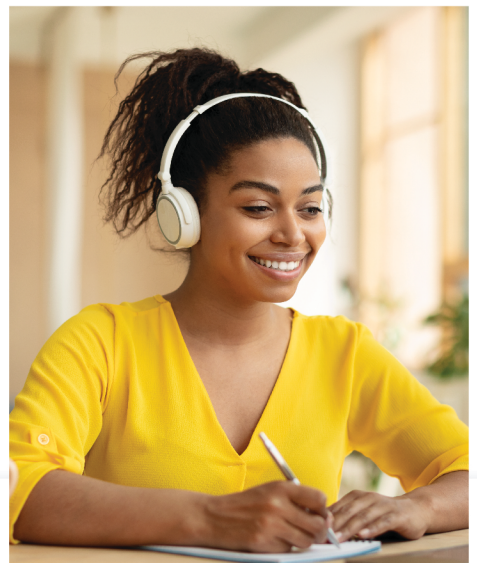




Doctor of Osteopathic Medicine (RVUCOM)



**Academic Year
2023-2024**

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Introduction

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

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)
DO, Philadelphia College of Osteopathic Medicine

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

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 for Inclusive Excellence
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 as 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

Master of Physician Assistant Studies



*Accreditation Review Commission on Education
for the Physician Assistant, Inc.*

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.

University Policies

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

[Website](#)

CLERY Act

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

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

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

For more information, view the [RVU Annual Security Report](#).

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

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.

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 non-discrimination applies to admissions, enrollment, scholarships, loan programs, participation in University activities, employment, and access to, participation in, and treatment in all University centers, programs, and activities.

Questions, comments, or complaints regarding discrimination or harassment may be directed to the 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. 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 Non-Discrimination Policy

Rocky Vista University (the "University") is committed to the principles of academic and professional excellence and to fostering a positive learning and working environment for its students and employees. Accordingly, the University does not discriminate on the basis of sex in the administration of or in connection with its educational and admission policies, scholarship and loan programs, or employment practices, and it is required by Title IX of the Educational Amendments of 1972 to not discriminate in such a manner.

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

Compliance with this Policy is a term and condition of student enrollment and employment at the University. Questions about this policy or Title IX can be directed to Associate Dean of Students in Montana (406) 901-2708, or to the Title IX coordinator (720) 874-2481.

RVU's Sexual Misconduct and Non-Discrimination Policy and Procedures document is a working document that invites participation and input from the entire RVU community. Revisions will be made on an ongoing basis that reflect community feedback and participation in Title IX educational and prevention activities.

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

Any individual who believes that an employee or student of the University, including 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 (406) 901-2708 in Montana or 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 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

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.

The Family Educational Rights & Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) The policy in its entirety can be found on [DynamicPolicy](#).

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 or 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

VP of Finance	Oversight of this policy
Campus Student Affairs Deans Officers	Works with the student for initial review and possible first level approval/rejection of the tuition exception request.
Deans, Program Directors	Receives approved forms from Student Financial Services and, review and 3rd level approval/rejection of the tuition exception form
Provost	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>.

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 \(sosmt.gov\)](#)

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

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

Academic Records

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

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 registration. Students will have access to 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
- 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

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

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.

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 Form (accessible via the MyVista Student Portal). Students must complete this form upon matriculation and the start of each academic term throughout their career with RVU, as part of the process to be included in the roster count for each start of the term, as well as any time information has changed.

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

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 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 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 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. Any outstanding obligations to the University (financial, academic, etc.) must be satisfied prior to the release of official transcripts.

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

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

Transfer of Credit

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

Verification of Enrollment

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

General Information

A Message from the Dean



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

Our medical school curriculum at Rocky Vista University will help you prepare for your future as a practicing physician in every way, 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 medicine.

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

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

Heather P. Ferrill DO, MS MEDL

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

Academic Calendar

Fall 2023 Semester

- **OMS I and II Classes:**
July 24, 2023 - December 18, 2023
- **OMS III Clinical Clerkships:**
July 10, 2023 - December 22, 2023
- **OMS IV Clinical Clerkships:**
June 26, 2023 - December 6, 2023

Spring 2024 Semester

- **OMS I and II Classes:**
January 8, 2024 - June 10, 2024
- **OMS III Clinical Clerkships:**
January 2, 2024 - June 14, 2024
- **OMS IV Clinical Clerkships:**
December 11, 2023 - May 10, 2024

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

Other Dates: THESE NEED TO BE CHECKED AGAINST UNIVERSITY CALENDAR

- **Labor Day (no classes): September 4, 2023**
- **Thanksgiving Break (no classes OMSI and OMSII): November 20-24, 2023**
- **Winter Break (no classes OMSI and OMSII): December 10, 2022 - January 8, 2023; OMSIII December 23 2023-January 1, 2024**
- **Martin Luther King, Jr. Day (no classes OMSI and OMSII): January 15, 2024**
- **President's Day (no classes OMSI and OMSII): February 19, 2024**
- **Spring Break (no classes OMSI and OMSII): March 13-17, 2023**
- **Commencement Ceremony: 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

Dean Gubler DO, MPH, FACS, FCCM

Interim Campus Dean, Utah Campus
Director Military Medicine
Professor of Surgery and Military Medicine

* DO, Des Moines University College of Osteopathic Medicine

* MPH, University of Washington

Stephen Miller, DO, MPH, FACP

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

Camille Z. Bentley, DO, MPH, FACP

Chair of Tracks and Special Programs

Director of Global Medicine Track and Global Clerkships

Professor of Family Medicine

- MPH, Nova Southeastern University
- DO, Southeastern University of the Health Sciences
- MS, George Mason University

Angela Branda, DO

Vice 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

Melissa Henderson, PhD

Vice Chair, Department of Biomedical Sciences

Associate Professor of Biomedical Sciences

- PhD, East Carolina University

Christopher LaFontano DO

Chair, Department of Osteopathic Principles and Practice

Assistant Professor OPP

* DO, University of New England College of Osteopathic Medicine

Matthew McEchron, PhD

Assistant Dean of Preclinical Education and Program Assessment

Professor of Neuroscience

- PhD, University of Miami

Nicole M. Michels, PhD

Chair, Department of Medical Humanities

Associate Professor of Physiology

- PhD, University of Nebraska Medical Center

Jennifer Montemayor, PhD

Director of Preclinical Education (RVUCOM-CO)

Professor of Physiology

- PhD, Ohio University

Anthony Pappas PhD

Vice Chair, Department of Anatomical Sciences

Assistant Professor, Anatomy

Mark Payton, PhD, MS

Chair, Biomedical Sciences Department

Professor of Biomedical Sciences

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

Joseph M. Stasio, DO, FACP

Chair, Department of Primary Care

Professor of Family Medicine

Medical Director of PA Program

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

Carol Wagner

Director of Preclinical Education (RVUCOM -UT)

* MA, Cincinnati Christian University

* MDiv, Cincinnati Christian University

Mark Wardle, DO

Vice Chair, Department of Primary Care Medicine

Assistant Professor of Primary Care

Director of Global Medicine Track (RVU-SU)

Director of Medical Spanish Elective

- DO, Touro University College of Osteopathic Medicine

Introduction

Introduction: An Osteopathic Physician

Osteopathic medicine, founded in the United States in the 1860s, is a unique form of healthcare founded by Dr. Andrew Taylor Still. It is based upon a holistic viewpoint that incorporates a body-mind-spirit approach to the practice of medicine. Doctors of Osteopathic Medicine are full-practice physicians and licensed to

practice medicine in all 50 states. DOs are found in every medical specialty, but their main emphasis has traditionally been in the fields of primary care (family practice, internal medicine, obstetrics/gynecology, and pediatrics).

DOs partner with their patients to promote health, prevent disease, as well as treat acute and chronic illness. Osteopathic physicians receive full training in all the basic biological sciences, medicine, surgery, and obstetrics. In addition, extra training is provided in the areas of preventive medicine, and the inter-relationship of body systems and the musculoskeletal system. DOs are trained in the use of Osteopathic Manipulative Medicine (OMM) as useful tool they can utilize in the diagnosis and treatment of illness. By combining all available medical options (medication, surgery, physical therapy, etc.) with OMM, DOs offer their patients the most comprehensive care available in medicine today.

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 and hospital setting.

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

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

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 Vision Statement

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

Program Learning Outcomes

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

Graduates of the Doctor of Osteopathic Medicine Program will:

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

Admissions

Application Process

(Colorado and Utah 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 click here](#). 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 **March 15, 2024**. 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. These requirements include:

- A minimum science and cumulative GPA of 3.00; *Note: The chances for admission for a candidate with minimal grades are limited. Admission would require outstanding achievement on the part of the candidate during their career or unique individual circumstances. Preference will be given to candidates with a science and cumulative GPA of 3.6 or higher. On average, candidates admitted to colleges of osteopathic medicine each of the past three years have GPAs greater than 3.6.*
- 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. *Note: A competitive MCAT score is around 506*
- Three Letters of Recommendations (submitted to AACOMAS), required letters include:
 - A letter from a healthcare provider (DO or MD preferred) who has worked with the candidate.
 - 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.

- **Be aware that 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.**

Applicants meeting these 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, 2024. 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 deadline for submitting a supplemental application and fee for the class matriculating is **April 15, 2024**. 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.

Requirements for Admission

(Colorado and Utah Locations)

The RVUCOM Office of Admissions processes thousands of applications for admission each year. 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. These exceptions may pertain to faith-based and/or strong international universities). *In the event of coursework completed at foreign institutions, official detailed course-by-course evaluations must be completed by an approved agency. Please see 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 (12 semester hours including lab)
- General Chemistry (8 semester hours including lab)
- Organic Chemistry (8 semester hours including lab)
- Physics (8 semester hours including lab)
- English or Literature (6 semester hours)
- Social or Behavioral Sciences (6 semester hours)
- Biochemistry (3 semester hours)

No grade below a "C" will be considered to fulfill requirements. Additional upper-division coursework such as Human Anatomy, Physiology, Genetics, and Cellular Biology is highly recommended.

- A minimum science and cumulative GPA of 3.0 as calculated on the AACOMAS application. *Note: The chances for admission for a candidate with minimal grades are limited. Admission would require outstanding achievement on the part of the candidate during their career or unique individual circumstances. Preference will be given to candidates with a science and cumulative GPA of 3.6 or higher. On average, candidates admitted to colleges of osteopathic medicine each of the past three years have GPAs greater than 3.6.*
- 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. *Note: A competitive MCAT score is around 506*
- Letters of Recommendations (submitted to AACOMAS). Three required letters include:
 - A letter from a healthcare provider (DO or MD preferred) who has worked with the candidate.
 - 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.
- **Be aware that 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; 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)

The RVUCOM interview process consists of a low-stress, approximately 40-minute interview with a two-person panel. Interviewers have access to the applicant's personal statement, experiences, supplemental application, and letters of recommendation. Academic qualifications have been prescreened by Admissions and will be evaluated post interview by the Admissions Committee. Interviewing candidates are required to read and sign an acknowledgement that 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.
- Understand and agree to adhere to RVUCOM's Code of Student Conduct/academic responsibility and code of behavioral conduct.
- Understand they will undergo a criminal background check as part of their matriculation agreement. Note: Candidates are additionally required to disclose all charges that may occur

prior to matriculation. Failure to disclose any and all charges regardless of adjudication may result in rescinding of the offer of admission or dismissal after matriculation.

- Understand they will undergo and must pass a drug screen as a condition of matriculation.

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.

Matriculation Process

(Colorado and Utah Locations)

After receiving the initial offer of provisional admission to the COM, candidates must fulfill the conditions set forth in the matriculation agreement including:

- Payment of three 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). Deposits will be applied to tuition upon matriculation.
- Receipt of transcripts from all colleges/universities attended verifying that all prerequisite coursework has been completed and a minimum of a bachelor's degree has been earned from (or equivalent to) a U.S. regionally accredited college or university. RVUCOM will accept transcripts submitted as part of the AACOMAS application. In the event of an earned degree isn't posted prior to matriculation, written verification is required from the student's current university registrar must be received confirming that all requirements for graduation have been met and indicating when the degree will be posted on the transcript. Official transcripts must be sent to RVUCOM's Office of Admissions as soon as the degree is posted. In the event of course work completed at foreign institutions, an official detailed course by course evaluation 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.
- 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 to be scheduled and managed through SentryMD and to be completed by the dates specified on the matriculation agreement.
- Enrollment in the medical insurance plan provided by the University or submission of a waiver demonstrating proof of comparable coverage.
- Any other requirements set forth in the matriculation agreement.

Request for Deferment

(Colorado and Utah Locations)

A one-year deferment may be granted for compelling reasons. Requests are to be submitted to the Director of Admissions at admissions@rvu.edu

Relations in writing at admissions@rvu.edu. If approved, the original required \$2000 deposit (or whatever amount is outstanding, if any) is due within 2 weeks of being granted a deferment, in order to hold their seat in the next class. The entire \$2000 deposit money will be applied to the applicant's tuition upon matriculation.

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 clerkship travel; expenses related to taking COMLEX, or other professional examinations; 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 of these loans have fixed interest rates and loan 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 are required to complete internal loan counseling during their first year. Furthermore, there is a second-year loan counseling requirement for all students prior to entering their third year and residency. 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 or the cost of an approved study abroad clerkship, as long as the student will receive credit for the course. Please contact the Office of Student Financial Services for more information.

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

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

How Aid is Disbursed

Most financial aid awards are equally split between the fall and spring semesters. Financial aid funds are usually sent to RVU near the beginning of each term and will be applied to the student's account. Institutional charges such as tuition, fees, and health insurance will

be paid first. If a credit balance remains after payment of the outstanding balance, a refund will be issued to the student within fourteen days of the creation of the credit balance. Refunds are normally disbursed through the RVU e-Refund process and are direct deposited into the student's personal bank account.

Return of Title IV 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 from the date of the notice to accept or decline some or all of the loan amount.

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

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

If the school is not required to return all of the excess Title IV funds, the student must return the remaining amount. In the case of loans, the student must return

the loan amount in accordance with the terms and conditions of the Master Promissory Note. Unearned Title IV funds shall be returned in the following order:

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

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

A student is not considered withdrawn for R2T4 purposes only, if:

- The institution obtains written confirmation that the student will attend a later module in the same payment period of period of enrollment;
- The student completes the requirements for graduation;
- The student 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 Associate Dean of Student Services either orally or in writing. All requests for an academic leave of absence will be approved or denied by the Dean or Provost. Link to RVU's academic leave of absence policy: <https://www.rvu.edu/handbook/>. RVU does not have a financial aid leave of absence, students placed on an academic leave of absence will be withdrawn for the purpose of Title IV.

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 portion of institutional charges that are outstanding after Title IV funds are returned.

Deadlines:

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

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 documenting the reasons for failure to meet the standards of academic progress for financial aid eligibility.
2. A written statement explaining what has changed in the student's situation that would allow the student to bring their academic progress up to the satisfactory standards.
3. Documentation supporting their appeal.
4. A written academic plan or letter from the SPC and/or the Associate/Assistant 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 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 clerkships and may be subject to dismissal.

Tuition and Fees

Tuition for RVUCOM for 2023-2024 is \$64,254. The following annual fees will also apply to all COM students:

Student Health Insurance

- OMS I: \$4,777
- OMS II, OMS III, and OMS IV: \$4,676

**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

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 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.

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): 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

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 or analyzes preceptor assessment of student performance of clinical curriculum individually by student, core site, and by 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 to assure comparable training experiences and constructive feedback at all RVU clinical training sites. Student feedback in the form of constructive evaluation is critical for core site function in clinical training and assessment of student performance.

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

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

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

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:

- 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 RVU-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 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, 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 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 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 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. 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 structures and function that are integral to osteopathic medicine.

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

The training of an osteopathic physician requires the ability to perform tactile examinations and osteopathic manipulative techniques on members of 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 or 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

Academic Policies

Academic Probation

Any student who fails two or more pre-clinical courses, one 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.

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
- For the Class of 2024 and beyond, 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 second core clerkship; 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

- Documentation of current health insurance on file with the Office of Student Financial Services.

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; 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 (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 certified for the fourth year (OMS IV) of studies.

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 for their program (term and cumulative, if applicable). All students must have satisfactorily completed all required

academic course work, including the required core clerkships, and be certified by the Dean before they can sit for any national board examinations.

Academic Warning

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

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 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.

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 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 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 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 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 or the Department of Clinical Education at their respective campus location by completing the Excused Absence Request Form prior to the required session, except in cases of emergency where proactive communication is not possible. The Excused Absence form is located on the RVU iNet webserver.

Preclinical Education

Examples of situations which would generally be approved for an excused absence from a required event include significant mental or physical illness, birth of a child, emergency, or attendance to a single professional conference per academic year. Students who are presenting at professional conferences will be eligible for multiple excused absences in a single academic year. Examples of situations that would generally not be approved for an excused absence

from a required event include weddings, graduations, or vacations. 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.

The Excused Absence form on the iNet is 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 for a medical reason may be expected to submit documentation from a licensed healthcare provider indicating they were seen or treated. Family members may not provide a note in support of excused absence requests.

If a student is absent from a required event and does not submit the appropriate Excused Absence Request Form in advance or if the request is not approved by the Director of Preclinical Education the student will receive a grade of zero for that event, or the unexcused absence penalty as outlined in that 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 examination at any time other than the originally scheduled time (early or late), a student must be approved for an excused absence. A student who does not take a quiz at the scheduled time and is appropriately excused will generally receive a 0/0. However, under certain circumstances, a make-up quiz may be administered. A student who is excused from attending a required lab will not miss any required points for the lab. However, that student should not expect faculty to recreate the lab experience. Hence, it is critical for students to attend all labs, whenever reasonably possible. If the student misses a scheduled make-up examination, the student will receive a zero for that examination.

Any student with five (5) excused absence requests 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 appropriate Preclinical Education Assistant/Associate Dean, 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 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 repeat the entire Clinical Education Clerkship.

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 of 2024, 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.

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 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.

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)

Matters regarding grading disputes of assessments within a specific course or another requirement shall include all concerns related to specific grades received or the policy by which grades are determined.

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/Associate Deans of Preclinical Education for OMS I and II or 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 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. A review of the student problems 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).

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 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 ≥ 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.

Accommodations for Religious Observance

The practice of medicine requires physicians and students to be available for patient care all days of the week and at any hour of the day. Medical student learning activities may be scheduled any day of the year with mandatory attendance. Students seeking an excused absence from mandatory attendance sessions for any reason, including religious observances, are required to follow the process and procedure for excused absences.

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.

In Years 3 and 4, students who fail a course will be referred to the Senior Associate Dean of Clinical Education (or their designee). In many cases, the remediation plan will be decided between the Senior Associate Dean of Clinical Education (or their designee) and the student. However, the Senior Associate Dean of Clinical Education (or their designee) may refer the student to the SPC.

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 clinical core clerkship courses, 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 points x .70) x 4 credits = 221.2 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 the remediation of a course is failed or not completed, the original course grade shall be recorded on the transcript with the original course Grade Code. Any student who fails remediation will be referred to the Student Performance Committee and may be subject to dismissal. If a student fails a course remediation, a 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. Students who fail a course during a repeated year may be required to meet with the Student Performance Committee and may be subject to dismissal.

Student Performance Committee

Student Performance Committee (SPC)

General Overview

The Students 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.

Students may be referred to the SPC on the basis of academic performance and alleged violations of the RVUCOM Code of Conduct, Honor Code, RVU Policy, and failure to adhere to RVUCOM academic integrity, and professionalism expectations.

Separate review processes exist for referral and review by the SPC for Academic performance and issues related to professionalism, behaviors, and academic integrity.

Academic Performance & Review by SPC

The RVUCOM program is comprised of two years of preclinical education and two 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 an academic year once during the entirety of the RVUCOM program. A student cannot repeat the same year more than once, nor may a student repeat a different academic year if they have previously repeated any academic year. No student can remediate more than 2 course failures in any given academic year. Only one remediation is allowed for any particular course and a student cannot re-remediate any course.

I. Preclinical Students

(A) General Policy

(1) A student that has **never repeated an academic year** in the program:

(a) Who does not fail more than two 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 and failure. Failure to meet with the DPCE will prevent the student from remediating the course at issue and the student will not be allowed to sit for the applicable remediation exam and the failing grade will be final. All remediations must be successfully completed no later than July 1 of that academic year to progress into the next contiguous academic year. The failure will remain on the transcript until such time as the relevant course is successfully remediated, at which time the "F" will change to a "Px" notation on the transcript. In the event a required remediation is not successfully completed (either not taken or not passed) by July 1 of the academic year at issue, the original failing grade will remain on the transcript. The student will not be able to progress, and the student will be required to repeat the academic year.

(b) Who receives three or more course failures in the same academic year (including a failure on any remediation/remediation exam) OR who fails a course remediation during an academic year is required to repeat the entire academic year, beginning with the first term. Under such circumstances, where appropriate, the student will be placed on a leave of absence until the commencement of the first term of the academic year to be repeated. This will impact the student's timeline and could impact their ability to complete the COM curriculum and all requirements within six (6) years of matriculation. Students are required to work

with the office of Student Financial Services to discuss and understand any impact this may have on their financial aid.

(2) A student that has **previously repeated any academic year** or is **currently in a repeat year**:

(a) Who subsequently fails a course must meet with their campus DPCE to develop a remediation plan and is 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 and failure. Failure to meet with the DPCE will prevent the student from remediating the course at issue and the student will not be allowed to sit for the applicable remediation exam and the failing grade will be final.

(b) Who (a) receives a third course failure (more than two course failures) including remediations/remediation exams in an academic year **or** (b) fails **any** course remediation will be dismissed.

(B) Student Performance Committee (SPC) Review & Referral

(1) **No Repeat:** A preclinical student who has **never repeated** an academic year - The SPC will review records, documentation, and other information to confirm the student has either received three course failures (this includes failing any remediations) or failed any course remediation during an academic year. If there are any questions regarding the accuracy of the information, the SPC may, in its discretion, speak with the student, faculty, and/or administration. The student will receive notice of the referral and advance notice of the date and time of the SPC meeting. If the student believes there may be an inaccuracy, the referral was in error, or there is information that would undermine the basis for the referral, the student should submit a written statement for the SPC's consideration, together with any corroborating information and evidence. Any such written statement must be submitted within three (3) business days of the notice of the referral to the Chair and Vice Chair of the SPC. After review, if the SPC finds that the student has failed three courses in the academic year or failed any course remediation during an academic year, the SPC will issue a decision confirming this finding and notifying the student that the full academic year must be repeated. If there is still time remaining in the current academic year/curriculum, the SPC will place the student on a leave of absence and the student will return to repeat the entire academic year, beginning with the first term of the year to be repeated.

(2) **Repeat:** A preclinical student who is currently repeating or has previously repeated an academic year - The SPC will review records, documentation, and other information to confirm the student has either

received three course failures (this includes failing any remediations) or failed any course remediation. If there are any questions regarding the accuracy of the information, the SPC may, in its discretion, speak with the student, faculty, and/or administration. The student will receive notice of the referral and advance notice of the date and time of the SPC meeting. After review, if the SPC finds that the student has failed three courses in the academic year or receives a failure in a course remediation, the SPC will issue a decision confirming this finding and notifying the student that the student is dismissed.

II. Clinical Students

(A) General Policy

(1) A clinical student who has **never repeated or extended an academic year**:

(a) Who fails one 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 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.

(b) 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 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.

(2) Who does not fail more than two 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 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.

(3) Who fails a third clinical clerkship in an academic year and/or fails the remediation of a clinical clerkship may:

(a) be referred to the SPC and subject to dismissal.

The SPC will review records, documentation, and other information to confirm the student has either received three course failures (this includes failing any remediations) or failed any course remediation during an academic year. If there are any questions regarding the accuracy of the information, the SPC may, in its discretion, speak with the student, faculty, and/or administration. The student will receive notice of the referral and advance notice of the date and time of the SPC meeting. If the student believes there may be an inaccuracy, the referral was in error, or there is information that would undermine the basis for the referral, the student should submit a written statement for the SPC's consideration, together with any corroborating information and evidence. Any such written statement must be submitted within three (3) business days of the notice of the referral to the Chair and Vice Chair of the SPC. After review, if the SPC finds that the student has failed three courses in the academic year or failed any course remediation during an academic year, the SPC will issue a decision confirming this finding and notifying the student that they are dismissed.

(b) 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/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.

(4) A clinical student who is (a) 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 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 allotted 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.

SPC Decisions and Appeal – Process

SPC Academic Review Meeting

The SPC will convene within ten (10) business days of notification of student referral to SPC to review and verify all academic and relevant information related to the referral.

SPC Academic Decisions

The student, Dean of RVUCOM, and decanal officers of the Department of Student Affairs, shall be notified of the SPC's decision by the SPC Chair (or designee) within ten (10) business days of the date of the student's referral. The decision will be in writing.

SPC Academic Appeal Process

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 to submit a written narrative explaining the basis for the appeal, which must be accompanied by any and all supporting documentation 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.

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.

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. The Dean of RVUCOM will notify the student of the appeal decision within ten (10) business days. The decision of the Dean of RVUCOM shall be final and binding and not subject to further appeal.

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.

SPC Recommendations

May include, but are not limited to, the following:

- Probation, with or without conditions, which may include, but are in no way limited to:
 - Professionalism training and education;
 - Counseling, status meetings, and monitoring;
 - Suspension;
 - Dismissal;
 - Such other penalty or action that they deem appropriate.

Academic dismissal

SPC decisions for dismissal will be based on the following reasons:

1. A student who has failed three (3) or more than courses while in a repeat year;
2. A student who has failed a preclinical or clinical course remediation while in a repeat year or if they have previously repeated a year;
3. A student who fails to comply with the agreed upon terms of a Memorandum of Understanding (MOU) with the Dean;
4. A student who has taken an NBOME Board exam three (3) without achieving a passing score prior to the allotted time to graduate;
5. A student who is unable to complete the COM curriculum within six (6) years.

Students who are dismissed from RVUCOM are prohibited from reapplying to RVU programs.

Visiting Student Learning Opportunities

Purpose

The VSLO program aspires to build a community of residency programs that use a common scheduling and credentialing platform for students to request residency-based elective rotations during their fourth year.

Access

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

Applications

By utilizing VSLO, 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

OMS I - Semester One - Fall

Item #	Title	Credits
IPE 1901	Introduction to Interprofessional Education Seminar I	1
OM 1003	Cardiovascular System I	3
OM 1004	Respiratory System I	2
OM 1012	Molecular and Cellular Mechanisms	4
OM 1013	Musculoskeletal System I	7
OM 1015	Osteopathic Principles and Practice I	3
OM 1019	Principles of Clinical Medicine I	3
OM 1021	Renal System I	2
OM 1023	Hematology and Immunology I	3
OM 1070	Introduction to Evidence-Based Medicine	1

OMS I - Semester Two - Spring

Item #	Title	Credits
IPE 1902	Introduction to Interprofessional Education Seminar II	1
OM 1006	Endocrine/Reproductive System I	4
OM 1007	Gastrointestinal System I	3
OM 1014	Neuroscience System I	7
OM 1016	Osteopathic Principles and Practice II	2
OM 1020	Principles of Clinical Medicine II	3
OM 1040	Medical Ethics	1
OM 1080	Transition to Clinical Medicine	4
OM 1090	Microbes and Infectious Diseases	3

OMS II - Semester One - Fall

Item #	Title	Credits
OM 2003	Hematologic/ Lymphatic System 4 II	
OM 2005	Cardiovascular System II	5
OM 2006	Respiratory System II	4
OM 2009	Gastrointestinal System II	4
OM 2013	Renal System II	5
OM 2016	Osteopathic Principles and Practice III	3
OM 2018	Principles of Clinical Medicine III 4	

OMS II - Semester Two - Spring

Item #	Title	Credits
OM 2001	Musculoskeletal System II	3
OM 2002	Neuroscience System II	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 2040	Advanced Medical Ethics	1
OM 2070	Pre-Clinical Capstone	2
Total Credits		108

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. 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 course that 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. 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 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 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 canceled 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 setting related to their education.

Clinical Clerkship Degree Requirements

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

Core Clinical Clerkships

Core 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 Core 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 the core clinical clerkship, with a summative evaluation given to the student in writing at the conclusion of the clerkship.

While on core 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.

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 RVU 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 5th 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 4th year and continues into a 5th 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 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 5th 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 Core Courses.**

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

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*. Students who are repeating for academic reasons are not eligible for a track.

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.

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

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.

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.

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.

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.

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.

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.

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.

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).

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.

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.

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).

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.

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).

Credits 7

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.

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.

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.

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.

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.

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.

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.

Credits 3

Prerequisites

None

OM 1026: Transition to Clinical Medicine

This course is a foundational introduction to mechanisms of disease (and some therapy) and will serve as a means to migrate from acquisition of basic scientific knowledge to utilization of such knowledge in understanding disease processes. During this course there will be a transition towards clinical thinking while integrating the scientific foundation that explains the clinical manifestations of the disorders covered. The course consists variably of lectures, student designated (and scheduled) self-study (DSA), clinical contextual integrations and case-based interactive learning sessions (CIS). Broad topic areas to be emphasized include cellular damage, inflammation, healing and tissue repair, immunopathology, pathophysiology of hemodynamic and hemostatic disorders, genetic diseases, mechanisms of neoplasia, medical microbiology and its application in infectious disease, environmental and nutritional disorders, an overview of diseases of infancy and childhood and introductory pharmacology of antimicrobials. Throughout the course, the language of medicine is emphasized in conjunction with etiologic mechanisms, clinical features, differential diagnoses, and morphology. In addition, important aspects of clinical laboratory involvement and data utilization in the diagnosis of disease are discussed as appropriate. It is expected that students in this course will function as mature adult learners and will seek all the knowledge necessary from any and all sources available.

Credits 6

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.

Credits 1

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.

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.

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.

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.

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.

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.

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.

Credits 5

Prerequisites

Successful completion of all Year 1 coursework

OM 2006: Respiratory System II

The Respiratory System II course will concentrate on the pathology, pathophysiology, diagnosis, and treatment of major disorders of the lungs, and the relationship multisystem diseases have with the pulmonary system. Student activities will concentrate on the fundamental obstructive, restrictive, and infectious diseases. Pulmonary emergencies and primary and secondary malignancies will be presented, with an emphasis on diagnostic techniques and treatment methodologies.

Credits 4

Prerequisites

Successful completion of all Year 1 coursework

OM 2008: Endocrine System II

The Endocrine System II course will review the basic principles of endocrine hormone signaling, storage, secretion and action. Abnormalities in normal endocrine physiology will be discussed through pathophysiologic correlations and clinical discussions. The course will emphasize the hypothalamic/pituitary complex, thyroid, parathyroid, adrenal, and endocrine functions of the pancreas. Students are expected to be familiar with the hypofunctioning or hyperfunctioning of key endocrine glands, the structure, secretion and action of endocrine hormones (peptide, steroid and thyroid hormones), and the major clinical endocrine disorders related thereto. Pharmacology as it relates to hormone secretion and action will be discussed. 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.

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.

Credits 4

Prerequisites

Successful completion of all Year 1 coursework

OM 2013: Renal System II

The first week of the Renal System II course will focus on the general principles of pharmacology (i.e. pharmacodynamics, pharmacokinetics, drug biotransformation, and clinical trials). Also included in this first week is a basic review of autonomic pharmacology and subsequent introduction to the drugs that act on the autonomic nervous system. The remainder of the Renal System II course is structured using a fundamental template common to all second-year system courses. The Renal System II course will contain a brief review of renal medical physiology, followed by presentations of pathologic entities of the renal system. Clinically-focused topics are discussed during the final week of the course. Pharmacology topics as they relate to the renal system will be presented throughout the course when appropriate.

Broad topics to be emphasized include the wide spectrum of physiologic functions of the human kidney, pathologic renal entities (e.g. glomerulopathy, glomerulonephritis, tubulointerstitial disorders, infections, toxic and ischemic insults, vascular disease, and neoplasms), drugs used in the treatment of hypertension, and clinical aspects of the above-mentioned disorders. Key aspects of clinical laboratory test ordering and data utilization in the diagnosis and monitoring of kidney and urinary tract disease are discussed.

Credits 5

Prerequisites

Successful completion of all Year 1 coursework

OM 2014: Reproductive System II

This course will cover female and male health-related reproductive issues 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.

Credits 3

Prerequisites

Successful completion of all Year 1 coursework

OM 2016: Osteopathic Principles and Practice III

This course is a continuation of OM 1016 Osteopathic Principles and Practice II and is designed to provide the student with a fundamental understanding of the principles and philosophies of osteopathic medicine. This understanding will allow a foundation for students to build osteopathic knowledge and provide every student the chance to offer their patients an additional approach to conventional medical care. This course will also emphasize the current biomechanical, functional, and physiologic philosophies providing a foundation for continued future education and development within the art and science of osteopathic medicine.

All seven core competencies of the Osteopathic Profession are addressed in a variety of ways in the course. In addition, medical knowledge, patient care, interpersonal communication skills, and professionalism are woven into the labs during hands on interactions with faculty members and fellow students. The course is designed to be foundational in knowledge, with clinical application emphasized when appropriate, to help the students learn not only the lexicon of OMM but also its application in medical care. The students are allowed time during and after lab to practice and master what has been taught and demonstrated.

Credits 3

Prerequisites

Successful completion of all Year 1 coursework

OM 2017: Osteopathic Principles and Practice IV

This course is a continuation of OM 2016 Osteopathic Principles and Practice III and is designed to provide the student with a fundamental understanding of the principles and philosophies of osteopathic medicine. This understanding will allow a foundation for students to build osteopathic knowledge and provide every student the chance to offer their patients an additional approach to conventional medical care. This course will also emphasize the current biomechanical, functional, and physiologic philosophies providing a foundation for continued future education and development within the art and science of osteopathic medicine.

All seven core competencies of the Osteopathic Profession are addressed in a variety of ways in the course. In addition, medical knowledge, patient care, interpersonal communication skills, and professionalism are woven into the labs during hands on interactions with faculty members and fellow students. The course is designed to be foundational in knowledge, with clinical application emphasized when appropriate, to help the students learn not only the lexicon of OMM but also its application in medical care. The students are allowed time during and after lab to practice and master what has been taught and demonstrated.

Credits 2

Prerequisites

Successful completion of all Year 1 coursework

OM 2018: Principles of Clinical Medicine III

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.

Credits 4

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.

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.

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.

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.

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.

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.

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.

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

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.

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.

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.

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. Variable Credits

Prerequisites

Acceptance and enrollment in the Academic Medicine and Leadership Track and Department of Clinical Education approval required.

AML 5010: Academic Medicine and Leadership I

The Academic Medicine and Leadership Track is a selective enrichment course that will provide students with specialized training in various areas of academics and leadership development. With the expansion of medical schools and residency programs, there is a growing demand for well-trained academicians and faculty. Students in this specialty track will learn about various, multi-faceted topics in academics, medical education, organized medicine, health policy, and leadership development. The student will be trained in skills to be an effective public speaker, educator, and physician leader. The track will be a continuum of two consecutive semester courses starting in the spring semester of the first year and ending in the fall semester of the second year. The educational objectives and contents of this track will be in addition to the required core curriculum.

Credits 2

Prerequisites

Acceptance into the Academic Medicine and Leadership Track

AML 5020: Academic Medicine and Leadership II

A continuation of AML 5010, this course will continue to build on the understanding that with the expansion of medical schools and residency programs in the United States, there is a growing demand for well-trained academicians and faculty. Students in this enrichment track will learn about the various, multi-faceted topics in academics, medical education, organized medicine, health policy, and leadership development. Skills necessary to become an effective public speaker, educator, and physician leader will be addressed.

Credits 2

Prerequisite Courses

[AML 5010: Academic Medicine and Leadership I](#)

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.

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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Credits 2

DGT 5001: Digital Health Track I

Credits 2

DGT 5002: Digital Health Track II

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.

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.

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.

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.

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.

Credits 1

MIL 5042: Military Medicine II

A continuation of MIL 5041 Military Medicine I.

Credits 1

Prerequisites

Military Medicine Program member

MIL 5043: Military Medicine III

A continuation of MIL 5042 Military Medicine II.

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.

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.

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.

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.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

RWM 5021: Rural and Wilderness Medicine I

This course will introduce students to rural and wilderness medicine. Introductory clinical concepts will be presented and an emphasis will be placed on procedural competencies that support a rural medical practice. Students may have the opportunity to meet with actively practicing clinicians in the community, residency directors, and other administrators associated with rural residency programs.

Credits 1

Prerequisites

Acceptance into the Rural and Wilderness Medicine Track.

RWM 5022: Rural and Wilderness Medicine II

This course is a continuation of RWM 5021 Rural and Wilderness Medicine I.

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 1st 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.

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.

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

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.

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.

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.

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.

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.

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.

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.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

DRM 4100: Dermatopathology Elective

Dermatopathology is a joint subspecialty of dermatology and pathology and to a lesser extent of surgical pathology that focuses on the study of cutaneous diseases at a microscopic and molecular level.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

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.

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.

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

Credits 1

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.

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.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

FAM 4200: Occupational Medicine

Occupational medicine (formerly industrial medicine) is the branch of medicine concerned with the maintenance of health in the workplace, including prevention and treatment of diseases and injuries, with secondary objectives of maintaining and increasing productivity and social adjustment in the workplace.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

FAM 4210: Sports Medicine Elective

Sports medicine, also known as sport and exercise medicine, is a branch of medicine that deals with physical fitness and the treatment and prevention of injuries related to sports and exercise.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

GLB 4001: Global Health Medicine Elective

Global Health Medicine provides opportunities for medical students to better understand the depth, breadth, and interdisciplinary nature of global health challenges.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

GLB 4100: Global Health Emergency Medicine Elective

Internationally-focused emergency medicine clerkship focusing on the care of undifferentiated, unscheduled patients with illnesses or injuries requiring immediate medical attention.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

GLB 4110: Global Health Family Medicine Elective

International clerkship focused on providing healthcare to vulnerable populations worldwide. Careful attention may be given to the use of resources, knowledge, and experience of diverse societies to address health challenges as well as combining population-based health promotion and disease prevention with individual-led care.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

GLB 4120: Global Health Internal Medicine Elective

Students can supplement their domestic clerkship experiences by traveling abroad. Opportunities to strengthen diagnostic skills, shift dependency on diagnostic tests, build a further sense of global health needs, provide a service to a community in need, and address the challenges of healthcare within an ethnically and culturally diverse area may occur when focusing on global health.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

GLB 4130: Global Health OBGYN Elective

Global Health OBGYN clerkship will focus on engaging healthcare providers interested in the care of women in under-served communities internationally.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

GLB 4140: Global Health Pediatric Elective

International clerkship focused on healthcare for children from birth through adolescence. Students may experience how diverse socio-cultural determinants affect healthcare and diseases in children that are uncommon in resource-rich areas.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

GLB 4150: Global Health Psychiatry Elective

Clerkship experience aiming to increase awareness of global mental health issues and social disparities.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

GLB 4160: Global Health Surgery Elective

Surgery has not always been considered a global health priority, but the global health community has recently recognized that surgical conditions form a significant burden of disease and have cost-effective interventions. Students may experience/discuss first-hand the global burden of surgical disease, surgery in resource-poor settings, surgical workforce and task shifting, as well as the ethics of surgical care in resource-poor settings.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

GLB 4200: Global Health OMM Elective

Internationally-focused clerkship involving the using of hands to diagnose, treat, and prevent illness or injury.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) 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.

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.

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

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.

Credits 1

Prerequisites

None

HUM 5002: Graphic Novels and Medicine II

Credits 1

HUM 5003: Graphic Novels and Medicine III

Credits 1

HUM 5004: Graphic Novels and Medicine IV

Credits 1

HUM 5011: History of Medicine

Open to all RVU programs, this course seeks to examine the role of doctors, patients, diseases and society's reaction to them over time and asks how medicine, disease and health have been motors for change. Each session encourages its participants to understand how contemporary medicine differs from, but is indelibly marked by its past. It is only available in Colorado at this time.

Credits 1

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.

Credits 1

Prerequisites

None

HUM 5031: Religion, Health and Healthcare

Credits 1

IMT 5001: Integrative Medical Nutrition

Credits 1

IMT 5011: Integrative Pain Mgmt & Prevention

Treatment of Substance Misuse

Credits 1

INT 4001: Internal Medicine Elective

Internal medicine is the medical specialty dealing with the prevention, diagnosis, and treatment of adult diseases.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4200: Nephrology Elective

Nephrology is a specialty of medicine and pediatrics that concerns itself with the kidneys: the study of normal kidney function and kidney problems, the preservation of kidney health, and the treatment of kidney problems, from diet and medication to renal replacement therapy (dialysis and kidney transplantation). Systemic conditions that affect the kidneys (such as diabetes and autoimmune disease) and systemic problems that occur as a result of kidney problems (such as renal osteodystrophy and hypertension) are also studied in nephrology.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4210: Infectious Disease Elective

The branch of medicine that focuses on infections is referred to as infectious disease. Infectious disease, also known as transmissible disease or communicable disease, is illness resulting from an infection. Infections are caused by infectious agents including viruses; viroids; prions; bacteria; nematodes such as parasitic roundworms and pinworms; arthropods such as ticks, mites, fleas, and lice; fungi such as ringworm; and other macroparasites such as tapeworms and other helminths.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4220: Rheumatology Elective

Rheumatology is a branch of medicine devoted to the diagnosis and therapy of rheumatic diseases. Rheumatologists deal mainly with immune-mediated disorders of the musculoskeletal system, soft tissues, autoimmune diseases, vasculitides, and heritable connective tissue disorders. Many of these diseases are now known to be disorders of the immune system. Rheumatology is considered to be the study and practice of medical immunology.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4230: Cardiology Elective

Cardiology is a branch of medicine dealing with disorders of the heart as well as parts of the circulatory system.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) course-work and passing score on COMLEX Level 1.

INT 4240: Hematology

Hematology is the branch of medicine concerned with the study of the cause, prognosis, treatment, and prevention of diseases related to blood.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4250: Hematology/Oncology Elective

The diagnosis, treatment, and prevention of blood diseases (hematology) and cancer (oncology) and research into them. Hematology-oncology includes such diseases as iron deficiency, anemia, hemophilia, sickle cell disease, the thalassemias, leukemias, and lymphomas, as well as cancers of other organs.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4260: Oncology Elective

Oncology is a branch of medicine that deals with the prevention, diagnosis, and treatment of cancer.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4270: Pulmonology Elective

Pulmonology is a medical specialty that deals with diseases involving the respiratory tract.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4280: Endocrinology Elective

Endocrinology is a branch of biology and medicine dealing with the endocrine system, its diseases, and its specific secretions known as hormones.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4290: Gastroenterology Elective

Gastroenterology is the branch of medicine focused on the digestive system and its disorders. Diseases affecting the gastrointestinal tract, which include the organs from mouth into anus, along the alimentary canal, are the focus of this specialty.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4300: Geriatrics Elective

Geriatrics, or geriatric medicine, is a specialty that focuses on healthcare of elderly people. It aims to promote health by preventing and treating diseases and disabilities in older adults.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4310: Allergy/Immunology Elective

Allergy and immunology involves the management of disorders related to the immune system. These conditions range from the very common to the very rare, spanning all ages and encompassing various organ systems.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4562: International Medicine Elective

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.

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.

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.

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.

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.

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.

MED 2002: Vaccines II Elective

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.](#)

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.

Credits 1

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework.

MED 3100: Intensive Immersion in Fundamentals

Credits 2

MED 3500: Medical Knowledge Application

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.

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.

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.

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.

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.

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.

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

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.

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

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.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4220: Nutrition Elective

Focus during this course will be on the development of skills in assessing, planning, implementing, and evaluating nutritional care for patients.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4230: Physical Medicine and Rehabilitation Elective

Physical medicine and rehabilitation, also known as physiatry, is a branch of medicine that aims to enhance and restore functional ability and quality of life to those with physical impairments or disabilities. Physiatrists specialize in restoring optimal function to people with injuries to the muscles, bones, ligaments, or nervous system.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4240: Sleep Study Elective

The medical term for this study is polysomnogram, which is a noninvasive, pain-free procedure that usually requires spending a night or two in a sleep facility. During a polysomnogram, a sleep technologist records multiple biological functions during sleep, such as brain wave activity, eye movement, muscle tone, heart rhythm, and breathing via electrodes and monitors placed on the head, chest, and legs.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4250: EKG Elective

Students will be given the opportunity to expand their understanding of electrocardiograms (EKG or ECG). EKG/ECG reviewing, analyzing, and reporting will be covered.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4260: Alternative Medicine Elective

Alternative medicine is a term that describes medical treatments that are used instead of traditional (mainstream) therapies. Some examples of alternative medicine include acupuncture, chiropractic medicine, energy therapies, magnetic field therapy, therapeutic touch, herbal medicine, and ayurvedic medicine.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4270: Integrative Medicine Elective

Integrative Medicine is healing-oriented medicine that takes account of the whole person, including all aspects of lifestyle. It emphasizes the therapeutic relationship between practitioner and patient, is informed by evidence, and makes use of all appropriate therapies.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4280: Hospice/Palliative Care Elective

Palliative care is specialized medical care for people with serious illness. This type of care is focused on providing relief from the symptoms and stress of a serious illness. The goal is to improve quality of life for both the patient and the family.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4290: Pharmacology Elective

Pharmacology is the branch of biology concerned with the study of drug action, where a drug can be broadly defined as any manmade, natural, or endogenous (from within body) molecule that exerts a biochemical or physiological effect on the cell, tissue, organ, or organism. More specifically, it is the study of the interactions that occur between a living organism and chemicals that affect normal or abnormal biochemical function. If substances have medicinal properties, they are considered pharmaceuticals.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4300: Podiatry Elective

Podiatry is a branch of medicine devoted to the study, diagnosis, and medical and surgical treatment of disorders of the foot, ankle, and lower extremity.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4310: Public Health Elective

Public health is the science and art of preventing disease, prolonging life, and promoting human health through organized efforts and informed choices of society, public and private organizations, communities, and individuals.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4320: Aerospace Medicine Elective

Aviation medicine, also called flight medicine or aerospace medicine, is a preventive or occupational medicine in which the patients/subjects are pilots, aircrews, or astronauts.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4330: Healthcare Profession Education

Credits 4

MED 4340: Medical Statistics

Credits 3

MED 4500: Overview of Medicine

This course is designed to provide the student with the opportunity to prepare for licensing board exams.

Variable Credits

Prerequisites

Clinical Education Department approval required.

MED 4505: Clinical Academic Elective

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.

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.

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.

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.

Credits 1

MED 4530: Medical Spanish Elective

Students will participate in Spanish language immersion programs with a specific focus on medical Spanish.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4540: Business in Medicine Elective

Students will focus on the integration of business practices within the medical community.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 5011: Medical Spanish

Open to all programs: The knowledge and effective use of medical Spanish is paramount for any new physician. This course takes a student's remedial Spanish and turns it into a useful tool for bilingual clinical experiences.

Credits 1

Prerequisites

Basic knowledge of Spanish

MED 5012: Medical Spanish II

Open to all programs: The knowledge and effective use of medical Spanish is paramount for any new physician. This course takes a student's remedial Spanish and turns it into a useful tool for bilingual clinical experiences.

Credits 1

Prerequisites

MED 5011 or basic knowledge of Spanish; course director approval.

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.

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.

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.

Credits 1

Prerequisites

Students must be currently in good academic standing.

MED 5020: Sexual Health I

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.

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.

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.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

NEU 4100: Neurosurgery Elective

Neurosurgery, or neurological surgery is the medical specialty concerned with the prevention, diagnosis, surgical treatment, and rehabilitation of disorders that affect any portion of the nervous system including the brain, spinal cord, peripheral nerves, and cerebrovascular system. Neurosurgery is often colloquially referred to as "brain surgery" though neurosurgeons often operate on the spinal cord and peripheral nervous system as well.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

NEU 4200: Critical Care Medicine Neurology Elective

Neurological Intensive Care is one of the newest and fastest-growing specialties in medicine today. Neuro-ICUs uniquely bring together specially trained physicians and nurses armed with advanced technology to perform clinical and basic science research on patients in a critical care setting to gain better understanding of their critical illnesses and to develop improved and innovative treatments for these conditions. Advanced monitoring techniques used in neuro-ICUs allow the identification of critical problems before permanent neurologic injury occurs. A neuro-ICU also provides many specialized therapeutic options for patients with serious neurologic illness.

Management of patients in a neuro-ICU is essential to achieve a favorable outcome.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

OM 2070: Pre-Clinical Capstone

The Pre-Clinical Capstone is a required course that provides an opportunity for student synthesis and integration of all pre-clinical content and concepts. It is designed to facilitate student self-assessment of key concepts in biomedical disciplines and development of knowledge in areas of weakness. This is accomplished through a Board Study Plan and multiple practice board exams which will allow for student identification of knowledge gaps. Practice board exams provide students with measures of readiness at various stages leading up to the actual board exam. Throughout the course students work in a self-directed manner to complete required practice item banks and study additional board prep materials with concentration on those areas identified for improvement. Students are expected to achieve a performance threshold in practice board exams before engaging in the actual board exams

Credits 2

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.

Credits 12

OM 4581: Nutrition Research Elective

Credits 4

OM 4582: OBGYN Elective

Credits 4

OM 4583: Maternal/Fetal Medicine Elective

Credits 4

OM 4584: OBGYN Independent Study Elective

Credits 4

OM 4585: OBGYN Online Elective

Credits 4

OM 4586: OBGYN Research Elective

Credits 4

OM 4587: OBGYN Rural Elective

Credits 4

OM 4588: Obstetrics Triage Elective

Credits 4

OM 4589: Osteopathic Manipulative Med Sel

Credits 4

OM 4590: OMM Independent Study Sel

Credits 4

OM 4591: Osteopathic Manipulative Research

Credits 4

OM 4592: Oncology Elective

Credits 4

OM 4593: Oncology Independent Study Sel

Credits 4

OM 4594: Oncology Research Elective

Credits 4

OM 4595: Ophthalmology Elective

Credits 4

OM 4596: Ophthalmology Research Elective

Credits 4

OM 4597: Overview of Medicine

Credits 1

OM 4598: Pathology Elective

Credits 4

OM 4599: Pathology Anatomical Elective

Credits 4

OM 4600: Pathology Blood Banking Elective

Credits 4

OM 4601: Pathology Clinical Elective

Credits 4

OM 4602: Pathology Forensic Elective

Credits 4

OM 4603: Pathology Hematology Elective

Credits 4

OM 4604: Pathology Independent Study Sel

Credits 4

OM 4605: Pathology Online Elective

Credits 4

OM 4606: Psychopathology Elective

Credits 4

OM 4607: Public Health Elective

Credits 4

**OM 4608: Public Health
Independent Study Sel**

Credits 4

**OM 4609: Public Health Online
Elective**

Credits 4

**OM 4610: Public Health Research
Elective**

Credits 4

**OM 4611: Public Health Rural
Elective**

Credits 4

OM 4612: Pediatric Elective

Credits 4

**OM 4613: Pediatric
Anesthesiology Elective**

Credits 4

**OM 4614: Pediatric Cardiology
Elective**

Credits 4

**OM 4615: Pediatric Child Abuse
Elective**

Credits 4

**OM 4616: Pediatric Dermatology
Elective**

Credits 4

**OM 4617: Pediatric
Developmental Elective**

Credits 4

**OM 4618: Pediatric Emergency
Medicine Sel**

Credits 4

**OM 4619: Pediatric
Endocrinology Elective**

Credits 4

OM 4620: Pediatric ENT Elective

Credits 4

**OM 4621: Pediatric
Gastroenterology Sel**

Credits 4

**OM 4622: Pediatric
Gastroenterology Research**

Credits 4

**OM 4623: Pediatric Gynecology
Elective**

Credits 4

**OM 4624: Pediatric Hematology-
Oncology Sel**

Credits 4

**OM 4631: Pediatric Neonatal
Intensive Care**

Credits 4

**OM 4632: Pediatric Oncology
Research Sel.**

Credits 4

**OM 4633: Pediatric Online
Elective**

Credits 4

**OM 4634: Pediatric Pathology
Elective**

Credits 4

**OM 4635: Pediatric Intensive
Care Elective**

Credits 4

**OM 4636: Pediatric Psychiatric
Elective**

Credits 4

**OM 4637: Pediatric Pulmonology
Elective**

Credits 4

**OM 4638: Pediatric Radiology
Independent Std**

Credits 4

**OM 4639: Pediatric Research
Elective**

Credits 4

OM 4640: Pediatric Rural Elective

Credits 4

**OM 4641: Pediatric Sports
Medicine Elective**

Credits 4

**OM 4642: Pediatric Urology
Elective**

Credits 4

**OM 4643: Perioperative Care
Elective**

Credits 4

OM 4644: Pharmacology Elective

Credits 4

**OM 4645: Pharmacology
Independent Study**

Credits 4

**OM 4646: Pharmacology
Research Elective**

Credits 4

**OM 4647: Physical Medicine/
Rehab Elective**

Credits 4

**OM 4648: Pain Management
Elective**

Credits 4

OM 4649: Psychiatry Elective

Credits 4

**OM 4650: Psychiatry Independent
Study Select**

Credits 4

**OM 4651: Psychiatry Research
Elective**

Credits 4

**OM 4652: Psychiatry Rural
Elective**

Credits 4

OM 4653: Pulmonology Elective

Credits 4

OM 4654: Radiology Elective

Credits 4

**OM 4655: Radiology Diagnostic
Elective**

Credits 4

OM 4656: Radiology Independent Study Sel

Credits 4

OM 4657: Radiology Interventional Elective

Credits 4

OM 4658: Radiology Neurological Elective

Credits 4

OM 4659: Radiology Oncology Elective

Credits 4

OM 4660: Radiology Online Elective

Credits 4

OM 4661: Radiology Pediatric Elective

Credits 4

OM 4662: Radiology Research Elective

Credits 4

OM 4663: Rheumatology Elective

Credits 4

OM 4664: Medical Spanish Online Elective

Credits 4

OM 4665: Sports Medicine Elective

Credits 4

OM 4666: Sports Medicine Independent Study

Credits 4

OM 4667: Sports Medicine Research Elective

Credits 4

OM 4668: General Surgery Elective

Credits 4

OM 4669: Bariatric Surgery Elective

Credits 4

OM 4670: ENT Surgery Elective

Credits 4

OM 4671: GI Surgery Elective

Credits 4

OM 4672: Gynecological Surgery Elective

Credits 4

OM 4673: Surgery Independent Study Elective

Credits 4

OM 4674: Neurosurgery Elective

Credits 4

OM 4675: Neurosurgery Research Elective

Credits 4

OM 4676: Oculoplastic Surgery

Credits 4

**OM 4677: Ophthalmology
Surgery Elective**

Credits 4

OM 4678: Oral Surgery Elective

Credits 4

**OM 4679: Orthopedic Surgery
Elective**

Credits 4

**OM 4680: Orthopedic Surgery
Independent Study**

Credits 4

**OM 4681: Orthopedic Surgery
Online Elective**

Credits 4

**OM 4682: Orthopedic Pediatric
Surgery Sel**

Credits 4

**OM 4683: Orthopedic Surgery
Research Sel**

Credits 4

**OM 4684: Orthopedic Spine
Surgery Elective**

Credits 4

**OM 4685: Orthopedic Trauma
Surgery Elective**

Credits 4

**OM 4686: Pathology Surgery
Elective**

Credits 4

**OM 4687: Pediatric Surgery
Elective**

Credits 4

**OM 4688: Plastic Surgery
Elective**

Credits 4

**OM 4689: Podiatric Surgery
Elective**

Credits 4

**OM 4690: Surgery Research
Elective**

Credits 4

**OM 4692: Thoracic Surgery
Elective**

Credits 4

**OM 4693: Transplant Surgery
Elective**

Credits 4

**OM 4694: Transplant Surgery
Independent Study**

Credits 4

**OM 4695: Trauma Surgery
Elective**

Credits 4

**OM 4696: Trauma Surgery
Independent Study**

Credits 4

**OM 4697: Trauma Surgery
Research Elective**

Credits 4

OM 4900: Medical Fellowship

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.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1

OMM 4901: Pre-Doctoral Osteopathic Principles and Practice Fellowship

The Pre-Doctoral Osteopathic Principles and Practice Fellowship program is designed to augment students' knowledge and application of the principles, philosophies, and procedures of osteopathic medicine in both the academic and clinical settings. This fellowship emphasizes an anatomic and physiologic understanding and application of OPP clinically, as well as the academic teaching experience in osteopathic principles and procedures. In addition, the fellowship provides excellent clinical experience through a variety of venues, including osteopathic healthcare for patients from infancy through geriatrics.

Variable Credits

Prerequisites

Acceptance into the program

OPH 4001: Ophthalmology Elective

Ophthalmology is the branch of medicine that deals with the anatomy, physiology, and diseases of the eyeball and orbit.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1

ORT 4100: Orthopedic Surgery Elective

Orthopedic surgery or orthopedics is the branch of surgery concerned with conditions involving the musculoskeletal system.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1

ORT 4110: Pediatric Orthopedic Surgery Elective

Pediatric Orthopedic surgery focuses on the diagnostic, treatment, and management of children's musculoskeletal programs including, but not limited to, limb and spine deformities, gait abnormalities, broken bones, and bone or joint infections and tumors.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

ORT 4120: Orthopedic Trauma Surgery Elective

Orthopedic trauma is a branch of orthopedic surgery specializing in problems related to the bones, joints, and soft tissues (muscles, tendons, ligaments) of the entire body following trauma. The main goal of this specialized area in orthopedics is the healing of the fractured bones, as well as restoring the anatomic alignment of the joint surfaces to allow for recovery and return to maximum function of the injured body part.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) course-work and passing score on COMLEX Level 1.

PDI 4701: SIMS Predoctoral Internship

Credits 24

PDI 4801: Mini Predoctoral Internship I

Credits 12

PDI 4802: Mini Predoctoral Internship II

Credits 12

PDI 4901: Predoctoral Internship I

Credits 24

PDI 4902: Predoctoral Internship II

Credits 24

PED 4001: Pediatric Elective

General clerkship focused on the branch of medicine that involves the medical care of infants, children, and adolescents.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1

PED 4100: Pediatric Anesthesiology Elective

Pediatric anesthesiology focuses on the general anesthesia, sedation, and pain management needs of infants and children.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1

PED 4110: Pediatric Dermatology Elective

Pediatric Dermatology focuses on care for children (newborns through adolescents) with skin disorders.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4120: Pediatric Emergency Medicine Elective

Pediatric emergency medicine is a medical subspecialty of both pediatrics and emergency medicine. It involves the care of undifferentiated, unscheduled children with acute illnesses or injuries that require immediate medical attention.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4130: Pediatric Gynecology Elective

Pediatric and Adolescent Gynecology focuses on conditions of the uterus, ovaries, vagina, and vulva.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4140: Pediatric Internal Medicine Elective

Pediatric internal medicine is a medical specialty in which doctors train to be board certified in both internal medicine and pediatrics. Med-peds physicians are given more training in order to become more proficient at treating and diagnosing more complex diseases, including more emphasis on critical care medicine.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4150: Pediatric Neurology Elective

Pediatric neurology or child neurology refers to a specialized branch of medicine that deals with the diagnosis and management of neurological conditions in neonates (newborns), infants, children, and adolescents. The discipline of child neurology encompasses diseases and disorders of the spinal cord, brain, peripheral nervous system, autonomic nervous system, muscles, and blood vessels that affect individuals in these age groups.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4160: Pediatric Pathology Elective

Pediatric pathology is a sub-specialty of surgical pathology that deals with the diagnosis and characterization of neoplastic and non-neoplastic diseases of children.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4170: Pediatric Psychiatric Elective

Pediatric psychiatry is a branch of psychiatry that focuses on the diagnosis, treatment, and prevention of mental disorders in children, adolescents, and their families.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4180: Pediatric Surgery Elective

Pediatric surgery is a subspecialty of surgery involving the surgery of fetuses, infants, children, adolescents, and young adults.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4190: Pediatric Urology Elective

Pediatric urology is a surgical subspecialty of medicine dealing with the disorders of children's genitourinary systems. Pediatric urologists provide care for both boys and girls ranging from birth to early adult age. The most common problems are those involving disorders of urination, reproductive organs, and testes.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4200: Pediatric Cardiology Elective

A pediatric cardiologist is a pediatrician who has received extensive training in diagnosing and treating children's cardiac problems. Evaluation and treatment may begin with the fetus since heart problems can now be detected before birth.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4230: Pediatric Ear, Nose, and Throat Elective

Pediatric Otolaryngology (Ear, Nose, and Throat) focuses on the medical and surgical treatment of ear, nose, and throat diseases in children.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4240: Pediatric Endocrinology Elective

Pediatric endocrinology is a medical subspecialty dealing with disorders of the endocrine glands, such as variations of physical growth and sexual development in childhood, diabetes, and many more.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4250: Pediatric Gastroenterology Elective

Pediatric gastroenterology developed as a subspecialty of pediatrics and gastroenterology. It is concerned with treating the gastrointestinal tract, liver, and pancreas of children from infancy until age eighteen.

Variable Credits

PED 4260: Pediatric Hematology-Oncology Elective

Pediatric Hematology-Oncology focuses on the medical needs of a child or adolescent diagnosed with a blood disease and/or cancer.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4270: Pediatric Infectious Disease Elective

The focus during a Pediatric Infectious Disease externship is providing medical care for recurring or persistent disease caused by an infectious agent such as bacteria, a fungus, a parasite, or other rare infection in children from birth through the teen years.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4280: Pediatric Intensive Care Elective

Pediatric Intensive Care focuses on the treatment of very sick and injured infants and children with a wide range of health problems, including congenital heart defects, trauma, childhood cancer, medical emergencies, and post-operative care following complex operations (such as a kidney transplant).

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4290: Pediatric Neonatal Elective

Neonatology is a subspecialty of pediatrics that consists of the medical care of newborn infants, especially the ill or premature newborn. It is a hospital-based specialty, and is usually practiced in neonatal intensive care units (NICUs).

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4300: Pediatric Nephrology Elective

Pediatric Nephrology offers comprehensive services for the entire spectrum of kidney and urinary diseases in children.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4310: Pediatric Pulmonology Elective

Pediatric pulmonology is a medical specialty that deal with diseases in children and adolescents involving the respiratory tract.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

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.

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.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PSY 4200: Psychopathology Elective

Psychopathology is the scientific study of mental disorders, including efforts to understand their genetic, biological, psychological, and social causes; effective classification schemes; course across all stages of development; manifestations; and treatment. The term may also refer to the manifestation of behaviors that indicate the presence of a mental disorder.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PSY 4210: Psychopharmacology

Psychopharmacology is the scientific study of the effects drugs have on mood, sensation, thinking, and behavior.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PTH 4001: Pathology Elective

Pathology is a significant field in modern medical diagnosis and medical research, concerned mainly with the causal study of disease, whether caused by pathogens or non-infectious physiological disorder.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PTH 4200: Pathology Blood Banking Elective

Blood banking, the process of collecting, testing, processing, and storing blood for later use, is a cornerstone of emergency and surgical medicine and is dependent on the clinical laboratory for ensuring the safe use of blood and its components.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PTH 4210: Pathology Forensic Elective

Forensic pathology is pathology that focuses on determining the cause of death by examining a corpse.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

RAD 4001: Radiology Elective

Radiology is the science of dealing with X-rays and other high-energy radiation, especially the use of such radiation for the diagnosis and treatment of disease.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

RAD 4100: Neuroradiology Elective

Neuroradiology is a subspecialty of radiology, which focuses on the diagnosis of abnormalities of the brain, spine, and head and neck.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

RAD 4200: Radiology Diagnostic Elective

Diagnostic radiology is the field of medicine that uses imaging exams and procedures to diagnose a patient. In any form of medical care, diagnostic radiology plays an integral part in the diagnosis of disease or injury.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

RAD 4210: Radiology: Interventional Elective

Interventional radiology, sometimes known as vascular and interventional radiology, is a medical specialty that provides minimally invasive image-guided diagnosis and treatment of disease.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

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.

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

Credits 1

RSH 3001: Integrated Clinical Research Ext I

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.

Variable Credits

RSH 4002: Integrated Clinical Research Ext II

Credits 4

SIM 4001: Simulation in Medicine and Surgery

Credits 2

SIM 4901: Pre-doctoral Sim Fellowship I

Credits 12

SIM 4902: Pre-doc Simulation Fellowship II

Credits 12

SIM 4903: Pre-doctoral Sim Fellowship III

Credits 12

SIM 4904: Pre-doctoral Sim Fellowship IV

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.

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

Credits 2

SRG 4100: Urogynecologic Surgery Elective

Urogynecologic surgery is a surgical specialty focusing on minimally invasive and robotic gynecologic surgical procedures.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 4200: Bariatric Surgery Elective

Bariatric surgery includes a variety of procedures performed on people who have obesity.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 4210: Plastic Surgery Elective

Plastic surgery is a surgical specialty involving the restoration, reconstruction, or alteration of the human body. It can be divided into two categories. The first is reconstructive surgery which includes craniofacial surgery, hand surgery, microsurgery, and the treatment of burns. The other is cosmetic or aesthetic surgery. While reconstructive surgery aims to reconstruct a part of the body or improve its functioning, cosmetic surgery aims at improving the appearance of it. Both of these techniques are used throughout the world.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 4220: Oral Surgery Elective

Oral and maxillofacial surgery specializes in treating many diseases, injuries, and defects in the head, neck, face, jaws and the hard and soft tissues of the oral (mouth) and maxillofacial (jaws and face) region. It is an internationally recognized surgical specialty.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 4230: Thoracic Surgery Elective

Cardiothoracic surgery (also known as thoracic surgery) is the field of medicine involved in surgical treatment of organs inside the thorax (the chest)—generally treatment of conditions of the heart (heart disease) and lungs (lung disease). In most countries, cardiac surgery (involving the heart and the great vessels) and general thoracic surgery (involving the lungs, esophagus, thymus, etc.) are separate surgical specialties; the exceptions are the United States, Australia, New Zealand, and some EU countries, such as the United Kingdom and Portugal.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 4240: Transplant Surgery Elective

Transplant surgery is the surgical removal of an organ(s), tissue, or blood products from a donor and surgically placing or infusing them into a recipient.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 4250: Trauma Surgery Elective

Trauma surgery is a surgical specialty that utilizes both operative and non-operative management to treat traumatic injuries, typically in an acute setting.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 4260: Ear, Nose, and Throat (ENT) Surgery Elective

Otorhinolaryngology is a surgical subspecialty within medicine that deals with conditions of the ear, nose, and throat (ENT) and related structures of the head and neck. Patients seek treatment from an otorhinolaryngologist for diseases of the ear, nose, throat, base of the skull, and for the surgical management of cancers and benign tumors of the head and neck.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) course-work and passing score on COMLEX Level 1.

SRG 4270: Podiatric Surgery Elective

Podiatric surgery is a specialist field in the podiatry profession. Podiatric surgery is the surgical treatment of conditions affecting the foot, ankle, and related lower extremity structures by accredited and qualified specialist podiatrists.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 4280: Gastrointestinal Surgery Elective

Includes both upper gastrointestinal surgery (upper GI surgery), which focuses on the upper parts of the gastrointestinal tract including Liver resection, Esophagectomy, and Pancreaticoduodenectomy, and lower gastrointestinal surgery (or colorectal surgery) and surgery of the small intestine.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 4290: Perioperative Care Elective

Perioperative Care focuses on patient necessities before, during, and after a surgical procedure. Key elements may include patient preparation prior to the day of surgery, a standardized approach to patient monitoring and education on the day of surgery, and careful postoperative monitoring.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

TRM 4200: Trauma Elective

Trauma surgery is a surgical specialty that utilizes both operative and non-operative management to treat traumatic injuries, typically in an acute setting.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

ULT 4001: Ultrasound Elective

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.

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

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".

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

WMN 4100: Gynecology Elective

Gynecology is the medical practice dealing with the health of the female reproductive systems and the breasts.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) course-work and passing score on COMLEX Level 1.

WMN 4110: OBGYN Elective

Obstetrics and gynecology is the medical specialty that deals with pregnancy, childbirth, and the postpartum period and the health of the female reproductive systems and the breasts.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

WMN 4120: Gynecologic Oncology Elective

Gynecologic oncology is a specialized field of medicine that focuses on cancers of the female reproductive system, including ovarian cancer, uterine cancer, vaginal cancer, cervical cancer, and vulvar cancer.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

WMN 4130: Gynecological Surgery Elective

Gynecological surgery refers to surgery on the female reproductive system and is usually performed by gynecologists. It includes procedures for benign conditions, cancer, infertility, and incontinence.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

WMN 4200: Maternal/Fetal Medicine Elective

Maternal-fetal medicine is a branch of medicine that focuses on managing health concerns of the mother and fetus prior to, during, and shortly after pregnancy.

Variable Credits

Prerequisites

Successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

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.

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.

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

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

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.

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 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.

Student Associations, Clubs, and Organizations

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 SGA, 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 SAACFP, 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

IAMSIG 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 SAACOF.

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

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 for Diversity, Equity, and Inclusion

The Rocky Vista University Office for Diversity, Equity, and Inclusion (DEI) 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. Our goal is the promotion and practice of DEI throughout every sector and dimension of the University to the benefit of the entire RVU community. Contact us for more information or services at 720-875-2825.

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 Help Desk

The Information Technology (IT) Help Desk is available to assist students both on- and off-campus with technical issues they may encounter throughout enrollment. The IT Help Desk is generally available Monday through Friday from 8:00 am until 5:00 pm.

Students enrolled at the Colorado campus can email cohelpdesk@rvu.edu for assistance; students enrolled at the Utah campus can email uthelpdesk@rvu.edu for assistance; students enrolled at the Montana campus can email mthelpdesk@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, the ability to add and drop courses, run a degree audit, view financial information, receive important news and alerts, and access the Learning Management System, which houses online content for courses, including lecture notes for courses, syllabi, video lecture links, and additional course material, as determined by course faculty. Grades for exams, quizzes, and other course assignments are also available on the MyVista Student Portal, as well as final course grades.

Office of Simulation in Medicine and Surgery

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

Office of Testing

The Office of Testing (OOT) is in charge of preparing, administering, and processing scores for all written exams, quizzes, and rubrics-scored essay assignments, providing score reports to faculty, and administering post-exam reviews. 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 the Directors of Preclinical Education, Program Directors, Deans, and Course Directors 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. OOT asks that students limit use of this option to emergencies, and no more than five times per student, per semester.

Please contact officeoftesting@rvu.edu for the Colorado and Utah campuses, or 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 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 either campus.

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) 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 [Clergy Act](#). (*The annual security report can be found on the Clergy 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:

Hometown News Program

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

Press Releases

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

Vista View Newsletter

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

Event Marketing

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

Photography

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

Apparel and Products

Marketing approval is required for any apparel or merchandise that students or employees would like to produce that uses the RVU logo, wordmark, mascot, or

any other reference to the University or its programs. The Marketing Department will ensure compliance in several areas:

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

Website

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

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 Marketing Department is responsible for maintaining and enforcing this policy, as well as ensuring the appropriate branding and representation

of the University. The Marketing Department reserves the right to make changes to the social media policy at any time.

Affiliated User Sites

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

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

Official Class Groups on Facebook

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

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

Posting on Personal Sites

Members of the RVU Community are encouraged to share University news and events that are a matter of public record with their social networks. However, despite the site or account being personal, if there is a violation of RVU's Code of Conduct or Appropriate

Conduct and Discipline, students or employees may still face disciplinary action, particularly if RVU is tagged or mentioned in the post.

Confidentiality

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

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

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

Professional Communications

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

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

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

Student 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 by providing 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 and residency 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

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 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 within each course. 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. 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
(303) 860-0122; 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
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

Acronym or Term	Meaning
	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
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

Acronym or Term	Meaning
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 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.

Acronym or Term	Meaning
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.