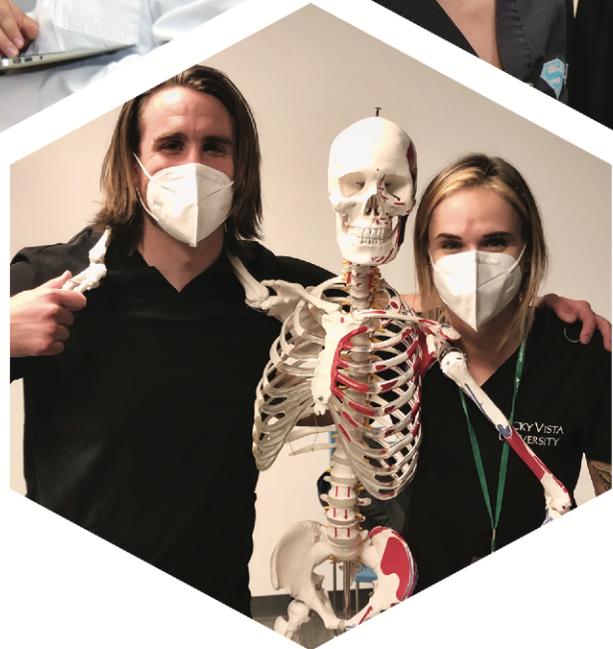
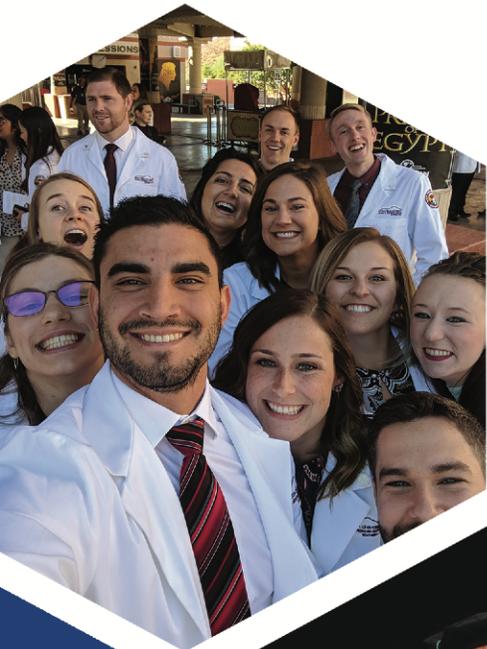




ROCKY VISTA UNIVERSITY



Student Handbook and Catalog 2022-2023

Table of Contents

RVU Student Handbook and Catalog | Page 4

Introduction | Page 4

A Message from the President and Provost | Page 4
Mission, Vision Statement and Core Values | Page 4

About Rocky Vista University | Page 5

Degree Programs | Page 5
Accreditations | Page 6
Professional Licensure Disclosure Statement | Page 6

Enhancing Your RVU Learning Experience By Successfully Interacting Across Cultural Differences | Page 6

University Policies | Page 7

Reservation of Power | Page 7
Non-Discrimination Statement | Page 8
Diversity Statement | Page 8
Sexual Misconduct and Non-Discrimination Policy | Page 9
Title IX Policy | Page 9
Pregnant and Parenting Students Policy | Page 9
CLERY Act | Page 10
Health Insurance Portability and Accountability Act (HIPAA) | Page 10
OSHA - Biosafety, Universal Precautions, and Bloodborne Pathogens | Page 10
Needlestick and Bloodborne Pathogen Exposure | Page 11
Anatomy Laboratory Donor Program | Page 11
Professional Liability and Workers' Compensation Insurance | Page 11
The Family Educational Rights & Privacy Act (FERPA) | Page 11
Student Complaints | Page 11
Colorado Voter Registration | Page 12
Utah Voter Registration | Page 12
Student Confidentiality and Conflict of Interest | Page 12
Confidentiality of Course Evaluation and Feedback | Page 13
Firearms and Other Prohibited Items | Page 13
RVU Student ID Badge Policy | Page 13
Lost and Found Policy | Page 13
Email Signature Policy | Page 14
Smoking, Marijuana, Tobacco, and Vaping Policy | Page 14
COVID-19 Vaccine Policy | Page 14

General Academic Policies and Procedures | Page 15

Attendance | Page 15
Student Responsibility to Obtain Information | Page 15
Acceptable Use of Computing Resources Policy | Page 15
Required Technology | Page 16
E-Mail Communication Policy | Page 16
Social Media Policy | Page 17
Student Health Insurance | Page 18
Parking Permits | Page 18

Code of Conduct | Page 18

Statement of Student Rights and Responsibilities | Page 18
Code of Student Conduct and Academic Responsibility | Page 18
Honor Code | Page 19
Honor Code Committee | Page 19
Academic Integrity | Page 19
Conduct Standards | Page 20
Classroom Behavior | Page 20
Impaired Student Policy | Page 20
Privacy | Page 21
Dress Code | Page 21
Failure to Report a Violation | Page 22
Policies and Procedures for Alleged Code of Conduct Violations | Page 22
Preponderance of Evidence in Investigations | Page 22

Disciplinary Sanctions | Page 22
Appeals Process for Code of Conduct | Page 23
EthicsPoint | Page 24

Student Educational Records | Page 24

Academic Records | Page 24
Student Contact Information | Page 24
Course Registration | Page 25
Grades | Page 25
Grade Point Average (GPA) | Page 25
Grade Reports | Page 25
Grade Change Policy | Page 25
Degree Audits | Page 25
Administrative Holds | Page 25
Background Check and Drug Screen | Page 25
Health Records and Immunizations | Page 26
Student Enrollment Status Changes | Page 26
Transcripts (Official and Unofficial) | Page 28
Diplomas | Page 28
Transfer of Credit | Page 29
Verification of Enrollment | Page 29

Student Financial Services | Page 29

Tuition Refund Policy | Page 29
Financial Aid | Page 29

Student Support and Services | Page 32

Administration/Faculty Office Hours | Page 32
The Office for Diversity, Equity, and Inclusion | Page 32
Career and Professional Development | Page 32
Campus Safety and Security | Page 32
Disabilities and Academic Accommodations | Page 33
Educational Learning Services | Page 34
The Frank Ritchel Ames Memorial Library | Page 34
IT Help Desk | Page 35
Marketing and Communications | Page 35
Mental Health Counseling | Page 35
Office of Research and Scholarly Activity | Page 36
Office of Simulation in Medicine and Surgery | Page 36
Office of Testing | Page 36
Print Center | Page 37
MyVista Student Portal | Page 37
Writing Center | Page 37

Student Associations, Clubs, and Organizations | Page 37

Student Government Association | Page 37
American College of Osteopathic Emergency Physicians (ACOEP) | Page 38
American College of Osteopathic Pediatricians (ACOP) | Page 38
American College of Osteopathic Physical Medicine & Rehabilitation (ACOPMR) | Page 38
American College of Osteopathic Surgeons - Medical Student Section (ACOS-MSS) | Page 38
American Medical Women's Association (AMWA) | Page 38
American Osteopathic Academy of Sports Medicine (AOASM) | Page 38
American Osteopathic College of Anesthesiologists (AOCA) | Page 38
Asian Pacific American Medical Student Association (APAMSA) | Page 39
Association of Women Surgeons (AWS) | Page 39
Business in Medicine/Financial Literacy Club (BiM) | Page 39
Christian Medical and Dental Society (CMDA) | Page 39
Collegium Aesculapium | Page 39
Colorado Medical Society (CMS) | Page 39
Community Outreach and Medical Mentors (COMM) | Page 39
Dermatology/Pathology (DERM/PATH) | Page 39
Global Health Club (GHC) | Page 40

Global Medicine Outreach (GMO Club) | Page 40
 Gold Humanism Honor Society (GHHS) | Page 40
 Integrative Medicine Club (IMC) | Page 40
 Internal Medicine Interest Group (IMIG) | Page 40
 Interprofessional Addiction Medicine Student Interest Group (IAMSIG) | Page 40
 LatinX Club | Page 41
 Lifestyle Medicine Club (LMC) | Page 41
 Medical Research Club | Page 41
 Medical Spanish Club | Page 41
 Medical Student Pride Alliance (MSPA) | Page 41
 Medical Students Advocates for Underserved Populations (MSAUP) | Page 41
 Obstetrics & Gynecology Club (OB/GYN) | Page 41
 Osteopathic Medical Student Coalition (OMSC) of the Colorado Society of Osteopathic Medicine (CSOM) | Page 41
 Physical Medicine and Rehabilitation Club (PM&R) | Page 42
 PsychSIGN | Page 42
 Radiology, Ophthalmology, Anesthesia, & Dermatology Club (ROAD) | Page 42
 Rotary Community Corps of Rocky Vista University (RCC/RVU) | Page 42
 RVU Internal Medicine Club (RVUIMC) | Page 42
 RVU Ultrasound Interest Group | Page 42
 Sigma Sigma Phi (SSP) | Page 42
 SIM Scholar Club | Page 43
 Simulation in Medicine Club (SIM) | Page 43
 STIGMA | Page 43
 Student American Academy of Osteopathy (SAAO) | Page 43
 Student American Osteopathic Association of Orthopedics (SAOAO) | Page 43
 Student Association - American College of Osteopathic Family Physicians (SAACOF) | Page 43
 Student Association of Military Osteopathic Physicians & Surgeons (SAMOPS) | Page 43
 Student National Medical Association (SNMA) | Page 43
 Student Osteopathic Medical Association (SOMA) | Page 44
 Ultrasound Research Club (URC) | Page 44
 Ultrasound Society Club (US) | Page 44
 The Wilderness Medicine Society Student Interest Group (WMSIG) | Page 44

University Administration | Page 44

RVU College of Osteopathic Medicine | Page 45

A Message from the RVUCOM Dean | Page 45
 Mission and Vision Statements | Page 45
 RVUCOM Academic Calendar | Page 45
 RVUCOM Program Leadership | Page 46

Montana College of Osteopathic Medicine | Page 47

A Message from the Dean | Page 47
 MCOM Senior Leadership | Page 48

Master of Science in Biomedical Sciences | Page 49

A Message from the Program Director | Page 49
 MSBS Mission Statement and Vision Statement | Page 49
 Introduction | Page 50
 MSBS Academic Calendar | Page 50
 MSBS Program Administration | Page 50

Master of Physician Assistant Studies | Page 51

Program Director's Welcome | Page 51
 Mission Statement, Goals/Strategic Priorities, and Graduate Competencies | Page 51
 PA Academic Calendar | Page 52

Disclaimer for COVID-19 Pandemic | Page 54 **Student Resources and References | Page 54**

Course Code Prefix Guide | Page 54
 Student Services Quick-Reference Guide | Page 54
 Frequently Used Terms | Page 55
 RVU Faculty | Page 56

Degree Programs | Page 61

Clinical Clerkship Degree Requirements | Page 61
 Doctor of Osteopathic Medicine (DO) - MCOM | Page 61
 Doctor of Osteopathic Medicine (DO) - RVUCOM | Page 62
 Master of Physician Assistant Studies (PA) | Page 63
 Master of Science in Biomedical Sciences (MSBS) - RVUCOM | Page 64
 Pre-Clinical Curriculum for RVUCOM | Page 64

Courses | Page 66

Biomedical Sciences | Page 66
 Osteopathic Medicine | Page 68
 Behavioral Medicine | Page 75
 Family Medicine | Page 76
 Internal Medicine | Page 76
 Interprofessional Education | Page 78
 Medicine - General | Page 78
 Osteopathic Principles and Practice | Page 81
 Pediatrics | Page 82
 Surgery | Page 85
 Women's Health | Page 87
 Physician Assistant | Page 88
 Academic Medicine and Leadership | Page 91
 Anatomy | Page 91
 Anesthesiology | Page 92
 Critical Care | Page 92
 Dermatology | Page 92
 Emergency Medicine | Page 92
 Global Health | Page 92
 Humanities | Page 94
 Integrative Medicine Training | Page 95
 Long Term Care | Page 95
 Military | Page 96
 Neurology | Page 96
 Ophthalmology | Page 97
 Orthopedics | Page 97
 Osteopathic Manipulative Medicine | Page 97
 Pathology | Page 98
 Physician Science | Page 98
 Psychiatry | Page 98
 Radiology | Page 98
 Research | Page 99
 Rural and Wilderness Medicine | Page 100
 Trauma | Page 100
 Urban Underserved Medicine | Page 100
 Urgent Care | Page 101
 Urology | Page 101
 Wound Care | Page 101

RVU Student Handbook and Catalog

Introduction

A Message from the President and Provost

This year's Rocky Vista University Student Handbook and Catalog is published as we await the matriculation of our 15th class of students in the DO program. This milestone, along with the success of our Master of Physician Assistant Studies (PA) and Master of Science in Biomedical Sciences (MSBS) students confirms that the RVU vision of achieving new heights in medical education is a reality.



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.

As I write this, we have recently announced the hiring of our inaugural Vice President for Diversity, Equity, and Inclusion (DEI). This university-level leader will report directly to the Office of the President and is charged with continuing the work started by students, faculty and staff, and the DEI task forces and advisory council. The office of DEI will work with students, faculty, and staff on their DEI initiatives as well as university-wide programming, education, and outreach.

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, excellence,

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, CEO, and Provost
Rocky Vista University

Mission, Vision Statement and Core Values

Mission

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

Vision Statement

Achieving New Heights in Medical Education.

Core Values

Integrity:

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

Collegiality:

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

Compassion:

The willingness to be engaged with the needs of others.

Diversity:

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.

Excellence:

The commitment to exceed expectations in education.

Service:

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

Innovation:

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

About Rocky Vista University



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

Rocky Vista University's second location is in Ivins, Utah—10 miles from downtown St. George. The Southern Utah campus hosts a 104,000 square foot medical education building with two 200-seat lecture halls, three seminar rooms, 36 breakout rooms, an osteopathic clinical skills lab, a full dissection gross

anatomy lab, a multipurpose/ neuroanatomy/ ultrasound lab, a simulation center, standardized patient rooms, and a 4,300 square foot library. The Southern Utah campus also includes a 23,000 square foot medical office building across the street, for administrative offices and a medical clinic. Additionally, the Southern Utah Veterans Home, which is adjacent to the campus, provides students with longitudinal care experience. The breathtaking Snow Canyon State Park is just 5 minutes from campus, which offers biking, hiking, and other recreational activities.

The Rocky Vista University's third campus is located in Billings, Montana – the largest city in the state. The flagship Montana College of Osteopathic Medicine (MCOM) sits on 12.8 acres and will house a 138,000 square foot technologically advanced medical education building. The new facility boasts a massive state-of-the-art simulation center, expansive active learning classrooms, a full gross anatomy cadaver lab, a research lab, and a large library with ample study spaces throughout the building. The building will also have a yoga studio, a well-equipped fitness center, expansive green lawns with walking trails to promote student wellness. Numerous giant-sized windows provide ample natural light and will showcase Montana's famous Big Sky. The Montana College of Osteopathic Medicine will have the distinction of being the first four-year medical school with a dedicated campus in the state and is expected to launch in July 2023.

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

Degree Programs

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

Doctor of Osteopathic Medicine

(Available at all campus locations)

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

Master of Physician Assistant Studies

(Colorado campus location only)

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

Master of Science in Biomedical Sciences

(Available at Colorado and Utah campus locations)

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

Accreditations

Rocky Vista University has full authorization with both the Colorado Department of Higher Education and the Utah Department of Commerce.

Colorado Department of Higher Education

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

Utah Department of Commerce

160 East 300 South
Salt Lake City, Utah 84114
801-530-6601

Rocky Vista University is accredited by the following agencies:

The Higher Learning Commission

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

American College of Surgeons

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

Rocky Vista University has programmatic accreditation through the following agencies:

Commission on Osteopathic College Accreditation

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

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)

3325 Paddocks Parkway, Suite 345, Suwanee, Georgia 30024

Phone: 770-476-1224

Fax: 470-253-8271

<http://www.arc-pa.org/>

For information on accreditation, please visit the RVU website.

Professional Licensure Disclosure Statement

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

RVU strongly encourages students to determine any additional requirements for licensure in the state in which they seek to practice osteopathic medicine. Students should refer to the individual state licensing bodies, as well as the Federation of State Medical Boards or the Physician Licensing Service for requirements for licensure.

The RVU Physician Assistant Studies program is provisionally accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), and the educational degree completion requirements meet the qualifications for taking the Physician Assistant National Certifying Examination (PANCE) for PA certification.

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.

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

University Policies

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

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, 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.

Non-Discrimination Statement

It is the policy of Rocky Vista University and all of its affiliated colleges and organizations not to engage in discrimination or harassment against any person because of race, color, religion or creed, sex, gender, gender identity, pregnancy, national or ethnic origin, non-disqualifying disability, age, ancestry, marital status, sexual orientation, veteran status, political beliefs or affiliations, and to comply with all federal and state non-discrimination, equal opportunity and affirmative action laws, orders and regulations, including remaining compliant and consistent with the Civil Rights Act; the Americans with Disabilities Act; the Rehabilitation Act of 1973; and Title IX of the Education Amendments of 1972. This policy on non-discrimination applies to admissions, enrollment, scholarships, loan programs, participation in University activities, employment and access to, participation in, and treatment in all University centers, programs, and activities.

Questions, comments, or complaints regarding discrimination or harassment may be directed to the RVU Office of Compliance and/or the Title IX Coordinator by calling (720) 874-2481. Complaints may

also be filed with the [U.S. Department of Education, Office for Civil Rights](#) by visiting their website or calling their Customer Service Hotline: (800) 421-3481.

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.

Sexual Misconduct and Non-Discrimination Policy

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

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

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

Compliance with this Policy is a term and condition of student enrollment and employment at the University.

Questions about this policy or Title IX can be directed to the Title IX Coordinator at (720) 874-2481.

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

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

Any individual who believes that an employee or student of the University, including 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. Questions about this policy or Title IX can be directed to the Title IX Coordinator at (720) 874-2481.

Title IX Policy

All RVU employees and students are trained about Title IX Sexual Misconduct Laws on an annual basis. Students and employees are made aware of, and updated on, the Federal Title IX Act and RVU's policies throughout each year.

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

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

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

Pregnant and Parenting Students Policy

In accordance with the Pregnant and Parenting Student Civil Rights outlined by the U.S. Department of Education's Office of Civil Rights (OCR), RVU must excuse a student's absence because of pregnancy or childbirth for as long as the student's physician deems the absences medically necessary. In addition, when a student returns to school, the student must be allowed to return to the same academic and extracurricular status as before the medical leave began. Students enrolled in courses, fellowship, or clinical rotation during or after pregnancy may face unique challenges regarding attendance and the ability to be absent from the site. Pregnant and parenting students who are in the midst of courses, clinical rotation or fellowship should work with the Associate/Assistant Dean of Student Affairs to address challenges unique to the students' situation. Students on or entering clinical

rotation should also contact their Program Director (PA) or the Associate Dean of Clinical Education (COM), as schedules can be rearranged.

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

CLERY Act

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

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

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

For more information, view the RVU Annual Security Report.

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

Health Insurance Portability and Accountability Act (HIPAA)

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

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

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

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

OSHA - Biosafety, Universal Precautions, and Bloodborne Pathogens

All students must complete a basic training course in biosafety, as required by the Occupational Safety and Health Administration (OSHA). Because patient contact and/or hands-on learning is a required part of the RVU curriculum, all RVU students must complete OSHA training annually. The avenue chosen for completion of this training is the Collaborative Institutional Training Initiative (CITI) online program.

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

Needlestick and Bloodborne Pathogen Exposure

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.

Anatomy Laboratory Donor Program

Cadaveric specimens that are used in Anatomy Labs are obtained from individuals who recognized the importance of human dissection in the training of physicians. 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 could 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 will be required to complete the remainder of Gross Anatomy Laboratory coursework for the academic year using alternative but equivalent learning and assessment materials.

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 Human Resources immediately. Students are not covered for non-RVU activities.

The Family Educational Rights & Privacy Act (FERPA)

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

Student Complaints

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

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

Colorado Voter Registration

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

Utah Voter Registration

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

Student Confidentiality and Conflict of Interest

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

expressed permission is individually obtained from the student patient. Patient confidentiality will be guaranteed for all RVU students in all clinical settings.

Confidentiality of Course Evaluation and Feedback

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 through the procedures of this policy.

Firearms and Other Prohibited Items

Possessing unauthorized firearms, ammunition, explosives, fireworks, and/or other dangerous weapons or instruments resembling them, which may cause fear/ alarm in or harass another person within or upon the grounds, buildings, or other facilities of RVU or at any RVU-sponsored or supervised function or event is prohibited. Any person(s) in violation of this regulation shall be subject to University disciplinary action and/or criminal charges. An exception is granted only for city, state, or federal law enforcement officers.

Prohibited Items

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

- Alcoholic beverages and containers without approval from the President, Vice President of Enrollment Management & External Relations, or Associate/Assistant Dean of Student Affairs;
- Narcotics, drugs, and drug-related items;
- Firearms, weapons, ammunition and related paraphernalia, BB guns, and air guns;
- Explosive materials;
- Realistic replicas of firearms or other weapons;
- Gasoline, kerosene, and other fuels;

- Firecrackers and fireworks;
- Combustible decorations;
- Candles, lanterns, incense, etc. (no open flames);
- Chemicals of any kind (exceptions: approved custodial cleaning chemicals, lab chemicals);
- Additional furniture (without prior approval of the Director of the Department of Facilities and Grounds);
- Immersion heaters;
- Pets, including fish and reptiles (exception: approved ADA service animals);
- Items that may affect the safety or security of the University.

RVU Student ID Badge Policy

University policy requires all students obtain and carry their RVU Student ID Badge while on campus. It is primarily used for identification, for verification of RVU status, and for using University services, such as access to the building. The badge may be obtained at the Security Office on each campus.

Completion of the Critical Student Information Survey is required to obtain the RVU Student ID Badge. Use of the badge by anyone other than the person to whom it was issued is strictly prohibited. The cardholder is responsible for any and all losses associated with their card. RVU Student ID Badges are the property of RVU and must be returned on request.

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

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

Lost and Found Policy

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

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

Email Signature Policy

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

Smoking, Marijuana, Tobacco, and Vaping Policy

Rocky Vista University is a smoke, tobacco, vape-free campus. Therefore, it is the policy of Rocky Vista University that the use of all tobacco or marijuana products and vaping (e-cigarettes) will be prohibited on all campus properties, including interior spaces on campus, and the outdoor property or grounds controlled and/or maintained by Rocky Vista University. This includes all university owned or leased vehicles. For the purpose of this policy, “smoking” includes tobacco, cigarettes, cigars, cigarillos, pipes, hookah products, marijuana (or any other drugs), vaping, or any other product inhaled through papers or smoking devices. “This also includes any smokeless, dissolvable, or inhaled tobacco products, including but not limited to dip, chew, snuff and snus in any form (orbs, sticks, pellets, etc.).

“No Smoking on Campus” signage is in place around the property to advise as such. If anyone is seen or reported smoking or using any of the abovementioned products on campus, Security Staff will establish contact with the individual(s), advise of the policy, and have them extinguish and dispose of it. Repeat offenders will be held responsible and will be addressed either through Human Resources (employees), or the Office of Student Affairs as an Honor Code Violation (Students).

COVID-19 Vaccine Policy

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

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

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

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

General Academic Policies and Procedures

Attendance

Attendance policies are left to the discretion of each program. See program-specific attendance policies in Dynamic Policy or in individual program handbooks.

Student Responsibility to Obtain Information

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

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

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

Acceptable Use of Computing Resources Policy

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

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

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

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

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

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

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

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

Required Technology

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

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

E-Mail Communication Policy

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

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

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

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

Mass Email Messages

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

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

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

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

Enforcement

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

Social Media Policy

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

Affiliated User Sites

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

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

Official Class Groups on Facebook

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

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

Posting on Personal Sites

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

Confidentiality

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

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

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

Professional Communications

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

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

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

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

Student Health Insurance

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

Parking Permits

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

Code of Conduct

Statement of Student Rights and Responsibilities

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

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

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

Code of Student Conduct and Academic Responsibility

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

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

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

The Physician Assistant Program has a program-specific mechanism in place to address conduct violations (refer to "Requirements for Promotion and Graduation" in the Master of Physician Assistant

Studies Program Catalog section of this Handbook). However, in the event a PA student has an alleged violation of University policy, the student may be brought before the University Honor Code Committee or Provost, in accordance with University policy.

Honor Code

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

Honor Code Committee

The Honor Code Committee is composed of student representatives from the DO program (first year, second year, and clinical years), the MSBS program, and the PA program. All student representatives are elected by their respective classmates. The Associate/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.

Academic Integrity

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

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

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

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

Copying of examination questions is expressly forbidden.

Conduct Standards

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

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

Violations include but are not limited to:

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

status, or cultural group and/or any other protected group or as a result of an individual membership in any protected group;

- Sexual misconduct;
- Stalking;
- Unacceptable use of computing resources as defined by the University;
- Impeding or obstructing a University investigatory, administrative, or judicial proceeding;
- Threats of or actual physical harm to others, or damage or vandalism to property;
- Any activity that may be construed as hazing or engaging in, supporting, promoting, or sponsoring hazing of another student, faculty, or staff member;
- Embezzlement or misuse of University and/or student organizational monies or resources;
- Failure to comply with the directives of a University official;
- Violations of the terms or conditions of a disciplinary sanction imposed by the administration;
- Violation of state or federal law, rule, regulation, or ordinance;
- Violation of HIPAA privacy requirements; and
- Fraud, misrepresentation, forgery, alteration, or falsification of any records, information, data, or identity.

Classroom Behavior

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

A faculty member, instructor, or proctor may dismiss any student from class who is considered to be disruptive. Any student dismissed from class for disruptive or unprofessional behavior will be reported to the Associate/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.

Impaired Student Policy

The safety and welfare of patients demands that all healthcare providers perform at the highest level of cognitive ability. The illegal use or abuse of drugs or alcohol impairs the ability of a healthcare professional to provide optimal care and may impact the student's future ability to be licensed as a healthcare provider, at a state's discretion. Please check applicable state laws. Although the use of marijuana is legal in the state of

Colorado, it is listed as an illegal drug by the U.S. Federal Drug Enforcement Agency. As such, the use of marijuana in any form that has not been prescribed by a physician for medical purposes is a violation of University policy.

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

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

Privacy

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.

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.

Failure to Report a Violation

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

Policies and Procedures for Alleged Code of Conduct Violations

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

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

Records of dismissal or leave of absence (administrative or voluntary) and the date of each determination shall be placed in the student's permanent records. The Honor Code Committee shall

have non-exclusive authority to evaluate all alleged student violations of misconduct, whether academic, professional, or ethical. Exceptions to this authority include, but are not limited to, the following:

- Nothing shall limit the right of the University or a University-affiliated institution to immediately remove a student who poses a threat, has been accused of a violent act or threat, appears impaired, or any act that constitutes a violation of state, local, or federal law. A student who has been removed from the University shall not return until given permission to do so by the Provost;
- The Provost is authorized to take whatever action is deemed necessary, including removing a matter from the Honor Code Committee's consideration, whenever in the judgment of the Provost such action may prevent harm to the health, safety, and welfare of any individual, to school property, or to the integrity of the educational process;
- The PA Program has its own Student Assessment and Promotions Committee to deal with violations of the Student Academic Integrity and Conduct Code. Please refer to the "Master of Physician Assistant Studies Program Catalog" section of this Handbook for more information about the process.

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.

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.

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.

EthicsPoint

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 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 you call, you are actually calling 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.

Student Educational Records

Academic Records

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

Student Contact Information

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

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

Course Registration

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

Grades

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

Grade Point Average (GPA)

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.

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

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

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

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

Degree Audits

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

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

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

Administrative Holds

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

Background Check and Drug Screen

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

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

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

notify the the Program Director and the Associate/ Assistant Dean of Student Affairs. Currently enrolled COM and MSBS students charged with an offense must notify the Associate/Assistant Dean of Student Affairs.

Health Records and Immunizations

RVU follows the latest requirements set forth by the Centers for Disease Control and the Advisory Committee on Immunization Practice. Therefore, students must satisfy all requirements for immunizations at the time of admission and throughout their tenure, as compliance is required on a continuous basis.

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

- **Measles (Rubeola), Mumps, and Rubella (MMR):** Serologic proof of immunity by Surface Antibody IgG titers for Measles (Rubeola), Mumps, and Rubella. Quantitative lab report including numerical result values and numerical reference range required. Only quantitative (numerical) results accepted.
- **Hepatitis B:** Serologic proof of immunity by Surface Antibody IgG titers for Hepatitis B. Quantitative lab report including numerical result values and numerical reference range required. Only quantitative (numerical) results accepted.
- **Varicella:** Serologic proof of immunity by Surface Antibody IgG titers for Varicella. Quantitative lab report including numerical result values and numerical reference range required. Only quantitative (numerical) results accepted.
- **Tetanus Diphtheria, Pertussis (Tdap):** Tdap or TD booster required every ten years after initial Tdap on file.
- **Two Separate Tuberculosis Skin Tests (PPD/ Mantoux):** Upon entry into the program you must provide one of the following options:
 - 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.

During the COVID-19 Pandemic, all students are also required to be vaccinated against this virus. Documents related to immunizations and screenings are maintained and monitored through the Office of the Registrar. For information regarding specific Health and Immunization Requirements, please visit the Office of the Registrar's webpage.

Requests for Exemptions

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

Diplomas

Diplomas are issued to students once it has been determined the student has completed all program

degree requirements and the degree has been conferred. The Office of the Registrar issues all diplomas and processes requests for replacement diplomas.

Transfer of Credit

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

Verification of Enrollment

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

Student Financial Services

Tuition Refund Policy

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

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

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 clerkships, and withdraw (including leave of absence) within the first 30 calendar days of a semester will be refunded according to the following schedule: 1st week: 90%; 2nd week: 75%; 3rd week: 50%; 4th week: 25%; After 4th week: 0%.

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

There are occasions when a recommendation and decision for Dismissal or Leave of Absence from a

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

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

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, USMLE exams, 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.

- A. 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.
- B. 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 Funds 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 in this catalog. 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.

Student Support and Services

Administration/Faculty Office Hours

The University administration endorses an open-door policy and encourages students to meet regularly with

the administration and faculty. Regular office hours are established by the administration and faculty for student appointments.

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.

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. Counselors aim to provide resources to guide students in making informed decisions and successfully plan their careers and professional development. Career and professional development is available on an individual basis and through a variety of programs, workshops, and specialty interest groups. Counselors provide students with ePortfolio/CV creation, self-awareness training, and career pathway development. Students are encouraged to make an appointment to speak with a Career Counselor via the Office of Student Affairs once each year throughout their program of study.

Campus Safety and Security

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

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

Disabilities and Academic Accommodations

Students are required to meet the technical standards set forth by the college/program in which they are enrolled, if applicable, with or without reasonable accommodations. RVU complies with federal and state law prohibiting discrimination against any applicant or enrolled student on the basis of race, color, religion, sexual preference, age, disability, or other protected status. In accordance with its obligations under the Americans with Disabilities Act of 1990 and Section 5.04 of the Rehabilitation Act of 1973, RVU does not discriminate against qualified individuals with disabilities in admission or in access to programs and activities.

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

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

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

Academic Accommodations Process

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

1. Contact the RVU Disability Officer.

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

2. Provide Clinical Documentation.

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

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

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

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

Sometimes a student may be asked to provide additional comprehensive documentation/information if previous documentation is outdated or does not include

sufficient relevant information required by the ADA Committee. Last-minute submission of documentation may result in unavoidable delays in consideration of requested services.

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

4. ADA Accommodation Request Review.

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

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

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

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

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

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

Educational Learning Services

Educational support is available to all students. Services are provided to all students who may be experiencing academic difficulty and to students who wish to enhance the efficiency and the effectiveness of their study and test-taking strategies. Services are

offered through individual consultation tailored to identify potential problem areas and provide strategies/resources which meet each student's specific needs and are integrated with the course curricula.

Individual Consultation

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

Workshops, large and small group sessions

- Effective study strategies, test taking, and time management; and
- Strategy and resource preparation strategies for comprehensive examinations (such as COMLEX and USMLE).

Tutoring

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/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.

The Frank Ritchel Ames Memorial Library

The Frank Ritchel Ames Memorial Library fosters information literacy by providing students with access and the skills necessary to use the most current and impactful medical information for the health of their future patients. Students, faculty, residents, and staff—in Colorado, Utah, or elsewhere—share access to the same digital collection, which contains books, journals, and databases necessary to learn and practice healthcare. Both physical library locations provide access to print copies of required and recommended textbooks, as available. Library users can enjoy a warm and collegial space staffed by 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 helpdesk@rvu.edu for assistance; students enrolled at the Utah campus can email uthd@rvu.edu for assistance.

Marketing and Communications

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

Hometown News Program

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

Press Releases

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

Vista View Newsletter

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

Event Marketing

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

Photography

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

Apparel and Products

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

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

Website

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

Mental Health Counseling

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

her personal health insurance are responsible for all fees that are incurred through the utilization of such services.

Colorado Physician Health Program

(303) 860-0122;
899 Logan Street, Suite 410, Denver, CO

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

WellConnect

To access free, confidential, and professional mental health services off-campus, call WellConnect at 866-640-4777 at any time 24/7. Students can speak to a mental health professional for in-the-moment support for acute distress or to discuss any variety of concerns, including but not limited to: stress associated with school, learning how to balance work and personal life, housing concerns, food assistance, health coaching, parenting advice, childcare matters, legal concerns, and financial matters. All RVU Students and their household members can access 3 free counseling sessions per concern. WellConnect also has web resources available by visiting their website. School code is RVU.

For behavioral health emergencies, 24/7 support can be accessed by calling WellConnect 866-640-4777. Calling the National Suicide Prevention Lifeline 1-800-273-8255, texting HELP to Crisis Textline 741-741, calling the Trevor Project LGBTQ hotline 1-866-488-7386, calling 911, or visiting your nearest emergency room. During business hours, your RVU Mental Health & Wellness Counselor is also available for crisis intervention by calling (720) 875-2896 for the Colorado Campus or (435) 222-1257 for the Southern Utah Campus.

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.

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

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

Print Center

The Print Center streamlines the University's print needs. It reduces outsourcing and incorporates additional services, including business card production, poster printing, lamination, binding, and many more. RVU departments and students are able to send their print jobs directly to the Print Center, using an online system, and pick them up at 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. RVUCOM-SU print jobs are processed and then shipped to the Utah campus. The Print Center may be contacted through email at printcenter@rvu.edu or by phone at (720) 874-2459.

MyVista Student Portal

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

Writing Center

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

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

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

Sessions are designed to help students:

- Understand assignment expectations;

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

Student Associations, Clubs, and Organizations

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 (ACOEP)

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

American College of Osteopathic Pediatricians (ACOP)

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

American College of Osteopathic Physical Medicine & Rehabilitation (ACOPMR)

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

American College of Osteopathic Surgeons - Medical Student Section (ACOS-MSS)

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 (AMWA)

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

American Osteopathic Academy of Sports Medicine (AOASM)

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

American Osteopathic College of Anesthesiologists (AOCA)

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

Asian Pacific American Medical Student Association (APAMSA)

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 (AWS)

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 (BiM)

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 (CMDA)

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

Collegium Aesculapium

The Collegium Aesculapium (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 (CMS)

Colorado Campus Only

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

Community Outreach and Medical Mentors (COMM)

Utah Campus Only

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

Dermatology/Pathology (DERM/PATH)

The Dermatology/Pathology ACO is formed of RVU students that are interested in learning more about pathology—a specialty of medicine that is dedicated to the study of disease, the processes of disease, and how departure from the normal inner workings of the body impact the person as a whole. Students will be introduced to the overview of pathology as a medical specialty and learn what pathology will encompass in the academic environment. DERM/PATH endeavors to introduce students to current pathological issues through events, speakers, and journal ACO

presentations. DERM/PATH also focuses on bringing to light pathology residency options (with attention to COMLEX and USMLE scores and test differences), potential shadowing experiences, presentations of gross specimens throughout the academic semester, student tutoring, fundraising for humanitarian and research causes, and the delicate balance between the practice of medicine and the pathology behind it. Any current student or entering student is encouraged and welcome to join DERM/PATH if they are considering pathology as a specialty, are interested in delving further into the realms of pathology, or would like to enhance their academic learning!

Global Health Club (GHC)

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 (GMO Club)

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 (GHHS)

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 (IMC)

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

Internal Medicine Interest Group (IMIG)

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)

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 (LMC)

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 Spanish Club

The purpose of the Medical Spanish Club is to enhance Rocky Vista University students' Spanish speaking skills to proficiently communicate with patients in the Spanish speaking communities. The primary goals and objectives of the Medical Spanish Club are to increase fluency in medical Spanish by creating a space for students to collaborate in the learning process, provide opportunities for Spanish practice via Spanish speaking standardized patients and community outreach, and to spread awareness of Spanish cultures to RVU students.

Medical Student Pride Alliance (MSPA)

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 (MSAUP)

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 (OB/GYN)

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

Osteopathic Medical Student Coalition (OMSC) of the Colorado Society of Osteopathic Medicine (CSOM)

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 (PM&R)

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 (ROAD)

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 (RCC/RVU)

Colorado Campus Only

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

RVU Internal Medicine Club (RVUIMC)

The RVU Internal Medicine Club (RVUIMC) exists to provide early exposure to students of the many facets of internal medicine. Those involved in the RVUIMC have the opportunity to attend monthly meetings with speakers from general internists, hospitalists, and the different specialties in internal medicine. Some of the internal medicine specialties include Cardiology, Pulmonology, Gastroenterology, Infectious Disease, and Rheumatology. Lunch is provided to club members at these meetings. Additionally, RVUIMC members have the opportunity to attend conferences held by the American College of Physicians (ACP) and the American College of Osteopathic Internists (ACOI). Part of the cost to attend these conferences is reimbursed from club funds. Finally, the RVUIMC hosts a blood drive in the fall and assists in teaching clinical skills to first year students.

RVU Ultrasound Interest Group

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

Sigma Sigma Phi (SSP)

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

SIM Scholar Club

The Sim Scholar 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 (SIM)

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 (SAAO)

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

Student American Osteopathic Association of Orthopedics (SAOAO)

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

Student Association - American College of Osteopathic Family Physicians (SAACOF)

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 (SAMOPS)

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

Student National Medical Association (SNMA)

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 (SOMA)

The Student Osteopathic Medical Association (SOMA) is the official organization for osteopathic medical students and the affiliated student organization of the American Osteopathic Association. Its purpose is to advance the osteopathic profession, advocate for public health and welfare, and to represent the views and opinions of osteopathic medical students. SOMA national affiliations with similar groups at other schools provide the largest network for information exchange and interaction available today. Membership in SOMA brings many benefits, including free subscriptions to Student Doctors and Medical Students and discount prices on diagnostic equipment, the Preceptorship Program, SOMA scholarships, life insurance programs, and more. Locally, SOMA is involved in the school, hospital, and citizen communities through various service projects and socials.

Ultrasound Research Club (URC)

The Ultrasound Research Club is a sub-club of the Medical Research Club. The purpose of the URC is to further cultivate Ultrasound Research interest through speaker lectures and the conducting of clinical and bench top research.

Ultrasound Society Club (US)

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 (WMSIG)

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

University Administration

David Forstein, DO, FACOOG

President, CEO, and Provost of RVU
DO, Philadelphia College of Osteopathic Medicine

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
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, Controller
CPA, State of Colorado
MBA, Colorado Technical University

David Park, DO, FAAFP, FACOFP

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

Julie Rosenthal, MS

Vice President of Enrollment Management and External Relations
MS, Roosevelt University

Jesús Treviño, PhD

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

Janna L. Oakes, PhD

Vice President of Accreditation
PhD, University of Denver

RVU College of Osteopathic Medicine

A Message from the RVUCOM 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.

Sincerely,
Heather P. Ferrill, DO, MS, MEdL
Dean of Rocky Vista University College of Osteopathic Medicine

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 innovative education, relevant research, and compassionate service.

RVUCOM Vision Statement

- RVUCOM promotes the incorporation of traditional osteopathic principles and philosophy with an emphasis on wellness, holistic care, and the integration of structure and function in all of its educational efforts.

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

RVUCOM Academic Calendar

Fall 2022 Semester

- **OMS I and II Classes:**
July 25, 2022 - December 19, 2022
- **OMS III Clinical Clerkships:**
July 11, 2022 - December 23, 2022
- **OMS IV Clinical Clerkships:**
June 20, 2022 - December 2, 2022

Spring 2023 Semester

- **OMS I and II Classes:**
January 9, 2023 - June 12, 2023
- **OMS III Clinical Clerkships:**
January 3, 2023 - June 16, 2023
- **OMS IV Clinical Clerkships:**
December 5, 2022 - May 5, 2023

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

Other Dates:

- Labor Day (no classes): September 5, 2022

- Thanksgiving Break (no classes): November 21-25, 2022
- Winter Break (no classes): December 10, 2022 - January 8, 2023
- Martin Luther King, Jr. Day (no classes): January 16, 2023
- President's Day (no classes): February 20, 2023
- Spring Break (no classes): March 13-17, 2023
- Commencement Ceremony: TBD

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

RVUCOM Program Leadership

Heather Ferrill, DO, MS, MEdL

Vice President of Faculty Affairs and Dean of RVUCOM
Professor of Osteopathic Medicine
Co-Director of Academic Medicine and Leadership Track (CO)

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

Stephen Miller, DO, MPH, FACOFP

Senior Associate Dean of Southern Utah Campus and Clinical Education
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, FACOFP

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 Clinical Anatomy and Osteopathic Principles and Practice

- DO, Ohio University Heritage College of Osteopathic Medicine

Ian George, PhD

Chair of Clinical Anatomy and Osteopathic Principles and Practice 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

Matthew Linton, PhD

Assistant Dean of Preclinical Education
Professor of Physiology

- PhD, University of California Los Angeles

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

Mark Payton, PhD, MS

Chair of Biomedical Sciences Department
Professor of Biomedical Sciences

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

Joseph M. Stasio, DO, FACOFP

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

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

Amanda Troy, PhD, MS

Director of Preclinical Education (RVUCOM-SU)
Associate Professor of Gross Anatomy

- MS, University of North Carolina - Greensboro
- PhD, Penn State 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: An Osteopathic Physician

Introduction: An Osteopathic Physician
RVUCOM Accreditation
Osteopathic Oath

Admission to RVUCOM

Requirements for Admission
Application Process
Rocky Vista University/Utah Rural Health Scholars
Early Acceptance Program (EAP)
Rocky Vista University/Colorado State University
Department of Biomedical Sciences (CSU-BMS)
Rocky Vista University and Regis University MSBS
Collaboration
Rocky Vista University/Western Colorado University
Interview Process
Matriculation Process
Request for Deferment
Transfer of Credit

RVUCOM Student Financial Services

Tuition and Fees
Satisfactory Academic Progress Standards for
Financial Aid Eligibility - DO (RVUCOM)

RVUCOM Program Policies and Procedures

Health and Technical Standards
Intercampus Transfer Policy
Healthcare Employment During School (Practice of
Medicine)
The Health Insurance Portability and Accountability Act
of 1996 (HIPAA)
OSHA - Biosafety, Universal Precautions, and
Bloodborne Pathogens
Osteopathic Principles and Practice (OPP) and
Principles of Clinical Medicine (PCM) Laboratory
Policies
Regarding AOA COCA Standards & Procedures

RVUCOM Academic Policies

Academic Standards
Attendance
Limitations of Accommodations for Religious
Observance
Excused Absences and Make-up
Grading
Grade Point Average (GPA)
Academic Standing
Academic Warning
Academic Probation
Student Performance Committee (SPC)
Remediation of a Course
Repeated Courses
Academic Promotion
COMLEX: Comprehensive Osteopathic Medical
Licensing Examination
USMLE: United States Medical Licensing Examination
Clinical Clerkships
Core Clinical Clerkships
Visiting Student Learning Opportunities (VSLO)
Required Documents/Records
Electronic Residency Application Service (ERAS)
Medical Student Performance Evaluation (MSPE)
Graduation Requirements for the Doctorate in
Osteopathic Medicine
Shadowing
Course and Faculty Evaluations

Curriculum for RVUCOM

Pre-Clinical Curriculum for RVUCOM
Clinical Clerkship Degree Requirements
Undergraduate Fellowship Programs
Tracks & Special Programs Department Learning
Objectives
Tracks
Optional Enrichment Opportunities

Montana College of Osteopathic Medicine

A Message from the Dean

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

The Rocky Vista University Montana College of Osteopathic Medicine (MCOM) is RVU's third medical school campus and has the noteworthy advantage of benefitting from all the experience, achievements and proven outcomes of RVU's medical school campuses in

Colorado and Utah. However, one big difference to highlight is that RVU-MCOM will function like a stand-alone medical school with our own local governance structure and our own customized curriculum that will include more simulation, ultrasound, and other innovative educational opportunities.

As the Founding Dean, I have the great privilege of welcoming you to our new state-of-the-art, purpose-built medical school campus located in beautiful Billings. Billings is the largest city in Montana and serves as the major hub of quality healthcare delivery for the region. MCOM will offer the ideal place for you to learn, practice, and grow as a healthcare professional.

MCOM's campus culture is rooted in our university's core values of excellence, diversity, innovation, collegiality, compassion, integrity, and service. We strive to prepare our students to work with diverse patients and populations, be service-oriented community partners, and be excellent representatives for the flagship medical school in Montana!

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

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

MCOM Senior Leadership

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

- DO, New York College of Osteopathic Medicine

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

- MD, Chicago Medical School

Terri B. Blevins, EdD, MA
Associate Dean of Student Affairs

- EdD, University of Colorado
- MA, University of Iowa

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

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

Becky Anglin, DNP
Director of Simulation

- DNP (educational leadership), American Sentinel University
- MSN, University of Phoenix

Ben Wilde, DO, FAAFP
Chair, Department of Clinical Sciences
Associate Professor of Family Medicine

- DO, Arizona College of Osteopathic Medicine

W. Michael Zawada, PhD
Chair, Department of Biomedical Sciences
Professor of Physiology

- PhD, University of Arkansas for Medical Sciences

Michele (Mischa) Coleman, DO
Discipline Director of OMM
Assistant Professor of OMM

- DO, Kansas City University College of Osteopathic Medicine

Introduction

[Introduction to MCOM](#)
[Degree Programs](#)
[Accreditations](#)
[MCOM Academic Calendar](#)
[Administration/Faculty Office Hours](#)
[Student Services](#)

Admissions to MCOM

[Requirements for Admission](#)
[Application Process](#)
[Interview Process](#)
[Matriculation Process](#)

MCOM Student Financial Services

[MCOM Student Financial Services](#)
[Tuition Refund Policy](#)

MCOM Program Policies and Procedures

[Academic Advising](#)

Career Advising
Health and Technical Standards
Healthcare Employment During School (Practice of
Medicine)
The Health Insurance Portability and Accountability Act
of 1996 (HIPAA)
OSHA - Biosafety, Universal Precautions, and
Bloodborne Pathogens
Student Health Insurance

Curriculum for MCOM

Doctor of Osteopathic Medicine (DO) - MCOM,
Doctor of Osteopathic Medicine

Master of Science in Biomedical Sciences

A Message from the Program Director

Welcome to Rocky Vista University's Master of Science in Biomedical Sciences program. I am pleased that you have chosen to pursue your next academic and professional steps with us. At RVU, the well-being of our students, faculty, and staff has always been a top priority. Especially now during the unprecedented COVID-19 pandemic, the MSBS program has made the health of the student body central to our educational program design, while implementing novel and cutting-edge educational modalities. Please know that nothing will compromise our commitment to deliver a challenging and innovative MSBS program that will thoroughly prepare you for the next steps in your health care career. The following pages describe our curriculum and the policies that will guide you on your path to receiving your MSBS degree.

The curriculum we have designed will give you a broad and deep exposure to scientific principles and precepts. It will require you to think critically about how science is applied in the real world. It will make you reflect deeply about how science affects real people's lives. This includes learning about diversity, equity, and inclusion and preparing you for successfully working in diverse workplace settings with people from many backgrounds. Our dedicated, highly educated, award-winning faculty will challenge your ideas, inspire your curiosity, and develop your drive, to enhance your learning.

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

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

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

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

MSBS Mission Statement and Vision Statement

Mission Statement

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

Vision Statement

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

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

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

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

Introduction

The MSBS is a 9-month (31 semester hours) degree program designed to prepare students to enter professional education and/or advanced degree programs in the biomedical disciplines. The MSBS program aims to enhance the student's academic record and competitiveness of his or her candidacy for a professional or graduate degree.

Graduates of the Master of Science in Biomedical Sciences Program will:

1. **Apply** biomedical principles to health-related disciplines
2. **Solve** problems utilizing evidence-based concepts
3. **Communicate** effectively
4. **Cultivate** compassion
5. **Embody** the core values of the Master of Science in Biomedical Sciences program

The MSBS program incorporates individualized mentoring that supports acceptance into a doctoral or other health-related professional training programs along with academic advising geared toward a successful transition to other graduate degree programs or careers in the biomedical sciences.

Graduates of the MSBS program will possess a strong foundation in biomedical sciences, with a specific focus on applying these sciences to health professions. This program will afford students interdisciplinary academic training in biomedical sciences. The curriculum is designed to enhance the likelihood of academic success in various graduate or professional school curricula. The primary goal of the RVU program is for students to matriculate into a graduate professional health or biomedical sciences degree program, although support is offered to students who decide to pursue other career tracks.

Accreditation

The MSBS program has regional accreditation from Higher Learning Commission (HLC), a commission of the North Central Association of Colleges and Schools:

Higher Learning Commission

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

MSBS Academic Calendar

Fall 2022 Semester

August 8, 2022 - December 9, 2022

- Labor Day (no classes): September 5, 2022
- Thanksgiving Break (no classes): November 21-25, 2022

- Winter Break (no classes): December 10, 2022-January 8, 2023

*All dates are subject to change.

Spring 2023 Semester

January 9, 2023 - May 12, 2023

- Martin Luther King, Jr. Day (no classes): January 16, 2023
- President's Day (no classes): February 20, 2023
- Spring Break (no classes): March 13-17, 2023
- Commencement Ceremony: TBD

MSBS Program Administration

Francina Towne, PhD

Director of MSBS Program

Associate Professor of Immunology

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

Ricarda Hallstrand, PhD

Interim Assistant Program Director of MSBS Program - Southern Utah

Professor of Microbiology

- PhD, University of California San Diego

Joel Roberts, MD

Assistant Program Director of MSBS Program - Colorado

Assistant Professor of Physiology

- MD, University of Colorado
- BS, Azusa Pacific University

Admission to the MSBS Program

[Requirements for Admission](#)

[Transfer Policy](#)

[MSBS Student Policies Regarding Application and Admission to RVU Programs](#)

MSBS Student Financial Services

[Tuition and Fees](#)

[Satisfactory Academic Progress Standards for Financial Aid Eligibility - MSBS](#)

MSBS Academic Standards, Guidelines, and Requirements

[Employment During Enrollment](#)

[Attendance](#)

[Excused Absences](#)

[Final Grades](#)

[Grade Point Average \(GPA\)](#)

[Explanation of Grades](#)

[Incompletes](#)

[Quality Points](#)

[Academic Grievances Policy \(Grade Appeal\)](#)

[Good Academic Standing](#)

[Academic Probation](#)

[Non-Academic Probation](#)

[MSBS Student Performance Committee](#)

[Requirements to Progress from Fall to Spring](#)

[Withdrawing from a Course](#)

[Remediation of Courses](#)

[Repeating of Courses](#)

[Student Enrollment Status Change](#)

MSBS Programmatic Policies

[Student Dress Code Policy](#)

[Exams](#)

[Post-Exam Reviews](#)

[Make-Up Examinations](#)

[Comprehensive Final Exam](#)

[MSBS Program Director's Letter](#)

[Graduation Requirements](#)

Curriculum for Master of Science in Biomedical Sciences

[Curriculum for Master of Science in Biomedical Sciences](#)

Master of Physician Assistant Studies

Program Director's Welcome

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

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

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

Sincerely,

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

Mission Statement, Goals/Strategic Priorities, and Graduate Competencies

Mission Statement

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

Goals / Strategic Priorities

The Program strives to:

1. Equip graduates with the knowledge and skills necessary to evaluate and manage primary care presentations at a level of competence that allows for indirect supervision.
2. Prepare graduates to work collaboratively in interprofessional environments.
3. Train graduates to provide compassionate medical care to diverse patient populations and in a variety of clinical settings.
4. Promote life-long learning skills.
5. Promote student success and program completion.

Current data regarding progression toward meeting these goals can be found on the RVU PA Program webpage.

RVU Physician Assistant Program Graduate Competencies

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

The complete list of competencies are found on the website.

PA Academic Calendar

First Year PA Students

Fall 2022 Semester

- Orientation: August 23-25
- Semester Begins: August 29
- First Day of Classes: August 29
- Labor Day Holiday: September 5
- Thanksgiving Break: November 24-25
- Last Day of Classes: December 9
- Winter Break: December 12-January 8

Spring 2023 Semester

- Semester Begins: January 8
- First Day of Classes: January 9
- Martin Luther King Holiday: January 16
- President's Day Holiday: February 20
- Spring Break: March 13-17
- Last Day of Classes: May 5

Summer 2023 Semester

- Semester begins: May 8
- Introduction to Supervised Clinical Practice: May 8-26
- White Coat Ceremony: May 26 (pending)
- Summer Break: May 29-31
- *Supervised Clinical Practice Experience I* Clinical Seminar I: June 5-August 25

Second Year PA Students

Fall 2022 Semester

- *Supervised Clinical Practice Experience II* Clinical Seminar II: August 28-December 29

Spring 2023 Semester

- *Supervised Clinical Practice Experience III* Clinical Seminar III: January 2-April 26

Summer 2023 Semester

- *Supervised Clinical Practice Experience IV* Clinical Seminar IV: April 26-August 9
- Research (Independent Work): June, July, or August (variable)

Third Year PA Students

Fall 2023 Semester

- Capstone: August 12-November 15
- RVU PA Graduation: November 17

*All dates are subject to change.

Introduction

[Introduction](#)
[Accreditation](#)

PA Admissions-Related Policies

[Accreditation Status](#)
[Matriculation](#)
[Deferment](#)
[Reapplication](#)
[General Information Sessions](#)
[Criminal Background Checks](#)

PA Student Financial Services

[Tuition and Fees](#)
[Satisfactory Academic Progress Standards for Financial Aid Eligibility - PA](#)

Applicability of Program Policies

[Applicability of Program Policies](#)
[General Information for Academic Policies](#)
[Policies for Physician Assistant Studies](#)

Teach Out Policy

General Program Policies

Personal Safety and Security
Conflict of Interest
Student Health Insurance
Professional Liability and Workers' Compensation
Insurance
Dress Code

The RVU PA Program Academic Policies

Scheduling of Outside Events
Course and Clinical Evaluations
Textbook and Classroom Supply Policy
Testing Policies and Procedures
Reasonable Accommodation
Academic Integrity and Conduct Code
Violations of Academic Integrity

Supervised Clinical Practice Experience (SCPE) Policies

Overview
Program Responsibilities with Regard to Clinical Sites
Preceptor Licensure
Affiliation Agreements and Clinical Sites
Definition of the Preceptor-Student Relationship
Supervised Clinical Practice Experience Schedule
Clinical Experience Requests
Clinical Site Evaluation
Immunizations, Screenings, and Titers - Cloned
Infectious Diseases, Body Fluid, and Needle-Stick
Exposures
Drug Screens and Background Checks
Student Travel and Housing
Student Responsibilities/Expectations
Clinical Tracking System
Clinical Preceptor Responsibilities
Mini-Clinical Examination (Mini-CEX)
Preceptor Evaluation of Student

Professionalism

Becoming a Professional
Student Professional Development
Professional Behavior
Student Professionalism Concerns
Student Communication with the Program
Attendance
Timeliness

Clinical Attendance
Supervised Clinical Practice Experience Professional
Requirements
Substance Abuse and Respect for the Rights and
Property of Others
Health Insurance Portability and Accountability Act
(HIPAA)
Student Employment
Students as Instructional Faculty
Students as Clinical or Administrative Staff

Curriculum for PA Program

Curriculum for PA Program
Course Schedules
Curriculum Committee
Grade Report Symbol Information
Student Assessments

PA Promotion and Graduation

The Student Assessment and Promotions Committee
(SAPC)
Student Progress/Performance
Failure of a Course
At Risk
Course Requirements
Student Performance and Remediation
Student Dismissal
Requirements for Annual Promotion
Requirements for Program Graduation
Extended Curriculum
Requests for Leave of Absence (LOA)
Types of Leave
Refund of Program Tuition and Fees

PA Student Rights

Rights for Appeals
Appeal of Student Assessment and Promotions
Committee (SAPC) Decision
Appeal of a Failing Grade
Rights of Reapplication
Student Right to Review Academic File

Other PA Policies

Conflict of Interest
Additional SCPE Costs
Fingerprints
Participating in Community Service
RVU PA Graduation
Visitors and Guests
Faculty-Provided Health Services

Preparation for Certification
 Preparation for Licensure
 Reference Request
 Credentialing and Privileges Request

Appendix: PA Student Resources

Appendix: PA Student Resources
 Program Administration

Disclaimer for COVID-19 Pandemic

Due to the special circumstances caused by the COVID-19 Pandemic, certain student requirements and/or policies may change for the duration of the 2022-2023 academic year. While some changes may be addressed on this and subsequent pages, there may be circumstances in which other parts of this RVU Student Handbook and Catalog may change without prior notice. Students should continue to monitor their RVU email account for the most current information about policy or requirement changes.

Student Resources and References

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

Subject Area	Course Prefix
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

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 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)

Frequently Used Terms

Acronym or Term	Meaning
AAMC	Association of American Medical Colleges
ACLS	Advanced Cardiovascular Life Support (certification)
AACOM	American Association of Colleges of Osteopathic Medicine
AACOMAS	The centralized online application service for US colleges of osteopathic medicine
AOA	American Osteopathic Association
ARC-PA	Accreditation Review Commission on Education for the Physician Assistant
BLS	Basic Life Support (certification)
Basic Science Curriculum (BSC)	A required classroom session in which faculty stress application of previous basic science material to clinical case scenarios. The emphasis is on application, integration, and interaction between faculty and students versus passive learning.
Careers in Medicine	AAMC program that provides students with access to information about medical specialties, preparation for residency and practice options to maximize career potential.
Class Rank	A measure of how a student's performance compares to other students in the same class/program. Class rank is calculated based on total number of quality points earned.
Clinical Integration Session (CIS)	A required classroom session in which faculty stress application of previous material to clinical case scenarios. The emphasis is on application, integration, and interaction between faculty and students versus passive learning.
COCA	Commission on Osteopathic College Accreditation
COMLEX	Comprehensive Osteopathic Medical Licensing Examination
CV	Curriculum Vitae; a short account of one's career and qualifications
DEIB	Diversity, Equity, Inclusion, and Belonging
DSA	Designated Student Assignment; a "self-study" assignment created by an identified faculty member consisting of a specific reading assignment, learning objectives, and examination questions that will not be accompanied by a lecture of laboratory session. Students are held responsible for DSA assignments during a CIS, quizzes, and examinations.
ECE	Early Clinical Experience
ERAS	The Electronic Residency Application System is an AAMC application that offers a centralized online application service used to apply to residency programs.
Examination	A summative evaluation of student learning outcomes delivered via proctored written format, computerized format, or practical format.
ExamSoft/ Exemplify	Exam software used to provide a secure and stable testing environment for students.
Exxat	New software portal used to manage clinical clerkship rotations throughout the PA program and clerkships through the third and fourth years of the DO program.
Fellowship	The fellowship program is a 12-month training program integrated within the DO student's third and fourth clinical clerkship years. An additional year is added to the student's osteopathic medical training to accommodate his/her clinical clerkship and fellowship obligations. The fellowship program affords students the opportunity to teach the science and art of osteopathic principles and practice, simulation or anatomy.
FERPA	Family Educational Rights and Privacy Act of 1974, which is a federal law that protects the privacy of and access to personal student educational information
Global Block Schedule (GBS)	Basic schedule of when courses in the DO program run each semester. This schedule does not provide detailed information regarding start and end times or assigned classroom
GME	Graduate Medical Education

Acronym or Term	Meaning
Grade Point Average (GPA)	An indication of a student's academic achievement while enrolled at RVU. GPA is calculated as the total number of quality points received over a given period divided by the total number of credits attempted
HIPAA	Health Insurance Portability and Accountability Act of 1996 is United States legislation that provides data privacy and security provisions for safeguarding medical information.
HLC	The Higher Learning Commission; RVU's current institutional accreditor
IPE	Interprofessional Education; occasions when two or more professions learn with, from and about each other to improve collaboration and the quality of care
IRB	Institutional Review Board for Human Subjects Research
Laboratory	A minimum 50-60-minute session in a laboratory or clinical setting that requires "hands on" instruction
Lecture	A standard didactic presentation involving direct faculty instruction in a classroom setting, lasting a minimum of 50 minutes. Each hour of lecture (50 minutes) assumes a minimum of two (2) hours of out-of-class student work.
LMS	Learning Management System; a software application for the administration, documentation, tracking, reporting and delivery of educational courses. RVU currently utilizes an integrated LMS that can be accessed directly through MyVista.
LOR	Letter of Recommendation, typically written by a faculty member or preceptor (author). Used when applying for clinical clerkship clerkships and/or residency applications.
Lottery	Managed by the Department of Clinical Education, the Lottery is the Distribution of Clerkship Assignments process in which current OMS II student doctors are assigned a geographical region to complete core clinical clerkships during OMS III and, if necessary, OMS IV.
MODS	The Medical Operational Data System used to complete the initial electronic portion of the Military GME application
MSPE	Medical School Performance Evaluation; can also be referred to as a Dean's Letter. Honest and objective document summarizes a student's personal attributes, experiences, academic accomplishments, and summative evaluation. All fourth-year medical students will have their MSPE composed and finalized before October 1st of each year and uploaded into ERAS by the Office of the Registrar.
MyVista	RVU's online portal where students, faculty, and staff can log into and access important program, financial, campus, and educational information, as needed.
NBME	National Board of Medical Examiners (administers the USMLE exams)
NBOME	National Board of Osteopathic Medical Examiners (administers the COMLEX exams)
New Innovations	System used to manage clinical clerkship clerkships throughout the third and fourth years of the DO program.
NMS	National Matching Services; service that manages the osteopathic match (among others)
NRMP	National Resident Matching Program; service that manages the allopathic match
OMM	Osteopathic Manipulative Medicine
OPP	Osteopathic Principles and Practice
OSCE	Objective Structured Clinical Examination
Post-Exam Review (PER)	Faculty-led review of examination questions and results following a major examination.
Preceptor	A practicing physician who gives personal instruction, training, and supervision to a medical student or young physician (assigned for each clinical clerkship clerkship).
Quality Points	The cumulative points earned in a given program for coursework completed and grade(s) earned. Points are calculated by multiplying the numeric grade (in the DO

Acronym or Term	Meaning
	program) or the assigned quality points based on the letter grade (MSBS program) by the number of credit hours for the course.
Remediation	The opportunity to remedy a previously-failed attempt
Rocky the Fighting Prairie Dog	RVU's mascot for the Colorado campus
Rocky the Roadrunner	RVU's mascot for the Southern Utah campus
RVUCOM	Rocky Vista University College of Osteopathic Medicine
RVUCOM-SU	Rocky Vista University College of Osteopathic Medicine - Southern Utah
San Francisco Match	Residency and Fellowship matching service for select specialties.
Semester Credit Hour (SCH)	A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximate no less than 45 hours of instructional/non-instructional time for every one (1) credit.
Shadowing	Opportunity available to students to observe the daily life of a doctor and obtain insight from professionals about their experiences and how they view their field
Shelf Exam	Required exam administered by the Office of Clinical Education after the completion of each Core Clerkship.
SOAP Notes	An acronym for subjective, objective, assessment, and plan, a SOAP note is a method of documentation employed by healthcare providers to write out notes in a patient's chart
Standardized Patient (SP)	Someone who has been trained to portray, in a consistent, standardized manner, a patient in a medical situation
Titer/Titer Lab Report	A titer (pronounced TIE-der) is a laboratory test that measures the presence and amount of antibodies in blood. If the test is positive (above a particular known value) the individual has immunity. If the test is negative (no immunity) or equivocal (not enough immunity) you need to be vaccinated. A Titer Lab Report is generated by the lab that tested the blood sample. The Titer Lab Report must include the test type, exact values (reference range), signature, and date to be acceptable.
Tracks	Extracurricular admission-based concentrations within the DO program that invite students to explore and experience a particular area of medicine closely.
Transcript	An official record of a student's work, showing courses taken and grades achieved
Urology Match	Residency match program for medical students seeking residency in Urology
USMLE	United States Medical Licensing Examination
Visiting Student Learning Opportunities (VSLO)	The AAMC VSLO program merged two existing visiting student programs: the Visiting Student Opportunities (VSLO) Application Service (VSAS®) program that focused exclusively on U.S. domestic (formerly VSAS) away electives and the Global Health Learning Opportunities (GHLO®) program that facilitated international mobility into the U.S., from the U.S. to electives abroad, and from one non-U.S. location to another.

RVU Faculty

Andrew W. Ambler, DO, FACOI

Associate Professor of OPP

DO, Lake Erie College of Osteopathic Medicine

Randal Anderson, MD

Assistant Professor of Radiology

MD, University of Iowa College of Medicine

Brooks Beal, DO, MS

Assistant Professor of Primary Care

DO, Touro University College of Osteopathic Medicine

MS, Touro University College of Osteopathic Medicine

Camille Z. Bentley, DO, MPH, MS, FACOFP

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

Thomas Bigham, DO, MA

Assistant Professor of Family Medicine

Co-Director of Rural and Wilderness Medicine Track

(SU)

DO, University of New England College of Osteopathic Medicine

MA, Purdue University

Cameron Black, MD

Assistant Professor of SIMS

Keith Bodrero, DO, PhD

Assistant Professor of OMM

Co-Director of Fundamentals of East Asian Medicine Elective

DO, Kirksville College of Osteopathic Medicine

PhD, Michigan State University

Sarah Boulos, DO

Assistant Professor of SIMS

Jean M. Bouquet, DO, FACOFP

Assistant Professor of Family Medicine

Co-Director of Urban Underserved Track

DO, Kirksville College of Osteopathic Medicine

Duane T. Brandau, DO, PhD, MA

Professor of Molecular Medicine

Clerkship Director of Research Electives

Director of Grand Rounds

PhD, University of Wyoming

DO, Des Moines University

MA, University of Northern Colorado

Amanda Brooks, PhD

Director of Research and Scholarly Activity

Director of Physician-Scientist Track (SU)

PhD, University of Wyoming

Benjamin Brooks, PhD, MBA

Associate Professor of Biomedical Sciences

Director of Vaccine Elective
PhD, University of Wyoming
MBA, University of Wyoming

John Brozna, MD, PhD, MA
Associate Professor of Pathology
MD, University of Connecticut School of Medicine
PhD, University of Connecticut
MA, University of Connecticut

Meghan Bunnberg, MS, PA-C
Assistant Director of Clinical Education
Assistant Professor of PA Studies

Susan Carter, MD, FACOG, FACS
Director of Simulation in Medicine and Surgery
Chair of the Office of SIMS: Division of Clinical
Medicine and Surgery
MD, University of Texas Medical Branch

Carrie Chanos, PA-C
Principal Faculty, PA Program

Qamrul Choudhury, PhD, MSc
Associate Professor of Physiology
Director of Religion, Health, and Healthcare Elective
PhD, University of London
MSc, University of East London

Michele Coleman, DO
Discipline Director of Osteopathic Manipulative
Medicine
DO, Kansas City University of Medicine and
Biosciences

Alison Covak, MSPAS, PA-C
Director of Clinical Education, PA Program
Assistant Professor of PA Studies
MSPAS, University of Colorado in Denver

David Crimin, DO, CMD
Assistant Professor of Primary Care
Director of Long Term Care Track
Director of Medical Education at SUVH
DO, University of Osteopathic Medicine and Health
Sciences

An K. Dang, PhD
Assistant Professor of Clinical Anatomy
Co-Director of Medicine in Film Elective (CO)
PhD, Colorado State University

David Eckhardt, MS, PA-C
Director of Simulation, PA Program
Associate Professor of PA Studies
MS, University of Colorado

Chris Edwards, DO, C-NMM/OMM
Assistant Professor of Osteopathic Principles and

Practice
DO, Des Moines University College of Osteopathic
Medicine

Ashley Farmer-Hanson, EdD, MS
Associate Dean of Student Affairs
Assistant Professor of Medical Humanities
EdD, University of South Dakota
MS, University of Wisconsin - La Crosse

Heather Ferrill, DO, MS, MEdL
Vice President of Faculty Affairs and Dean of RVUCOM
Professor of Osteopathic Medicine
Co-Director of Academic Medicine and Leadership
Track (CO)
MS, University of New England College of Osteopathic
Medicine
DO, Michigan State University College of Osteopathic
Medicine

Jensen A. Fisher, MLIS
Reference Librarian
Assistant Professor of Medical Humanities
Co-Director of Urban Underserved Track
Co-Director of History of Medicine Elective
MLIS, University of Denver

David Forstein, DO, FACOOG
President, Provost, and CEO
Professor of Obstetrics and Gynecology
DO, Philadelphia College of Osteopathic Medicine

Jennifer Gaide, DO, FACOOG
Assistant Professor of SIMS
DO, Kirksville College of Osteopathic Medicine

Jing Gao, MD, FAIUM
Associate Professor of Ultrasound
Director of Ultrasound Research and Education
MD, Dalian Medical College

Ian George, PhD, MA, MS
Chair of the Clinical Anatomy and Osteopathic
Principles and Practice Department
Assistant Professor of Anatomy
Director of Graphic Novels and Medicine Elective
PhD, University of Missouri
MA, Florida Atlantic University
MS, Florida Atlantic University

Kelli Glaser, DO, MPH, FACOPF, FNAOME
Associate Professor of Family Medicine
Co-Director of Academic Medicine and Leadership
Track (CO)
DO, Kansas City University - College of Osteopathic
Medicine
MPH, A.T. Still University

Fernando Gomez, MD, FACP
Professor of Pathology
MD, Wayne State University, 1987

K. Dean Gubler, DO, MPH, FACS, FCCM
Professor of Surgery and Military Medicine
Director of the Military Medicine Program
DO, College of Osteopathic Medicine and Surgery
MPH, University of Washington

Ricarda Hallstrand, PhD
Professor of Microbiology
Interim Assistant MSBS Program Director
PhD, University of California Los Angeles

Melissa Henderson, PhD
Vice Chair, Department of Biomedical Sciences
Associate Professor of Biomedical Sciences
PhD, East Carolina University

Robert Henderson II, MD, DO, ThM
Assistant Professor of Primary Care
DO, Texas College of Osteopathic Medicine
MD, Texas Tech University School of Medicine
ThM, Perkins School of Theology

Alexis Horst, MA
Instructor of Medical Humanities
Writing Center Coordinator
MA, University of Colorado Denver

Teodor Huzij, DO
Associate Professor of OPP
DO, Kirksville College of Osteopathic Medicine

Clyde Jensen, PhD, MS
Professor of Pharmacology
Co-Director of Academic Medicine and Leadership
Track (SU)
PhD, University of North Dakota
MS, University of North Dakota

Michael Jorgensen, PhD
Associate Professor of Structural Medicine
Director of Gross Anatomy
Director of Predoctoral Anatomy Fellowship Program
PhD, Ohio University
MS, John Carroll University

Dennis Kinder, MD
Associate Professor of Internal Medicine
MD, University of Washington

Christopher LaFontano, DO
Assistant Professor of OPP
DO, University of New England College of Osteopathic
Medicine

Anthony J. LaPorta, MD, MS, FACS
Professor of Clinical Surgery
Director of Military Medicine Program
MS, Immunology, Marquette University
MD, Medical College of Wisconsin

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

Rachel M.A. Linger, PhD
Associate Professor of Pharmacology
PhD, University of Colorado Anschutz Medical Campus

Matthew Linton, PhD
Assistant Dean of Preclinical Education
Professor of Physiology
PhD, University of California Los Angeles

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

Stephen Miller, DO, MPH, FACOFP
Senior Associate Dean of Southern Utah Campus and
Clinical Education
DO, Philadelphia College of Osteopathic Medicine
MPH, Tufts University School of Medicine

Elizabeth Moffett, PhD
Assistant Professor of Structural Medicine
Co-Director of History of Medicine Elective
PhD, University of Missouri

Jennifer Montemayor, PhD
Director of Preclinical Education (RVUCOM-CO)
Professor of Physiology
PhD, Ohio University

Sarah Neguse, MS, PA-C
Assistant Professor of Physician Assistant Studies
MS, University of Colorado

Andrew Nigh, MD, FACS
Assistant Professor of Specialty Medicine
Co-Director of Rural and Wilderness Medicine Track
MD, Indiana University

Dmitriy Pales, DO
Assistant Professor of Internal Medicine

Anthony Pappas, PhD
Assistant Professor of Gross Anatomy
PhD, University of Vermont

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

Mark Payton, PhD, MS

Chair of Biomedical Sciences Department
Professor of Biomedical Sciences
PhD, Oklahoma State University
MS, Oklahoma State University

Jill Pitcher, DO, FACOFP

Professor of Family Medicine
DO, Western University of Health Sciences

Jacqueline Powell, PhD

Associate Professor of Physiology
PhD, Morehouse School of Medicine

Jan Pryor, DO, MPH, C-NMM/OMM

Professor of OPP
MPH, University of Hawaii at Manoa
DO, College of Osteopathic Medicine of the Pacific

Cassidy Punt, MS, MPAS, PA-C

Assistant Professor of PA Studies
MS, University of Colorado
MPAS, University of Wisconsin - La Crosse

Kristin Putnam, DO

Associate Professor of OPP
Co-Director of Pre-Doctoral OPP Fellowship
DO, University of New England College of Osteopathic
Medicine

Kenneth Ramey, DO, FACOFP

Associate Professor of Osteopathic Principles and
Practice
Program Director of ONMM3 Residency and
Osteopathic-Focused Track
DO, Midwestern University, Chicago College of
Osteopathic Medicine

Joel Roberts, MD

Assistant Program Director of MSBS Program
Assistant Professor of Physiology
MD, University of Colorado, 2015
BS, Azusa Pacific University, 2009

Vickie Roettger, PhD, MS

Associate Professor of Physiology
Co-Director of Global Medicine Track (CO)
PhD, Wright State University
MS, University of Iowa

David Ross, DO, FACEP

Associate Professor of Emergency Medicine
Director of Rural and Wilderness Medicine Track
Course Director of Military Medicine
DO, Western University of the Health Sciences

Cathy Ruff, MS, PA-C

Program Director and Chair of Physician Assistant
Program

Associate Professor of PA Studies
PA-C, University of Colorado Health Sciences Center
MS, University of Denver

Rebecca Ryznar, PhD, MA

Associate Professor of Molecular Biology
Director of Physician-Scientist Track
PhD, Wesleyan University
MA, Central Connecticut State University

Brian D. Schwartz, PhD, MLIS

Director of Frank Ritche Ames Memorial Library
Associate Professor of Medical Humanities
PhD, Emporia State University
MLIS, University of Denver

Kaleb Sellers, PhD

Post-Doctoral Fellowship and Instructor

Bradley Simon, MD

Assistant Professor of Emergency Medicine
MD, State University of New York Upstate Medical
Center

James Small, MD, PhD, FCAP

Associate Professor of Pathology
Director of Clinical Career Advising
MD, Duke University
PhD, Duke University

Darcy Solanyk, MS, PA-C

Associate Program Director for PA Program
Associate Professor of PA Studies
PA-C, University of Colorado Health Sciences Center
MS, Colorado State University

Joseph M. Stasio, DO, FACOFP

Chair of Department of Primary Care
Professor of Family Medicine
Medical Director of PA Program
DO, Southeastern University of Health Sciences
College of Osteopathic Medicine, 1991

Regan Stiegmann, DO

Co-Director of Digital Health Track
DO, Rocky Vista University College of Osteopathic
Medicine

Shelene Thomas, DPT, EdD, GCS, FNAP

Associate Professor of Interprofessional Education
Director of Interprofessional Education and Health
Systems Science
DPT, Creighton University
EdD, Creighton University

Bradley Thornock, PhD, MPH

Associate Professor of Medical Humanities
PhD, St. Louis University
MPH, University of Michigan

Francina Towne, PhD
Director of MSBS Program
Associate Professor of Immunology
PhD, University of Colorado Denver

Ann Trawick, DO
Assistant Professor of Family Medicine
DO, College of Osteopathic Medicine of the Pacific
Pomona

Amanda Troy, PhD, MS
Associate Professor of Gross Anatomy
Director of Preclinical Education (SU)
PhD, Penn State University
MS, University of North Carolina-Greensboro

Peter Tsivis, MD, MBA
Associate Professor of Pathology
MD, State University of New York
MBA, University of Massachusetts

Patrick Tufts, MD
Professor of Primary Care
MD, University of Pittsburgh School of Medicine

Lon Van Winkle, PhD
Professor of Medical Humanities
PhD, Wayne State University

Jacquelyn Waller, PharmD, BCPS
Associate Professor of Pharmacology
Director of Faculty Development
PharmD, University of Montana

Mark Wardle, DO
Vice Chair of Primary Care Department
Assistant Professor of Primary Care
Director of Global Medicine Track (SU)
Director of Medical Spanish Elective
DO, Touro University College of Osteopathic Medicine

Benjamin Wilde, DO, FAAFP
Chair of the Department of Clinical Sciences
Associate Professor of Primary Care
DO, Midwestern University Arizona College of
Osteopathic Medicine

Scott Wilkie, DO, MS
Assistant Professor of OPP
DO, Marian University College of Osteopathic Medicine
MS, Purdue University

Dale Woodbury, PhD, MS
Associate Professor of Structural Medicine
PhD, Rutgers University
MS, University of Connecticut

Lynne Yancey, MD, FACEP
Faculty of Military Medicine Education

Cole Zanetti, DO, MPH
Co-Director of Digital Health Track
DO, University of North Texas Health Science Center
Texas College of Osteopathic Medicine
MPH, Geisel School of Medicine at Dartmouth

Isain Zapata, PhD, MS
Assistant Professor of Research and Statistics
PhD, Ohio State University
MS, University of Chihuahua

Qing Zhong, MD, PhD
Associate Professor of Structural Medicine
MD, Guang Dong Medical College
PhD, Wayne State University

Degree Programs

Clinical Clerkship Degree Requirements

Class of 2023

Minimum credit hours to be completed in OMS III and OMS IV

Class of 2023 Fellows may be eligible for 86 credit hours if OST 4010 was taken in the 2021-2022 AY

Item #	Title	Credits
MED 3001	Fundamentals of Clinical Medicine	2
OST 3010	OPP Clinical Integration	1
OST 4010/ OST 4011	Advanced OPP Clinical Integration I and II	2
FAM 3001	Family Medicine Core	8
INT 3001/ 3002	Internal Medicine Core	8
WMN 3001	Women's Health Core	4
PED 3001	Pediatrics Core	4
BHM 3001	Behavioral Medicine Core	4
SRG 3000	Fundamentals of Surgery	1
SRG 3001/ 3002	Surgery Core	7
MED 3020	Critical Reflection and Professional Career Development I	1
Electives	Required Elective Clerkships (2023)	45

Class of 2024

Minimum credit hours to be completed in OMS III and OMS IV

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
FAM 3001	Family Medicine Core	8
INT 3001/ 3002	Internal Medicine Core	8
WMN 3001	Women's Health Core	4
PED 3001	Pediatrics Core	4
BHM 3001	Behavioral Medicine Core	4
SRG 3000	Fundamentals of Surgery	1
SRG 3001/ 3002	Surgery Core	7
MED 3020	Critical Reflection and Professional Career Development I	1
MED 3021	Critical Reflection and Professional Career Development II	1
Electives	Required Elective Clerkships (2024)	46
Total Credits		90

Doctor of Osteopathic Medicine (DO) - MCOM Curriculum

The design of the curriculum is based on a proven systems-based integrated academic model. It emphasizes interdisciplinary collaboration, guiding students to develop a holistic, and more importantly, an osteopathic approach to medicine. In utilizing a systems approach to medical education, basic biomedical science disciplines are integrated with clinical sciences in a fashion that reflects clinical relevancy, rather than broken down into individual segregated disciplines. The overall curriculum is scheduled in blocks with intervening periods of integrations, reflection, wellness, and time for scholarly activity and electives. Weekly schedules follow a format of faculty guided Student Directed Learning during most afternoons and group Active Learning Sessions most mornings. Assessments are formative and summative with an emphasis on learning of material and competency of skill. MCOM continually correlates basic scientific information and methodology with fundamental clinical application.

Students are exposed to clinical settings and simulation beginning in their first semester and continuing

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

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

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

Doctor of Osteopathic Medicine (DO) - RVUCOM Course of Study

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

The COM has a dedicated faculty; established affiliations with medical centers, hospitals, and healthcare systems; a structured and supported rural medicine program; and a mission to educate the finest osteopathic physicians possible. Students are placed at one of the college’s regional centers to ensure

continuity and coordination of clinical education within the COM’s vast and growing clinical training network. Our innovative curriculum is designed to fulfill the COM’s mission of training students who are competent and ready to enter graduate medical education and training with an emphasis on becoming primary care physicians.

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

Program Learning Outcomes

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

Graduates of the Doctor of Osteopathic Medicine Program will:

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

Clinical Clerkship Degree Requirements

[Click here to review the Clinical Clerkship Degree Requirements](#)

Pre-Clinical Curriculum

[Click here to review the Pre-Clinical Curriculum](#)

Master of Physician Assistant Studies (PA)

Curriculum

Competency-Based Medical Education Model

The Rocky Vista University (RVU) Physician Assistant (PA) Program designed its curriculum in the competency-based medical education (CBME) model. CBME is defined as an outcome-based approach to the design, implementation, assessment, and evaluation of a medical education program and its learners using an organizing framework of competencies.

The PA Program is a 27-month curriculum developed and implemented under the authority of the Provost following approval by the PA Program Curriculum Committee and the RVU Institutional Curriculum Committee. The PA Program website contains details of the curriculum.

Year I - Semester I (Fall)

Item #	Title	Credits
PAS 5001	Interprofessional Education Seminar I	1
PAS 5111	Normal Human Development I	2
PAS 5113	Molecular and Cellular Concepts I	4
PAS 5115	Anatomy I	4
PAS 5131	Clinical Medicine: Professional Seminar I	3
PAS 5133	Clinical Medicine: Illness and Disease I	4
PAS 5135	Clinical Medicine: Evidence-Based Practice I	2
PAS 5137	Clinical Medicine: Skills and Assessment 1	4
PAS 5139	Reasoning and Application I	3

Year I - Semester II (Spring)

Item #	Title	Credits
PAS 5002	Interprofessional Education Seminar II	1
PAS 5112	Normal Human Development II	1
PAS 5114	Molecular and Cellular Concepts II	5
PAS 5116	Anatomy II	4
PAS 5132	Clinical Medicine: Professional Seminar II	2
PAS 5134	Clinical Medicine: Illness and Disease II	6
PAS 5136	Clinical Medicine: Evidence-Based Practice II	2
PAS 5138	Clinical Medicine: Skills and Assessment II	5
PAS 5140	Reasoning and Application II	3

Year I - Semester III (Summer)

Item #	Title	Credits
PAS 5150	Introduction to Supervised Clinical Practice Experiences	1
PAS 5251	Clinical Seminar I	1
PAS 5261	Supervised Clinical Practice I	10

Year II - Semester I (Fall)

Item #	Title	Credits
PAS 5252	Clinical Seminar II	1
PAS 5262	Supervised Clinical Practice II	14

Year II - Semester II (Spring)

Item #	Title	Credits
PAS 5253	Clinical Seminar III	1
PAS 5263	Supervised Clinical Practice III	14

Year II - Semester III (Summer)

Item #	Title	Credits
PAS 5254	Clinical Seminar IV	1
PAS 5264	Supervised Clinical Practice IV	10
PAS 5271	Research Proposal	1

Year III - Semester I (Fall)

Item #	Title	Credits
PAS 5272	Capstone	11
PAS 5233	Professional Seminar III	1
Total Credits		122

Master of Science in Biomedical Sciences (MSBS) - RVUCOM Curriculum

The MSBS program's innovative curriculum is designed to graduate competent students who have been prepared for success in a graduate, professional training program in a health sciences field. The curriculum emphasizes interdisciplinary collaboration and correlates foundational science information with clinical application. The MSBS program defines one credit hour for every 15 contact hours.

Semester I - Fall

Item #	Title	Credits
BMS 5012	Foundations of Success	1
BMS 5011	Evidence-Based Medicine	2
BMS 5008	Medical Humanities	1
BMS 5021	Molecular Basis of Medicine I	2
BMS 5041	Physiology I	4
BMS 5051	Human Anatomy I	2
BMS 5060	Microbiology and Infectious Diseases	3

Semester II - Spring

Item #	Title	Credits
BMS 5002	Biomedical Pharmacology	3
BMS 5010	Journal Club	2
BMS 5022	Molecular Basis of Medicine II	2
BMS 5042	Physiology II	4
BMS 5052	Human Anatomy II	2
BMS 5070	Immunology	3
Total Credits		31

Pre-Clinical Curriculum for RVUCOM

OMS I - Semester One - Fall

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

OMS I - Semester Two - Spring

Item #	Title	Credits
IPE 1902	Introduction to Interprofessional Education Seminar II	1
OM 1006	Endocrine/Reproductive System I	4
OM 1007	Gastrointestinal System I	3
OM 1014	Neuroscience System I	8
OM 1016	Osteopathic Principles and Practice II	2
OM 1020	Principles of Clinical Medicine II	3
OM 1040	Medical Ethics	1
OM 1080	Transition to Clinical Medicine	4
OM 1090	Microbes and Infectious Diseases	3

OMS II - Semester One - Fall

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

OMS II - Semester Two - Spring

Item #	Title	Credits
OM 2001	Musculoskeletal System II	3
OM 2002	Neuroscience System II	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

OMS III and 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

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
	4000+ Choice of Elective	8

Required Elective Externships

Item #	Title	Credits
	Required Elective Clerkships	45
	Minimum 2 Required Audition Externships	
	Total Credits	204

Courses

Biomedical Sciences

BMS 5002 : Biomedical Pharmacology

Biomedical pharmacology presents an overview of the basic concepts and principles of pharmacology complemented by selected topics in pharmacotherapeutics. Students explore mechanisms of drug action, pharmacokinetics, pharmacodynamics, pharmacogenomics, and toxicology. Additional classroom sessions highlight the basic and clinical pharmacology of agents that exert effects on a variety of physiologic systems. Students will be required to complete an innovative new drug capstone project demonstrating their ability to provide peer-feedback, work on a team, appropriately review and synthesize recent medical literature, and conduct an oral presentation. Successful completion of the course will prepare students for doctoral level study of pharmacology.

Credits 3

Prerequisites

None

BMS 5008 : Medical Humanities

The Medical Humanities course examines the relationships between the humanities and biomedical sciences. Topics vary by year and include, but are not limited to, communication, implicit bias mitigation, human subject research history and ethics, professional identity formation, illness narratives. This course is grounded in a variety of literary and textual sources and involves small and large group discussions, collaboration, written analyses, service-learning, and critical reflection, all of which are intended to foster self-examination and compassionate behavior.

Credits 1

Prerequisites

None

BMS 5010 : Journal Club

The course aims to provide MSBS students the opportunity to evaluate and investigate evidence through critically reading, interpreting, and presenting primary literature for peers, RVUCOM students, and faculty. This course helps students stay abreast of current knowledge in the field, develop presentation skills, and create solutions to real-world issues through applying knowledge from the biomedical sciences. Topics will include advances across biomedical research and inter-professional teamwork. Emphasis is placed on developing presentation and teaching skills and in communicating scientific studies in seminar. The format of the course includes: 1) an introduction to and guided research of issues from national health initiatives (NIH, CDC, HHS and/or HRSA); 2) critical appraisal and formal presentation of biomedical research.

Credits 2

Prerequisites

None

BMS 5011 : Evidence-Based Medicine

The role of Evidence-Based Medicine (EBM) is to foster students' information literacy and develop understanding of the process of evidence-based medicine in order to leverage, create, use, and connect information to scenarios. The course is organized around the five elements of evidence-based medicine: ASK, ACQUIRE, APPRAISE, APPLY, ASSESS. Each of those components will be explored in depth to increase the awareness, understanding, and skills of the students. Students will learn to identify and understand various research methodologies, research designs, and bio-statistical concepts as elements of developing their understanding of medical and scientific information.

Credits 2

Prerequisites

None

BMS 5012 : Foundations of Success

This course is designed to introduce students to the foundational skills necessary to be a successful graduate student. This course will focus on a variety of techniques to increase student confidence and develop graduate level study skills, and professionalism. It will cover principles of learning strategies, problem solving, note-taking, test-taking, critical listening and thinking, self-assessment, goal setting, and time management.

Credits 1

BMS 5021 : Molecular Basis of Medicine I

This course is a two-semester course that incorporates a case-based approach to investigative fundamental biomedical concepts. The objective of the course is to promote student learning of the biochemical, molecular, and cellular mechanisms underlying normal physiology and metabolism, thus providing a foundation for understanding disease processes. The course provides a foundation in cellular and molecular biology, including cell structure, cellular macromolecules, DNA and RNA structure and function, protein synthesis, and regulation of gene expression, energetics, metabolism, regulation, organization and function of cellular organelles, flow of genetic information, and the regulation of selected cell activities.

Credits 2

Prerequisites

None

BMS 5022 : Molecular Basis of Medicine II

A continuation of BMS 5021, Molecular Basis of Medicine II, incorporates a case-based approach to investigative fundamental biomedical concepts. The objective of the course is to promote student learning of the biochemical, molecular, and cellular mechanisms underlying normal physiology and metabolism, thus providing a foundation for understanding disease processes. The course provides a foundation in cellular and molecular biology, including cell structure, cellular macromolecules, DNA and RNA structure and function, protein synthesis, and regulation of gene expression, energetics, metabolism, regulation, organization and function of cellular organelles, flow of genetic information, and the regulation of selected cell activities.

Credits 2

Prerequisites

None

BMS 5041 : Physiology I

This course is the first of two one-semester courses which together provide a complete systems-based curriculum to enable the student an opportunity to build a cognitive framework and knowledge base necessary to understand and medically apply normal human physiology to pathophysiology. Systems covered in the first semester include cellular physiology, homeostatic mechanisms, basic neurophysiology, the cardiovascular system, the respiratory system, and the renal system. Basic clinical skills, clinical reasoning, physical exam skills are also integrated throughout. This curriculum combines lecture with clinical correlations, case studies, independent study, projects, and simulation activities.

Credits 4

Prerequisites

None

BMS 5042 : Physiology II

A continuation of BMS5042 Physiology I, this course provides a systems-based curriculum to enable the student an opportunity to build a cognitive framework and knowledge base necessary to understand and medically apply normal human physiology to pathophysiology. Systems covered in the first semester include cellular physiology, homeostatic mechanisms, basic neurophysiology, the cardiovascular system, the respiratory system, and the renal system. Basic clinical skills, clinical reasoning, physical exam skills are also integrated throughout. This curriculum combines lecture with clinical correlations, case studies, independent study, projects, and simulation activities.

Credits 4

Prerequisite Courses

[BMS 5041: Physiology I](#)

BMS 5051 : Human Anatomy I

This is the first of a two-semester course encompassing all aspects of human functional anatomy and clinical gross anatomy. This course will focus on the gross anatomy of all systems in the human body. In addition, imaging techniques such as x-ray radiography, CT scans, and MRI emphasizing structural relationships will introduce students to a clinical perspective of the structure of the human body. Course objectives include the acquisition of anatomical structural knowledge, the development of oral presentation and written communication skills, as well as the development of critical assessment of biomedical literature. Students will experience hands on learning with cadavers dissection. Learning is facilitated through lecture, team problem based learning, and clinical case presentations.

Credits 2

Prerequisites

None

BMS 5052 : Human Anatomy II

This is the second of a two-semester course encompassing all aspects of human functional anatomy and clinical gross anatomy. This course will focus on the gross anatomy of all systems in the human body. In addition, imaging techniques such as x-ray radiography, CT scans, and MRI emphasizing structural relationships will introduce students to a clinical perspective of the structure of the human body. Course objectives include the acquisition of anatomical structural knowledge, the development of oral presentation and written communication skills, as well as the development of critical assessment of biomedical literature. Students will experience hands on learning with cadavers dissection. Learning is facilitated through lecture, team problem based learning, and clinical case presentations.

Credits 2

Prerequisite Courses

[BMS 5051: Human Anatomy I](#)

BMS 5060 : Microbiology and Infectious Diseases

This course introduces graduate students to fundamental principles of microbiology including microbial structure/diversity, microbial metabolism and pathogenicity, and classes and actions of antimicrobial drugs. This overview includes discussions of the interaction between pathogen and host during the infectious process and adaptations by the pathogens to overcome or evade the immune system and cause human disease. Representative microorganisms belonging to each class of pathogen (bacterial, viral, fungal, and parasitic) are discussed. Other topics will include emerging diseases, public health epidemiology, vaccines, antimicrobial resistance, and eradication of disease. A combination of methods will be used to deliver material including, but not limited to, didactic lectures, small group work, and case studies/applications.

Credits 3

Prerequisites

None

BMS 5070 : Immunology

This course is designed to introduce students to the foundational knowledge necessary to understand the normal and abnormal functions of the immune system. Immunological principles involving innate and adaptive immunity, host responses to pathogens, blood groups, immunopathology, immunodeficiencies, autoimmunity, vaccines, transplantation, classes and actions of immunologically active drugs, and targeted immunotherapies will be discussed. Didactic lectures, small group discussions, clinical case studies, designated reading assignments, and application sessions will be utilized in this course. In addition, there will be an interdisciplinary component to this course as students will also write critical reflections regarding team service-learning projects.

Credits 3

Prerequisites

None

Osteopathic Medicine

OM 1003 : Cardiovascular System I

The Cardiovascular System is an intensive, multidisciplinary course structured with the goal of enabling the student to obtain the requisite knowledge necessary to understand the normal structure and function of the cardiovascular system. It is designed to provide the student with an overview of the cardiovascular system, including the biomedical science that underlies disorders of the heart and circulatory system. The structural content of this course utilizes lectures, human cadaver dissection, reading assignments, Designated Student Assignments (DSA), and Clinical Integrative Sessions (CIS).

Credits 3

Prerequisites

None

OM 1004 : Respiratory System I

The Respiratory System I course encompasses the macro and micro-structure of the respiratory system and the basics of respiratory function, including Perfusion and Diffusion, Ventilation, Gas Transport, Mechanics of Breathing, Acid/Base Balance, Control of Breathing, and Pulmonary Defense Mechanisms. Each topic area is examined individually then integrated into case studies to illustrate pulmonary function. By the conclusion of the course, the student will be able to relate how the lung and chest function to control oxygen delivery to organs and carbon dioxide elimination, and will be able to identify common respiratory diseases based on laboratory findings and lung function.

Credits 2

Prerequisites

None

OM 1006 : Endocrine/Reproductive System I

The Endocrine/Reproductive System I course is designed to teach the basic principles of hormone secretion and action related to the major endocrine structures and reproductive and systemic tissues. Students are expected to be familiar with the structure and function of the major endocrine glands and the action of the major hormones secreted. This course will focus on the anatomy, histology, and physiology of endocrine and reproductive systems as a basis for understanding the pathological conditions resulting from endocrine dysfunction.

Credits 4

Prerequisites

None

OM 1007 : Gastrointestinal System I

The Gastrointestinal System course is an intensive, multidisciplinary course designed to provide a basic biomedical science foundation for students. This course will provide the requisite knowledge necessary to understand the normal structure and function of the entire gastrointestinal and hepatobiliary system. The entire course will be devoted to an intensive look at basic physiological principles involved in digestion, absorption, secretion, and gastrointestinal motility, including the hepatobiliary and pancreatic systems. Emphasis will be also on the GI structure including embryology, histology, microscopic, and gross anatomy. It will provide the students with an in-depth knowledge of normal structure and function of GI tract and hepatobiliary system; regulation of mechanical and chemical digestive processes of the gastrointestinal (GI) tract and the accessory organs of digestion; the nervous and hormonal mechanisms regulating control of secretion in the digestive organs; and absorption and elimination of food. The goal of this course is to provide the students with knowledge of how GI structure (embryology, histology, microscopic, and gross anatomy) integrates with function (physiologic mechanisms of GI motility, digestion and absorption, and liver and pancreatic function). Students will then be able to describe the mechanisms contributing to absorption of nutrients into the body and apply their basic medical science knowledge to clinical problem-solving.

Credits 3**Prerequisites**

None

OM 1012 : Molecular and Cellular Mechanisms

This course is a trans-disciplinary course that incorporates the fundamental aspects of biochemistry, molecular biology, cell biology, and genetics. It is presented using lectures, clinical correlations, medical vignettes, directed assignments, and integrated learning sessions. The objective of the course is to promote student learning of the biochemical, molecular, and cellular mechanisms underlying normal physiology and metabolism, thus providing a foundation for understanding disease processes. The course provides a foundation in cellular and molecular biology, including cell structure, cellular macromolecules, DNA and RNA structure and function, protein synthesis, and regulation of gene expression, energetics, metabolism, regulation, organization and function of cellular organelles, flow of genetic information, and the regulation of selected cell activities.

Credits 4**Prerequisites**

None

OM 1013 : Musculoskeletal System I

The Musculoskeletal System course is multidisciplinary in nature. It is structured to enable the student to obtain the requisite knowledge necessary to understand the normal structure and function of the musculoskeletal system, as well as the biomedical science that underlies disorders associated with skeletal muscle, bone, joints, and peripheral nerves. The course utilizes lectures, human cadaver dissection laboratories, reading assignments, Designated Student Assignments (DSA), Basic Science Correlations (BSC), and Clinical Integrative Sessions (CIS).

Credits 7**Prerequisites**

None

OM 1014 : Neuroscience System I

The Neuroscience System course presents the student with an intense consideration of the Central Nervous System (Brain and Spinal Cord) and Head and Neck anatomy. The Neuroanatomy portion of this course addresses the following topics in integrated fashion: Neuroanatomy, Neurophysiology, Neurohistology, Neuroembryology, and Neuroradiology. The study of Neuroanatomy and Head and Neck anatomy are bridged by the cranial nerves which begin in the central nervous system and distribute throughout the head and neck. Concepts in this course are presented utilizing traditional/clinical lectures, human cadaver/brain dissection laboratories, and reading assignments. These concepts are reinforced by numerous clinically-based lectures and Clinical Integrative Sessions (CIS), which emphasize the importance of integrating basic neuroanatomical knowledge with the clinical symptoms presented by a neurological deficit.

Credits 8**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 a foundation for students to build osteopathic knowledge and provide every student the chance to offer their patients an additional approach to conventional medical care. This course will also emphasize the current biomechanical, functional, and physiologic philosophies providing a foundation for continued future education and development within the art and science of osteopathic medicine.

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

Credits 3

Prerequisites

Successful completion of all Year 1 coursework.

OM 1016 : Osteopathic Principles and Practice II

This course is a continuation of OM 1015 Osteopathic Principles and Practice I and is designed to provide the student with a fundamental understanding of the principles and philosophies of osteopathic medicine. This understanding will allow a foundation for students to build osteopathic knowledge and provide every student the chance to offer their patients an additional approach to conventional medical care. This course will also emphasize the current biomechanical, functional, and physiologic philosophies providing a foundation for continued future education and development within the art and science of osteopathic medicine.

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

Credits 2

Prerequisites

Successful completion of all Year 1 coursework.

OM 1019 : Principles of Clinical Medicine I

The course is the first of four PCM courses designed to provide the student with the knowledge and educational experiences that will allow the student to develop active clinical thinking skills, acquire medical and social knowledge, develop the skills needed to complete a comprehensive or focused history and physical examination, demonstrate documentation and order-writing skills, demonstrate competency and the clinical application of basic medical procedures, and develop critical clinical thinking. The course content will be divided into several areas that include history and physical exam, skills laboratories and small group discussions, basic medical procedures, doctor-patient relationship skills, ethics, community medicine, clinical thinking and problem solving, and standardized patient experiences.

Credits 3

Prerequisites

None

OM 1020 : Principles of Clinical Medicine II

The course is the second of four PCM courses designed to provide the student with the knowledge and educational experiences that will allow the student to develop active clinical thinking skills, acquire medical and social knowledge, develop the skills needed to complete a comprehensive or focused history and physical examination, demonstrate documentation and order-writing skills, demonstrate competency and the clinical application of basic medical procedures, and develop critical clinical thinking. The course content will be divided into several areas that include history and physical exam, skills laboratories and small group discussions, basic medical procedures, doctor-patient relationship skills, ethics, community medicine, clinical thinking and problem solving, and standardized patient experiences.

Credits 3

Prerequisites

None

OM 1021 : Renal System I

This course utilizes a multidisciplinary approach to prepare students with a foundational understanding of the normal structure and function of the renal system.

In addition to instruction relating to the basic functional principles of the organs of urine production and excretion, this course integrates the principle, relevant clinical correlations. It includes the gross anatomy, histology, and embryology of the kidney and urinary tract. A thorough investigation of the essential physiology of kidney function will include the primary renal processes, urine formation, and renal blood flow.

In addition, the renal system's role in ion regulation, acid-base balance, fluid volume, and salt-water balance will be examined along with the regulatory control mechanisms of these functions. An understanding of the renal system will be accomplished through student involvement in lectures, directed student assignments, and clinical interactive sessions.

Credits 2**Prerequisites**

None

OM 1023 : Hematology and Immunology I

This course is multidisciplinary, emphasizing the foundational knowledge necessary to understand the normal function of the immune system, the red cell, and coagulation. It is designed to provide the student with an overview of the human immune system, including the aberrant immunological processes that lead to immunopathogenesis. This course will utilize lectures, designated reading assignments, and clinical integrative case discussions.

Credits 3**Prerequisites**

None

OM 1040 : Medical Ethics

Medical Ethics is a competency-based course that applies ethical principles to medical practice, healthcare policy, and biomedical research. Participants learn to recognize ethical issues; engage in moral reasoning; and make decisions that respect the rights of patients, fulfill the obligations of physicians, and increase the quality, safety, and availability of healthcare. The emphasis of this course centers around the philosophy and principles underlying medical ethics, medical decision making, research ethics, physician-patient relationships and end-of life ethical issues. Graded pass/fail/honors.

Credits 1**Prerequisites**

None

OM 1070 : Introduction to Evidence-Based Medicine

Introduction to Evidence-Based Medicine is a semester-long competency-based course that fosters information literacy and evidence-based practice. This course develops student doctors' skills and abilities to determine a need for, locate, access, evaluate, and present medical information. Designated student assignments and clinical integration sessions introduce standards, resources, strategies, and technologies that are then applied by small groups in developing and presenting a clinical case in a capstone activity. Graded pass/fail.

Credits 1**Prerequisites**

None

OM 1080 : Transition to Clinical Medicine

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

Credits 4**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 of immunology and how it relates to the body's reactions to pathogens. It will serve as a means to migrate from acquisition of basic scientific knowledge of pathogens to utilization of such knowledge in understanding infectious disease processes. We will start with basic concepts of infections, progress to learning the microbiology of specific pathogens, learn how to identify and test for these pathogens, and conclude with the clinical implications of the discussed pathogens. The course consists variably of live and video lectures, student designated (and scheduled) self-study (DSA), clinical contextual integrations, and case-based interactive learning sessions (CIS). Students will understand the structure, pathogenicity, laboratory findings, and clinical aspects of numerous pathogens. Throughout the course, the language of medicine is emphasized in conjunction with etiologic mechanisms, clinical features, differential diagnoses, and morphology. This course includes introductory pharmacology of antimicrobials in order to facilitate discussion of infectious disease diagnosis and treatment. In addition, important aspects of clinical laboratory involvement and data utilization in the diagnosis of disease are discussed as appropriate. It is expected that students in this course will function as mature adult learners and will seek all the knowledge necessary from any and all sources available.

Credits 3**Prerequisites**

None

OM 2001 : Musculoskeletal System II

The Musculoskeletal System II course is designed to deliver pertinent topics of diseases of skin, bone, joint, soft tissue, peripheral nerve, and skeletal muscle in a multidisciplinary format. Neuromuscular physiology will be reviewed at the beginning of the course. Pathological concepts of disease presentation, pathophysiology, and outcomes will be discussed. Anti-inflammatory and neuromuscular pharmacology will be integrated into the therapy of these disorders. There will be a clinical integration of rheumatologic disorders, gout and crystal joint disease, dermatology connective tissue disease, and vasculitides.

Credits 3**Prerequisites**

Successful completion of all Year 1 coursework

OM 2002 : Neuroscience System II

This course is designed to use the neuroanatomy and neurophysiology basic science information presented in Year 1 to underpin a comprehensive overview of neuropathology, including both non-neoplastic and neoplastic diseases. Neuroanatomy, neurophysiology, and clinical neurology are integrated to build the clinical framework necessary to succeed during Year 3 and Year 4 clinical clerkships. Relevant and necessary neurohistology, neuroembryology, and neuroradiology are discussed.

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. Specifically, the course will begin with sessions on hematopoiesis, followed by discussions of red cell disorders and the clinical work-up of anemia. Common diagnostic tests and their interpretation will be integrated into this initial content. Information regarding white cell disorders then will be presented, including non-neoplastic disorders and neoplastic disorders such as leukemias, non-Hodgkin lymphomas, and Hodgkin lymphoma. An in-depth treatment of bleeding and hypercoagulable disorders will be provided. In addition, students will be exposed to concepts related to solid organs of the hematologic/lymphatic system, the spleen and thymus, transfusion medicine, the molecular biology of red cells, and pertinent pharmacologic information related to the treatment of anemia and the use of pharmacologic agents aimed at modulating the immune system, coagulation, fibrinolysis, and neoplastic diseases.

Credits 3**Prerequisites**

Successful completion of all Year 1 coursework

OM 2005 : Cardiovascular System II

The Cardiovascular System II course is an intensive multidisciplinary course structured with the goal of enabling the student to obtain the requisite knowledge necessary to understand the pathophysiology, pharmacology, and clinical medicine of the cardiovascular system. After completion of the course, each student will be able to recognize the presenting signs and symptoms of various cardiovascular diseases and be able to ascertain and differentiate the various entities involved in cardiac health and disease, with an eye to treatment of various cardiovascular disorders. Various aspects of evaluating cardiac patients will be presented, with special emphasis on interpretation of EKGs.

Credits 5**Prerequisites**

Successful completion of all Year 1 coursework

OM 2006 : Respiratory System II

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

Credits 4

Prerequisites

Successful completion of all Year 1 coursework

OM 2008 : Endocrine System II

The Endocrine System II course will review the basic principles of endocrine hormone signaling, storage, secretion, and action. Abnormalities in normal endocrine physiology will be discussed through pathophysiological correlations and clinical discussions.

The course will emphasize the hypothalamic/pituitary complex, thyroid, parathyroid, adrenal, and endocrine functions of the pancreas. Students are expected to be familiar with the hypofunctioning or hyperfunctioning of key endocrine glands, the structure, secretion, and action of endocrine hormones (peptide, steroid and thyroid hormones), and the major clinical endocrine disorders related thereto. Pharmacology as it relates to hormone secretion and action will be discussed, as will pharmacological treatment of glandular hormonal under and over production. Emphasis will be placed on understanding the pathophysiology of each endocrine gland with the intent to use the general principles of endocrine pathophysiology and pharmacology to effectively diagnose, manage, and care for patients with endocrine disorders.

Credits 3

Prerequisites

Successful completion of all Year 1 coursework

OM 2009 : Gastrointestinal System II

The course covers the gastrointestinal system, including the hepatobiliary and pancreatic systems. After a brief review of normal physiologic principles and processes, the initial two weeks are devoted to a thorough study of gastrointestinal pathology.

Clinicopathological correlations are emphasized. The remainder of the course is devoted to the application of the integrated pathophysiological principles in clinical settings under the guidance of appropriate clinical faculty. Material that has been previously covered is integrated into clinical application and used to build the clinical framework needed to be a competent osteopathic physician. Emphasis is placed on understanding the pathophysiology and the ability to correlate and use basic principles in the management of gastrointestinal disorders. Clinical discussions and lectures focus on disease states the students will encounter throughout their careers.

Credits 4

Prerequisites

Successful completion of all Year 1 coursework

OM 2013 : Renal System II

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

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

Credits 5

Prerequisites

Successful completion of all Year 1 coursework

OM 2014 : Reproductive System II

This course will cover female and male health-related reproductive issues. Following a review of normal reproductive physiology, pathophysiological perspectives of the female genital tract, breasts, and pregnancy are presented. The approach to the gynecologic patient, including examination and diagnostic procedures, are discussed. All phases of pregnancy, including antepartum, labor/delivery, and post-partum care, are reviewed in concert with complications and procedures of each phase of pregnancy. Infectious and neoplastic pathology of the male genital tract is covered. Pharmacology as it relates to both female and male reproductive systems will be integrated throughout the course. Clinical correlations will focus on the pathology that students will encounter on clinical 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

The course is the third of four PCM courses designed to provide the student with the knowledge and educational experiences that will allow the student to develop active clinical thinking skills, acquire medical and social knowledge, develop the skills needed to complete a comprehensive or focused history and physical examination, demonstrate documentation and order-writing skills, demonstrate competency and the clinical application of basic medical procedures, and develop critical clinical thinking. The course content will be divided into several areas that include history and physical exam, skills laboratories and small group discussions, basic medical procedures, doctor-patient relationship skills, ethics, community medicine, clinical thinking and problem solving, and standardized patient experiences.

Credits 4

Prerequisites

Successful completion of all Year 1 coursework

OM 2019 : Principles of Clinical Medicine IV

The course is the final PCM course in the four-course series designed to provide the student with the knowledge and educational experiences that will allow the student to develop active clinical thinking skills, acquire medical and social knowledge, develop the skills needed to complete a comprehensive or focused history and physical examination, demonstrate documentation and order-writing skills, demonstrate competency and the clinical application of basic medical procedures, and develop critical clinical thinking. The course content will be divided into several areas that include history and physical exam, skills laboratories and small group discussions, basic medical procedures, doctor-patient relationship skills, ethics, community medicine, clinical thinking and problem solving, and standardized patient experiences.

Credits 3

Prerequisites

Successful completion of all Year 1 coursework

OM 2020 : Psychiatry System

Psychiatry System is structured to expose students to psychiatric and behavioral medical issues commonly seen in practice. The psychiatric component of the course will focus on mental health disorders such as depression, bipolar disorder, mania, psychosis, anxiety, and drug abuse. Symptoms of these disorders will be explored in detail with a heavy emphasis on the available pharmacologic treatments. The behavioral component will explore issues related to human development and abnormal behavior such as paraphilias and eating disorders.

Credits 2

Prerequisites

Successful completion of all Year 1 coursework

OM 2040 : Advanced Medical Ethics

Advanced Medical Ethics is a competency-based course that applies ethical principles to medical practice, healthcare policy, and biomedical research. Participants learn to recognize ethical issues; engage in moral reasoning; and make decisions that respect the rights of patients, fulfill the obligations of physicians, and increase the quality, safety, and availability of healthcare. This course utilizes and builds on the principles learned in the Introduction to Medical Ethics.

Areas of emphasis are cross-cultural ethics, transplantation ethics, ethics in medical economics, ethical issues in the specialties of surgery, pediatrics, OB/GYN, psychiatry and genomic medicine, ethical issues in public health and healthcare information, and ethical issues that students and house staff face during their clinical clerkships. Graded pass/fail/honors.

Credits 1

Prerequisites

Successful completion of all Year 1 coursework

OM 2070 : Pre-Clinical Capstone

The Pre-Clinical Capstone course is a required, structured course that provides an opportunity for student synthesis and integration of all pre-clinical content and concepts. It is designed to facilitate student self-assessment of key concepts in biomedical disciplines and development of knowledge in areas of weakness. This is accomplished through a required full-length practice board exam at the beginning of the course that allows for student identification of knowledge gaps. Subsequently, students develop and submit a required study plan aimed at addressing content/subject deficits. After identification of areas of concentration for study, students complete required practice item banks with concentration on those areas identified for improvement and then complete a required full-length practice board exam to gauge their progress.

Credits 2

Prerequisites

Successful completion of all Year 1 and 2 coursework

Behavioral Medicine

BHM 3001 : Behavioral Medicine Core

The Behavioral 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. 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 on the subject of Behavioral Health 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 ultimate 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

(Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

Family Medicine

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. 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 on the subject of 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 individual responsibility to learn the subject content. Lifelong self-learning is the ultimate 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.

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.

Internal Medicine

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 on the subject of 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 ultimate 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.

INT 4001 : Internal Medicine Elective

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

Variable Credits

Prerequisites

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

INT 4200 : Nephrology Elective

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

Variable Credits

Prerequisites

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

INT 4210 : Infectious Disease Elective

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

Variable Credits

Prerequisites

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

INT 4220 : Rheumatology Elective

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

Variable Credits

Prerequisites

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

INT 4230 : Cardiology Elective

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

Variable Credits

Prerequisites

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

INT 4240 : Hematology

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

Variable Credits

Prerequisites

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

INT 4250 : Hematology/Oncology Elective

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

Variable Credits

Prerequisites

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

INT 4260 : Oncology Elective

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

Variable Credits

Prerequisites

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

INT 4270 : Pulmonology Elective

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

Variable Credits

Prerequisites

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

INT 4280 : Endocrinology Elective

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

Variable Credits

Prerequisites

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

INT 4290 : Gastroenterology Elective

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

Variable Credits

Prerequisites

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

INT 4300 : Geriatrics Elective

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

Variable Credits

Prerequisites

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

INT 4310 : Allergy/Immunology Elective

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

Variable Credits

Prerequisites

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

Interprofessional Education

IPE 1901 : Introduction to Interprofessional Education Seminar I

This two-semester course introduces the fundamental principles of interprofessional education including roles and responsibilities, contributions of individual team members, communication skills that ensure smooth transition of care to other team members, and the impact of teams on population health and quality of care. As part of the course design, learners from the Doctor of Osteopathic Medicine program will interact with students from other health profession programs within RVU and in collaboration with extramural programs, as available.

Credits 1

Prerequisites

None

IPE 1902 : Introduction to Interprofessional Education Seminar II

This two-semester course introduces the fundamental principles of interprofessional education including roles and responsibilities, contributions of individual team members, communication skills that ensure smooth transition of care to other team members, and the impact of teams on population health and quality of care. As part of the course design, learners from the Doctor of Osteopathic Medicine program will interact with students from other health profession programs within RVU and in collaboration with extramural programs, as available.

Credits 1

Prerequisites

None

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

Medicine - General

MED 2001 : Vaccine I Elective

Students will obtain an in-depth understanding of how vaccines are produced by industry, undergo preclinical evaluation, vaccine public health topics, and evaluation for efficacy in clinical trials. The goal will be to inform students about vaccine topics to enable students to be able to discuss vaccines with their patients. Focus will be on domestic perspectives of vaccination for public health but will include some global health discussions on selected publications, and a final course research project individually developed by the student. This elective course offered through the Department of Tracks and Special Programs is open to OMS I and II and MSBS students.

MED 3001 : Fundamentals of Clinical Medicine

This course provides information on the policies and procedures that will govern the clinical years: the rights, responsibilities, and duties of the students, faculty, and teaching facilities; the third-year curriculum; and skills needed to enter the clinical arena. The course also includes an introduction to the resources used in clinical education, as well as tools for professional conduct for direct patient care and telehealth venues.

Credits 2

Prerequisites

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

MED 3020 : Critical Reflection and Professional Career Development I

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 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 4200 : Pain Management Elective

Pain management can be simple or complex, depending on the cause of the pain. This elective provides an opportunity for students to learn various, multi-faceted approaches to pain management: interventional procedures, medication management, physical therapy or chiropractic therapy, psychological counseling and support, acupuncture and other alternative therapies, and referral to other medical specialists. All of these skills and services are necessary because pain can involve many aspects of a person's daily life.

Variable Credits

Prerequisites

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

MED 4210 : Disaster Medicine Elective

Disaster medicine is the area of medical specialization serving the dual areas of providing healthcare to disaster survivors and providing medically related disaster preparation, disaster planning, disaster response, and disaster recovery leadership throughout the disaster life cycle. Disaster medicine specialists provide insight, guidance, and expertise on the principles and practice of medicine both in the disaster impact area and healthcare evacuation receiving facilities to emergency management professionals, hospitals, healthcare facilities, communities, and governments.

Variable Credits

Prerequisites

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

MED 4220 : Nutrition Elective

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

Variable Credits

Prerequisites

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

MED 4230 : Physical Medicine and Rehabilitation Elective

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

Variable Credits

Prerequisites

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

MED 4240 : Sleep Study Elective

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

Variable Credits

Prerequisites

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

MED 4250 : EKG Elective

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

Variable Credits

Prerequisites

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

MED 4260 : Alternative Medicine Elective

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

Variable Credits

Prerequisites

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

MED 4270 : Integrative Medicine Elective

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

Variable Credits

Prerequisites

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

MED 4280 : Hospice/Palliative Care Elective

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

Variable Credits

Prerequisites

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

MED 4290 : Pharmacology Elective

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

Variable Credits

Prerequisites

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

MED 4300 : Podiatry Elective

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

Variable Credits

Prerequisites

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

MED 4310 : Public Health Elective

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

Variable Credits

Prerequisites

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

MED 4320 : Aerospace Medicine Elective

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

Variable Credits

Prerequisites

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

MED 4500 : Overview of Medicine

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

Variable Credits

Prerequisites

Clinical Education Department approval required.

MED 4510 : Healthcare Quality Improvement Elective

Students have the opportunity to complete a externship focusing on healthcare quality, patient safety, and population medicine.

Variable Credits

Prerequisites

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

MED 4520 : Lifestyle Medicine Elective

Lifestyle medicine is a scientific approach to decreasing disease risk and illness burden by utilizing lifestyle interventions such as nutrition, physical activity, stress reduction, rest, smoking cessation, and avoidance of alcohol abuse. Lifestyle medicine is the recommended foundational approach to preventing and treating many chronic diseases.

Variable Credits

Prerequisites

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

MED 4530 : Medical Spanish Elective

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

Variable Credits

Prerequisites

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

MED 4540 : Business in Medicine Elective

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

Variable Credits

Prerequisites

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

MED 5011 : Medical Spanish

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.

Osteopathic Principles and Practice

OST 3010 : 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 1

Prerequisites

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

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 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

OST 4011 : Advanced OPP Clinical Integration 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 1

Prerequisites

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

Pediatrics

PED 3001 : Pediatrics Core

The Pediatrics 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 on the subject of 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 ultimate 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

PED 4001 : Pediatric Elective

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

Variable Credits

Prerequisites

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

PED 4100 : Pediatric Anesthesiology Elective

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

Variable Credits

Prerequisites

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

PED 4110 : Pediatric Dermatology Elective

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

Variable Credits

Prerequisites

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

PED 4120 : Pediatric Emergency Medicine Elective

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

Variable Credits

Prerequisites

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

PED 4130 : Pediatric Gynecology Elective

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

Variable Credits

Prerequisites

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

PED 4140 : Pediatric Internal Medicine Elective

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

Variable Credits

Prerequisites

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

PED 4150 : Pediatric Neurology Elective

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

Variable Credits

Prerequisites

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

PED 4160 : Pediatric Pathology Elective

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

Variable Credits

Prerequisites

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

PED 4170 : Pediatric Psychiatric Elective

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

Variable Credits

Prerequisites

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

PED 4180 : Pediatric Surgery Elective

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

Variable Credits

Prerequisites

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

PED 4190 : Pediatric Urology Elective

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

Variable Credits

Prerequisites

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

PED 4200 : Pediatric Cardiology Elective

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

Variable Credits

Prerequisites

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

PED 4220 : Pediatric Developmental Elective

Developmental Pediatrics allows for the opportunity to become familiar with typical and abnormal development in childhood, behavior management techniques, various aspects of developmental assessment, and referral sources/patterns in the community for children with developmental disabilities.

Variable Credits

Prerequisites

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

PED 4230 : Pediatric Ear, Nose, and Throat Elective

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

Variable Credits

Prerequisites

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

PED 4240 : Pediatric Endocrinology Elective

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

Variable Credits

Prerequisites

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

PED 4250 : Pediatric Gastroenterology Elective

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

Variable Credits

PED 4260 : Pediatric Hematology-Oncology Elective

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

Variable Credits

Prerequisites

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

PED 4270 : Pediatric Infectious Disease Elective

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

Variable Credits

Prerequisites

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

PED 4280 : Pediatric Intensive Care Elective

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

Variable Credits

Prerequisites

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

PED 4290 : Pediatric Neonatal Elective

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

Variable Credits

Prerequisites

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

PED 4300 : Pediatric Nephrology Elective

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

Variable Credits

Prerequisites

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

PED 4310 : Pediatric Pulmonology Elective

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

Variable Credits

Prerequisites

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

Surgery

SRG 3000 : Fundamentals of Surgery

This course provides students with initial exposure to their surgery clerkship on the RVU campus at the surgical simulation center for one week. Students will be expected to take call in the evenings.

Credits 1

Prerequisites

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

SRG 3001/3002 : Surgery Core

The Surgery 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 on the subject of 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 ultimate 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

SRG 4001 : General Surgery Elective

General Surgery is a discipline of surgery having a central core of knowledge embracing anatomy, physiology, metabolism, immunology, nutrition, pathology, wound healing, shock and resuscitation, intensive care, and neoplasia, which are common to all surgical specialties.

Variable Credits

Prerequisites

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

SRG 4100 : Urogynecologic Surgery Elective

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

Variable Credits

Prerequisites

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

SRG 4200 : Bariatric Surgery Elective

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

Variable Credits

Prerequisites

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

SRG 4210 : Plastic Surgery Elective

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

Variable Credits

Prerequisites

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

SRG 4220 : Oral Surgery Elective

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

Variable Credits

Prerequisites

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

SRG 4230 : Thoracic Surgery Elective

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

Variable Credits

Prerequisites

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

SRG 4240 : Transplant Surgery Elective

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

Variable Credits

Prerequisites

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

SRG 4250 : Trauma Surgery Elective

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

Variable Credits

Prerequisites

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

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

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

Variable Credits

Prerequisites

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

SRG 4270 : Podiatric Surgery Elective

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

Variable Credits

Prerequisites

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

SRG 4280 : Gastrointestinal Surgery Elective

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

Variable Credits

Prerequisites

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

SRG 4290 : Perioperative Care Elective

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

Variable Credits

Prerequisites

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

Women's Health

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 on the subject of 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 ultimate 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.

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.

Physician Assistant

PAS 5001 : Interprofessional Education Seminar I

This two-semester course introduces the fundamental principles of interprofessional education including roles, responsibilities, and contributions of individual team members, communication skills that ensure smooth transition of care to other team members, and the impact of teams on population health and quality of care. Learners will interact with students from the physician assistant, master of science in biomedical sciences, and doctor of osteopathic medicine programs, in addition to nursing students.

Credits 1**Prerequisites**

None

PAS 5002 : Interprofessional Education Seminar II

This course is a continuation of PAS 5001.

Credits 1**Prerequisite Courses**

[PAS 5001: Interprofessional Education Seminar I](#)

PAS 5111 : Normal Human Development I

This core course introduces the fundamental principles of normal physical, social, and psychological development and function across the lifespan.

Credits 2**Prerequisites**

None

PAS 5112 : Normal Human Development II

This course is a continuation of PAS 5111.

Credits 1**Prerequisite Courses**

[PAS 5111: Normal Human Development I](#)

PAS 5113 : Molecular and Cellular Concepts I

This core course introduces the fundamental principles of biochemistry, cell biology, microbiology, genetics, physiology, and pharmacology in order to understand the pathophysiology of illness and disease and the rationale for therapeutic intervention.

Credits 4**Prerequisites**

None

PAS 5114 : Molecular and Cellular Concepts II

This course is a continuation of PAS 5113.

Credits 5**Prerequisite Courses**

[PAS 5113: Molecular and Cellular Concepts I](#)

PAS 5115 : Anatomy I

This core course introduces the fundamental principles of human anatomy, allowing the learner to correlate structure, function, and the clinical assessment of pathology.

Credits 4**Prerequisites**

None

PAS 5116 : Anatomy II

This course is a continuation of PAS 5115.

Credits 4**Prerequisite Courses**

[PAS 5115: Anatomy I](#)

PAS 5131 : Clinical Medicine: Professional Seminar I

This two-semester core course introduces the learner to issues related to professional practice by exploring both micro and macro approaches to healthcare and its delivery. This foundational course will focus on the role of the PA and the PA profession, communication skills, cultural competency, biomedical ethics, informed consent and provider wellness.

Credits 3**Prerequisites**

None

PAS 5132 : Clinical Medicine: Professional Seminar II

This course is a continuation of PAS 5131.

Credits 2**Prerequisite Courses**

[PAS 5131: Clinical Medicine: Professional Seminar I](#)

PAS 5133 : Clinical Medicine: Illness and Disease I

This two-semester core course introduces the learner to clinical medicine topics and includes presenting signs and symptoms, pathophysiology, appropriate diagnostic techniques, and management options, including prevention.

Credits 4**Prerequisites**

None

PAS 5134 : Clinical Medicine: Illness and Disease II

This course is a continuation of PAS 5133.

Credits 6**Prerequisite Courses**

[PAS 5133: Clinical Medicine: Illness and Disease I](#)

PAS 5135 : Clinical Medicine: Evidence-Based Practice I

This two-semester core course introduces the learner to principles of evidence-based medicine, including reviewing and evaluating the medical literature, formulating research questions, and designing a capstone project.

Credits 2

Prerequisites

None

PAS 5136 : Clinical Medicine: Evidence-Based Practice II

This course is a continuation of PAS 5135.

Credits 2

Prerequisite Courses

[PAS 5135: Clinical Medicine: Evidence-Based Practice I](#)

PAS 5137 : Clinical Medicine: Skills and Assessment 1

This two-semester course introduces the fundamental principles of clinical practice including history-taking, performing physical examinations, ordering and interpreting diagnostic and screening tests, documentation using the SOAP format, and best practices in transitioning care.

Credits 4

Prerequisites

None

PAS 5138 : Clinical Medicine: Skills and Assessment II

This course is a continuation of PAS 5137.

Credits 5

Prerequisite Courses

[PAS 5137: Clinical Medicine: Skills and Assessment 1](#)

PAS 5139 : Reasoning and Application I

This two-semester course introduces the fundamental principles of clinical reasoning and decision making through developing clinical hypothesis and differential diagnosis. Problem-based learning will provide the foundation for patient scenarios.

Credits 3

Prerequisites

None

PAS 5140 : Reasoning and Application II

This course is a continuation of PAS 5139.

Credits 3

Prerequisite Courses

[PAS 5139: Reasoning and Application I](#)

PAS 5150 : Introduction to Supervised Clinical Practice Experiences

This core course serves as orientation to supervised clinical practice experience (SCPEs). The learner will gain an understanding of the expectations associated with participating in clinical experiences. This includes a review of the EPAs, types of clinical presentations, skills and procedures learners will likely participate in, the clinical assessment rubrics and assessment schedule, and portfolio requirements. Additionally, workshops to learn the clinical tracking (patient logging) system, aseptic technique, and advanced cardiac life support (ACLS) will be held. Learners will complete requirements to enter supervised clinical practice (HIPAA, Blood Borne Pathogens), if not already completed.

Credits 1

Prerequisites

None

PAS 5233 : Professional Seminar III

This course is a continuation of PAS 5131 and PAS 5132.

Credits 1

Prerequisite Courses

[PAS 5131: Clinical Medicine: Professional Seminar I](#)

[PAS 5132: Clinical Medicine: Professional Seminar II](#)

PAS 5251 : Clinical Seminar I

This four-semester core course is primarily delivered via a case-based format and integrates advanced level content in focused history taking, focused physical examination, development of diagnostic reasoning, pharmacotherapeutics and therapeutic/diagnostic procedures. Students will also revisit didactic topics such as evidence-based practice, effective patient communication, ethical decision making, and professionalism. These courses signal the formal transition to practice, incorporating topics such as the business of medicine, access of resources for patients, systems-based practice, and advanced training (e.g. MAT training).

Credits 1

PAS 5252 : Clinical Seminar II

This course is a continuation of PAS 5251.

Credits 1

Prerequisite Courses

[PAS 5251: Clinical Seminar I](#)

PAS 5253 : Clinical Seminar III

This course is a continuation of PAS 5252.

Credits 1

Prerequisite Courses

[PAS 5252: Clinical Seminar II](#)

PAS 5254 : Clinical Seminar IV

This course is a continuation of PAS 5253.

Credits 1

Prerequisite Courses

[PAS 5253: Clinical Seminar III](#)

PAS 5261 : Supervised Clinical Practice I

The student will participate in supervised clinical practice experiences (SCPEs) across a variety of settings including in-patient, emergency department, and operating room. The student will be exposed to patients across the lifespan and provide preventative, emergent, acute, and chronic care to diverse populations requiring a wide range of healthcare.

Students will work under the supervision of a Program-determined preceptor or their designee(s). The student should prioritize gaining knowledge about evaluation and management of common conditions encountered within each clinical setting or discipline. The instructional knowledge objectives should guide the student's preparation for the End of Rotation (EOR) examinations. While not all diseases or conditions will be seen during clinical rotations, students are responsible for studying each area outlined in the objectives, as these are used to create each EOR. The instructional skills and attitude objectives should guide the student regarding expected level of participation and professional conduct. This course serves as a prerequisite to PAS 5262 and is the first of four supervised clinical practice experiences.

Credits 10

Prerequisite Courses

[PAS 5150: Introduction to Supervised Clinical Practice Experiences](#)

PAS 5262 : Supervised Clinical Practice II

The student will participate in supervised clinical practice experiences (SCPEs) across a variety of settings including in-patient, emergency department, and operating room. The student will be exposed to patients across the lifespan and provide preventative, emergent, acute, and chronic care to diverse populations requiring a wide range of healthcare. This course serves as a prerequisite to PAS 5263 and is the second of four supervised clinical practice experiences.

Students will work under the supervision of a Program-determined preceptor or their designee(s). The student should prioritize gaining knowledge about evaluation and management of common conditions encountered within each clinical setting or discipline. The instructional knowledge objectives should guide the student's preparation for the End of Rotation (EOR) examinations. While not all diseases or conditions will be seen during clinical rotations, students are responsible for studying each area outlined in the objectives, as these are used to create each EOR. The instructional skills and attitude objectives should guide the student regarding expected level of participation and professional conduct. The student must successfully complete requirements of PAS 5262 before participating in PAS 5263.

Credits 14

Prerequisite Courses

[PAS 5261: Supervised Clinical Practice I](#)

PAS 5263 : Supervised Clinical Practice III

The student will participate in supervised clinical practice experiences (SCPEs) across a variety of settings including in-patient, emergency department, and operating room. The student will be exposed to patients across the lifespan and provide preventative, emergent, acute, and chronic care to diverse populations requiring a wide range of healthcare. This course serves as a prerequisite to PAS 5264 and is the third of four supervised clinical practice experiences.

Students will work under the supervision of a Program-determined preceptor or their designee(s). The student should prioritize gaining knowledge about evaluation and management of common conditions encountered within each clinical setting or discipline. The instructional knowledge objectives should guide the student's preparation for the End of Rotation (EOR) examinations. While not all diseases or conditions will be seen during clinical rotations, students are responsible for studying each area outlined in the objectives, as these are used to create each EOR. The instructional skills and attitude objectives should guide the student regarding expected level of participation and professional conduct. The student must successfully complete requirements of PAS 5263 before participating in PAS 5264.

Credits 14

Prerequisite Courses

[PAS 5262: Supervised Clinical Practice II](#)

PAS 5264 : Supervised Clinical Practice IV

The student will participate in supervised clinical practice experiences (SCPEs) across a variety of settings including in-patient, emergency department, and operating room. The student will be exposed to patients across the lifespan and provide preventative, emergent, acute, and chronic care to diverse populations requiring a wide range of healthcare. This course is the fourth in a series of four supervised clinical practice experiences.

Students will work under the supervision of a Program-determined preceptor or their designee(s). The student should prioritize gaining knowledge about evaluation and management of common conditions encountered within each clinical setting or discipline. The instructional knowledge objectives should guide the student's preparation for the End of Rotation (EOR) examinations. While not all diseases or conditions will be seen during clinical rotations, students are responsible for studying each area outlined in the objectives, as these are used to create each EOR. The instructional skills and attitude objectives should guide the student regarding expected level of participation and professional conduct.

Credits 10

Prerequisite Courses

[PAS 5263: Supervised Clinical Practice III](#)

PAS 5271 : Research Proposal

This course is a four-week, self-directed period in which learners will develop the graduate research project. Upon completion of the course, the learner will have a viable research proposal, serving as the foundation for the capstone project. The proposal must receive Program and Institutional Review Board (IRB) approval prior to implementation if an original research project or case study.

Credits 1**Prerequisites**

None

PAS 5272 : Capstone

The student will demonstrate readiness for entry to the profession through mastery of the competencies for the newly graduated physician assistant (the competencies within all thirteen EPAs). Demonstration activities include presentation of the required research project and presentation of summarized clinical logging information.

Students will present individual research projects in the form of an oral and poster presentation.

Credits 11**Prerequisite Courses**[PAS 5271: Research Proposal](#)**PAS 5391 : Independent Study**

This course is reserved for those learners who may require remediation in didactic, clinical, or both types of coursework. The course must be recommended and approved by the Physician Assistant Program before a learner can be enrolled. Course goals and objectives will be designed to meet the needs of the student.

Credits 1-16

Variable Credits

Prerequisites

Program Director approval

Academic Medicine and Leadership

AML 4001 : Clinical Academic Elective

This course provides students with an opportunity to study healthcare and medicine in relation to academia. Variable Credits

Prerequisites

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

AML 5010 : Academic Medicine and Leadership I

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

Credits 2**Prerequisites**

Acceptance into the Academic Medicine and Leadership Track

AML 5020 : Academic Medicine and Leadership II

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

Credits 2**Prerequisite Courses**[AML 5010: Academic Medicine and Leadership I](#)

Anatomy

ANT 4001 : Anatomy Elective

Students will have the opportunity to develop and refine skills related to human anatomy.

Variable Credits

Prerequisites

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

ANT 4901 : RVU Predoctoral Anatomy Fellowship

The RVU Predoctoral Anatomy Fellowship program is designed to provide a continuum of the study of anatomy to the next level, as well as provide the student with tools that can be utilized to either teach or conduct anatomical research appropriate to the context of their final field of endeavor.

Variable Credits

Anesthesiology

ANE 4001 : Anesthesiology Elective

Anesthesiology is the practice of medicine dedicated to the relief of pain and total care of the surgical patient before, during, and after surgery.

Variable Credits

Prerequisites

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

Critical Care

CRT 4001 : Critical Care/ICU Elective

Intensive care medicine or critical care medicine is a branch of medicine concerned with the diagnosis and management of life-threatening conditions that may require sophisticated organ support and invasive monitoring. Intensive care is usually only offered to those whose condition is potentially reversible and who have a good chance of surviving with intensive care support.

Variable Credits

Prerequisites

Successful completion of all pre-clinical 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.

Dermatology

DRM 4001 : Dermatology Elective

Dermatology is the branch of medicine dealing with the skin, nails, hair, and its diseases. It is a specialty with both medical and surgical aspects.

Variable Credits

Prerequisites

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

DRM 4100 : Dermatopathology Elective

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

Variable Credits

Prerequisites

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

Emergency Medicine

EMR 4001 : Emergency Medicine Elective

Emergency medicine, also known as accident and emergency medicine, is the medical specialty concerned with caring for undifferentiated, unscheduled patients with illnesses or injuries requiring immediate medical attention.

Variable Credits

Prerequisites

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

Global Health

GLB 4001 : Global Health Medicine Elective

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

Variable Credits

Prerequisites

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

GLB 4100 : Global Health Emergency Medicine Elective

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

Variable Credits

Prerequisites

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

GLB 4110 : Global Health Family Medicine Elective

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

Variable Credits

Prerequisites

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

GLB 4120 : Global Health Internal Medicine Elective

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

Variable Credits

Prerequisites

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

GLB 4130 : Global Health OBGYN Elective

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

Variable Credits

Prerequisites

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

GLB 4140 : Global Health Pediatric Elective

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

Variable Credits

Prerequisites

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

GLB 4150 : Global Health Psychiatry Elective

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

Variable Credits

Prerequisites

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

GLB 4160 : Global Health Surgery Elective

Surgery has not always been considered a global health priority, but the global health community has recently recognized that surgical conditions form a significant burden of disease and have cost-effective interventions. Students may experience/discuss firsthand 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 5031 : Global Medicine I

According to the American Academy of Family Practice, Global Medicine is the new Family Medicine. The American population has been and continues to be a mixture of peoples from all over the world. Whether students work here or overseas, they must have a better understanding of how their patient's health is affected by not only where they live, but also factors such as socioeconomic status, type of government and healthcare system available to them, and culture. The major goals of this course are to provide an intensive survey, exposure, and clinical education surrounding these multiple aspects of global medicine over three semesters and 90+ hours of classroom activity. It is hoped that these students who have applied, been accepted, and succeed in this program continue to serve in this capacity. This is just one component of the Global Medicine Track, which is designed to span 3.5 years of formal osteopathic education and will include required international medical education experiences abroad and mixed cultural/public health experiences here in the United States.

Credits 2

Prerequisites

Acceptance into the Global Medicine Track.

GLB 5032 : Global Medicine II

This course is a continuation of GLB 5030 and will focus on furthering students understanding of the global burden of disease in both developing and already developed countries. Students will learn about various global diseases and what program criteria are required in the successful elimination and/or eradication of diseases, through interactive group discussions and faculty/guest presentations. Medical diseases to be covered during this course will focus on pertinent communicable and non-communicable diseases such as Malaria, TB, HIV, parasitic and helminthis and arthropod diseases common in the developing world.

Credits 2

Prerequisite Courses

[GLB 5031: Global Medicine I](#)

GLB 5033 : Global Medicine III

The focus of this course is to further strengthen students understanding of the global burden of disease in both developing and already developed countries through the use of a variety of didactic presentations and clinical experiences. During this course, guests will present specific diseases and their specific clinical experience in the global arena, and areas will be covered to ensure a well-rounded and comprehensive exposure of global health. Emphasis will be on those topics not already covered in the normal curriculum and all will be presented from a global health perspective.

Credits 2

Prerequisite Courses

[GLB 5032: Global Medicine II](#)

GLB 5050 : Global Medical Outreach

This is an RVUCOM medical outreach elective opportunity open to all first and second medical students. The goal of this course is to provide medical students a cross-cultural medical education experience through study and work outside of the United States in order to understand its challenges and apply the knowledge learned to their practice of medicine.

Students will be provided the opportunity to provide diagnostic and patient care services, participate in preventive and public health events, and work in areas such as minor surgery, pharmacy, triage, and clinical laboratory settings.

Credits 2

Prerequisites

Students must be currently in good academic standing. Course may be repeated up to 2 times (4 credits maximum).

Humanities

HUM 5001 : Graphic Novels and Medicine

Open to all RVU programs: This course is designed to stimulate robust discussion and examination of human emotion surrounding illness and how non-clinical forces impact the medical system experience. Students are encouraged to participate in discussion and reflection on their own experiences as well as those of their peers using graphic novels as the springboard. This course has four different sections, so it is fresh every time it is offered.

Credits 1

Prerequisites

None

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

Integrative Medicine Training

IMT 1001 : Fundamentals of East Asian Medicine

This course engages students with the fundamental principles of acupuncture and oriental medicine. Students learn about the research-based mechanisms of action, as well as the Chinese medical perspectives of how and why acupuncture affects change in the body. Students receive a brief overview of the history and foundations of ancient Chinese medicine and the theoretical principles surrounding 8-Principle, 5-Element, Traditional Chinese Medicine, and other popular treatment approaches. Students learn about the acupuncture meridians (aka channels), acupuncture points, and pulse and tongue diagnosis. Students get a brief practical experience using acupuncture needles and will observe acupuncture treatments in class and in the clinical setting. Treatment demonstrations include but are not limited to needling, explanation of needling techniques, and the use of moxibustion, cupping, guasha, and tuina when appropriate. Students learn how to interact with acupuncturists, professionally, and within the context of interprofessional education and internal medicine. Students also learn about the laws governing the practice of acupuncture in the United States. This course is not comprehensive of the full body of knowledge students must undergo in order to become or identify as a "licensed acupuncturist (L.Ac.);" or use needles in a clinical setting. This course must enroll a minimum of 10 and is limited to the first 14 students to register. It is only offered in Utah at this time.

Credits 1

Long Term Care

LTC 5010 : Long Term Care I

Long Term Care I is an enrichment course that will provide students with specialized training and experience in longitudinal medical care. With the rapidly growing aging population and increasing needs for long term care resources, there is a growing demand for physicians to lead in quality management of longitudinal care services. Students in this track will learn various, multi-faceted topics in continuity of Post-Acute, Long Term, End of Life, Palliative, and Hospice Care; be assigned to a carefully selected resident in these areas; and will actively participate in the care of his or her assigned patient. Students will develop a relationship with their patient, serving as health advocates for wellness and in turn, help their patients achieve the healthiest, highest quality of life possible in their current stage of life. Ultimately, students will be familiar with and able to incorporate and demonstrate their knowledge and skills to care for the elderly through the interactions with their patient, as well as in a future Primary Care practice or other specialty involving Geriatric, Palliative, Nursing Home, or Hospice Care.

Credits 2

Prerequisites

Acceptance into the Long Term Care Track.

Notes

Utah Campus Only

LTC 5020 : Long Term Care II

A continuation of 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

Military

MIL 4001 : Military Training Elective

Students with a military affiliation, HPSP, military reserve, or former armed forces that desires training during the clinical years will be provided the opportunity to participate.

Variable Credits

Prerequisites

Department of Clinical Education approval; Director of Military Medicine approval.

MIL 5041 : Military Medicine I

Military Medicine I will incorporate a series of didactic instruction for military officer training with an emphasis on the unique aspects of being a military medical officer. Integral to the course is immersion-based experiential learning to include reality training, surgical simulation, information sessions, and skills development for briefing of relevant military medical information. Medical Corps Officer military obligations, leadership, discipline, harsh military environments, field exercises, disaster stabilization, evacuation, triage, and management in combat environments on land, sea, and air are the foundation of the elective. This course will also function in conjunction with COM enrichment pathway courses where synergies are evident and possible. Students may also have the opportunity to liaison with leaders, educators, and military officers at U.S. posts, bases, medical centers, hospitals, and other sites in order to achieve the goals and objectives of the program. Expert guests, military officers, and appropriate civilian physicians, and teachers will be hosted virtually and on campuses.

Credits 1

MIL 5042 : Military Medicine II

A continuation of MIL 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

Neurology

NEU 4001 : Neurology Elective

Neurology is a branch of medicine focusing on disorders of the nervous system. Neurology deals with the diagnosis and treatment of all categories of conditions and disease involving the central and peripheral nervous systems, including their coverings, blood vessels, and all effector tissue, such as muscle. Neurological practice relies heavily on the field of neuroscience, which is the scientific study of the nervous system.

Variable Credits

Prerequisites

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

NEU 4100 : Neurosurgery Elective

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

Variable Credits

Prerequisites

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

NEU 4200 : Critical Care Medicine Neurology Elective

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

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

Variable Credits

Prerequisites

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

NEU 4210 : Alzheimer's/Dementia Elective

Students will evaluate patients with dementia and other geriatric neurological issues.

Variable Credits

Prerequisites

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

Ophthalmology

OPH 4001 : Ophthalmology Elective

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

Variable Credits

Prerequisites

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

Orthopedics

ORT 4100 : Orthopedic Surgery Elective

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

Variable Credits

Prerequisites

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

ORT 4110 : Pediatric Orthopedic Surgery Elective

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

Variable Credits

Prerequisites

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

ORT 4120 : Orthopedic Trauma Surgery Elective

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

Variable Credits

Prerequisites

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

Osteopathic Manipulative Medicine

OMM 4001 : Osteopathic Manipulative Medicine Elective

Osteopathic manipulative treatment, or OMT, is hands-on care that involves using the hands to diagnose, treat, and prevent illness or injury.

Variable Credits

Prerequisites

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

OMM 4901 : Pre-Doctoral Osteopathic Principles and Practice Fellowship

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

Variable Credits

Prerequisites

Acceptance into the program

Pathology

PTH 4001 : Pathology Elective

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

Variable Credits

Prerequisites

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

PTH 4200 : Pathology Blood Banking Elective

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

Variable Credits

Prerequisites

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

PTH 4210 : Pathology Forensic Elective

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

Variable Credits

Prerequisites

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

Physician Science

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

This course is a continuation of PHY 5052 Physician Science II.

Credits 1

Prerequisites

Acceptance into the Physician-Scientist Track.

Psychiatry

PSY 4001 : Psychiatry Elective

Psychiatry is the medical specialty devoted to the diagnosis, prevention, study, and treatment of mental disorders. These include various maladaptations related to mood, behavior, cognition, and perceptions. See glossary of psychiatry.

Variable Credits

Prerequisites

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

PSY 4200 : Psychopathology Elective

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

Variable Credits

Prerequisites

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

PSY 4210 : Psychopharmacology

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

Variable Credits

Prerequisites

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

Radiology

RAD 4001 : Radiology Elective

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

Variable Credits

Prerequisites

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

RAD 4100 : Neuroradiology Elective

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

Variable Credits

Prerequisites

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

RAD 4200 : Radiology Diagnostic Elective

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

Variable Credits

Prerequisites

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

RAD 4210 : Radiology: Interventional Elective

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

Variable Credits

Prerequisites

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

Research

RSH 4001 : Research and Scholarly Activities Elective

The research elective is designed for students wishing to engage in research activity during their third or fourth year of training under the direction of a faculty mentor. Achievement of the Student Learning Outcomes will demonstrate that the student can correctly and professionally perform in a research environment. Research can be in a variety of areas including biomedical, clinical, public health, educational, or translational research. Students wishing to enroll in this course must first meet with either the Director of Research or the Research Clerkship Director to discuss the type of research project, possible mentors, need for IRB or other approvals, methods, and expected outcomes of the project before preliminary approval for the elective will be given. Once preliminary approval is given, the student under the direction of the faculty mentor, will develop a specific research question, conduct a comprehensive literature review, apply for IRB approval if needed, and describe the aims/goals of the project and how the results will be disseminated. This information will be reviewed by the Clerkship Director before the next phase can begin. At this time the student may need to meet with a statistician to determine best methods of data collection and analysis if appropriate. In the next phase, the student will develop the research methodology and begin collecting data once approval has been given by the mentor. After data collection is complete, the student will analyze the data and begin the written report of the project. The report will be in a form suitable for publication in a scholarly journal, as well as a slide presentation or poster presentation, to be submitted to the Clerkship Director with a written evaluation by the faculty mentor. When possible, the work should be presented at the Annual Research Appreciation Day.

Variable Credits

Rural and Wilderness Medicine

RWM 4001 : Rural and Wilderness Medicine Elective

Rural and Wilderness Medicine is the branch of medicine that addresses prevention, assessment, and treatment of accidents and illness where rapid access to the national 911 systems is not an option. It has been defined as the practice of medicine with limited resources in austere environments and ranges from the initial treatment and evacuation of patients with acute injuries to the management of illnesses experienced by patients on long term expeditions. Its broad scope includes but is not limited to Trauma and Emergency Medicine, Sports Medicine, Rescue and Evacuation, Diving and Hyperbaric Medicine, Disaster Medicine, Tropical and Travel Medicine, Expedition Medicine, High-Altitude/Mountaineering Medicine, Survival Medicine, and Tactical Medicine.

Variable Credits

Prerequisites

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

RWM 5021 : Rural and Wilderness Medicine I

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

Credits 1

Prerequisites

Acceptance into the Rural and Wilderness Medicine Track.

RWM 5022 : Rural and Wilderness Medicine II

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

Credits 1

Prerequisites

Acceptance into the Rural and Wilderness Medicine Track.

RWM 5023 : Rural and Wilderness Medicine III

This course is a continuation of RWM 5022 Rural and Wilderness Medicine II.

Credits 1

Prerequisites

Acceptance into the Rural and Wilderness Medicine Track.

Trauma

TRM 4200 : Trauma Elective

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

Variable Credits

Prerequisites

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

Urban Underserved Medicine

URB 5011 : Urban Underserved Medicine I

Racial and ethnic disparities in healthcare and lack of qualified manpower have created a serious need for physicians in America's urban areas. Members of racial and ethnic minority groups, who make up the majority of inner-city residents, are less likely than others to receive needed services than those from wealthier communities; this includes treatment for HIV infection, mental health problems, cardiovascular disease, and cancer. This track will teach students about healthcare inequities and disparities within different populations of patients in urban areas. It will also serve to inform and educate young physicians about the suffering of asylum seekers and refugees in the United States and the disparity between international humanitarian obligations and the government's current treatment of people in these situations. At its core, the program will also give students knowledge and foresight into providing for with patients who may have a different cultural, literacy, or socio-economic backgrounds and teach them how to become effective health care providers.

Credits 2

Prerequisites

Acceptance into the Urban Underserved Track.

Notes

Colorado Campus Only

URB 5012 : Urban Underserved Medicine II

This course is a continuation of URB 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

Urgent Care

URG 4001 : Urgent Care Elective

Urgent care is a category of walk-in clinic focused on the delivery of ambulatory care in a dedicated medical facility outside of a traditional emergency room. Urgent care centers primarily treat injuries or illnesses requiring immediate care, but not serious enough to require an ER visit. Urgent care centers are distinguished from similar ambulatory healthcare centers such as emergency departments and convenient care clinics by their scope of conditions treated and available facilities on-site.

Variable Credits

Prerequisites

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

Urology

UTO 4001 : Urology Elective

Urology, also known as genitourinary surgery, is the branch of medicine that focuses on surgical and medical diseases of the male and female urinary-tract system and the male reproductive organs.

Variable Credits

Prerequisites

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

Wound Care

WND 4001 : Wound Care Elective

Wound healing is an intricate process in which the skin repairs itself after injury. Wound healing is depicted in a discrete timeline of physical attributes constituting the post-trauma repairing process.

Variable Credits

Prerequisites

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