successfully completed	2.67	Yes
76.50 – 79.49	C+	Course successfully completed	2.33	Yes
72.50 – 76.49	C	Course successfully completed	2.00	Yes
69.50 – 72.49	C-	Course successfully completed	1.67	Yes
00.00 – 69.49	F	Fail	0.00	Yes
AU	AU	Audit	0.00	Yes
IN	IN	Incomplete	N/A	Yes
W	W	Withdrawal	0.00	Yes
N/A	WIP	Work in Progress	N/A	Yes

## Good Academic Standing

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

## Grade Point Average

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 one-digit number with two decimal places and will not be rounded.

## 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 that warrant assigning an incomplete to the student. When an instructor assigns an "IN," the Program Director or course director shall specify in writing the requirements the student shall fulfill to complete the course as well as the reasons for granting an "IN" 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 completing all work and resolution of the incomplete grade will be determined when 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 will be calculated accordingly. Incompletes must be resolved within four (4) weeks of the end of the following semester unless otherwise approved by the program director.

## Length of Program

All MSBS Coursework must be completed within 14 months or 1.5x the length of the original program unless granted an extension by the Program Director.

## Non-Academic Probation

A student is considered on non-academic probation if there is any significant violation of RVU MSBS professionalism criteria, honor code, or institutional code of conduct. Depending on the nature of the violation, students may need to meet with the program director, a Student Affairs representative, and/or the MSBS-SPC. Courses of action may range from a warning, being formally placed on non-academic probation, to being dismissed.

MSBS students on non-academic probation are ineligible to hold an office in an RVU student club or organization. Mid-semester professionalism performance may also be monitored more closely to assist with progress. Students currently on non-academic probation are ineligible for the MSBS-COM

Tier system, although satisfactory progress in and/or resolution of professionalism concerns may restore eligibility.

## Quality Points

Quality points are the cumulative points used to calculate grade point average. Only courses with letter grades of a C-minus or greater offer quality points. For example, a final grade of B+ earned in a four-credit course will award 13.32 quality points ( $3.33 \times 4 = 13.32$ ).

## Remediation of Courses

If a student fails an individual course, the MSBS-SPC may recommend that the student remediate that course, with a timeline determined by the MSBS-SPC and MSBS Program Director. 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 with an "X" next to the remediation grade to denote that the course has been remediated. No more than two courses may be remediated unless approved by the MSBS-SPC and/or MSBS Program Director.

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 may be ineligible for the MSBS-COM Tier system.

## Repeating of Courses

If a student does not pass all courses or achieve a 3.0 cumulative GPA for the program, up to three courses (up to 8 credit hours) may be repeated the following year to achieve the minimum 3.0 for graduation. If more than three courses (up to 8 credit hours) must be repeated, then the student must repeat an entire semester course-load or apply for an exception from the MSBS Program Director. Students will be charged full tuition for repeated coursework. Courses may only be repeated once. A student who repeats courses may be deemed ineligible for the MSBS-COM Tier system. A student who takes a leave of absence and returns, or repeats an entire year, maintains tier eligibility.

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 program GPA, but the original grade will continue to be included in the transcript. An "R" will appear next to the original course grade to indicate it has been repeated.

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 again be referred to the MSBS-SPC.

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

## Requirements to Progress from Fall to Spring

Students that achieve a Fall GPA of 2.90 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 minimum of 2.70 will be dismissed from the program.

## Student Enrollment Status Change

### Leave of Absence Policy

A student may make a formal request for a Leave of Absence (LOA) from the MSBS program to the MSBS Program Director and the Associate Dean of Student Affairs or their representative. A leave of absence must occur before completion of the final block exam of the semester. A leave of absence requested after this time would be considered as an LOA for the following semester. 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 the MSBS-SPC 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.

Leave of Absence (LOA) may only be granted for a maximum of one year duration. An LOA may be denied based on previous leave or extension on coursework. LOA cannot be taken to avoid disciplinary proceedings.

### Readmission Policy

A student who withdraws or is dismissed from the MSBS program may apply for readmission. 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 their overall academic record and will be recorded on the permanent transcript upon readmission.

### Length of Program Policy

All MSBS Coursework must be completed within 14 months or 1.5x t

### 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.

## Student Performance Committee

Students who are on academic probation or non-academic probation, do not achieve a 2.90 Fall GPA, a 3.00 cumulative GPA, fail a course, fail the comprehensive exam, or demonstrate other academic or non-academic unsatisfactory performance as defined and determined by the MSBS Program may be required to meet with the MSBS Student Performance Committee (MSBS-SPC) to discuss options. In consultation with the Associate/Assistant Dean of Student Affairs, students may also be referred to the MSBS-SPC for violations of the RVU Code of Conduct. Students with a Fall GPA under 2.70 are automatically dismissed. Students with a Fall GPA of 2.90-2.99 automatically progress to the Spring semester on an Academic Improvement Plan, but are encouraged to participate in a voluntary expedited SPC meeting with representatives of the committee to further help diagnose student barriers and make plans for success.

### Procedure

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

- The student shall receive notice of the time, place, and subject of the meeting and must confirm receipt of the notice. 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 MSBS-SPC is mandatory. Lack of attendance at a required SPC meeting forfeits the student's opportunity to discuss circumstances with the Committee and may lead to dismissal from the program.
- Legal representation and/or other supporting persons is prohibited.
- The student will be given the opportunity to present a statement to the SPC in written and oral form and will answer questions posed by the MSBS-SPC.

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. SPC meeting minutes, recordings, and notes are not formally part of the student academic record and are, therefore, not accessible to students. The Program Director's decision is accessible to the student.

Where deemed appropriate, the MSBS-SPC may recommend any one of the following options:

- Remediation of a course or comprehensive exam;
- Repetition of a course;
- Non-academic probation;
- Dismissal from the University; or,
- 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, or other options 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 at a required SPC meeting forfeits the student's opportunity to discuss circumstances with the Committee and may lead to dismissal 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. 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 academic, tuition-related and financial aid-related implications for their requested withdrawal from a course. Realistic options for repeating the course should be carefully discussed with the program director, Student Affairs, and 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.

## Professionalism

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### Academic Integrity

The MSBS Program 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 failure to report direct knowledge of such, will subject the offending student to a meeting before the appropriate body, (e.g., Student Performance Committee, Honor Code Committee, Program Leadership, and/or Student Affairs representatives) for possible disciplinary action, which may include probation, suspension, or even dismissal.

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; copying and/or distributing protected assessment material, including but not limited to written exam questions, quiz questions, and standardized patient case information, through written form, audio recording, or video recording
- 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 or entity 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, including failure to report a violation of the code of conduct; 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 nonpermitted 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 Student Performance Committee or other appropriate body.

## Appeals Process for Code of Conduct Violations

Students 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/Assistant Dean of Student Affairs made the conduct decision, the student can appeal to the Program Director.
- If the 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/Assistant Dean of Student Affairs and the Program Director to make the decision. Students who are appealing this decision should appeal to the Provost or their designee. Appeal decisions made by the Provost are final.

### Appeal Considerations

- Requests for appeals must be made in writing on the above guidelines. The appeal must come in writing within five business days of receipt of the 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.

### 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/Assistant 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 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.

## 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, shopping, intoxication, 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 Program Director for appropriate disciplinary action and may be required to appear before the Honor Code Committee, Student Performance Committee, or other appropriate body.

## Code of Student Conduct and Professional 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 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 MSBS Program 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.

### 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 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, Program, local, state, and federal levels may lead to a meeting before the Honor Code Committee, Student Performance Committee, or appropriate body 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 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;
- Impairment due to the use of drugs or alcohol in class or on campus, at University-affiliated sites, or at any University- or club-sponsored events;
- 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.

## Disciplinary Sanctions

Any violation of the conduct standards may result in a complaint being filed against the student. The Provost, Assistant/Associate Deans, or Program Director, 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 decisional body.

Students may be asked to participate in a Conduct Investigation as the respondent or possible witnesses. Students who are asked to participate should keep all related matters and conversations confidential throughout the investigation. Violation of confidentiality is a breach of the student code of conduct and may result in disciplinary action.

### 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 may be included in the student's official file with Student Affairs. The Student Non-Professional Conduct Report may be used to document violations of behavioral conduct and may impact Program Non-Academic Criteria and Tier Status. 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 the student's behavior is inappropriate. A verbal warning may be noted in the student's official file with Student Affairs for a

designated time period and expunged, at the discretion of the Associate/Assistant Dean of Student Affairs, if no further violations occur;

- **Disciplinary Warning:** Formal notice to a student that the action and/or behavior does not comply with Program standards. This sanction remains in effect for a designated time period and may be expunged from the official student file at the discretion of the Associate/Assistant 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 they 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, club, or student government;
- Attending international medical mission trips;
- Being elected to any honorary position.
- Participating in other activities as determined by the MSBS Program Director and/or Student Affairs
- Additionally, a student holding leadership office may be removed from the position.

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 their 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 and University-affiliated sites without specific approval. Suspension is included in the calculation of the time limit for completing all graduation requirements.

Readmission will not be entertained until the suspension period is completed and is subject to approval of the Program Director or Provost.

### Other Appropriate Actions

Other disciplinary action not specifically outlined elsewhere in Program policies may be approved through the Program Director or the Associate/Assistant Dean of Student Affairs or their designee.

## Student Dress Code Policy

**Purpose and Scope:** This policy outlines basic dress code requirements students must follow while on campus during business hours (typically 8am- 5pm).

**Policy Statement:** The RVU dress code reflects the dignity of the health care profession and respect for other students, faculty, administration, staff, and particularly special visitors.

The dress code reflects a general minimum standard for the campus community. Students should refer to the course syllabi and program handbooks for further specific dress requirements (e.g., labs, lectures, rotation sites). The University has the right to require specific dress for specific occasions (e.g., special guests on campus, “casual Fridays”) and students will be notified of any adjustments. Questions regarding appropriate attire may be directed to the Office of Student Affairs and setting-/program-specific leadership.]

The different learning and teaching environments at RVU may require different dress styles, and what is appropriate for one setting may be inappropriate for other settings. (e.g., lab, lectures, simulations, recreational activity). Regardless of the setting, all clothing should be neat, clean, and respectful of others. Everyone is expected to be well-groomed and wear clean clothing, free of holes, tears, or other signs of wear beyond normal functionality. On lab days when alternative attire is required, students should dress as directed by professors/preceptors and can do so for the day, with the exception that shorts, sports-bras (and equivalent), and bare chests should be covered by professional scrubs or other dress-code-appropriate attire.

Inappropriate attire includes clothing with rips, tears or frays and any extreme style or fashion in dress, footwear, accessories, or fragrances. Inappropriate attire also includes clothing with language or images that can be construed, based on societal norms, to be offensive or contribute to a hostile learning and working environment. Hats and headwear are not permitted other than for religious or cultural purposes.

All students are permitted to wear the clothing of their choice regardless of traditional gender norm conformity. Students may dress in accordance with their gender identity and gender expression, provided that such clothing does not violate other aspects of the university dress code.

Students should be open to feedback regarding their attire from peers, faculty, and staff, as the attire of any student can impact others and the RVU community. Questions or concerns regarding dress or dress-related feedback can be brought to the Assistant/Associate Deans of Student Affairs whose decision will be final in the event of an issue. Generally, students will be expected to self-monitor their own attire. However, egregious or repeated dress violations will be considered unprofessional behavior and may result in a disciplinary sanction outlined in the Code of Conduct. Students may be asked to leave campus to change if they are inappropriately dressed depending on the specific situation and case.

When uncertain, students should default to business casual attire or professional scrubs. Business casual is generally characterized as: slacks/trousers, dresses, and skirts with modest lengths; collared shirts, sweaters, and blouses; clothing that covers the chest, back, torso, stomach, and lower extremities from armpit to mid-thigh when the body is standing straight and when bending over or reaching the hands above the head; tops that have shoulder straps; bottoms that fully cover an individual’s buttock. Business casual attire is not required after 5pm, but appropriate clothing is still expected.

Cultural and religious attire is welcomed as long as it is safe and appropriate for the specific learning environment. Students must wear their RVU ID at all times unless outlined differently in course or clinical syllabus.

When on location at clinical training sites, students must adhere to the training site’s dress code. Students are required to reach out to each of their training sites one week prior to the beginning of each clerkship rotation to learn the appropriate attire.

Questions or concerns regarding dress or dress-related feedback can be brought to the Program Director whose decision will be final in the event of an issue.

**Additional Information:** Nothing in this Policy limits the authority of the university to issue, amend, or withdraw a policy.

Additional resources can be found in the University Policy Repository, currently entitled “DynamicPolicy” at: <http://policies.rvu.edu>.

**Contact Information:** Compliance Department, (720) 874-2481; [Idement@rvu.edu](mailto:Idement@rvu.edu)

## Ethics Point Complaint Reporting Hotline

EthicsPoint is an anonymous or confidential tool for reporting serious violations of law, regulation, code of conduct, or policies which may include compliance issues, discrimination, fraud, waste and abuse, or serious misconduct.

**Phone Reporting (844-936-2729):** EthicsPoint has a toll-free phone reporting system that is available 24-hours per day, seven days per week, every day of the year. It is available to all RVU students. Calling EthicsPoint connects the student with a third-party service provider that is completely independent of RVU. A specialist will answer the call and make a detailed summary of the question or concern raised. The caller's voice is never recorded, and the caller has the option to remain anonymous if they wish; however, it may be difficult to resolve an issue if the complainant does not provide their name. All calls are given a special reference number, and the complainant will be encouraged to call back within a specified time to check on the status of their case.

**Web Reporting ([rvu.ethicspoint.com](http://rvu.ethicspoint.com)):** The web-based version of EthicsPoint is made available to students who are more comfortable asking questions or raising concerns through the web. When accessing the EthicsPoint website, RVU's network system is left entirely, and the case is recorded on an independent third party's system. As with the EthicsPoint phone line, the complainant can remain anonymous; however, it may be difficult to resolve an issue if the complainant does not provide their name. All reports entered through the EthicsPoint website are given a reference number, and the student is encouraged to follow up within a specified time to check on the status of their case.

## 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 they feel a violation of the Honor Code has occurred. Failure to report a violation of the Honor Code or Code of Conduct is itself a violation. All members of the University community have an affirmative duty to participate in the inquiry or investigative process.

## 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/Assistant 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 the 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/Assistant 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 statements to the Committee and to respond to any questions. The student will only be present during their statement unless otherwise approved by the Chair.
- The Program Director shall review the Honor Code Committee's recommendations and may either accept, reject, or modify the recommendations. The student shall be notified of the Program Director's decision within ten business days.
- The student can appeal based on the process outlined under the section "Appeals Process."

## 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 recreational use of marijuana is legal in some states, 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 licensed provider 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. Students undergoing further evaluation and treatment as indicated are protected by confidentiality of services. Refusal of a mandatory drug and alcohol screen will be grounds for immediate dismissal.

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/Assistant Dean of Student Affairs or on EthicsPoint immediately.

## 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 their 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;
- Complaints of sexual misconduct or sexual discrimination must be handled by the University's Title IX Coordinator;
- 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;

## Preponderance of Evidence in Investigations

As a general policy standard, a Preponderance of Evidence standard will be applied to all University investigations. Under the preponderance standard, the burden of proof is met when the party with the burden convinces the fact-finder that there is a greater than 50% chance that the claim is true.

## Privacy of University Communications

There is no expectation of privacy of information stored on or sent through University-owned information services, resources, and communications infrastructure. FERPA regulations are followed in regard to student records.

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 or misappropriation of any private or personal information that may be stored on University resources.

## 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, and the professional organizations and institutions with which it has partnered with the ethical standards of healthcare professions, as well as those of the local authorities, state and national laws, and applicable rules and regulations.
- As a general policy standard, a Preponderance of Evidence standard will be applied to all University investigations. Under the preponderance standard, the burden of proof is met when the party with the burden convinces the fact-finder that there is a greater than 50% chance that the claim is true.

## Program Policies

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### Student Dress Code Policy

**Purpose and Scope:** This policy outlines basic dress code requirements students must follow while on campus during business hours (typically 8am- 5pm).

**Policy Statement:** The RVU dress code reflects the dignity of the healthcare profession and respect for other students, faculty, administration, staff, and particularly special visitors.

The dress code reflects a general minimum standard for the campus community. Students should refer to the course syllabi and program handbooks for further specific dress requirements (e.g., labs, lectures, rotation sites). The University has the right to require specific dress for specific occasions (e.g., special guests on campus, "casual Fridays") and students will be notified of any adjustments. Questions regarding appropriate attire may be directed to the Office of Student Affairs and setting-/program-specific leadership.

The different learning and teaching environments at RVU may require different dress styles and what is appropriate for one setting may be inappropriate for other settings. (e.g., lab, lectures, simulations, recreational activity). Regardless of the setting, all clothing should be neat, clean, and respectful of others. Everyone is expected to be well-groomed and wear clean clothing, free of holes, tears, or other signs of wear beyond normal functionality. On lab days when alternative attire is required, students should dress as directed by professors/preceptors and can do so for the day, with the exception that shorts, sports-bras (and equivalent), and bare chests should be covered by professional scrubs or other dress-code-appropriate attire.

Inappropriate attire includes clothing with rips, tears or frays, and any extreme style or fashion in dress, footwear, accessories, or fragrances. Inappropriate attire also includes clothing with language or images that can be construed, based on societal norms, to be offensive or contribute to a hostile learning and working environment. Hats and headwear are not permitted other than for religious or cultural purposes.

All students are permitted to wear the clothing of their choice regardless of traditional gender norm conformity. Students may dress in accordance with their gender identity and gender expression, provided that such clothing does not violate other aspects of the university dress code.

Students should be open to feedback regarding their attire from peers, faculty, and staff, as the attire of any student can impact others and the RVU community. Questions or concerns regarding dress or dress-related feedback can be brought to the Assistant/Associate Deans of Student Affairs whose decision will be final in the event of an issue. Generally, students will be expected to self-monitor their own attire. However, egregious or repeated dress violations will be considered unprofessional behavior and may result in a disciplinary sanction outlined in the Code of Conduct.

Students may be asked to leave campus to change if they are inappropriately dressed depending on the specific situation and case.

When uncertain, students should default to business casual attire or professional scrubs. Business casual is generally characterized as: slacks/trousers, dresses, and skirts with modest lengths; collared shirts, sweaters, and blouses; clothing that covers the chest, back, torso, stomach, and lower extremities from armpit to mid-thigh when the body is standing straight and when bending over or reaching the hands above the head; tops that have shoulder straps; bottoms that fully cover an individual's buttock. Business casual attire is not required after 5pm, but appropriate clothing is still expected.

Cultural and religious attire is welcomed as long as it is safe and appropriate for the specific learning environment. Students must wear their RVU ID at all times unless outlined differently in course or clinical syllabus.

When on location at clinical training sites, students must adhere to the training site's dress code. Students are required to reach out to each of their training sites one week prior to the beginning of each clerkship rotation to learn the appropriate attire.

**Additional Information:** Nothing in this Policy limits the authority of the university to issue, amend, or withdraw a policy.

Additional resources can be found in the [University Policy Repository](#), currently entitled "DynamicPolicy" at: <http://policies.rvu.edu>.

**Contact Information:** Compliance Department, (720) 874-2481; [ldement@rvu.edu](mailto:ldement@rvu.edu)

## Exams

The majority of MSBS exams are administered in a block format, meaning that multiple courses schedule exams on the same day. Some courses also use written exams and practicals 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. Any student arriving late for a written or practical examination may be denied entry at the discretion of the proctors or course director(s).

No allowances will be made for an exam being missed, other than documented illness or emergency. Nervousness and/or stress do not qualify for an excused absence from an exam. To be considered for an excused absence, the student must complete the "MSBS Excused Absence Form" on iNet prior to the exam. If permission is granted to delay an exam, the

nature of the make-up will be at the discretion of the course director (oral, written, increased weighting on the final, etc.). Student transcripts may reflect an incomplete (IN) pending the completion of any missed exams. An unexcused absence from an exam or make-up 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 typically held for block exams. Students will receive access to their exam 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 may 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 Curriculum and Assessment Committee or the Program Director. If circumstances require remote format, PERs will be modified to best provide feedback to students while maintaining exam item security.

## Make-Up Examinations

Please see the "Exams" section of the MSBS Student Handbook for information on applying for an Excused Absence and make-up examination scheduling and format.

## 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 to graduate. If a student does not pass this exam, they will meet with the MSBS Student Performance Committee (SPC), which will make a recommendation to the Program Director, who will

make the final decision on an 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 Curriculum and Assessment Committee or the Program Director.

## Graduation Requirements

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

- 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 "WIP;"
- Has passed the comprehensive final exam with a 70% or higher;
- Has met the MSBS Non-Academic Criteria;
- Has complied with all curricular, legal, and financial requirements of the University; and,
- 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 Program Director 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.

Matriculation and enrollment does not guarantee the issuance of a degree without satisfactorily meeting the aforementioned curriculum and degree requirements.

## Reference Letters

### MSBS Program Letters

The reference letter distributed by the MSBS Program is the MSBS Program Letter. It is a formal letter of evaluation issued by the Program 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 MSBS Program. The MSBS SPC reviews this data and other data on students non-

academic and academic performance and determines a recommendation category (e.g. "Recommend with Enthusiasm", "Recommend", "Recommend with Reservation", "Do not Recommend"). Upon a student's request, in writing, the MSBS Program will use the non-academic and academic data and the SPC's recommendation to compose a Program Letter, which is analogous to a Committee Letter at many other institutions. 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. The Program Letter attempts to represent each student as positively as feasible, but academic or non-academic concerns may be included if necessary to accurately represent the student's performance with integrity. Requests for program letters may be denied if academic or non-academic performance is unsatisfactory or insufficient.

The following criteria must be met for the MSBS Program to issue a Program Letter.

- Student has completed at least one semester and is in good academic standing
- MSBS SPC recommendation category is higher than "Do Not Recommend"
- Letter is issued for applications for professional training programs only and will be submitted directly to the institution or application platform used
- Waiver of Access to the letter signed by the student and submitted
- Letter is requested in writing at least four weeks prior to desired submission

### Personal Letters

If the above criteria are not met or if the student desires for other reasons, then a student may request a Personal Letter. This is ideal for students applying for jobs or scholarships and is written by an individual member of the MSBS team, typically a faculty member. This letter represents the individual author's perspectives, does not include formal MSBS Program recommendation, and does not represent the thoughts and opinions of the MSBS Program as a whole. While a letter may be requested prior to the completion of the first semester, these are often denied due to inadequate time and experience to represent the student accurately. The MSBS Program encourages

authors of the Personal Letter to represent the student as positively as feasible, but to include academic or non-academic concerns if necessary to accurately represent the student's performance with integrity.

The following criteria must be met to issue a personal letter.

- Student has attempted or completed credits in the MSBS Program
- Letter is submitted directly to the organization or application platform for which the letter is being requested
- Waiver of Access to the letter signed by the student and submitted
- Letter is requested in writing at least four weeks prior to desired submission

## Curriculum

### Master of Science in Biomedical Sciences

#### Curriculum

The MSBS program's innovative curriculum is designed to graduate competent students who are 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 5012	Foundations of Success	1
BMS 5008	Medical Humanities	1
BMS 5021	Molecular Basis of Medicine I	2
BMS 5041	Physiology I	4
BMS 5051	Anatomy I	2
BMS 5060	Microbiology and Infectious Diseases	3
BMS 5061	Healthcare Ethics	0.5
BMS 5004	Scientific Methodologies	1.5

#### 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	Anatomy II	2
BMS 5070	Immunology	3
Total Credits		31

## Course Descriptions

### BMS 5002: Biomedical Pharmacology

Biomedical pharmacology presents an overview of the basic concepts and principles of pharmacology. 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 including the heart and vasculature, the neuromuscular junction, and the autonomic and central nervous systems. Students will be required to complete a drug capstone project demonstrating their ability to work on a team, appropriately review and synthesize recent medical literature, and deliver an oral presentation. Successful completion of this course will prepare students for doctoral level study of pharmacology.

#### Program

Master of Sciences in Biomedical Sciences (MSBS)

**Credits 3**

#### Prerequisites

None

## **BMS 5004: Scientific Methodologies**

This course introduces students to fundamental concepts of research design in health and disease. Principles of evidence-based medicine are discussed as they relate to key areas of disease prevention, health promotion and therapy. Community-based issues, problems, and solutions are addressed. Students who complete the course will be able to understand and apply basic statistical terms and applications as well as various research design models that appear in current medical literature. Students will learn to assess the quality of medical literature research designs, create a research poster, write a mock grant application and teach peers using team-based approaches and clinical trial studies. Students will also learn to describe the relationship between the medical literature and evidence-based medicine and interact with industry SME's.

### **Program**

Master of Sciences in Biomedical Sciences (MSBS)

**Credits** 1.5

### **Prerequisites**

None

## **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.

### **Program**

Master of Sciences in Biomedical Sciences (MSBS)

**Credits** 1

### **Prerequisites**

None

## **BMS 5010: Journal Club**

The goal of this course is to provide MSBS students the opportunity to evaluate and investigate evidence through critically reading, interpreting and presenting research from the primary literature. This course helps students stay abreast of current knowledge in various fields and develop skills in critical analysis of research in the biomedical sciences. Topics will include advances across biomedical and clinical research. Emphasis is placed on developing skills in critical review, presentation and teaching skills, and in communicating scientific studies in a seminar format.

### **Program**

Master of Sciences in Biomedical Sciences (MSBS)

**Credits** 2

### **Prerequisites**

None

## **BMS 5012: Foundations of Success**

This course is designed to introduce students to the foundational skills necessary to be a successful graduate student. This course will focus on a variety of techniques to increase student confidence and develop graduate level study skills, and professionalism. It will cover principles of learning strategies, problem solving, note-taking, test-taking, critical listening and thinking, self-assessment, goal setting, and time management.

### **Program**

Master of Sciences in Biomedical Sciences (MSBS)

**Credits** 1

## **BMS 5021: Molecular Basis of Medicine I**

This course is the first semester of a two-semester course that incorporates a multi-disciplinary approach to investigate 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, genetics and regulation of gene expression, flow of genetic information, energetics, metabolism, and the regulation of selected cell activities.

### **Program**

Master of Sciences in Biomedical Sciences (MSBS)

**Credits** 2

### **Prerequisites**

None

## **BMS 5022: Molecular Basis of Medicine II**

This course is the second of 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.

### **Program**

Master of Sciences in Biomedical Sciences (MSBS)

### **Credits 2**

### **Prerequisites**

None

## **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 to build a cognitive framework and knowledge base necessary to understand and medically apply normal human physiology and pathophysiology. Systems covered in the first semester include cellular physiology, homeostatic mechanisms, basic neuromuscular physiology, cardiovascular physiology, respiratory physiology, and renal physiology. Basic clinical skills, clinical reasoning, and physical exam skills are integrated throughout. This curriculum combines lecture with small group discussions, clinical correlations, case studies, independent study, projects, and simulation activities.

### **Program**

Master of Sciences in Biomedical Sciences (MSBS)

### **Credits 4**

### **Prerequisites**

None

## **BMS 5042: Physiology II**

This course is the second of two one-semester courses which together provide a complete, systems-based curriculum to enable the student to build a cognitive framework and knowledge base necessary to understand and medically apply normal human physiology to pathophysiology. Systems covered include the gastrointestinal system, endocrine system, reproductive system, neurophysiology, biomedical ethics, and other advanced topics. Basic clinical skills and clinical reasoning are integrated throughout. This curriculum combines lecture with clinical correlations, case studies, independent study, projects, simulation activities, and a cumulative capstone.

### **Program**

Master of Sciences in Biomedical Sciences (MSBS)

### **Credits 4**

### **Prerequisite Courses**

[BMS 5041: Physiology I](#)

## **BMS 5051: 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 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.

### **Program**

Master of Sciences in Biomedical Sciences (MSBS)

### **Credits 2**

### **Prerequisites**

None

## BMS 5052: 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 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 cadaver dissection. Learning is facilitated through lecture, team problem based learning, and clinical case presentations.

### **Program**

Master of Sciences in Biomedical Sciences (MSBS)

### **Credits 2**

### **Prerequisite Courses**

[BMS 5051: 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.

### **Program**

Master of Sciences in Biomedical Sciences (MSBS)

### **Credits 3**

### **Prerequisites**

None

## 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, flipped classroom and application sessions will be utilized in this course. In addition, there will be an interdisciplinary component to this course in the form of service learning and critical reflection.

### **Program**

Master of Sciences in Biomedical Sciences (MSBS)

### **Credits 3**

### **Prerequisites**

None

## Student Services

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### 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.

### The Office of Inclusive Excellence

The Rocky Vista University Office of Inclusive Excellence is a resource for students, staff, and faculty regarding diversity, equity, and inclusion opportunities and challenges in healthcare education across the Colorado, Utah, and Montana campuses.

The DEI Committee helps lead the campus in the promotion and practice of Inclusive Excellence DEI throughout every sector and dimension of the University to the benefit of the entire RVU community.

### 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, Montana, or elsewhere—share access to the same digital collection, which contains books, journals, and databases necessary to learn and practice healthcare. All 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 highly-trained information professionals who play a significant role in the development of future healthcare providers learning to practice medicine with compassion, integrity, and excellence.

## IT Support Services

The Office of Information Technology is available to assist students both on- and off-campus with technical issues they may encounter throughout enrollment. The support center, known as IT Support Services, is available Monday through Friday from 6:00 am until 6:00 pm MST.

Students can email [support@rvu.edu](mailto:support@rvu.edu) for assistance.

For general information regarding technology services, students can visit [support.rvu.edu](http://support.rvu.edu).

## 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, 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.

## Office of Testing

The Office of Testing (OOT) is in charge of preparing, administering, and processing scores for all written exams, quizzes, and rubrics-scored essay assignments, and providing score reports to faculty. The OOT is available to answer student questions about testing, provide technical assistance with testing software, arrange make-up exams and reviews for excused absences, and work with faculty, staff, and administration to ensure the quality and security of evaluation material.

The OOT designs the proctoring and administration of exams to meet the highest standards of academic integrity. With student cooperation, the Office of Testing seeks to provide the most secure, consistent, and low-distraction exam environment possible, modeled after the environment of NBME Board exams.

RVU uses ExamSoft™, a secure item banking and electronic testing software platform, to create and administer all written exams and quizzes. Students are required to own and maintain a laptop that meets the minimum requirements of Examplify™, the exam taker application of ExamSoft. Those requirements are here: [Examplify MSRs](#)

Requirements are subject to frequent change, so the OOT recommends that students check them before purchasing or updating a laptop for use at RVU. If a student has a last-minute issue with their personal laptop, the OOT has loaner laptops available to borrow. The OOT asks that students limit use of this option to emergencies and to no more than five times per student, per semester.

Please contact [officeoftesting@rvu.edu](mailto:officeoftesting@rvu.edu) for the Colorado and Utah campuses, or [MTOOT@rvu.edu](mailto:MTOOT@rvu.edu) for the Montana campus, with any questions, testing concerns, or to notify OOT of unexpected absences from testing events.

Detailed exam day instructions, best practices, and testing protocol for each program can be found on the [Office of Testing tab](#) under Students on MyVista.

## 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 more. RVU departments and students are able to send their print jobs directly to the Print Center through an online system and can pick them up at their convenience.

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. RVU Utah and RVU Montana print jobs are ordered online, processed in Colorado, and then shipped to the appropriate campus for pick up. The Print Center may be contacted through email at [printcenter@rvu.edu](mailto:printcenter@rvu.edu) or by phone at (720) 874-2459.

## Writing Center

The Rocky Vista University Writing Center assists writers in the development of effective written communication, assignments, and professional documents, offering guidance from start to finish—from

brainstorming and outlining to revising and editing. Through audience- and genre-centered instruction, specific feedback, and access to resources, the RVU Writing supports faculty and students alike.

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.

## Campus Safety & Security

### Campus Safety and Security

The Campus 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, RAVE Emergency Notification systems in Colorado and Utah, as well as officer patrols and escorts. The Campus Safety and 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 Campus Safety and 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 Campus Safety and Security Department at (720) 875-2892 in Colorado or (435) 222-1300 in Utah or 911. The Campus Safety and 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 RAVE Emergency Notification Systems in the form of SMS text messages, email, 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.

## 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 any of the campuses.

# Firearms, Weapons, and Other Prohibited Items Policy

This policy establishes restrictions regarding the possession, carry, transportation and storage of firearms and weapons and other dangerous items on Rocky Vista University properties or areas of responsibilities. This policy applies to all RVU students, faculty, staff, guests, visitors and contractors.

## Policy Statement:

Possession of firearms, ammunition, explosives, fireworks, and/or other dangerous weapons, which may cause fear, alarm, or threat to another person within or upon the grounds, buildings, or other facilities of RVU or at any RVU-sponsored or supervised functions or events is prohibited.

However, if the individual is legally permitted to transport, possess, purchase, receive, transfer, or store the firearm in the state of the RVU location where they are working, studying, or visiting, it is allowable for the firearm(s) to be stored in the individual's private vehicle in the University parking lot. The firearm must be locked securely in the motor vehicle or in a locked container attached to the motor vehicle while the motor vehicle is not occupied; and the firearm is not in plain view from the outside of the motor vehicle. Any employee or student who intends to have a permitted firearm in their vehicle while in the University parking lot must complete a disclosure form, available at the Department of Campus Safety and Security. If the weapon is a loaded handgun, employee or student must provide proof on the form that the employee or student has a concealed carry permit valid in the state of the RVU location where they are working or attending school. In no event may a person store or possess a loaded rifle, shotgun, or muzzle-loading rifle in a vehicle in the University parking lot.

Any person(s) in violation of this policy shall be subject to University disciplinary action and/or criminal charges.

*Exception to this policy would be granted to city, state, or federal law enforcement officers on RVU property for official business.*

## Other Prohibited Weapons or Dangerous 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:

- Rifles, weapons, ammunition and related paraphernalia, BB guns and air guns.

- Narcotics, recreational or illicit drugs and drug-related items.
- 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).
- Toxic and hazardous chemicals, except cleaning chemicals and approved lab chemicals.
- Unauthorized cooking equipment (i.e., grills, toaster ovens, hot pots, hot plates, fry pans, etc.).
- Immersion heaters.
- Any other items that may affect the safety or security of the University.

## Additional Information:

Employees or students who are aware of violations of this policy are required to report such violations to the Department of Campus Safety and Security.

## Clinical Rotations:

Students on Clinical Rotations must learn and adhere to the policy of the facility in which they are rotating, as RVU policy does not supersede any outside facility's policies in this regard.

# Lost and Found Policy

This policy is intended to ensure that items reported lost or found are properly accounted for and, in the case of items found, returned to their rightful owners, donated, recycled, or disposed of.

The Department of Campus Safety and Security (CSS) Utah Campus will receive and collect lost and found items and store them in the property room until claimed by the owner or for a period of 90 days. After 90 days, any unclaimed property will be donated, recycled, or destroyed.

The Department of Campus Safety and Security (CSS) Colorado Campus will receive and collect lost and found items and store them in the property room until claimed by the owner or to the end of the school academic year. After the school ends, any unclaimed property will be donated, recycled, or destroyed.

All found Property must be logged into the Lost and Found property book. All items are tagged and stored in the Lost and Found Cabinet. 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 an appropriate folder and the ARMS entry must be updated. Items turned in will be held for a period of 90 days from date of intake. At the determination of the CSS Manager or designee, all remaining unclaimed items will be purged from the inventory by one of the following methods: donated,

recycled, destroyed, or returned to the finder. Cash money turned in to CSS will be turned over to finance immediately, CSS will not hold money.

Security will not hold the following items: Clothing, notes, notebooks, coffee mugs, thermoses, water bottles, plates, bowls, eating utensils, food, or drinks.

Any items collected as evidence will be given to the CSS Manager or designee, to be stored in a secure location until handed over to law enforcement for further investigation.

## 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.

## 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-site training locations for University-sponsored 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. 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 on the Clery Act*).

## 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, entry into the RVU buildings, 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 the Colorado campus and Security Front Desk on the Utah 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 in a visible location above the waist 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 may 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.

## Marketing and Communications

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

### RVU Branding Guidelines and Logo Files

At Rocky Vista University, maintaining a strong and unified brand identity across all communication channels is a top priority. Our [brand page](#) serves as a comprehensive resource, empowering every member of the RVU community to present a consistent and cohesive brand image in all marketing and communication endeavors.

We encourage you to frequent this hub to stay informed about the latest updates to our brand guidelines.

### Marketing Approvals

For all marketing materials, both internal and external, please adhere to the University's brand guidelines. Requests can be submitted to the marketing department at RVU via email at [marketing@rvu.edu](mailto:marketing@rvu.edu). Please provide a detailed description of the proposed material, along with relevant design files and mock-ups. Kindly allow 5 business days for feedback or approval.

All designs should incorporate an approved university logo. The RVU logo should be prominently displayed, unaltered, and unobstructed. Logo size should be appropriate and maintain its integrity across different formats and platforms. Designs should utilize the designated fonts and colors specified in the RVU branding guidelines.

### Press Releases

If students, faculty, or staff would like to have a press release created and distributed about an event or accomplishment (either individually or departmentally), please submit your request to [marketing@rvu.edu](mailto:marketing@rvu.edu).

### Peak to Peak Post

The Peak to Peak Post serves as a cross-campus, RVU-wide internal newsletter, delivering crucial updates, upcoming events, and DEI resources, all while highlighting and honoring the achievements of our faculty, staff, and administrators across all campuses and programs.

The editors of Peak to Peak welcome input and active engagement from the community to shape each unique issue. To contribute or be featured in future newsletters, please fill out our communication [request form](#).

### 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. Requests can be made to [marketing@rvu.edu](mailto:marketing@rvu.edu).

### 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. Approval requests can be made to [marketing@rvu.edu](mailto:marketing@rvu.edu)

### 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](mailto:marketing@rvu.edu).

## 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 in [DynamicPolicy](#) under "Email Signature Policy and Instructions".

## Social Media Policy

The purpose of this policy is to establish guidelines for the appropriate and effective use of social media by the members of the Rocky Vista University (RVU) community. This policy ensures that communications on social media platforms are consistent with the university's values, mission, and legal and ethical standards. This policy applies to all RVU community members, which includes all RVU faculty, staff, students, and affiliated individuals, including university-sanctioned groups, clubs, or organizations.

### Policy

1. Professionalism: RVU community members should conduct themselves professionally and respectfully in all interactions on social media. Content shared should be accurate, respectful, and in good taste, reflecting RVU's commitment to the core values.
2. Interactions and Engagement: While interacting or engaging on social media, the RVU community members are encouraged to foster a positive and constructive environment, promote the university's achievements, and support a community that reflects inclusive excellence at RVU.
3. Confidentiality: Users must respect the privacy of others and the confidentiality of the information they handle. Under no circumstances should sensitive, confidential, or proprietary information be disclosed on social media platforms.
4. Copyright: Users should ensure that they have the rights to any content, including text, photographs, and videos, that they post on social media. Proper attribution must be given to third-party content in accordance with copyright laws.
5. Compliance with RVU Policies: All social media activity must comply with all applicable university policies, including those related to harassment, discrimination, and conduct. Social media use should not interfere with workplace responsibilities or learning environments.
6. Monitoring: RVU reserves the right to monitor social media content associated or linked with the university, and may take action to correct or remove content that is deemed non-compliant with this policy or damaging to the university's reputation.

7. Enforcement: Violations of the social media policy may result in disciplinary action, up to and including termination of employment or dismissal from the university. In cases where a post may breach legal guidelines, the issue may also be subject to legal action.

### **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](mailto: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 must adhere to RVU's Social Media Policy. 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.

### **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 Social Media Policy, 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 Affairs

## Career and Professional Development

The Career and Professional Development team is dedicated to setting RVU students up for success during and after their time at RVU, however, Rocky Vista University does not guarantee employment. The Career and Professional Development team provides resources to guide students in making informed decisions and successfully planning their careers through professional development. The team encourages students to cultivate their professional skills including, but not limited to, resiliency, service, innovation, and collegiality. Information is provided on an individual or group basis, as well as through a variety of programs, workshops, and specialty interest groups. The team provides a variety of services including but not limited to ePortfolio creation, start-to-finish CV support, professional profile planning, specialty exploration, career information, advice on specialty competitiveness and attaining letters of recommendation. Students are encouraged to make an appointment with a team member once per semester throughout their entire educational career.

## Disabilities and Academic Accommodations

### Disabilities and Academic Accommodations

Rocky Vista University recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for students with disabilities. Students are required to meet the technical standards set forth by the college/program in which they are enrolled, 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.

Students who may qualify for accommodations include those who have received accommodations previously or who have been diagnosed with a condition impacting one or more major life activities (such as caring for oneself, performing manual tasks, learning, walking, seeing, hearing, breathing, and working, etc.). Although students with temporary illness or injury are not

considered disabled by law, every reasonable effort to accommodate their needs will be exercised. If you feel you meet these criteria or would like to discuss your eligibility for accommodations, you are encouraged to complete our registration [form](#).

Requests for accommodations and services are evaluated on an individual, case-by-case basis and are dependent on a student's functional limitations within a given environment. Through an interactive dialog facilitated by Disability Services, all relevant factors, including the impact of the disability on the student's access to a course or a program, supporting clinical or diagnostic documentation, and the relevant learning outcomes of the given program, will be considered. Requests for accommodations that would result in an alteration of the fundamental nature or learning outcome of a course or a program are not reasonable and will not be approved.

Clinical documentation or other diagnostic information submitted to Disability Services 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 educational 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.

Students requesting disability-related accommodations must follow the process outlined below.

### Accommodations Request Process

#### Step 1: Complete the [Initial Accommodation Request Form](#)

It is the student's responsibility to initiate the process with Disability Services as soon as possible after committing to attend RVU, or after diagnosis, to ensure timely approval and implementation of approved accommodations. While requests may be submitted at any point throughout the year, students should consider that the interactive process, including documentation review and eligibility notification, typically requires two (2) weeks. Incomplete documentation may delay the review process.

#### Step 2: [Schedule an Appointment](#) with Disability Services

After submitting the Initial Accommodation Request Form, students must schedule a Welcome Meeting with [Disability Services](#).

Meetings can be held virtually for students on all three campuses or in-person for students on the Utah campus.

Disability Services' priority is initiating the interactive process with students; therefore, students should not delay submitting a request due to a lack of documentation concerns. The Disability Officer will discuss [acceptable types of documentation](#) during the Welcome Meeting, and can answer specific documentation-related questions at that time.

### **Step 3: Welcome Meeting**

The Welcome Meeting is the beginning of an interactive process in which the Disability Officer will talk with students about disability-related barriers they may be experiencing, any history of accommodations they may have, as well as possible accommodations that may be reasonable and appropriate in the various RVU learning environments within the program. Students will also have the opportunity to ask questions, provide information and otherwise engage with the Disability Officer to understand how accommodations work within a medical education setting and what to expect relative to next steps in the process of establishing eligibility.

### **Step 4: Documentation Review and Notification of Eligibility Determination**

Upon receipt of the Initial Contact Form-Request for Accommodations and other supporting documentation, the student's eligibility for accommodations will be reviewed and the student will receive a Notification of Eligibility Determination. The eligibility notification will specify the accommodations for which the student has been approved, and copies will be sent to the Office of Testing and appropriate RVU officials. Once approved for accommodations, the Testing Center will send out instructions regarding the administration and location of exams with accommodations.

In some cases, a student may be asked to provide additional supporting documentation/information if the submitted documentation is outdated or does not include sufficient relevant information to determine the impact of the disability. Last-minute submission of documentation may result in unavoidable delays in consideration of requested services.

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

### **Accommodation Renewal Process**

Accommodations will generally remain effective for the duration of a student's active enrollment in an RVU program. However, when transferring from one program to another (i.e. from MSBS to RVUCOM, or from MMS to MCOM) students must request to renew their accommodations prior to the start of the new academic program. Failure to request a renewal of accommodations may delay timely implementation. To

verify their intent to continue using accommodations in a new RVU program, students should complete the [Accommodation Renewal Request form](#) prior to the first day of the new academic year.

Additionally, students are encouraged to meet with the Disability Officer prior to entering the clinical rotation portion of their program, if applicable, or at any time an adjustment to currently approved accommodations may be necessary.

### **National Board Accommodations**

Students seeking accommodations for licensure exams must directly petition the organization administering the exam to seek test accommodations. Please schedule a meeting with the Disability Officer to discuss this process in more detail and learn about additional support RVU may be able to provide.

### **ADA Accommodation Review Requests and Appeals**

Disability Services is committed to ensuring that Rocky Vista University is inclusive and accessible to all students. Several options are available to students who would like to address disability-related concerns, complaints, or issues.

If a student has concerns about the support provided by the [Disability Officer](#), or if they believe that they have been denied reasonable accommodations as requested, we recommend initiating a conversation with the Disability Officer to discuss those concerns. If the matter remains unresolved or if the student disagrees with the determination reached by the Disability Officer, the student may appeal the decision to the [Associate/ Assistant Dean of Student Affairs](#) by submitting an [Accessibility Grievance Form](#). The student will be contacted within seven (7) days of submission and will be given an opportunity to share additional details regarding their specific situation and the reason for the appeal request.

If the student believes their complaint is a matter of discrimination, the student has the right to bypass the Associate/ Assistant Dean of Student Affairs by submitting an EthicsPoint Complaint [online](#) or by calling (844) 936-2729.

If a satisfactory solution is still not offered, the student may choose to file a complaint with the U.S. Department of Education, [Office of Civil Rights](#).

## **Educational Support**

Educational support is available to all students. Services are provided to all students who may be experiencing academic difficulty and wish to enhance the efficiency and the effectiveness of their study and

test-taking strategies. Support is offered through individual consultation tailored to identify potential problem areas and provide strategies and 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, clerkships, and licensure examinations;
- Referrals to on- and off-campus professionals;
- Information about resources to enhance learning, and
- Learning disabilities and ADA Accommodations.

### Workshops and Group Sessions

- Effective study strategies, test taking, and time management; and
- Strategy and resource preparation strategies for comprehensive examinations (such as COMLEX and USMLE)
- Small and large group sessions available

### Tutoring

Tutors are a vital part of RVU and a valuable resource for all students. The tutoring program provides support for students in most courses. Student tutors have a strong level of understanding/ and 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.

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

## Mental Health and Wellness Services

All students and their household have access to a variety of mental health and wellness services, including:

- 24/7 access to a mental health clinician by calling 866-640-4777;
- Individual counseling/therapy;

- Couple counseling;
- Group counseling/therapy driven by need and interest;
- Legal consultation;
- Health coaching;
- Financial Coaching;
- Help finding resources such as housing, childcare, and health services; and
- Psychoeducational and mental health outreach programming to support mental health and wellness.

Information about mental health and wellness services is maintained on the RVU website [www.rvu.edu/mentalhealth](http://www.rvu.edu/mentalhealth). Some services are provided through RVU's contract with WellConnect. All services provided by RVU Mental Health and Wellness and WellConnect are available at no cost, and all treatment services are confidential, in accordance with applicable law, and not part of the student's academic record. For concerns outside the scope of practice of RVU Mental Health and Wellness and WellConnect, individuals can receive a referral to services in the community. When receiving community services, individuals and their personal health insurance are responsible for all fees that are incurred through the utilization of such services.

### Colorado Physician Health Program

(303) 860-0122; [www.cphp.org](http://www.cphp.org)  
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 peer assistance services for licensed physicians and physician assistants of Colorado as well as medical students and physician assistant students in Colorado. 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.

## 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 Office 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 Office 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.

RVU's Institutional Review Board (IRB) must review and approve all human subjects research. Information about the IRB can be found at: <https://www.rvu.edu/academics/office-of-research-and-scholarly-activity/irb-and-human-subjects-research/>.

## Appendix: Student Resources

### 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 Education
Clinical 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/Assistant 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

Questions or concerns regarding...	Refer to...
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/Faculty Advisor
Wireless Internet Access	IT Help Desk
Withdrawals	Associate/Assistant Dean of Student Affairs (DO); Program Director (MSBS or PA)
Sexual Misconduct	Title IX Coordinator
Complaints (of a Serious Nature)	RVU Website Under Student Complaints

## 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
BLS	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 (CIS)	A required classroom session in which faculty stress application of previous material to clinical case scenarios. The emphasis is on application, integration, and interaction between faculty and students versus passive learning.
COCA	Commission on Osteopathic College Accreditation
COMLEX	Comprehensive Osteopathic Medical Licensing Examination
CV	Curriculum Vitae; a short account of one's career and qualifications
DEIB	Diversity, Equity, Inclusion, and Belonging
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 of laboratory session. Students are held responsible for DSA assignments during a CIS, quizzes, and examinations.
ECE	Early Clinical Experience

Acronym or Term	Meaning
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 clerkships 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.
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 clerkships 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 clerkships 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.

Acronym or Term	Meaning
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 clerkships 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 clerkship).
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
Shelf Exam	Required exam administered by the Office of Clinical Education after the completion of each Core Clerkship.
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

<b>Acronym or Term</b>	<b>Meaning</b>
Urology Match	Residency match program for medical students seeking residency in Urology
USMLE	United States Medical Licensing Examination
Visiting Student Learning Opportunities (VSLO)	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.

# Doctor of Nurse Anesthesia Practice (DNAP) Program

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## General Information

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### A Message from the Program Director

Welcome to Rocky Vista University's Doctor of Nurse Anesthesia Practice (DNAP) program. I am pleased that you have chosen to pursue your next academic and professional steps with us. At RVU, the success and well-being of our students, faculty, and staff has always been a top priority. The following pages describe our curriculum and the policies that will guide you on your path to receiving your DNAP degree.

The curriculum we have designed will give you a broad and deep exposure to scientific and anesthetic principles. It will require you to think critically about how science is applied to anesthesia practice. This includes learning about diversity, equity, and inclusion and preparing you for successfully working in diverse workplace settings with people from many backgrounds. Our dedicated and highly educated didactic and clinical faculty will challenge your ideas, inspire your curiosity, and develop your drive to enhance your learning. All of these aspects culminate in a DNAP program that will prepare you for successful entry into anesthesia practice.

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.

I applaud you for embarking on this educational journey and I look forward to seeing what you will accomplish as part of RVU's first DNAP class.

Sincerely,

Craig S. Atkins DNP, CRNA  
Program Director, Doctor of Nurse Anesthesia Practice  
Rocky Vista University

## Mission Statement and Vision Statement

### Mission Statement

The RVU DNAP program is driven by a philosophy of fostering enthusiasm and dedication to scientific education. We believe in instilling in our students a deep passion and commitment as they pursue their studies and clinical practice. By infusing our educational approach with this passion, we aim to inspire and empower our graduates to positively impact the well-being of individuals in our local and national communities.

The DNAP program strives to inspire motivation, dedication, and intelligent application of advanced anesthesia and scientific principles supported by technological expertise. Our mission is to serve the public and private health systems responsible for ensuring community health and safety. Our educational program aims to foster a strong sense of purpose and drive in our students, equipping them with the knowledge and skills needed to contribute effectively to providing inclusive anesthesia care in their communities.

The DNAP program acknowledges the importance of personal, professional, scientific, and community character. We are dedicated to offering exceptional clinical and didactic educational experiences to our students. These experiences are designed to cultivate lifelong habits vital for sustained success in nurse anesthesiology. By focusing on the holistic development of our students, we aim to equip them with the skills, knowledge, and values necessary to excel in their careers and positively impact the communities they serve.

### Vision Statement

The RVU DNAP 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 DNAP program offers resources for students to achieve personal and academic success, including

- a) interaction with 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 DNAP 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 DNAP 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.

### Philosophy

The DNAP program at RVU promotes knowledge and critical thinking at the graduate level in safely delivering quality anesthesia care.

## Program Administration

**Craig S. Atkins, DNAP, CRNA**

Director, DNAP Program

- DNP, University of Kentucky
- MS Nurse Anesthesia, University of Kansas Medical Center School of Allied Health
- BS Nurse Anesthesia, The George Washington University, and The Fairfax Hospital School of Anesthesia for Nurses

**Krista L. Christianson, PhD, CRNA**

Assistant Program Director, DNAP Program

- PhD, Rush University
- MS Nurse Anesthesia, University of Texas Health Science Center at Houston

## Introduction

The DNAP program is a 36-month, full time, 109 semester credit hour degree program leading to a Doctor of Nurse Anesthesia Practice degree. All courses are taken as a cohort, sequentially.

The RVU DNAP Student Handbook and the RVU Student Handbook are found on the RVU website. Students should be familiar with all University level policies, which can be found at [policies.rvu.edu](http://policies.rvu.edu).

The DNAP program has published this handbook to inform students of policies, procedures, and services available. To ensure a quality educational experience, both on campus and in clinical settings, students should become familiar with the contents of this handbook and be able to use it as a resource. If you have questions or concerns regarding any material in this handbook, please contact the Program Director.

This Student Handbook is intended to be a representative summary of some issues of interest to students, and every effort has been made to ensure its accuracy. However, please note that it is a partial statement of all DNAP program policies, procedures and regulations. The DNAP program reserves the right

to change any policies, procedures, rules, programs, or regulations contained in this notice. This handbook is not intended to be nor should it be construed as a contract between the DNAP program and the student or any other parties.

In all matters of program or University discipline, students have the right to be first notified of alleged infractions and will have an opportunity to be heard as such. The University Student Conduct system and appeals processes are designed to provide and help maintain an atmosphere within the University community that is conducive to academic pursuits. Serious disciplinary action against a student, such as separation, is considered and invoked only when other options fail to meet the needs of the University's mission.

The RVU DNAP Student Handbook and the RVU Student Handbook are found on the RVU website. Students should be familiar with all University level policies, which can be found at [policies.rvu.edu](http://policies.rvu.edu).

## Admission

### Requirements for Admission

To be considered for admission to the DNAP program, you must meet the following minimum requirements:

1. **Bachelor's Degree in Nursing (BSN):** You must hold a BSN from an accredited institution.
2. **Current RN License:** A current and unencumbered RN license and/or APRN in the United States or its territories or protectorates is required to apply.
3. **Minimum One Year Critical Care Experience:** Critical care experience must be obtained in a critical care area within the United States, its territories, or a US military hospital outside of the United States. A critical care area is defined as one where, on a routine basis, the registered professional nurse manages one or more of the following: invasive hemodynamic monitors (e.g., pulmonary artery, central venous pressure, and arterial catheters), cardiac assist devices, mechanical ventilation, and vasoactive infusions. Examples of critical care units may include but are not limited to: surgical intensive care, cardiothoracic intensive care, coronary intensive care, medical intensive care, pediatric intensive care, and neonatal intensive. Those who have experiences in other areas may be considered provided they can demonstrate competence with managing unstable patients, invasive monitoring, ventilators, and critical care pharmacology.

4. **Certifications:** You must possess ACLS, BLS, and PALS certifications, as well as CCRN certification or other specialty certification (e.g., ER or PACU).
5. **Minimum GPA of 3.0:** Your undergraduate coursework should have a minimum GPA of 3.0 on a 4.0 scale.
6. **Organic Chemistry:** An organic chemistry or biochemistry course taken within the last five years with a B grade or above.
7. **Official Transcripts:** Submit official transcripts from all colleges and universities you attended.
8. **Personal Statement:** Provide a personal statement outlining your goals, interests, and reasons for pursuing a DNAP.
9. **Letters of Recommendation:** Submit letters of recommendation from healthcare professionals, such as physicians, nurse anesthetists, or nurse managers.
10. **Shadowing Experience:** Document at least 16 hours of shadowing a CRNA or physician anesthetist.
11. **Interview:** Complete an interview with program faculty or administrators.
12. **GRE Score:** Achieve a combined score of 300 or above on the Graduate Record Exam (GRE). A completed advanced nursing degree is accepted in place of a GRE score.
13. **Recommended undergraduate basic sciences:** physics, pharmacology, statistics, college algebra, or similar math class within the last five years.
14. **Criminal Background Check:** A criminal background check is required as part of the matriculation process.

**International students:** The RVU DNAP program may consider international applicants. Demonstrated English language proficiency is required; preference will be given to applicants who have previously attended a regionally-accredited college or university in the US.

**All prospective applicants must apply through NursingCAS.**

## Transfer Policy

The DNAP program does not accept transfer credits from other programs or institutions.

## DNAP Program Objectives

- **Academic:** Acquire an advanced and specialized body of knowledge necessary to integrate didactic information and clinical data. This knowledge enables students to formulate comprehensive and individualized anesthesia care plans.

- **Clinical:** Demonstrate the ability to plan and administer safe and physiologically effective anesthetics. This skill is developed through a deep understanding and synthesis of anesthetic principles and basic science study, ensuring optimal patient care.
- **Scholarly Work:** Develop an appreciation for the role, nature, and conduct of research modalities and their application to practice and professional growth. Students are encouraged to stay current with advancements in the field and explore the literature for evidence for best practice.
- **Professionalism:** Integrate ethical, legal, and cultural considerations into personal and professional value systems. This entails adhering to high ethical standards, understanding legal obligations, and being culturally sensitive while providing nurse anesthesia care.

## DNAP Program Outcomes

Upon completion of the Doctor of Nurse Anesthesia Practice (DNAP) program, the resident will be able to:

1. Apply patient care principles that maintain patient safety while administering anesthesia.
2. Provide effective entry-level care across the peri-anesthesia continuum.
3. Construct an anesthesia care plan based on scientific principles unique to each individual's healthcare needs.
4. Employ effective interpersonal communication skills.
5. Employ leadership skills that foster inter- and intra-professional collaboration.
6. Display professional behavior consistent with the role of a nurse anesthetist.

Upon completion of this program, graduates will demonstrate the necessary attitude, knowledge, skills, and judgment for the safe and effective practice of nurse anesthesia by achieving competency in the following areas:

### Patient Safety

1. Be vigilant in the delivery of patient care.
2. Refrain from engaging in extraneous activities that abandon or minimize vigilance while providing direct patient care.
3. Conduct a comprehensive equipment check.
4. Protect patients from iatrogenic complications.

### Peri-Anesthesia Practice

5. Provide individualized care throughout the peri-anesthesia continuum.
6. Deliver culturally competent peri-anesthesia care.
7. Provide anesthesia services to all patients across the lifespan.
8. Perform a comprehensive history and physical assessment.
9. Administer general anesthesia to patients with a variety of physical conditions.
10. Administer general anesthesia for a variety of surgical and medically related procedures.
11. Administer and manage a variety of regional anesthetics.
12. Maintain current certification in ACLS and PALS.

### Critical Thinking

13. Apply knowledge to practice in decision-making and problem-solving.
14. Provide nurse anesthesia services based on evidence-based principles.
15. Perform a pre-anesthetic assessment before providing anesthesia services.
16. Assume responsibility and accountability for diagnosis.
17. Formulate an anesthesia plan of care before providing anesthesia services.
18. Identify and take appropriate action when confronted with anesthetic equipment-related malfunctions.
19. Interpret and utilize data obtained from noninvasive and invasive monitoring modalities.
20. Calculate, initiate, and manage fluid and blood component therapy.
21. Recognize, evaluate, and manage the physiological responses coincident to the provision of anesthesia services.
22. Recognize and appropriately manage complications that occur during the provision of anesthesia services.
23. Use science-based theories and concepts to analyze new practice approaches.
24. Pass the national certification examination (NCE) administered by NBCRNA.

### Communication

25. Utilize interpersonal and communication skills that result in the effective exchange of information and collaboration with patients and their families.
26. Utilize interpersonal and communication skills that result in the effective inter-professional exchange of information and collaboration with other healthcare professionals.
27. Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of inter-professional care.
28. Maintain comprehensive, timely, accurate, and legible healthcare records.

29. Transfer the responsibility for care of the patient to other qualified providers in a manner that assures continuity of care and patient safety.
30. Teach others.

### Leadership

31. Integrate critical and reflective thinking in his or her leadership approach.
  32. Provide leadership that facilitates intra-professional and inter-professional collaboration.
- Professional Role**
33. Adhere to the *Code of Ethics for the Certified Registered Nurse Anesthetist*.
  34. Interact on a professional level with integrity.
  35. Apply ethically sound decision-making processes.
  36. Function within legal and regulatory requirements.
  37. Accept responsibility and accountability for his or her practice.
  38. Provide anesthesia services to patients in a cost-effective manner.
  39. Demonstrate knowledge of wellness and chemical dependency in the anesthesia profession through completion of content in wellness and chemical dependency.
  40. Inform the public of the role and practice of the CRNA.
  41. Evaluate how public policy-making strategies impact the financing and delivery of health care.
  42. Advocate for health policy change to improve patient care.
  43. Advocate for health policy change to advance the specialty of nurse anesthesia.
  44. Analyze strategies to improve patient outcomes and quality of care.
  45. Analyze health outcomes in a variety of populations.
  46. Analyze health outcomes in a variety of clinical settings.
  47. Analyze health outcomes in a variety of systems.
  48. Disseminate research evidence.
  49. Use information systems/technology to support and improve patient care.
  50. Use information systems/technology to support and improve healthcare systems.
  51. Analyze business practices encountered in nurse anesthesia delivery settings.

## Affiliated Clinical Practicum Sites\*

1. [Parker Adventist Medical Center, Parker, CO](#)
2. Aurora Medical Center, Aurora, CO
3. Swedish Medical Center, Denver, Co
4. St Anthony, Lakewood, CO
5. St Anthony North, Westminster, CO
6. Northern Colorado Medical Center, Greeley, CO
7. Penrose Medical Center, Colorado Springs, CO
8. St Francis Medical Center, Colorado Springs, CO

9. Medical Center of the Rockies, Loveland, CO
10. Poudre Valley Hospital, Fort Collins, CO
11. Parkview Medical Center, Pueblo, CO
12. Evans Army Medical Center, Fort Carson, CO
13. Arrowhead Regional Medical Center, Colton, CA

*\*Clinical sites are subject to change.*

*\*COA-approved clinical sites may be either: active, inactive or discontinued.*

## Lines of Communication

- Should an issue arise concerning the care of a patient (in which a student is involved), the **employees** responsible for the patient's care during that time (e.g., the preoperative holding nurse, CRNA, physician anesthesiologist, and PACU nurse), should be the people queried by the overseeing management member. The student is under the direct supervision of the CRNA and/or the physician anesthesiologist assigned to the case, and they are responsible for the actions taken during the case.
- Should one need a report or statement of what the student saw or heard, **over and above** what the CRNA, Anesthesiologist, and other staff members have given, the Clinical Coordinator and the DNAP administration is to be **immediately** involved. This serves several purposes. It ensures that the program upholds its responsibilities to the healthcare facility, risk management, and to the students in a timely, straightforward matter. It also allows the appropriate lines of authority to be informed from the student to the Program Director, should the need arise.
- To clarify, should one have an issue with a patient, relating to a student, first contact (in order):
  - The CRNA and/or the physician anesthesiologist responsible for the case
  - The DNAP Clinical Coordinator
  - The DNAP Adjunct Faculty Member
  - The Chief CRNA
- Should one need further information, the next points of contact are:
  - The Assistant Program Director
  - The Program Director

## Student: Instructor Ratio

- The clinical supervision of students to instructors must be coordinated to assure patient safety by taking into consideration
  - Student knowledge and ability
  - Physical status of the patient
  - Complexity of the anesthetic and/or surgical procedure
  - Experience of the instructor
- NO greater than 2:1 student-to-instructor ratio.

- A CRNA or Anesthesiologist must be immediately available to the student for consultation and/or assistance.
- Supervision at clinical sites is limited to CRNAs and anesthesiologists who are institutionally credentialed to practice. Clinical supervision in non-anesthetizing areas is restricted to credentialed experts authorized to assume student responsibility.

## Student Preoperative Assessment of Patients

- The Student should complete a preoperative assessment on every patient for whom he or she plans to participate in the anesthetic care.
- Preoperative assessment should, at a minimum, include a review of the patient's medications, previous procedures, laboratory studies and values, major organ systems (cardiovascular, pulmonary, neurological, renal, endocrine, gastrointestinal, etc.), current hemodynamic status, airway classification, allergies, and previous problems with anesthesia.
- Preoperative assessment should be completed on the appropriate form.
- Any questions or concerns arising during the preoperative assessment should be discussed with a CRNA or Anesthesiologist.
- Preoperative assessment should be discussed with the assigned CRNA or Anesthesiologist to formulate an anesthetic care plan.
- Time spent performing a preoperative assessment should be documented in the electronic case record.

## Student in Intraoperative Assessment of Patients

- Students will be vigilant in their monitoring of their patients. This includes vital signs, fluid management, and level of consciousness.
- Vigilance implies that the student is not distracted or abandons patient care while monitoring the patient in any way and includes such things as texting, reading, emailing, and etc.

## Student Postoperative Assessment of Patients

- The Student should complete a postoperative assessment of patients for whom he or she participated in the anesthetic delivery.
- Postoperative assessment should, at a minimum, include a review of the patient's respiratory rate,

percent oxygen saturation, airway patency, heart rate, blood pressure, temperature, level of consciousness, presence of pain, presence of nausea/vomiting, and the amount of postoperative hydration.

- Postoperative assessment should be completed on the appropriate form with the CRNA or Anesthesiologist. This requires his or her signature per CMS requirements. Trainees will remain with the patient until authorized to depart.
- Any questions or concerns arising from the postoperative assessment should be discussed with a CRNA or Anesthesiologist.
- The student's findings during the postoperative assessment should be discussed with the assigned CRNA or Anesthesiologist to tailor future anesthetics to evidence-based practice.
- Time spent performing a postoperative assessment should be documented in the electronic case record.

## Care Plans

The Anesthesia Care Plan is a tool to assist students in planning clinical experiences and to assist the student in learning good clinical anesthesia practice skills. It reflects the student's ability to synthesize adequately learned didactic knowledge base to the clinical environment. Further, it reflects the student's clinical decision-making and critical thinking development.

- Each Student **must prepare a written care plan for the first assigned case and any complex cases during semesters one and two** and present the care plan to the clinical instructor.
- After semester two, a written care plan must be prepared for all complex cases and cases new to the Student.
- Students should be prepared to present a verbal care plan for every assigned case.

## Student Evaluation

- Trainees will be evaluated daily using the Evaluation Tool for Anesthesia Clinical Practice.

## Clinical Case Records

- Must be completed by each student and submitted online via the electronic clinical case record system.
- Electronic case tracking
- Improves accuracy
- Improves accessibility
- Improves balance and fairness in assignments
- Should be updated weekly to facilitate clinical assignments based on minimum case requirements.

- Students must update case records at least every two weeks, or the second and fourth Fridays of the month.
- Failure to update case records (as stated above) may result in the student's removal from the clinical site for the student to update case data. The student will be required to make up this clinical day at the discretion of the DNAP program administrators.

## Clinical Enrichment Sites

- Students rotate through clinical enrichment sites as per the DNAP monthly clinical practicum schedule.
- Students will not be scheduled at primary clinical sites for call or weekend shift worker while assigned at an enrichment clinical site.
- Objectives/Outcomes for students:
  - Obtain anesthesia patient care experience in a facility outside of the designated primary clinical sites.
  - Opportunity for additional specialty experience (i.e., regional, obstetrics, pediatrics).
- Students are expected to utilize the DNAP care plan and evaluation forms.
- Students are expected to complete the electronic **Student Evaluation of the clinical site after completion of the rotation.**
- Students are expected to communicate all needs and concerns with the Program Directors, as needed, throughout the clinical rotation.
- The program has 2 approved, active enrichment clinical sites where students may be scheduled:
  - The Children's Hospital, Aurora, CO
  - Evans Army Medical Center, Ft. Carson, CO
  - Heart of the Rockies Medical Center, Salida CO

## Meals

- Facilities and the University
  - Students are responsible for their own meals.
  - Space will be provided to store meals brought from home.

## Identification Badges

- Students are to wear their institution-issued ID badge while at the clinical practicum site.
- Enrichment clinical practicum sites may issue an ID badge specific to their facility. In the event an institution does not issue an ID badge, students **MUST** wear their RVU ID badge.

## Induction Authorization

- Students shall NOT begin an induction or anesthetic procedure without the physical presence and permission of the CRNA and/or Anesthesiologist
- Commencement of an anesthetic is defined as, but not limited to
  - Local/MAC
  - General Anesthetic: rendering a patient unconscious or unable to respond to stimuli via administration of inhalational or IV induction agent.
  - Initiation/administration of regional block.
- Any student who begins an induction or anesthetic procedure without the physical presence and permission of the CRNA or Anesthesiologist will be subject to disciplinary action that may include automatic dismissal from the NAP.

## Cellular Telephone and Camera Use

- All DNAP students are responsible for protecting all protected health information and personal identification information on personal portable data devices from improper use or disclosure. Devices include, but are not limited to, cellular phones, camera phones, digital cameras, video recorders, and similar devices.
- Patient-related telephone conversations in the presence of other patients and visitors shall be kept to a minimum.
- Cellular Telephone Use: Personal cellular telephones can be carried while on duty to access internet-based resources immediately. Any inattentive behavior unrelated to patient care, such as reading, texting, and gaming during patient procedures, is strictly prohibited.
- Camera Use: DNAP students are prohibited from taking photographs, using personal cell phones with photography features of patients and/or personal protected health information. No images taken by a DNAP student may be used, printed, copied, scanned, emailed, posted, shared, or distributed in any manner. This prohibition includes posting photos on personal websites like Facebook, Twitter, and Snapchat or emailing images to friends, family, and colleagues.

## Student Injury

- All injuries occurring at any clinical site in the performance of student protocol policies/procedures must immediately be reported to the program office.

- Any student experiencing an accident or injury must report to the appropriate Emergency Department, urgent care facility, or private Physician for evaluation and treatment. DNAP Administration should be notified.
- Any costs of medical care while enrolled in the DNAP are the Student's responsibility.

## Protective Equipment

- Clinical practicum students must wear appropriate protective equipment, including goggles, gloves, and masks. All appropriate precautions must be taken when involved with direct patient care.
- Students should adhere to individual clinical site policies concerning infection control, personal protective equipment, and precautions.

## Blood and Bodily Fluid Post-Exposure

- Wash infected area immediately.
- Treatment must begin within 2 hours of exposure.
- Notify the Program Director or Assistant Program Director and Clinical Coordinator and/or CRNA or physician anesthesiologist.
- Complete an injury report and immediately report to the Emergency Department for treatment.

## Fetal Protection

The operating room is a potentially hazardous environment for the fetus. As a result, pregnant students should consult with the DNAP Director of Clinical Education or program directors as soon as possible so that clinical assignments are adjusted as necessary.

## Morning Report

- Morning report will occur on designated mornings, per clinical site and semester schedule, except for holidays and special meetings, final exam weeks, and semester break weeks.
- Students assigned to the clinical practicum for the day must attend unless assigned to the heart room, other specialty rotations, early cases, or if they are sick or on vacation.
- All first-semester students are required to attend unless scheduled for a Saturday rotation.
- As with any scheduled program meeting or function, students with an unexcused absence will forfeit a vacation day.

# Student Removal from Clinical Practicum

- A student may be removed from a clinical practicum area by the CRNA or DNAP faculty if it is determined that the student is:
  - Not appropriately prepared for a case and/or
  - Presents a patient safety threat and/or
  - Is judged to interfere with the normal operation of the clinical practicum site and/or
  - Is determined to be in violation of DNAP and/or clinical policy and/or procedure.
- The CRNA or physician anesthesiologist preceptor and student shall notify the DNAP program office as soon as possible.
- The circumstances shall be reviewed by the Program Director and/or Assistant Program Director.
- If appropriate (as determined by the Program Director or Assistant Program Director), the issue may be forwarded to the DNAP Student Performance Committee (DNAP-SPC).

## Clinical Rotations

The policies, procedures, and guidelines of the various specialty rotations are specific to each clinical site. All students go through facility-specific orientation at each clinical site. Please refer to each facility-specific orientation manual for details related to the following rotations.

Outpatient  
PACU  
Perfusion  
Pain Management  
Regional Anesthesia  
OB  
Critical Care Medicine  
Saturday/Sunday worker  
Night shift  
Call shift

## Evaluations

Daily Student Care Plans (Template)  
Daily Student Clinical Evaluation  
Student Self-Assessment  
Student Clinical Rotation Evaluation  
Student Clinical Site Evaluation  
Student Course Evaluation  
Student Evaluation of Clinical Staff/Instruction  
Student Evaluation of Didactic instruction  
Student Evaluation of the Program (includes student

services, library, it, etc.)  
First Year and Exit Program Evaluation  
Employer Program/Graduate Evaluation  
Alumni Program/Graduate Evaluation  
Faculty Program Evaluation

### Doctoral Projects

- A. All students will be required to complete a scholarly doctoral project with the guidance of an assigned advisor.
- B. The final component of the project will be a formal presentation to the RVU Community and an attempt to publish the project in a peer-reviewed journal.
- C. Human Subject Research must be approved by the RVU Institutional Review Board (IRB).

### Self-Evaluation Exam (SEE)

The SEE is administered by the National Board for Certification and Recertification for Nurse Anesthetists (NBCRNA). The SEE is a mandatory requirement for students during Year 2 of the program. It serves three primary functions:

1. To provide information to students about their progress in the nurse anesthesia program.
2. To prepare students for the certification examination experience.
3. To inform Program Directors about how well the programs prepare students with the knowledge and skills required for anesthesia clinical practice.

### Graduation

Students will be awarded their DNAP degree upon successfully completing all academic and clinical requirements. Students should apply for graduation by the third week of classes for the semester in which they will graduate.

## DNAP Program Student Representatives

### Purpose

- To promote cooperation among all members of the student body and DNAP program administration.
- To plan and conduct student meetings each semester or as needed.
- To meet with DNAP program administration as needed to discuss issues and concerns regarding the student body.
- To present major student complaints, make suggestions, keep students informed of the results

of meetings, and participate in the ongoing evaluation and improvement of the DNAP program.

- To assist with the annual interview process and graduation ceremony planning.
- Committee participation.

### Selection

- Elected by student peers during Semester 1 of Phase 1.
- Voluntary acceptance of student role.
- DNAP students on academic probation are not eligible to hold an office in an RVU student club or organization.

## Student Time Commitment

### PHASE 1 ATTENDANCE WILL ADHERE TO THE FOLLOWING GUIDELINES:

- No personal days or planned absences are allotted during Phase 1.
- During Phase 1, the initial 16 months of school attendance, the student will follow the RVU academic calendar with slight modifications for summer class schedules. It is important to note that a leave of absence is not available due to the curriculum's sequential progression. The student must complete Phase I within 16 months before transitioning to Phase II. The student must attend the designated and required class meetings according to the provided course schedules. If you are unable to attend the lecture, notify the instructor as soon as possible.
- The attendance policy at RVU requires students to attend all scheduled classes promptly and consistently, whether online or in person.
- The policy allows for authorized absences with prior approval from the instructor. If an absence is necessary due to illness or emergency, the student should notify the instructor before the class or as soon as possible.
- In the case of illness, the Program Director may request a healthcare provider's excuse for sick days. It is important to note that this policy is strictly enforced during examinations and scheduled simulations. The student is responsible for any class materials or assignments missed due to absences.

- Students with excused absences from regular examinations or simulations may request a makeup examination or simulation, subject to the discretion of the respective instructor.
- The program reserves the right to monitor and evaluate unexcused absences that exhibit a pattern.

### PHASE 2 ATTENDANCE GUIDELINES:

#### SCHEDULED TIME OFF

Students are allotted 20 personal days during the 20 months of Phase 2. Time off is arranged by the student with the clinical site coordinators and reported by the student to the program directors each month (if applicable).

- Students must attend at least one professional meeting, either a state or national association meeting. Additionally, students are encouraged to attend one state legislative day. Requests to attend state or national association education meetings must be submitted with complete meeting information, including details about the association, location, agenda, topics, and speakers.
- Attendance at additional state or national meetings will be subject to the discretion of the DNAP administration.
- The DNAP program will cover the financial expenses for the Colorado Association of Nurse Anesthetists (COANA) annual meeting during the student's third year.
- The administration encourages students to attend more professional meetings than the minimum requirement to support their professional socialization and development. Students may NOT request scheduled time off during periods of remediation or probation.

**\*No elective surgeries** may be scheduled during the 36-month program.

Students are required to maintain all necessary certifications for practice in the clinical setting, e.g., state appropriate RN Licensure, BLS, ACLS, and PALS. As such, students will be responsible for recertifying, before the certifications expire. Should the student's certification(s) or licensure lapse, the student will be removed from the clinical setting until the certificate (s) or licensure are brought current. Any clinical days missed due to lapses in certification or licensure will be docked from the student's allotted days off or the time will be made up on weekend days to be scheduled in collaboration with the clinical site coordinator.

# Holidays

Holidays recognized with no scheduled class meetings or clinical practicum are as follows:

- New Year's Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Friday after Thanksgiving
- Christmas Eve
- Christmas Day
- Veteran's Day
- Martin Luther King Day

## Daily Release of Students from Clinical Practicum

- No student is to assume automatic release from the clinical area. Students must obtain permission from the clinical coordinator or assigned clinical instructor.
- The clinical coordinator or assigned clinical instructor have the authority to hold the student beyond the specified release time for specific educational purposes unless the student has exceeded the daily and/or weekly maximum hour allowance per the COA policy.
- If a student feels he/she was unjustly held past the specified release time, the student is to follow the Grievance Procedure.
- Students are **encouraged** to stay voluntarily beyond their specified release time on a scheduled clinical day if they anticipate a specific educational experience would otherwise be missed (e.g., completion of the majority of an index case or other rare clinical experience).
- Students are encouraged to assist with other experiences contributing to educational enhancement when not performing their assigned cases (i.e. insert intravenous catheters, perform preoperative and postoperative assessments).

### STUDENT TIME COMMITMENT

Every effort will be made to keep a reasonable time commitment each week following the Council on Accreditation's Standards and Guidelines. A reasonable number of hours to ensure patient safety and promote effective student learning should not exceed 64 hours per week. This time commitment includes the hours spent in class and all clinical hours

(including in-house call) averaged over four weeks. This **MUST** include a **10-hour rest period** between scheduled clinical shifts. A student may not provide direct patient care for longer than 16 continuous hours.

## Unexcused Absences

- An unexcused absence from clinical practicum, any course, or educational meeting endorsed by the DNAP program will generate a day removed from the student's bank of scheduled days. Unexcused absences from those areas are considered insubordinate. In this event, the student faces the possibility of further corrective action.
- Unexcused absence is defined as:
- The course instructor or DNAP program Administration has not given absence permission to the student prior to the absence.

OR

- The student has not presented an acceptable excuse to the course instructor or DNAP program administration after the absence.

## Leave of Absence

Any request for a Leave of Absence from the DNAP program must follow University policies and requires DNAP Program Director approval.

## Remediation/Probation

Remediation/Probation recommendations may originate:

- From the DNAP-SPC  
AND/OR
- From the DNAP Administration

Final Decisions/Accountability:

- The Program Director will make and be held accountable for all final decisions resulting from student remediation and/or probation.
- Any remediation/probation decision must include specific objectives and a time frame.

Terms of Probation:

- Weekly mentoring sessions with Program Director or Assistant Program Director.
- Evaluations
  - The student must achieve a numeric value of 3 or greater on all daily evaluations.
    - 100% evaluation return required.

### **Clinical Practicum**

- Designated clinical instructors to be determined by the clinical coordinator.
- Clinical practicum will be conducted at local, primary clinical sites.

## **Corrective Actions**

Corrective action is how the DNAP program assesses the student's ability to provide efficient operations and quality customer service to all patients and other customers. Policies, procedures, standards, and protocols are the guidelines by which all students are expected to function. This method ensures a fair and impartial review of all incidents and situations that may warrant corrective action against a student. The primary intent of all action, short of termination, is to correct unusual or unsatisfactory behavior or performance on the part of the student and prevent similar or repetitive violations in the future.

The DNAP's policy is to respond to student reports of activities contrary to applicable laws, rules, regulations, standards, policies or procedures that govern Rocky Vista University or its business associates. This policy will be formally instituted and address inappropriate behavior or substandard performance. Formal corrective action (as defined below) will be issued when all management attempts to coach, set examples, and support the student have failed to produce necessary changes in student behavior. This policy aims to produce necessary changes in student behavior and performance, assure equity, and safeguard the clinical sites' patients and resources.

It is recognized that there will be occasions when corrective action will include student termination. Instances of inappropriate behavior on the part of any student may immediately lead to written counseling or suspension, depending on the severity of the circumstance. Strict adherence to sequential corrective action steps is neither required nor implied by this policy.

Nothing in this policy and procedure will be so construed as to create, imply, or affect any student

contract, or define justifiable termination, or supersede the "at will" relationship between each student and the DNAP program.

## **Student Deferral**

A student may be recommended for deferral by the DNAP Program Director if any of the following criteria is met:

1. The student is on academic probation at the end of the ninth semester.
2. The student has not achieved minimum case requirements by the end of the seventh semester.
3. The student is required to meet outstanding coursework/clinical time for an approved Leave of Absence.
4. The student exceeds the allotted scheduled days off (personal time).

The Program Director will meet with the student. Written objectives will be presented to the student, and the student will sign a contract.

The student shall be advised of the Appeals Process. The student shall incur no additional tuition fee unless deferral goes more than three (3) weeks past the end of semester seven (7). After this three (3) week grace period, the student will be assessed the appropriate tuition fees per credit hour required to complete the program.

### **PROGRAM WITHDRAWAL**

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/Assistant 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 the DNAP Program Director, the Associate/Assistant 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 DNAP Program Director and Associate/Assistant Deans of Student Affairs 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 or DNAP program 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.

### WITHDRAWAL FROM PROGRAM

Students who voluntarily withdraw from the University are required to meet with or verbally notify the DNAP Program Director, the Associate/Assistant Dean of Student Affairs, and the Office of Student Financial Services in accordance with university policies.

## Nurse Anesthesia Care Plan

[Nurse Anesthesia Care Plan \(PDF\)](#)

## Student Evaluations

[Timeline for Student Evaluations \(PDF\)](#)

[Student Evaluations \(PDF\)](#)

## Annual Student Evaluation of the DNAP Program

### Policy Statement:

This policy outlines the annual evaluation process that enables students to comment on the effectiveness of the Graduate Nurse Anesthesiology program, university support, and ancillary services. The policy ensures a student-centered approach in assessing the quality of resources, mentorship, student services, and the overall teaching/learning environment.

### Scope:

This policy applies to all students enrolled in the Graduate Nurse Anesthesiology program.

### Procedure:

1. **Annual Evaluation:** Students are invited to participate in the annual evaluation process using the "Student Evaluation of the Program Form". The survey aims to assess the students' perspectives about various aspects of the program, university support, and ancillary services.
2. **Rating System:** The students are instructed to use a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree) to evaluate the effectiveness of program delivery, resources, support services, and more.
3. **Data Collection:** The completed evaluation forms from all participating students will be collected for analysis.
4. **Data Analysis:** The collected data will be systematically analyzed to identify areas of strength and those needing improvement, per the students' perspectives.
5. **Action Planning:** Based on the data analysis, an action plan addressing areas of improvement, as identified by the students, will be developed. The plan will outline specific actions, responsibilities, timelines, and resources required.
6. **Implementation and Monitoring:** The action plan will be implemented, and the progress will be regularly monitored and adjusted, if necessary, to ensure effectiveness.
7. **Transparency and Communication:** The results of the annual student evaluation and the subsequent action plans will be communicated appropriately to students, faculty, program administrators, and other relevant stakeholders.
8. **Continuous Improvement:** The annual evaluation process is integral to the program's commitment to continuous improvement and maintains its student-centered approach.

### Policy Review:

This policy will be reviewed annually to ensure its continued relevance and effectiveness in capturing the students' perspectives.

### Policy History:

This policy was implemented on 2023-08-01 Any significant changes made will be documented here.

# Student Financial Services

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## 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. It is our goal to provide information and advice determined solely by the best interests of our students. You can find a copy of our Financial Aid Code of Conduct on the RVU website.

DNAP program students will be eligible to apply to participate in Federal Financial Aid programs once the program obtains Title IV eligibility (expected in 2025). Current students should anticipate financing their educational costs with a combination of 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 positions available in each class. Applicants should have specific plans for financing each year of education, including tuition, fees, living expenses, books, equipment, clinical rotation travel, professional examinations, and miscellaneous expenses.

We actively encourage applicants to explore all other avenues of financing and to keep the total amount of student loan borrowing to the minimum needed to cover their cost of attendance.

The University may offer scholarships and a number of other organizations also provide financial assistance. Military Health Profession Scholarships and GI Bill® Benefits may be available for qualified students.

It is not necessary to complete a Free Application for Federal Student Aid (FAFSA.) Detailed information regarding private loan application is posted on the website.

In addition, once DNAP becomes Title IV eligible, there will be additional requirements of all students who have received any type of educational loan.

The maximum amount a student may receive from all sources of financial aid is limited to their annual Cost of Attendance (COA). The Cost of Attendance includes

tuition, fees, books, supplies, health insurance, room and board, transportation and personal expenses. The costs required to take professional exams will be included in the COA for the appropriate years. The COA is an estimate of the cost of attending RVU and maintaining a modest but adequate standard of living. An individual student's actual costs may be higher or lower depending upon the choices he or she makes. A COA does not include living expenses for a student's spouse or other dependents. Cost of Attendance budgets are published annually and are available upon request from the Office of Financial Aid.

## Satisfactory Academic Progress Standards for Financial Aid Eligibility

### 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 Student Handbook and Catalog for more information on academic probation.

### Procedure:

The Office of Student Financial Services will review the academic progress (qualitative and quantitative) 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. SAP review is not complete until both the qualitative and quantitative measures have been reviewed.

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 as long as 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.

## 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 clinical training and may be subject to dismissal.

All students must provide proof of health care coverage to DNAP Administration by **July 25<sup>th</sup>** of each year. Failure to do so will prevent future enrollment. Any and all costs of medical care while enrolled in the DNAP are the student's responsibility.

## Tuition and Fees

Tuition for DNAP for 2024-2025 is \$50,000/year

Health Insurance: \$4676

*\*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.*

# Academic Standards, Guidelines, and Requirements

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## 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.

Except under unusual circumstances, all grades (including the final grade for cumulative course performance) will be determined by the Course Director. When extraordinary circumstances bring a student to seek an appeal of a decision regarding a course 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.

1. Course Director(s);
2. DNAP Program Director (who can send appeal to the DNAP Student Performance Committee (DNAP-SPC) if deemed appropriate)
3. Provost

Students seeking to resolve a grading concern through the administrative channels above must initiate formal action in writing no later than five business days after the course has been finalized. 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 expediently as possible. If the student is not satisfied with the DNAP Program Director's decision, the student may appeal to the Provost. 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.

### SATISFACTORY PROGRESS

1. A cumulative passing score (grade) of B (80%/3.0) or better.
2. "Satisfactory" rating for each clinical practicum objective.
3. Each student is evaluated on clinical days and comprehensively at mid-term and upon completion of the semester.

## Good Academic Standing

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

## Grade Point Average

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 one-digit number with two decimal places and will not be rounded

## Final Grades

Grading for DNAP program students is based on a scale of 0 to 100.

The DNAP program requires a grade of 79.99 or above to pass all courses; any grade below 79.99 is considered unsatisfactory/fail.

90-100% = A = 4.0    Excellent

80 – 89.99 = B = 3.0    Satisfactory

<79.99% = F = 0.0    Unsatisfactory

## 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 each semester).

DNAP program students on academic probation are not eligible to hold an office in an RVU student club or organization. Mid-semester grades may also be monitored to identify students that may be struggling and need assistance.

## Attendance

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

Please refer to University policies on Pregnant and Parenting Students and Students with Learning Disabilities.

## Personal Days

Students are allotted a maximum of 20 personal days during the 20 months of Phase 2. Time off is arranged in advance by the student with the clinical site coordinators and reported by the student to the

program administration each month (if applicable). Time off from Phase 2 cannot be divided across multiple days. Students may not request scheduled time off during periods of remediation or probation or during specialty rotations (e.g. pediatrics, cardiovascular/thoracic, neurosurgery). The Program Director may deny requested time off on a case-by-case basis due to program, student or clinical site needs.

## Employment During Enrollment

Employment of any kind during nurse anesthesia school is highly discouraged. The demands of DNAP program are so high as to preclude most employment opportunities. Students in the DNAP program are encouraged to contact the Office of Student Financial Services for help with budgeting if needed.

Nurse anesthesia 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 anesthesia nursing without the proper supervision and direction of designated members of the faculty, clinical coordinators, or clinical preceptors, 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 nursing or health-related field must contact the Office of Student Affairs and forward a request to the DNAP Program Director. All decisions of approval or disapproval will come from the DNAP Program Director. DNAP program students may not be employed as a nurse anesthetist/CRNA by title or function. In the event that a student is approved for employment during the program, no provisions will be offered related to the curriculum design (both didactic and clinical) or schedule.

## Absences

Should a medical or another emergency occur that prevents a student from reporting to a class, examination, clinical assignment or other required event on time, a student must notify the Course Director or Clinical Coordinator and then the Program Director as soon as possible and preferably before the beginning of the examination/event.

## DNAP Student Performance Committee

3.00 cumulative GPA, fail a course, or demonstrate other academic or non-academic unsatisfactory performance as defined and determined by the DNAP program administration may be required to meet with the DNAP Student Performance Committee (DNAP-SPC) to discuss options. In consultation with the Associate/Assistant Dean of Student Affairs, students may also be referred to the DNAP-SPC for violations of the RVU Code of Conduct.

### **DNAP Student Performance Committee (DNAP-SPC): Review of Professionalism, Behavioral Issues & Violations- Disciplinary Review by SPC**

Any member of the University community may notify the Associate/Assistant Dean of Student Affairs (or designee) of an incident and/or allegation of student violation of the RVU Code of Conduct, University policy, protocol, Student Manual, regulation, program or course requirement or professionalism by submitting a written statement or lodging an Ethics Point concern describing the alleged infraction to the Office of Student Affairs

Where appropriate, the Associate/Assistant Dean of Student Affairs, and/or their designee, will review, and investigate the allegations/incident and may collaborate with other Departments as appropriate when doing so. The Associate/Assistant Dean of Student Affairs, and/or their designee may, in their discretion, meet with the student informally to discuss the incident, relevant University rules or standards and possible courses of action. If it is determined that a violation may have occurred, at the discretion of the Associate/Assistant Dean of Student Affairs, and/or their designee, the matter may be handled informally or may involve more formal disciplinary measures. Lower level formal measures may be adjudicated within the office of Student Affairs at the discretion of the Associate/Assistant Dean of Student Affairs. In the event it is determined that formal higher-level disciplinary measures will be taken, the accused student will be notified in writing of the allegations against them and will be provided with an opportunity to be heard at a disciplinary meeting before the DNAP-SPC.

The DNAP-SPC has the authority preside over meetings involving any disciplinary matter involving student discipline, including but not limited to:

- Matters involving alleged violations of University Policy;
- Protocol;
- Regulation;
- DNAP Student Handbook;
- Honor Code;

- Code of Conduct;
- Professionalism;
- Clinical Education Training Manual.

The DNAP-SPC presiding over disciplinary matters may consist of no less than three (3) and up to eight (8) individuals, who will act as fact finders. The Chair presides over the meeting and is charged with conducting the meeting in an orderly fashion. The Chair has the authority to rule on questions of admissibility, adjournments, requests for breaks, relevance, and scope appropriateness of questions and evidence. Prior to the commencement the meeting, the student will be given an opportunity to challenge the participation of any DNAP-SPC member participating in the meeting on the grounds of conflict of interest. Any such challenge will be deliberated upon by the DNAP-SPC and a determination will be made as to whether that member should be excluded and/or replaced.

### Disciplinary Meetings

A disciplinary meeting with the DNAP-SPC is not intended to be criminal in nature and the proceeding and procedures are not intended to be that of a criminal court. The student does not have a right to be accompanied at the meetings leading up to or the meeting before the DNAP-SPC by an attorney.

The student will be provided with the opportunity to have a preliminary meeting to review the conduct and evidence and to submit additional evidence with 48 hours of the disciplinary meeting along with a written statement. On the day of the meeting, the student will be provided an opportunity to make any relevant statements they wish to make regarding the allegations/ incident(s) and provide their side of the story; the DNAP-SPC will have the opportunity to ask questions of the student and any individuals appearing before the DNAP-SPC to provide testimony. The student will be allowed to be present when others give "testimony" and the student will be allowed to present questions to the DNAP-SPC, which can be asked of the witnesses.

The Associate/ Assistant Dean of Student Affairs will act as investigator and fact finder and will provide evidence to the DNAP-SPC will consider all of the information before it, along with the student's anecdotal file and history and the student's file, and provide its findings and recommendation to the Dean or Program Director. The DNAP Program Director may, but is not required to, follow the findings and recommendations of the DNAP-SPC and may accept, reject, or modify the recommendations and sanction(s). The Program Director shall inform the student of the decision in writing. This decision and all official disciplinary correspondence shall become part of the student's official record and could be noted in the student's Clinical Evaluations and/or as an addendum to the

Clinical Evaluations as appropriate and could be reportable to licensing authorities to the extent questions regarding same are raised.

The standard to be employed for all disciplinary cases is a preponderance of the evidence standard (more likely than not, greater than 50%). Clear and convincing evidence is not required. In arriving at any decision, attention is paid to the history of the student, their growth as members of an academic community and graduates and professionals within their chosen profession and the expectations and responsibilities that accompany the privilege of becoming a practicing health care provider. Consideration will be given to the educational record, current status, student record, and any prior disciplinary history and/or prior formal or informal warnings, counseling, incidents, and professionalism concerns raised, which may be factored into the recommendation and decision.

### Sanctions

After a meeting, if the DNAP-SPC determines a violation has occurred, it may recommend a range of penalties, including but not limited to, one or a combination of the following:

**a. Disciplinary Warning** – A written reprimand putting the student on notice that they have violated the RVU Code of Conduct, Academic Integrity, and/or professionalism expectations, and indicating that further misconduct may result in a more severe disciplinary action. A copy of this warning will be placed in the student's file. The warning can be maintained in the student's file for a period of time and then expunged or permanently, with or without conditions attached.

**b. Disciplinary Probation with or without conditions**-A student may be placed on disciplinary probation for a definite period of time. While on probation, students may not hold office in Student Government Associations, Clubs or Organizations or represent the college in any capacity or serve in leadership positions on campus. Additional conditions may be attached, including but not limited to, prohibition against participation in co-curricular activities without permission, limitations on access to campus-related facilities/functions that are not necessary to attend class, mandated counseling, status updates and meetings and any other conditions found to be appropriate. Further violations while on probationary status will result in suspension or dismissal from the DNAP program. A copy of the probation notice becomes a part of the student's file unless expunged.

**c. Suspension** – A student may be suspended and may be barred from attending classes or participating in clinical activities at clinical sites for a definite period. A suspension will remain in the student's permanent file. A student will not be automatically re-enrolled at the end of their suspension, and they must apply to the

Program Director for reenrollment. Conditions may be included in resumption of education such as any further incidents will result in dismissal.

**d. Disciplinary Dismissal** – This is termination of the student's enrolled status. A student who has been dismissed from the DNAP program is not permitted to complete their courses and may not re-register for a future semester. Notification of the dismissal will appear on the student's academic transcript and students will not be allowed to enroll in other RVU programs.

**e. Other Sanctions** – The DNAP-SPC may recommend other sanctions that it deems appropriate and fair.

### **Appeals of Disciplinary Sanctions Imposed for Code of Conduct Violations**

A student who disagrees with the decision of the Program Director may appeal the decision within five (5) business days of the date the decision is sent. Any such appeal must be made to the Provost. The Provost or their designee shall consider an appeal that is timely and properly filed and render a final determination. For an appeal to be properly filed, it must be sent to the Provost, with a copy to the Associate/Associate Dean of Student Affairs, and must be received within five (5) business days of the date the notice of the decision. An appeal may only be taken if based on one or more of the following grounds, which must be identified in the appeal submission:

1. Due process errors involving the student's rights that materially affected the outcome of the meeting and/or decision;
2. Demonstrated prejudice or bias against the student by any person presiding over the meeting or rendering the decision;
3. A sanction that is extraordinarily disproportionate to the offence committed under the totality of the circumstances;
4. New information material information that was not available at the time of the original meeting, which, if available, would have had a material impact on the findings and/or decision; and/or
5. The preponderance of the evidence presented does not support the findings and recommendation.

The Provost shall review the submission. If it does not meet one of the five criteria above, it will not be reviewed. If it does meet the criteria, the appeal will be reviewed, along with the underlying record, the student's educational record, information on the

student's current status, and any other relevant information and documentation. A determination will be made after consideration of the issues raised. A written decision on the appeal will be rendered and shared with the student. The decision of the Provost is final and binding and not subject to further appeal.

Nothing in this policy shall be interpreted to otherwise prohibit the Provost or their designee from immediately suspending a student for an egregious violation of the honor code, code of conduct, professionalism, allegations involving serious criminal behavior, or when the continued presence of the student raises serious concerns for the health, safety, and wellbeing for that student and/or others or where there is reason to believe that the continued presence or participation of the student will be disruptive to the educational process and/or the orderly administration of the University or University activities. In such case, the student will be provided with written notice of the suspension and after review, appropriate action will be taken pursuant to policy.

### **Protocols for Disciplinary Meetings**

Meetings conducted by the DNAP-SPC will be governed by the following protocols:

- a. All meetings are closed to the public.
  - a. Students are prohibited from having family members, a colleague, or attorneys or counsel, or personal physician or health care provider, be present representing them at any meetings.
- b. A quorum of the DNAP-SPC, defined as 51% of the total membership, must be present, via video conference call.
- c. Students have the right to bring witnesses on their behalf, to present any evidence they deem relevant, to make opening and closing statements and to ask questions during the proceedings.
- d. The preponderance of evidence rule will govern the decision-making process.
- e. Decisions will be made by the majority of participating members.
- f. The committee deliberations will be private.

### **DNAP-SPC Procedure**

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

- The student shall receive notice of the time, place, and subject of the meeting and must confirm receipt of the notice. 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 DNAP-SPC is mandatory. Lack of attendance at a required SPC meeting

forfeits the student's opportunity to discuss circumstances with the Committee and may lead to dismissal from the program.

- Legal representation and/or other supporting persons is prohibited.
- The student will be given the opportunity to present a statement to the SPC in written and oral form and will answer questions posed by the DNAP-SPC.

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. SPC meeting minutes, recordings, and notes are not formally part of the student academic record and are, therefore, not accessible to students. The Program Director's decision is accessible to the student.

Where deemed appropriate, the DNAP-SPC may recommend any one of the following options:

- Non-academic probation;
- Academic probation
- Dismissal from the program or University; or,
- Other appropriate course of action.

The final decision will be made by the DNAP Program Director and may or may not align with the recommendation of the DNAP SPC. A student may appeal a Program Director's 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 course(s) 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 at a required SPC meeting forfeits the student's opportunity to discuss circumstances with the Committee and may lead to dismissal from the program.

## Academic Discipline Process

### Academic Discipline Process

1. **Initial Resolution:**
  - When an academic concern arises, the student must first discuss it directly with the Course Director(s) for resolution.
2. **Formal Appeal:**

- If unresolved, the student may submit a formal written appeal to the DNAP Program Director within **five business days** of the initial meeting with the Course Director(s).

### 3. Response Timeframes:

- The Program Director will initiate an **investigation** within **ten business days** of receiving the formal appeal.
- The Program Director will review and respond to the appeal within **ten business days** of completing the investigation or refer the case to the DNAP Student Performance Committee (DNAP-SPC).
- The DNAP-SPC will forward its recommendations to the Program Director within **ten business days** of the committee meeting.
- If the decision remains unsatisfactory, the student may submit a written appeal to the Provost within **five business days**.
- The Provost will finalize the **decision** within **ten business days** of receiving the appeal.
- The Provost's decision is **final**.

### 4. Representation:

- Legal representation is **not permitted** during DNAP-SPC proceedings.

## Non-Academic Discipline Process

### 1. Incident Notification:

- Students will receive written notification of any non-academic incidents as soon as possible after discovery.

### 2. Hearing Scheduling:

- If a formal hearing with the DNAP-SPC is required, it will be scheduled within **ten business days** of committee notification.

### 3. Appeal Timeline:

- Each level of appeal must be filed within **five business days** of receiving a decision.
- Responses from relevant authorities (DNAP-SPC or Provost) will be issued within **ten business days** for each appeal.

### 4. Implementation of Disciplinary Actions:

- Final disciplinary actions will be implemented following the decision and documented per university policy.

## DNAP Student Performance Committee (SPC) Protocols

### 1. Scope of Review:

- The DNAP-SPC reviews cases related to academic and non-academic concerns, including probation, professionalism issues, and Code of Conduct violations.

### 2. Deliberations:

- The committee deliberates privately and bases decisions on the **preponderance of evidence standard**.

### 3. Sanctions:

- Sanctions may include, but are not limited to, written warnings, probation, suspension, or dismissal.
- Appeals:**
    - Appeals at any level must be filed within **five business days**, with responses issued within **ten business days** of submission.

## G.7 Complaints and Grievances

### Informal Process

- Purpose:**
  - This process allows students to resolve concerns through mediation or discussions without filing a formal written complaint.
- Timeframe:**
  - Informal resolutions should be completed within **ten business days** of initiation to ensure timely resolution.

### Formal Complaint Process

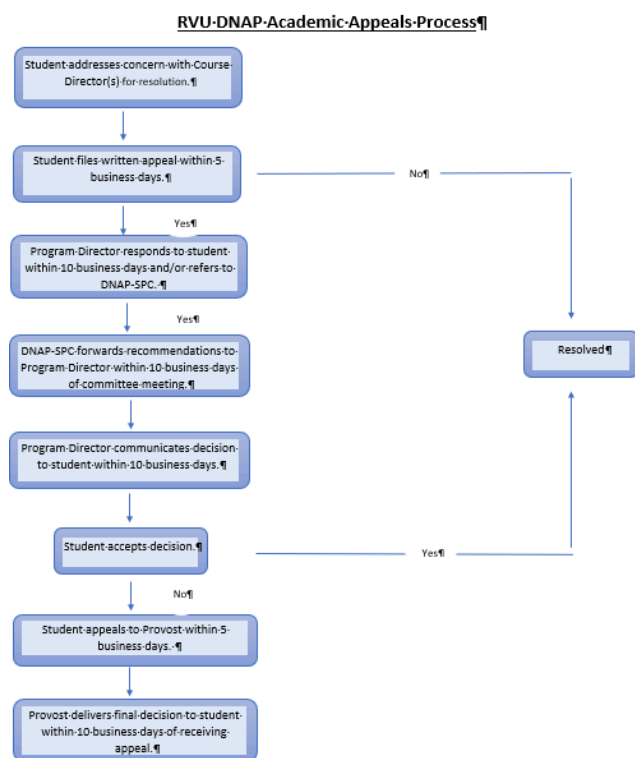
- Submission:**
  - Students may file formal complaints via **EthicsPoint**, which permits anonymous submissions if desired.
- Investigation Timeline:**
  - Investigations will commence within **ten business days** of complaint submission.
  - A resolution will be reached within **30 days**. If the case complexity requires more time, the student will be informed.
- Escalation:**
  - Unresolved complaints may be escalated to the **Provost's Office** in writing or directed to relevant accrediting bodies listed in the student handbook.

This document serves as an official **addendum** to the current university policy regarding student grievances and appeals processes. The procedures and guidelines outlined herein are specific to the Doctor of Nurse Anesthesia Practice (DNAP) program and supplement, rather than replace, the broader university policies already in effect.

In cases where discrepancies arise between this addendum and the university's general policies, the policies outlined in this addendum shall take precedence for matters concerning DNAP students. All other university policies remain fully applicable.

content added 12.5.2024

# DNAP Academic Appeals Process Flowchart



content added 12.6.24

## Ethics

DNAP program faculty, staff and students:

Shall have the responsibility to preserve human dignity, respect, and patient rights and to support the well-being of the patient under his or her care.

[https://policies.rvu.edu/read\\_policy.php?doc\\_id=8520001](https://policies.rvu.edu/read_policy.php?doc_id=8520001)

Shall demonstrate high competence (professional values, knowledge, judgments, and technical and interpersonal skills).

Shall adhere to the AANA (American Association of Nurse Anesthesiologists) Code of Ethics for the Certified Registered Nurse Anesthesiologist.

Shall adhere to the Family Educational Rights and Privacy Act (FERPA). More information can be found here, <http://registrar.rvu.edu/ferpa/>.

Shall be responsible and accountable for individual professional judgments and actions.

Shall be an advocate for the patient's rights and safety.

Shall protect the patient's right to privacy.

Shall maintain personal integrity and strive to establish an appropriate mechanism to protect his or her freedom of conscience as it pertains to patients and each healthcare team member.

Shall protect patients involved in research projects and conducts such projects according to accepted ethical research and reporting standards established by public law and Rocky Vista University.

Shall **not** repeat private information or secret knowledge that has been given **unless** the maintenance of confidentiality will cause harm to others or **unless** required by law to breach the confidence.

## Professionalism

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### Academic Integrity

A. The Academic Honor Policy is integral to the RVU academic environment. The policy outlines the University's expectations for students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty throughout the process.

B. Students are introduced to the Academic Honor Policy at New Student Orientation and pledge to uphold it at New Student Convocation. Students have indicated that the strength of an individual instructor's message about the importance of academic integrity is the strongest deterrent to violating the Academic Honor Policy. Thus, instructors should remind students of their obligations under the policy and fully communicate their expectations to students.

If an instructor encounters academic dishonesty, they should follow the procedures detailed to resolve the alleged violation promptly while protecting the personal and educational rights of the student.

The DNAP program 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 failure to report direct knowledge of such, will subject the offending student

to a meeting before the appropriate body, (e.g., Student Performance Committee, Honor Code Committee, Program Leadership, and/or Student Affairs representatives) for possible disciplinary action, which may include probation, suspension, or even dismissal.

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; copying and/or distributing protected assessment material, including but not limited to written exam questions, quiz questions, and standardized patient case information, through written form, audio recording, or video recording
- 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 or entity 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, including failure to report a violation of the code of conduct; 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 nonpermitted 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 Student Performance Committee or other appropriate body.

# Appeals Process for Code of Conduct Violations

Students 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/Assistant Dean of Student Affairs made the conduct decision, the student can appeal to the Program Director.
- If the 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/Assistant Dean of Student Affairs and the Program Director to make the decision. Students who are appealing this decision should appeal to the Provost or their designee. Appeal decisions made by the Provost are final.

## Appeal Considerations

- Requests for appeals must be made in writing on the above guidelines. The appeal must come in writing within five business days of receipt of the 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.

## 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/Assistant 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 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.

## 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 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 Program Director for appropriate disciplinary action and may be required to appear before the Honor Code Committee, Student Performance Committee, or other appropriate body.

## Code of Student Conduct and Professional 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 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 DNAP program 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.

### 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 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, Program, local, state, and federal levels may lead to a meeting before the Honor Code Committee, Student Performance Committee, or appropriate body 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 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;
- Impairment due to the use of drugs or alcohol in class or on campus, at University-affiliated sites, or at any University- or club-sponsored events;
- 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.

## Disciplinary Sanctions

Any violation of the conduct standards may result in a complaint being filed against the student. The Provost, Assistant/Associate Deans, or Program Director, 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 decisional body.

Students may be asked to participate in a Conduct Investigation as the respondent or possible witnesses. Students who are asked to participate should keep all related matters and conversations confidential throughout the investigation. Violation of confidentiality is a breach of the student code of conduct and may result in disciplinary action.

### 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 may be included in the student's official file with Student Affairs. The Student Non-Professional Conduct Report may be used to document violations of behavioral conduct and may impact Program Non-Academic Criteria and Tier Status. 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 the student's behavior is inappropriate. A verbal warning may be noted in the student's official file with Student Affairs for a designated time period and expunged, at the discretion of the Associate/Assistant Dean of Student Affairs, if no further violations occur;
- **Disciplinary Warning:** Formal notice to a student that the action and/or behavior does not comply with Program standards. This sanction remains in effect for a designated time period and may be expunged from the official student file at the discretion of the Associate/Assistant 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 they 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, club, or student government;
- Attending international medical mission trips;
- Being elected to any honorary position.
- Participating in other activities as determined by the DNAP Program Director and/or Student Affairs
- Additionally, a student holding leadership office may be removed from the position.

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 their 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 and University-affiliated sites without specific approval. Suspension is included in the calculation of the time limit for completing all graduation requirements.

Readmission will not be entertained until the suspension period is completed and is subject to approval of the Program Director or Provost.

### Other Appropriate Actions

Other disciplinary action not specifically outlined elsewhere in Program policies may be approved through the Program Director or the Associate/Assistant Dean of Student Affairs or their designee.

Questions or concerns regarding dress or dress-related feedback can be brought to the DNAP Program Director whose decision will be final in the event of an issue.

**Additional Information:** Nothing in this policy limits the authority of the university to issue, amend, or withdraw a policy.

Additional resources can be found in the University Policy Repository, currently entitled "DynamicPolicy" at: <http://policies.rvu.edu>.

**Contact Information:** Compliance Department, (720) 874-2481; [Idement@rvu.edu](mailto:Idement@rvu.edu)

## Ethics Point Complaint Reporting Hotline

EthicsPoint is an anonymous or confidential tool for reporting serious violations of law, regulation, code of conduct, or policies which may include compliance issues, discrimination, fraud, waste and abuse, or serious misconduct.

**Phone Reporting (844-936-2729):** EthicsPoint has a toll-free phone reporting system that is available 24-hours per day, seven days per week, every day of the year. It is available to all RVU students. Calling EthicsPoint connects the student with a third-party service provider that is completely independent of RVU. A specialist will answer the call and make a detailed summary of the question or concern raised. The caller's voice is never recorded, and the caller has the option to

remain anonymous if they wish; however, it may be difficult to resolve an issue if the complainant does not provide their name. All calls are given a special reference number, and the complainant will be encouraged to call back within a specified time to check on the status of their case.

**Web Reporting (rvu.ethicspoint.com):** The web-based version of EthicsPoint is made available to students who are more comfortable asking questions or raising concerns through the web. When accessing the EthicsPoint website, RVU's network system is left entirely, and the case is recorded on an independent third party's system. As with the EthicsPoint phone line, the complainant can remain anonymous; however, it may be difficult to resolve an issue if the complainant does not provide their name. All reports entered through the EthicsPoint website are given a reference number, and the student is encouraged to follow up within a specified time to check on the status of their case.

## 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 they feel a violation of the Honor Code has occurred. Failure to report a violation of the Honor Code or Code of Conduct is itself a violation. All members of the University community have an affirmative duty to participate in the inquiry or investigative process.

## 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, the PA program, and the DNAP program.. All student representatives are elected by their respective classmates. The Associate/ Assistant 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 the 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/Assistant 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 statements to the Committee and to respond to any questions. The student will only be present during their statement unless otherwise approved by the Chair.
- The Program Director shall review the Honor Code Committee's recommendations and may either accept, reject, or modify the recommendations. The student shall be notified of the Program Director's decision within ten business days.
- The student can appeal based on the process outlined under the section "Appeals Process."

## 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 recreational use of marijuana is legal in some states, 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 licensed provider 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. Students undergoing further evaluation and treatment as indicated are protected by confidentiality of services. Refusal of a mandatory drug and alcohol screen will be grounds for immediate dismissal.

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/Assistant Dean of Student Affairs or on EthicsPoint immediately.

### **DRUG-FREE ENVIRONMENT**

The DNAP program prohibits the illegal use, possession, sale, manufacture, distribution, or any misappropriation of drugs, alcohol, or other controlled substances. It is also against DNAP program policy to report for program activities (classroom, clinical or other) under the influence of drugs, alcohol, or other controlled substances. A violation of this policy is considered “unprofessional conduct” and is cause for dismissal from the DNAP program.

### **STUDENT DRUG TESTING**

All students enrolled in the DNAP program, may be required to submit to a urine and/or alcohol drug screening *before beginning clinical rotations*. All students must complete an initial drug screen before their first term of enrollment in the program. Whether or not a subsequent substance abuse screening will be required to confirm a clinical placement depends upon the policies and practices of each healthcare organization where the DNAP has confirmed placement for student clinical practice.

A student may be required to submit to urine and/or alcohol screening at any point in his or her training based on “reasonable suspicion” by the DNAP or clinical training site. **Submission must occur within three (3) hours** of any action that gives rise to reasonable suspicion, which includes but is not limited to behaviors listed below:

- Slurred speech
- Odor of alcohol on breath or person
- Unsteady gait
- Confused or disoriented behavior
- Significant change in work habits
- Unexplained injury or accident
- Excessive sick days without supporting documentation
- Excessive tardiness to clinical practicum or class
- Change in alertness, sleepy, and confused
- Change in personality, physically assaultive, violent, indifferent

- Change in physical appearance, inappropriate clothing/sloppy
- Discrepancy in the management of controlled substances
- Suspicious or peculiar behavior
- Incidents during class sessions or clinical practicums that bring into question breach of professional standards

Faculty must ensure that a responsible party is identified who can provide transportation for the individual to the testing lab when there is a concern of impairment related to drug and/or alcohol use.

All incidents involving students that raise “reasonable suspicion” concerns should be immediately reported to the Clinical Coordinator, Program Director, Assistant Program Director, and Medical Director.

Specimen collection for urine, drug, and alcohol screening for “reasonable suspicion” will be conducted at a testing facility associated with and approved by **Certified Background together with Certified Profile**.

- Individuals required to submit to screening will be asked to register for test. (TBD) Upon successful registration, a form will be returned via email to present at the testing facility along with a list of the nearest testing facilities based on the zip code provided in the registration.
- Students who neglect or refuse to submit to testing within three (3) hours of notification are at risk for failing the clinical course and being dismissed from the DNAP.

### **DNAP Students**

After acceptance into the DNAP, but prior to beginning clinical rotations, students are required to submit to a 10 Panel drug test that tests for marijuana, cocaine, amphetamines, opiates, phencyclidine, benzodiazepines, barbiturates, methadone, propoxyphene, and methaqualone. Urine drug screenings will be conducted and reported through (TBD). The date specified by the DNAP must complete all screenings. Failure to complete the drug screen by the specified deadline, or a drug screen report with positive results will result in dismissal from the program. If testing is required, the student will be suspended from clinical practicum until the test results have been obtained.

### **Cost**

- All associated costs for *routine* screening, including retesting for any reason, is at the expense of the student. Routine screenings cost approximately \$35.

- Screening requested because of reasonable suspicion of inappropriate behavior in the clinical setting will be at the expense of the DNAP.

### Use and Care of Information

Test results are confidential with a disclosure of results provided electronically only to persons approved to review and evaluate qualifications for clinical programs.

### False or Misleading Statements

Any false information contained on any forms on this policy will be grounds for the immediate rejection of the applicant or immediate disciplinary action per the Student Conduct Code of a current student.

The medical director of the collecting agency reviews all results. Negative urine and/or alcohol screening reports require no further action. Inconclusive urine drug screen results will require retesting at the student's expense and may require the individual to disclose any prescription medications they are taking. No additional actions will be required if further investigation proves a negative result. However, if further investigation proves the results are positive, the student will be notified, and appropriate actions will be taken.

Students with a positive screen will be dismissed from the DNAP program. Additionally, the DNAP will submit a report to the Colorado State Nursing Board for further investigation and action. Information about rehabilitation, as appropriate, will be provided by the DNAP program, clinical training site or State Nursing Board. The student is responsible for all costs associated with rehabilitation.

## 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 their 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;
- Complaints of sexual misconduct or sexual discrimination must be handled by the University's Title IX Coordinator;
- 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.

## Preponderance of Evidence in Investigations

As a general policy standard, a Preponderance of Evidence standard will be applied to all University investigations. Under the preponderance standard, the burden of proof is met when the party with the burden convinces the fact-finder that there is a greater than 50% chance that the claim is true.

## Privacy of University Communications

There is no expectation of privacy of information stored on or sent through University-owned information services, resources, and communications infrastructure. FERPA regulations are followed in regard to student records.

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 or misappropriation of any private or personal information that may be stored on University resources.

## 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, and the professional organizations and institutions with which it has partnered with the ethical standards of healthcare professions, as well as those of the local authorities, state and national laws, and applicable rules and regulations.
- As a general policy standard, a Preponderance of Evidence standard will be applied to all University investigations. Under the preponderance standard, the burden of proof is met when the party with the burden convinces the fact-finder that there is a greater than 50% chance that the claim is true.

## Program Policies

**Additional Information:** Nothing in this Policy limits the authority of the university to issue, amend, or withdraw a policy.

Additional resources can be found in the [University Policy Repository](http://policies.rvu.edu), currently entitled "DynamicPolicy" at: <http://policies.rvu.edu>.

**Contact Information:** Compliance Department, (720) 874-2481; [ldement@rvu.edu](mailto:ldement@rvu.edu)

## Curriculum

### DNAP Curriculum

The Doctor of Nurse Anesthesia Practice degree is awarded to Registered Nurses who complete the two-phase entry-level to practice program requirements. Graduates can sit for the National Certification Examination (NCE) to become Certified Registered Nurse Anesthesiologists (CRNAs).

#### DNAP PROGRAM STRUCTURE

##### PROGRAM OF STUDY

#### Nurse Anesthesia Practice Program: BSN to DNAP

### First Year (2024-2025) - Fall Semester I

Item #	Title	Credits
NA 5101	Advanced Anatomy I	2
NA 5151	Advanced Physiology and Pathophysiology I	4
NA 5201	Advanced Pharmacology I	4
NA 5301	Applied Chemistry and Physics for the Nurse Anesthetist	2
NA 5401	Professional Aspects of Anesthesia	2
NA 5501	Human Patient Simulation I	1

### First Year (2024-2025) - Spring Semester

Item #	Title	Credits
NA 5102	Advanced Anatomy II	2
NA 5152	Advanced Physiology and Pathophysiology II	4
NA 5202	Advanced Pharmacology II	3
NA 5610	Advanced Physical and Health Assessment	3
NA 5701	Information Systems and Technology in Healthcare Management	2
NA 5502	Human Patient Simulation II	1

## First Year (2024-2025) - Summer Semester I

Item #	Title	Credits
NA 5601	Principles of Anesthesia Practice I	5
NA 5801	Foundations in Leadership	2
NA 5901	Research Methodologies for Healthcare Providers	2
NA 5503	Human Patient Simulation III	1

## Second Year (2025-2026) - Fall Semester II

Item #	Title	Credits
NA 6601	Principles of Anesthesia Practice II	5
NA 6910	Evidence-Based Practice	4
NA 6801	Health Policy	3

## Second Year (2025-2026) - Spring Semester II

Item #	Title	Credits
NA 6001	Anesthesia Practicum I	5
NA 6602	Advanced Anesthesia Principles 4 I	
NA 6901	Scholarly Work I	3

## Second Year (2025-2026) - Summer Semester II

Item #	Title	Credits
NA 6002	Anesthesia Practicum II	6
NA 6603	Advanced Anesthesia Principles 3 II	
NA 6902	Scholarly Work II	3

## Third Year (2026-2027) - Fall Semester III

Item #	Title	Credits
NA 7001	Anesthesia Practicum III	6
NA 7601	Advanced Anesthesia Principles 3 III	
NA 7901	Scholarly Work III	3

## Third Year (2026-2027) - Spring Semester III

Item #	Title	Credits
NA 7002	Anesthesia Practicum IV	6
NA 7602	Advanced Anesthesia Principles 3 IV	
NA 7801	Nurse Anesthesia Practice Management and Finance	3

## Third Year (2026-2027) - Summer Semester III

Item #	Title	Credits
NA 7003	Anesthesia Practicum V	6
NA 7603	Advanced Anesthesia Principles 3 V	
NA 7650	Oral Boards	1
	Total Credits	110

# Course Descriptions

## NA 5101: Advanced Anatomy I

*This course examines the structural and [functional systems of the human body](#). It integrates anatomical knowledge with clinical applications using various imaging techniques. The students develop a comprehensive understanding of the human body. This course is the prerequisite for NA-5102 (Advance Anatomy II).*

### Program

Doctor of Nurse Anesthesia (DNAP)

### Credits 2

### Prerequisites

None

## NA 5102: Advanced Anatomy II

*This course examines the structural and functional systems of the human body. It integrates anatomical knowledge with clinical applications using various imaging techniques. The students develop a comprehensive understanding of the human body. It [builds upon the previously presented content of NA 5101](#).*

### Program

Doctor of Nurse Anesthesia (DNAP)

### Credits 2

### Prerequisites

None

## NA 5151: Advanced Physiology and Pathophysiology I

*This course emphasizes the integration of cellular, molecular, and systemic mechanisms, and their regulation in health and disease. Students will gain a comprehensive understanding of human physiology and its application to clinical practice.*

*This course is the prerequisite for NA-5152 (Physiology & Pathophysiology II).*

### **Program**

Doctor of Nurse Anesthesia (DNAP)

### **Credits 4**

### **Prerequisites**

None

## NA 5152: Advanced Physiology and Pathophysiology II

*This course examines the functional systems of the human body and the rationale for the treatment and prevention of disease processes, building upon the previously presented content of NA 5151.*

### **Program**

Doctor of Nurse Anesthesia (DNAP)

### **Credits 4**

### **Prerequisites**

None

## NA 5201: Advanced Pharmacology I

This course prepares the RN and enhances the SRNA in their respective roles on the anesthesia patient care team and in the administration of anesthesia by teaching the principles of pharmacokinetics, pharmacodynamics, uptake and distribution, and selected systemic pharmacology as applicable to anesthesiology.

### **Program**

Doctor of Nurse Anesthesia (DNAP)

### **Credits 4**

### **Prerequisites**

None

## NA 5202: Advanced Pharmacology II

*Prepares the RN and enhances the CRNA in their respective roles on the anesthesia patient care team and in the administration of anesthesia by teaching the principles of pharmacokinetics, pharmacodynamics, uptake and distribution, and selected systemic pharmacology as applicable to anesthesiology.*

### **Program**

Doctor of Nurse Anesthesia (DNAP)

### **Credits 3**

### **Prerequisites**

None

## NA 5301: Applied Chemistry and Physics for the Nurse Anesthetist

The course is composed of three parts. The first is an introduction to structural recognition and the nomenclature of organic compounds. The second introduces gas laws. The third introduces amino acids, lipids, membranes, protein structure and function, and an overview of the bioenergetics of the cell.

### **Program**

Doctor of Nurse Anesthesia (DNAP)

### **Credits 2**

### **Prerequisites**

None

## NA 5401: Professional Aspects of Anesthesia

*This course introduces professional nurse anesthesia practice, including medical ethics, health and wellness, professional responsibilities, DEI, and collaboration with the healthcare team.*

### **Program**

Doctor of Nurse Anesthesia (DNAP)

### **Credits 2**

### **Prerequisites**

None

## NA 5501: Human Patient Simulation I

*The course promotes knowledge transfer from the academic to the clinical environment. Simulation experiences enhance critical thinking, problem-solving, and skill development appropriate for the registered nurse entering an advanced practice residency.*

### **Program**

Doctor of Nurse Anesthesia (DNAP)

### **Credits 1**

### **Prerequisites**

None

## **NA 5502: Human Patient Simulation II**

*The course promotes knowledge transfer from the academic to the clinical environment. Simulation experiences enhance critical thinking, problem-solving, and skill development appropriate for the registered nurse entering an advanced practice residency.*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 1

**Prerequisites**

None

## **NA 5503: Human Patient Simulation III**

*The course promotes knowledge transfer from the academic to the clinical environment. Simulation experiences enhance critical thinking, problem-solving, and skill development appropriate for the registered nurse entering an advanced practice residency.*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 1

**Prerequisites**

None

## **NA 5601: Principles of Anesthesia Practice I**

*This course prepares the student for a role in the perioperative setting focusing on basic anesthesia principles. These principles include preoperative assessment, intraoperative anesthetic planning, and post-operative recovery (Part I).*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 5

**Prerequisites**

None

## **NA 5610: Advanced Physical and Health Assessment**

*This course prepares the RN to perform comprehensive health and physical assessments across the lifespan, emphasizing the peri-anesthetic patient. Content builds on the knowledge and skills acquired as a registered nurse and the advanced scientific foundation acquired during nurse anesthesia training.*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 3

**Prerequisites**

None

## **NA 5701: Information Systems and Technology in Healthcare Management**

*This course gives the student the knowledge and skills to interpret databases to analyze patient outcomes. In addition, the student has the opportunity to explore the basics of information system development, selection, and implementation.*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 2

**Prerequisites**

None

## **NA 5801 : Foundations in Leadership**

*This course focuses on the study of leadership theories and the application of those theories within the healthcare environment. Areas of focus include: assessing leadership style, team building, conflict resolution, and change management.*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 2

**Prerequisites**

None

## **NA 5901: Research Methodologies for Healthcare Providers**

*This course introduces statistical reasoning and data analysis for the health sciences. Coverage includes applications to evidence-based practice using data collection methods, descriptive statistics, estimation, hypothesis testing, non-parametric statistics, correlation, and other measures of association and inferences.*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 2

**Prerequisites**

None

## NA 6601: Principles of Anesthesia Practice II

*This course prepares the student for a role in the perioperative setting focusing on basic anesthesia principles. These principles include preoperative assessment, intraoperative anesthetic planning, and post-operative recovery (Part II).*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 5

**Prerequisites**

None

## NA 6001: Anesthesia Practicum I

*This course focuses on applying the principles of anesthesia care performed under the supervision of clinical instructors. The site preceptor assists the trainee in applying the concepts developed in NA 5601, 6601, and 6602 in the clinical setting.*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 5

**Prerequisites**

None

## NA 6002: Anesthesia Practicum II

*They apply principles of anesthesia care under the supervision of clinical instructors. The site preceptor assists the trainee in applying the concepts developed in NA 5601, 6601, 6602, and 6603 in the clinical setting.*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 6

**Prerequisites**

None

## NA 6602: Advanced Anesthesia Principles I

*A study of the advanced anesthesia principles throughout the life cycle, Part 1. Prepares the student for a role on the anesthesia patient care team and in the administration of anesthesia by teaching analysis, synthesis, and evaluation skills in selecting and discussing appropriate anesthesia drugs for utilization in patient care situations.*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 4

**Prerequisites**

None

## NA 6603: Advanced Anesthesia Principles II

*A study of the advanced anesthesia principles throughout the life cycle, Part 2. Prepares the student for a role on the anesthesia patient care team and in the administration of anesthesia by teaching analysis, synthesis, and evaluation skills in selecting and discussing appropriate anesthesia drugs for utilization in patient care situations.*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 3

**Prerequisites**

None

## NA 6801: Health Policy

*This course examines the impact of emerging social, ethical, legal, and political issues on the future of health care. The course provides a framework for understanding healthcare organizations, state and federal policy, and regulatory processes. Emphasis is on advocating policy change to improve health care delivery, anesthesia services, and advancing the nurse anesthesia profession.*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 3

**Prerequisites**

None

## NA 6901: Scholarly Work I

*The course introduces the student to the fundamentals of scholarly practice and prepares the student to explore further and develop the scholarly practice project. The faculty advisor works with their advisees to develop a PICO question and a literature review relevant to the chosen topic.*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 3

**Prerequisites**

None

## NA 6902: Scholarly Work II

*This course prepares the student to explore and develop a scholarly practice project. The faculty advisor works with their advisees critically appraise their doctoral paper based on the previously developed PICO question and literature review.*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 3

**Prerequisites**

None

## **NA 6910: Evidence-Based Practice**

*This course introduces the fundamentals of evidence-based practice. The principles involve identifying a healthcare-related problem, developing a PICO question to delineate the problem, and conducting a literature search to find an answer.*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 4

**Prerequisites**

None

## **NA 7002: Anesthesia Practicum IV**

*This course applies the principles of anesthesia care performed under the supervision of clinical instructors. The site preceptor assists the trainee in applying the concepts developed in NA 5601, 6601, 6602, 6603, 7601, and 7602 in the clinical setting.*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 6

**Prerequisites**

None

## **NA 7003: Anesthesia Practicum V**

*This course focuses on the principles of anesthesia care applied under the supervision of clinical instructors. The site preceptor assists the trainee in applying the concepts developed in NA 5601, 6601, 6602, 6603, 7601, 7602, and 7603 in the clinical setting.*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 6

**Prerequisites**

None

## **NA 7602: Advanced Anesthesia Principles IV**

*A study of the advanced anesthesia principles throughout the life cycle, Part 4. Prepares the student for a role on the anesthesia patient care team and in the administration of anesthesia by teaching analysis, synthesis, and evaluation skills in selecting and discussing appropriate anesthesia drugs for utilization in patient care situations.*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 3

**Prerequisites**

None

## **NA 7603 : Advanced Anesthesia Principles V**

*This course studies the advanced anesthesia principles throughout the life cycle, Part 5. Prepares the student for a role on the anesthesia patient care team and in the administration of anesthesia by teaching analysis, synthesis, and evaluation skills in selecting and discussing appropriate anesthesia drugs for utilization in patient care situations.*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 3

**Prerequisites**

None

## **NA 7650 : Oral Boards**

*This course introduces the graduate student to clear communication and effective dissemination of knowledge through verbal assessment. The student articulates a thorough understanding of anesthesia principles and practice.*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 1

**Prerequisites**

None

## **NA 7801: Nurse Anesthesia Practice Management and Finance**

*The course provides a framework for personal finance management and practice management fundamentals. Topics include budgeting, billing, financial forecasting, starting a practice, hiring, and retirement for personal and professional activities.*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 3

**Prerequisites**

None