



ROCKY VISTA UNIVERSITY



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Message From The President



Welcome to Rocky Vista University (RVU) and the College of Osteopathic Medicine (COM). This handbook describes our unique institution and the policies that will guide your journey to becoming a qualified healthcare professional. Successfully completing medical school is a long and difficult process, but no other profession is as intellectually and personally rewarding.

During the process of your education at RVU/COM, always be mindful that the patient is a human being and is at the center of everything we do. While this may seem a distant reality in the midst of didactic learning of anatomy and physiology during the first year, the successful medical student must be able to integrate this into the foundation of knowledge and ethical practice that can be applied to clinical situations throughout his or her career.

With increasing applications of technology of medical practice, technicians can diagnose and treat many medical problems electronically but we believe that the art of medicine cannot be replaced or substituted by software. Our curriculum will assimilate the knowledge and skills required to prepare you for the field of medicine you choose and demonstrate how to use technology to enhance your effectiveness. However, our graduates will distinguish themselves through application of medical knowledge and the power of compassion – whether they are physically treating patients with osteopathic manipulative therapy or connecting with them as partners in the doctor-patient relationship.

The faculty and staff of Rocky Vista University and the College of Osteopathic Medicine look forward to guiding you on your journey and are committed to providing the highest quality medical education available. We know this is a difficult journey, but it will lead you to an exciting, demanding, and ultimately rewarding career of service to others by promoting health and wellness and by curing disease throughout the nation and globe.

Sincerely,

Robert R. Roehrich, Ph.D.
President & CEO

Mission Statement

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

Board of Trustees

RVU is an LLC organized under the law of the State of Colorado, governed by its Board of Trustees:

Commander George Ceremuga, D.O.

Lucy Chua, M.D.

Bruce Dubin, D.O., J.D., FACOI, FCLM -
Dean & Chief Academic Officer, ex officio

William D. Hansen

Bruce L. Kaplan, D.O., FACOIM

Jeffrey J. O'Neill

Robert R. Roehrich, Ph.D. - RVU President &
CEO

Vanessa Sanchez, Ph.D.

Yife Tien

Administration

President & CEO – Robert R. Roehrich, Ph.D.

Vice President of Administration & Finance – Thomas Saban, Ph.D.

Vice President for Academic Affairs, CAO & Dean of the COM – Bruce Dubin, D.O., FACOI, FCLM

Vice President & General Counsel – J. Andrew Usera, Esq.

Associate Vice President of Human Resources – Valorie Waldon

Executive Director of Admissions and Marketing – Julie Rosenthal

Executive Director of Student Financial Services – Kathy Leary

Associate Dean of Student Services – Michael Martin, Ph.D.

Associate General Counsel – Makayla Jacob, Esq.

Chief Technology & Process Improvement Officer – Jeff Adcock

Director of Planning – Adrian Clark

Director of Student Services – Zea Moullet

Registrar – Linda Cairns

Reservation of Power

The Rocky Vista University Student Handbook is a reference guide to provide students with important information about policies, procedures, requirements and services. The Student Handbook is available online at www.rockyvistauniversity.org. Each edition of the Student Handbook supercedes all previous handbooks, documents and directives where they may be in conflict. 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 from its rules, policies and procedures 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.

Discrimination

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, 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, and to comply with all federal and state nondiscrimination, 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 nondiscrimination applies to admissions, enrollment, scholarships, loan programs, participation in University activities, employment and access to, participation in and treatment in all University centers, programs and activities.

Updated: August 2010

Rocky Vista University Student Handbook



About Rocky Vista University

RVU's campus is located in the city of Parker in Douglas County, Colorado – just 20 miles southeast of Denver. The community is known for its excellent school system, extensive biking/jogging trails, recreational facilities, dining and entertainment, as well as a wide variety of arts and community events held throughout the year.

The technologically advanced 145,000 square foot facility boasts auditoriums, laboratories, and study and learning areas that have been professionally engineered to develop 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 United States Medical Licensing Examination.

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.

The College of Osteopathic Medicine (COM) has been granted provisional accreditation from the American Osteopathic Association Commission on Osteopathic College Accreditation, an agency recognized by the United States Department of Education and by the Colorado Commission for Higher Education to deliver professional osteopathic medical education and grant degrees. This is the highest level of accreditation granted to a college at this stage of development.

Degree Programs

RVU currently offers a degree program in Osteopathic Medicine, leading to the degree of Doctor of Osteopathic Medicine (D.O.).

Doctor of Osteopathic Medicine

Osteopathic physicians are distinguished by an emphasis on primary care, by using osteopathic manipulative medicine as indicated and when beneficial, and by their tradition of caring for patients in underserved rural and urban areas. Osteopathic physicians respect the relationship between physical structure and organic function, and view the human body as an interdependent unit, rather than an assortment of separate parts and systems.

All medical and surgical specialties are represented within the osteopathic medical profession. However, the training of primary care physicians, and the drive to reach rural, minority, geriatric and indigent populations make the osteopathic medical profession unique.

Tuition, Fees and Deposits

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.

All students are required to obtain health insurance prior to matriculation and maintain their individual health insurance throughout their time of enrollment at the University. Students must participate in the University-sponsored health insurance program or provide verifiable proof of equivalent coverage with another insurance provider. Documentation of current health insurance must be provided at the beginning of each semester in order for a student to enroll. The student must provide written notification from the insurance company if their health insurance will expire during the school year. Student Health Insurance for a single student is \$2,396 for 2010-2011.

The administration reserves the right to change the amount of any individual fee charged or to add additional fees at any time.

Students will be billed for tuition and fees for each semester at least 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 rotations.

Students who matriculate into the University, begin classes or rotations, and subsequently withdraw in good standing within the first week of each semester shall receive a refund equal to the amount of their tuition paid for that semester less \$2000 for the administrative functions required by their withdrawal. No other fees will be refunded.

Students who withdraw from the University after the first week of class or rotations each semester but before the end of the first month of each semester shall be entitled to a refund of 50% of the amount of tuition paid for that semester. No other fee will be refunded.

Students who are on a voluntary or administrative leave of absence shall not be eligible for refunds. Refunds for students receiving G.I. Bill benefits will be made in accordance with VA Regulations. Please see the Financial Aid section of our website for more details.

Required Technology

Each student admitted is required to have a laptop computer with wireless capabilities that meet the specifications published annually by the University's Information Services Department and distributed by the University. The recommended platform is Microsoft Windows. The cost for both hardware and software is estimated to be \$1500, but may be more or less depending upon the actual hardware and software package obtained by the student.

Each student admitted is also required to carry any handheld PDA device that supports WiFi access, internet browsing and meets the specifications published annually by the Library Services Department. The recommended and tested platform is an iPhone or iPod Touch. The cost is estimated to be between

\$292 and \$483, but may be more or less depending upon the actual hardware, contract or software package obtained by the student.

Student and Academic Services

Financial Aid

The Office of Financial Aid 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 Financial Aid can help students bridge the gap between the cost of their education and their own financial resources.

The Office of Financial Aid at Rocky Vista University is committed to the highest standards of professional conduct. It is our goal to provide information and advice determined solely by the best interests of our students. You can find a copy of our Financial Aid Code of Conduct on the RVU website.

Rocky Vista University will be eligible to apply to participate in Federal financial aid programs after the University obtains regional accreditation. Current students finance their educational costs with a combination of private loans, scholarships and their own resources. The financial ability of applicants to complete their education at the University is important because of the limited number of positions available in each class. Applicants should have specific plans for financing each year of education, including tuition, fees, living expenses, books, equipment, clinical rotation travel, expenses related to taking COMLEX or other professional examinations, and miscellaneous expenses. Coursework at Rocky Vista University is rigorous, and students should not expect that they will be able to finance their education through part-time employment. Employment during enrollment is strongly discouraged. Employment in health-related disciplines requires prior permission from the Dean. Students must complete the Rocky Vista University Institutional Financial Aid Application if they wish to apply for loans or RVU scholarships. It is



not necessary to complete a Free Application for Federal Student Aid (FAFSA.) Detailed information regarding the financial aid application procedure is posted on the website.

The University offers several scholarships and a number of other organizations also provide financial assistance. Military Health Profession Scholarships and GI Bill Benefits may be available for qualified students. Students may also apply for one of the loan forgiveness programs offered through a variety of government and non-profit agencies. Please see the website for more information.

Many RVU students utilize private educational loans to finance a portion of their expenses. In 2009, RVU established a privately-funded Health Profession Loan (HPL) program.

This Program is available to students who do not have another source of funds to pay for their education. Students are not required to apply for the HPL, and RVU will certify a loan from any lender the student chooses to use to finance their education. We actively encourage applicants to explore all other avenues of financing and to keep the total amount of student loan borrowing to the minimum needed to cover their cost of attendance.

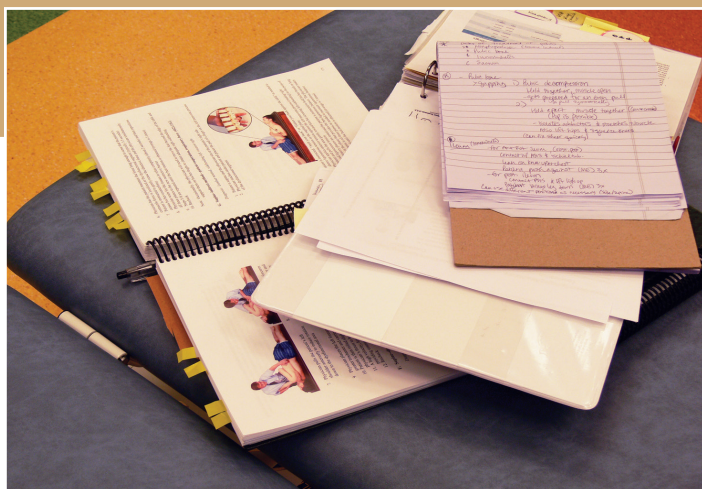
RVU students who have been admitted or are currently attending may apply for the HPL Program. Please contact the Office of Financial Aid for additional information.

All new students are encouraged to meet with a financial aid counselor or attend an informational meeting with the Office of Financial Aid within 60 days of the beginning of their first semester. This is a condition of eligibility to receive financial aid. Continuing students must also attend an annual financial aid meeting or meet individually with a financial aid counselor at least once per year. In addition, all students who have received any type of educational loan must meet with a financial aid counselor during their last year as a requirement for graduation.

The Rocky Vista University Health Sciences Library

The library at Rocky Vista University provides students and faculty members with state-of-the-art access to information in the health sciences, instruction in the use and evaluation of resources, assistance with reference questions, and an inviting space in which to study, collaborate, and connect. The library acquires required and recommended textbooks, essential monographs and reference works, and selected journals, databases, and point-of-care reference tools. When possible, texts and journals are acquired in digital formats to provide off- as well as on-campus access, and the library maintains over 1,800 journal subscriptions. The 11,000 sq. ft. facility offers seating for 162 patrons and provides eight computer workstations and wireless network access, four high-speed photocopiers and printers, and eleven small-group study rooms. Bibliographic instruction and the library environment foster independent and collaborative learning and encourage research and writing. Seminars and courses in informatics emphasize the importance of empirical evidence and academic integrity and enable students to recognize information needs, to formulate research questions and strategies, to select, evaluate, and access sources of information, and to synthesize, apply, and present findings.





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 will be established by the administration and faculty for student appointments. Faculty members will also be available by appointment.

Special Counseling Arrangements

All students have access to a variety of mental health services. Information is maintained and posted in the Office of Student Services and is listed on RVU's website and other strategic locations throughout the campus.

The individual student and his/her personal health insurance is responsible for all fees that are incurred through the utilization of such services, unless evaluation or opinion services are directed by the Student Performance Committee or the administration of the University.

Academic and Curriculum Policies and Procedures

Transfer of Credit

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

Advanced Placement

Request for advanced placement for any course at

Rocky Vista University must be declared and all supporting documentation must be submitted by the student prior to the first day of classes of the first year. The student must present all supporting documents to the Office of Admissions for review. All advanced placement must be approved by the Dean of the respective college.

A student must have completed an equivalent within the timeframe specified by the college/program. The academic department will also have the option of requiring a comprehensive examination to determine the student's competency in the subject matter. The requirement for this examination will be determined by the department.

The student will be required to attend all classes and take all examinations until the disposition of the advanced placement request is finalized.

Academic Records

All documentation placed in the student's permanent records will be maintained in the Office of the Registrar until after the date of the student's graduation or removal from the University.

The Family Educational Rights and Privacy Act (FERPA)

The University complies with the Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. §1232g and 34 C.F.R. Part 99), a federal law that guarantees students access to student records, whether academic, financial, or other in the custody of the University. The law also provides that these records shall not be released to third parties without the written consent of the student. There are certain exceptions provided in the law to this disclosure, whereby release of records may occur without the student's consent. These exceptions include release to federal agencies, state licensing boards and accrediting bodies. Additionally, University officials acting in their official capacity may have access to a student's record.

The law provides students with the right to inspect and review information contained in their educational

records, to challenge the content of the same, to request an amendment, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if the student disagrees with the decision of the hearing panel.

The University's Office of Student Services, and in particular the Office of the Registrar, has been designated as the coordinator for general application of the FERPA policy and for accessing, reviewing and releasing educational, financial and other records maintained on the student by the University. The Office of the Registrar can provide students with a copy of the FERPA procedures and appeal rights, as well as the form that students must fill out to access, review or release records. A copy of the University's FERPA procedures and a form for requesting inspection and review of student records and/or release of information to third parties may be obtained from the Office of the Registrar.

If a student wishes to review copies of exam records maintained by the University's Testing Center, a written application must be filed with the Testing Center indicating which exams are to be accessed. The same appeal procedures that apply to general student records accessed through the Office of the Registrar also apply in the case of records to be accessed from the University's Testing Center. Certain exams under the University's secure testing policy will be accessible for review but not copying, and only a Scantron record may be provided.

Certain records, such as personal notes maintained by individual professors on a student are not subject to access or review. Likewise, other than actual videos of a student and standardized patient comments, records maintained by the University's Standardized Patient Laboratory (e.g., checklists or other students' videos) are not subject to review and access under this Policy.

Disabilities and Academic Accommodations

The University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

Students must be able to meet the technical standards set forth by the college/program in which they are enrolled, with or without accommodations. It is the stu-

dent's responsibility to initiate the process for disability services or accommodations. The process for obtaining a reasonable accommodation is an interactive one that begins with the student's disclosure of disability and a written request for reasonable accommodation to the Office of Student Services. The student has the obligation of providing evidence of the disability, including supporting documentation from a physician or a clinician holding a terminal degree or certification in a field that qualifies the professional to evaluate the student, diagnose the condition and provide recommendations of needed accommodations.

Each request will be considered on an individual basis. The University has the right to require that the student seek evaluation 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 any student's request for accommodation or services.

Academic Accommodations Process

A request for accommodation must be made in writing to the Office of Student Services or the disability service representative (ADA Officer) and must be supported by appropriate documentation of recent medical, psychological, psychometric or educational assessment, including the date administered and evaluated by a qualified professional and the credentials of the professional performing the evaluation and testing. Upon receipt of a written request for accommodation, an ADA Committee will be formed to evaluate the student's request. If the student disagrees with the recommendation made by the ADA Committee, the decision may be appealed to the Dean of the college.

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

Course and Instructor Evaluations

Each student has a responsibility to provide constructive evaluation for the courses and the instructors as directed by the University's policy on curricular evalu-

ation and improvement. This responsibility may be met in part by participation in course evaluations that are required by the University. The University expects each student to comply with this responsibility and obligation in a constructive manner so that optimal feedback can be provided. The student's input will help improve the educational effectiveness of the curriculum, as well as assist faculty members by providing them with constructive input.

Student Responsibility to Obtain Information

Each student enrolled in Rocky Vista University 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. being aware of their grades, the procedures for remediation, the times and locations of all examinations or laboratory sessions, the time and location of clinical rotations, etc. Students are also responsible for being aware of all deadlines.

Official University communications include email and/or hard written copy. All students are required to maintain and access their University email account regularly for any communications that have been forwarded.

The University may send communications via email, U.S. mail, registered or certified mail at their discretion. The student is responsible to maintain their correct address with the Office of the Registrar. Failure to receive communications from the University due to failure to keep the University informed of their current address, failure to sign for certified or registered mail or failure to access and be aware of information distributed via email will not relieve the student of the duties and obligations that are included in such communications.

Withdrawal from University

Withdrawal is a voluntary resignation by the student



under which he or she surrenders all rights and privileges as a student in the University. A student who does not register within 10 days of the start of each semester and/or fails to attend classes or be present at their assigned clinical rotation site for 10 consecutive calendar days without written notification to the Dean as to the reason for the absence, as well as his or her intention to continue studies in the University prior to the absence or within the 10 day period, shall be considered withdrawn from the University.

To return to school after withdrawal, the student must apply for readmission through the Office of Admissions.

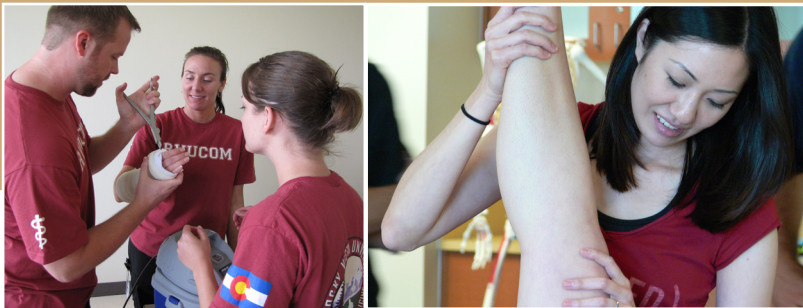
Withdrawal in good standing (Withdrawal Passing; WP) is a designation that is placed on the transcript to indicate to anyone receiving those transcripts that the individual had passed all previous courses and was currently passing the courses that he or she was enrolled in at the time of the withdrawal.

Withdrawal not in good standing (Withdrawal Failing; WF) indicates that either the student had failures in previous courses or was failing a course he or she was taking at the time of withdrawal.

These withdrawal designations are intended to serve as notification to any academic institution, including RVU, regarding the status of the student at the time of his or her withdrawal.

Leave of Absence

A leave of absence may not exceed one year (12 months) either cumulatively or within a single leave during the student's enrollment. If the student does not return within that time frame, he or she will automatically be considered to have voluntarily withdrawn. The specific time frame 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. A student may not be al-



lowed to return in the middle of a course, but directed to begin after a leave of absence during a specific starting point such as a start of a semester, system, etc. While on a leave of absence, a student is not eligible to make up incomplete class work; remediate any examinations; or take any portion of any licensing or certification examinations.

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 Office of Student Services. The request will be reviewed and a recommendation will be submitted to the Dean. The Dean will then determine whether or not to grant the leave of absence. If approved, and if the student is in good academic standing, the student may be allowed to reenter 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 imposed by the Dean or the faculty in order to be allowed to return.

If a student is granted a leave of absence while current course work is still in progress, he or she will be withdrawn from those courses. In all such cases, an appropriate designation for each course in progress will be entered on the transcript. In such cases of withdrawal from a course, students will be required to repeat the course in its entirety before they will be permitted to progress into the next academic year.

If the Dean approves a leave of absence and the student is currently not in good standing, is under review for a disciplinary action, or has a disciplinary action imposed on him or her, then the student may not be readmitted to the University without a review by the Student Performance Committee (SPC). Upon completion of its review, the SPC shall make a recommendation to the Dean. If the student is denied readmission, his or her status will be changed to either a withdrawal or a dismissal. If appropriate, students may be readmitted

with disciplinary action requirements at the beginning of their readmission.

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 accepted by the Dean for the certification to be accepted.

Students granted a leave of absence for financial reasons must, before their return to the University, prove to the Director of Financial Aid and the Dean that they have necessary financial resources.

Administrative Leave of Absence

An administrative leave of absence is a mandatory leave of absence imposed by the Dean of the student's college. During the leave, the Dean will provide the student with the opportunity to rectify, or seek rehabilitation or treatment for the problem that precipitated the directed leave. To be accepted back into the program after an administrative leave of absence, the student must be able to demonstrate to the Dean's satisfaction that the pre-established requirements have been met and that he or she shows reasonable likelihood that previous problems will not recur.

Re-admittance to the University Following a Leave of Absence

To be accepted back into the program after any leave of absence, the student must write a letter addressed to the Dean explaining the circumstances of the absence that mandated the leave, submit a written request for reinstatement with medical/psychological/legal releases to return to the University if indicated, and demonstrate to the Dean's satisfaction that a reasonable likelihood exists that the reason for the absence will not reoccur or interfere with the students educational responsibilities.

All decisions made by the Dean concerning a student's administrative or voluntary leave of absence will be final.

Academic Standing

A student's academic achievement is reviewed each semester. A copy of the transcript is available to the student, the Office of the Dean, the SPC, the Office of Student Services, the Office of Financial Aid, and to other individuals or facilities as authorized or indicated. (Please refer to the section on FERPA for more information). The transcript includes:

- Grades earned (including remediated failures)
- Deficiencies (incompletes, failures, etc.)
- Semester GPA and cumulative GPA
- Honors
- Withdrawal and/or leaves of absence

A student is considered in good academic standing when he or she has completed all required course work to date. This implies that all failures in previous courses have been successfully remediated, all incomplete course work has been satisfactorily completed, and that the student is not currently on academic or administrative probation, suspension, or dismissal.

Any student not in good academic standing will be prohibited from holding office in any University organization, or being elected to any honorary or other school organizations.

Academic Promotion

Promotion is defined as progression from one academic year to the next. A student must satisfactorily complete all course requirements in the preceding academic year in order to progress to the next academic year and to be considered as making satisfactory academic progress. A student who is marginally passing his or her courses in any academic year (i.e. by one or two grade points) may be considered to have poor academic performance and may be subject to review by the Student Performance Committee (SPC) for lack of satisfactory academic progress.

First-year courses are considered prerequisites for second-year courses unless written permission is received

from the Dean.

The SPC will annually recommend to the Dean all students who are eligible for promotion into the next academic year, as well as those qualified for graduation.

Please refer to the sections on individual degree programs for more information on academic promotion requirements within each program.

Academic Probation

Any student not in good academic standing will be placed upon academic probation, until so removed by the Student Performance Committee (SPC). A designation of academic probation means that a student may be dismissed in the future should he/she fail any future classes or fail to meet any course requirements. A student on academic probation is expressly prohibited from holding office in any University organization, or being elected to any honorary or other school organizations.

Examinations

A student is expected to report to each examination at the scheduled time. Students arriving more than 10 minutes after the official start of the examination will be required to submit a Late to Examination Form to the Chief Proctor or may not be allowed to sit for that examination solely at the discretion of the Chief Proctor. Students arriving late to an examination will not be given additional time to complete their examination. No student will be allowed to sit for an examination if they arrive after the first completed exam has been turned into the Chief Proctor. Students who arrive after the first examination has been turned in may be able to take a make-up examination, if eligible, or may receive a grade of zero for that examination.



Make-up Examinations

A student who does not take an examination at its scheduled time and is appropriately excused will be required to take a make-up examination, if eligible. Make-up examinations will be of comparable difficulty to the original examination, but may use short answer, essay, verbal or multiple-choice formats at the Course Director's discretion. Make-up examinations will be treated the same as any other examination in terms of grading.

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

The policies for examinations will pertain to all make-up examinations. In the interim, the student will have a grade of incomplete (IN) for the course. Any exception will be made solely at the Dean's discretion.

Code of Student Conduct and Academic Responsibility

The Code seeks to promote high standards 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, freedom of thoughts, freedom of 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 and the administration. The University retains the power to maintain order within the University, and to exclude those who are disruptive to the educational process.

Any violations of the Code of Student Conduct, violations of academic responsibility or University policies and procedures may result in disciplinary action and/or criminal prosecution where applicable.

Statement of Student Rights and Responsibilities

The University is obligated to ensure that all students have an equal opportunity to fulfill their intellectual potential through pursuit of 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 students.
- Dedication to the scholarly and educational purposes of the University, and participation in promoting and ensuring the academic quality and credibility of the institution.
- Responsibility for learning and observing the University policies.
- Compliance with the legal and ethical standards of the University, the professional organizations and institutions with which it has partnered, as well as those of the local authorities, the state and national laws, and applicable rules and regulations.

Academic Standards

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 and possible subsequent dismissal from the University.

All students are expected to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The following acts violate the academic honesty 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.
- Cheating in any form.
- 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 in a capricious or arbitrary manner, or to the detriment of another student, faculty member or member of the staff.

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.

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 comply with conduct standards will subject a student to meeting before the Honor Code Committee.

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 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.
- 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-sponsored event on or off campus.
- Appearance in the class or on the campus, at University-affiliated sites or at any University-sponsored events on or off campus when the student is under the influence of drugs or alcohol.
- 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, 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 (please refer to the University's policy on Acceptable Use of Computing Resources.
- Impeding or obstructing a University investigatory, administrative or judicial proceeding.
- Threats of or actual physical harm to others or damage 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.
- Fraud, misrepresentation, forgery, alteration or falsification of any records, information, data or identity.
- Plagiarism.

Classroom Behavior

An instructor may dismiss any student who is disruptive from class. Any student dismissed from class for disruptive or unprofessional behavior will be reported to the Office of Student Services for appropriate disciplinary action and may be required to appear before the Honor Code Committee.

Impaired Student Program

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 secondary to emotional disturbance will be referred for further evaluation and treatment.

Medical students may be referred to Colorado Physicians Health Program (CPHP). Entry into CPHP may be initiated at the student's request or at the direction of the Dean. The Dean may, at his sole discretion, refer the matter to CPHP or initiate an investigation, which may include drug screens.

All students placed in CPHP must sign a release, including the release of medical records, allowing the University to access any information necessary to monitor the student's compliance with the conditions of the program. Any lack of compliance by the student in meeting the conditions of CPHP or external agent shall result in dismissal from the University.

Any student assigned to CPHP may have his or her clinical rotations or other clinical assignments suspended or scheduled at sites that will allow the student to be more appropriately monitored during the course of his or her participation in CPHP.

Agreement to such scheduling modifications will be considered a requirement for continuing in CPHP. While a participant in the program, the student must be under the supervision of a qualified external agent assigned by the CPHP director.

Any acts of inappropriate behavior or violations of the Student Handbook policies attributed to students participating in CPHP or otherwise, shall continue to be referred to the Student Performance Committee (SPC) for independent evaluation as is applicable to all students enrolled in the University.

Any member of the faculty who observes a student with symptoms suggestive of impairment secondary to emotional disturbance, substance abuse or addiction will report the matter to the Dean immediately.

The procedures regarding participation and responsibilities in CPHP are available from the Office of the Dean or the Office of Student Services.



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. 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 the 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;
- copyright infringement including illegal file sharing of video, audio, or data;
- 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., read, write, modify, delete, copy, move) 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 information technology organization 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; and
- intentionally physically damaging or disabling University computers, networks, or software without authorization.

The University's information services resources are provided for use in conducting authorized University business. Using these resources for personal gain, illegal, or obscene activities is prohibited.

Users observing any illegal activities should report their observance to the appropriate University official. Although not an inclusive list, examples include theft, fraud, gambling, copyright infringement, illegal electronic file sharing, sound or video recording piracy,

hacking, and either viewing or distributing pornography.

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 abuse of other sites through the use of information technology resources may result in termination of access, disciplinary review, expulsion, termination of employment, 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 position of authority for 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.

Privacy

While the University recognizes the role of privacy in an institution of higher learning and every attempt will be made to honor that ideal, there should be no expectation of privacy of information stored on or sent through University-owned information services resources and communications infrastructure.

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

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

Failure to Report a Violation

Every member of the University community has the duty to file a complaint with the Office of Student Services whenever it is felt a violation of the Code has occurred. Failure to report a violation of the code is itself a violation. All members of the University community have an affirmative duty to participate in the inquiry or investigative complaint process. A Student Non-Professional Conduct Report form is available for documenting violations of the conduct standards.

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 Services setting forth specific violations by filing a Student Non-Professional Conduct Report.

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 any other requirement 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, suspension, or leave of absence, and the date of each determination shall be placed in the student's permanent records.

The Honor Code Committee shall have nonexclusive authority to evaluate all alleged student violations of misconduct, whether academic, moral, 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, 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 Dean.



- Nothing shall prevent the Dean from taking action deemed necessary, including removing a matter from the Committee's consideration, whenever in the Dean's judgment 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.

Student Performance Committee (SPC) Meeting Protocols and Process

The SPC reviews the progress of all students toward promotion and graduation, and those students referred with academic difficulties or academic non-professional conduct. Proceedings of the SPC are closed and confidential. Members of the SPC are not permitted to discuss issues before the SPC with students.

The SPC will review with the student a more in-depth understanding of the basis for the student's academic difficulties, and may recommend appropriate action to the Vice Dean. Appropriate actions may include, but are not limited to: 1) remediation of a course; 2) repeat of an academic year in its entirety; 3) remedial educational activities; 4) academic counseling; or 5) dismissal from the University.

- The Associate Dean for Student Services may ask any student to appear before the SPC for due cause.
- 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.
- Appearance before the SPC is mandatory. Legal representation is prohibited.
- The student will be given the opportunity to present his or her statements to the Committee. The student will only be present during his or her statements and to respond to any questions from the Committee.

- The Vice Dean shall review the SPC's recommendations and may either accept, reject or modify the recommendations. The student shall be notified of the Vice Dean's decision by U.S. mail or personal deliver within ten business days.
- The decision of the Vice Dean may be appealed to the Dean within 10 business days of the date of the decision.
- The decision of the Dean is final.

Honor Code Committee

- The Associate Dean for Student Services may ask any student to appear before the Honor Code Committee for due cause.
- 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.
- Appearance before the Honor Code Committee is mandatory. Legal representation at the hearing is allowed; however, counsel may only be present during the testimony of his or her client
- The names of all witnesses must be provided to the Associate Dean of Student Services 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.
- The Vice Dean shall review the Honor Code Committee's recommendations and may either accept, reject or modify the recommendations. The student shall be notified of the Vice Dean's decision by U.S. mail or personal delivery within ten business days.

- The decision of the Vice Dean may be appealed to the Dean within ten business days of the date of the decision.
- The decision of the Dean is final.

Disciplinary Sanctions

Any violations of the conduct standards may result in a complaint being filed against the student. The Dean, Associate or Assistant 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 imposed. The list is not exclusive of other actions that may be directed by the Dean.

Reprimand: 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 students file for a designated period of time and expunged 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;
- Restitution: Payment made for damages or losses to



the University directed by an adjudicating body; or

- Restriction or Revocation of Privileges: Restriction or revocation of privileges is 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: Probation is a period of time during which a student has the opportunity to demonstrate that he or she can effectively cease behavioral misconduct. Probation can be for any period of time.

While on probation, the student is prohibited from:

- Holding office in any University organization clubs, fraternities and sororities; or
- Being elected to any honorary position or other school organizations.

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 perform community service or 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. A suspended student will be removed from academic enrollment with revocation of all other privileges or activities, including the privilege of entering the campus for a specified period of time.

A student who chooses to appeal a suspension must do so in writing to the Dean within five business days of the date of suspension.

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 rotation and/or future additional rotations.

Readmission will not be entertained until the suspension period is completed and is subject to approval of the University administration and faculty. The student is barred from the campus and University-affiliated sites without specific approval during the time of the suspension.

Dismissal/Expulsion

Dismissal is the permanent termination of a student's academic enrollment. The Dean is responsible for imposing this action.

A student who chooses to appeal a dismissal must do so in writing within five 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:

- Circumstances of a legal, moral, behavioral, ethical, or academic nature that warrant such action
- Failure to meet the Academic Standards
- Determination by the Dean that there are factors that would interfere with or prevent the student

from practicing and meeting the professional and ethical standards expected of a health care professional

Other Sanctions

Other Appropriate Actions: Disciplinary action not specifically outlined above, but approved through the Dean or the Office of Student Services or their designee.

Counseling Intervention: When extreme behavior indicates that counseling may be beneficial, the student may be referred to or required to seek counseling.

Please refer to the section on Rocky Vista University's Appeals process for information on appealing a disciplinary decision.

Academic Standards

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

A student may be asked to appear before the SPC for any of the following reasons:

1. Failure to maintain satisfactory academic performance in his or her academic coursework
2. Failure of a course



3. Failure to meet professional standard components as part of their regular coursework
4. Failure of a licensing or certification examination
5. Failure to meet course completion requirements
6. Behavioral issues that affect academic performance but do not rise to the level of a conduct standard violation.

All requests to appear before the SPC are mandatory and students must appear when asked. The SPC will offer the student an opportunity to explain their current academic status and based upon the student's entire academic record will make a recommendation of action to the Vice Dean of the College.

The Vice Dean of the college may accept, reject or modify the recommendations of the SPC. Based upon the student's entire academic record, the Vice Dean shall make a final determination, which may include, but is not limited to, the following:

1. Remediation of a failed course
2. Asking a student to repeat an academic year
3. Specific remedial educational activities
4. Placement of the student on academic probation for a specified period of time
5. Academic counseling
6. Dismissal from school

Academic Appeals

A student may appeal the decision of the Vice Dean to the Dean for a final determination. Appeals to the Dean must be made in writing within ten business days of the Vice Dean's notification. The decision of the Dean is final.

Grievances Process

Students that have non-academic grievances may take them directly to the Office of Student Affairs, where an

investigation will be conducted by the Associate Dean of Student Affairs, if appropriate.

Academic Grievances Policy (Grading Disputes)

Matters regarding grading disputes shall include all concerns related to specific grades received or the processes by which grades are determined. In all appeals regarding a grading dispute, the decision of the Dean is final. Please refer to the "Academic Grievance Policy" for the each program or College for more information.

No administrative grade changes will be accepted 60 days after the grade is recorded.

Procedures Governing Student Complaints Regarding AOA COCA Standards & Procedures

Only students enrolled at RVUCOM at the time a complaint is filed may file a complaint. No anonymous complaints will be processed. A copy of the form entitled "Form for Filing Student Complaints Regarding AOA COCA Standards and Procedures" is available at the Rocky Vista University website under MyVista (www.rockyvistauniversity.org). Complaints should be filed with the Director of Student Services, who will acknowledge its receipt within ten days. Resolution of the complaint shall be made in writing/electronically to the complainant. The Director will make an effort to process and adjudicate the complaint on a timely basis, although processing time may vary depending on the subject matter and complexity of the complaint. A letter of adjudication and resolution will be issued to the complainant in writing as soon as the matter is resolved. A student who is not satisfied with the adjudication and resolution of the complaint regarding AOA COCA Accrediting Standards and Procedures may appeal the to the Dean/CAO of RVUCOM in writing within ten days of the letter of adjudication and resolution of the complaint. The decision of the Dean on appeal will be final.

No action shall be taken by RVUCOM against a student on account of the fact that he or she filed a complaint.





ROCKY VISTA UNIVERSITY

COLLEGE OF OSTEOPATHIC MEDICINE

Handbook & Catalog
2010-2011



Message From The Dean



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

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

Rocky Vista University students assimilate the knowledge and skills required to prepare them for any field of medicine they wish to pursue. Our graduates will 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,

Bruce Dubin, D.O., J.D., F.A.C.O.I., F.C.L.M.
Dean

MISSION Statement

Rocky Vista University College of Osteopathic Medicine (RVUCOM) is committed to the education of osteopathic physicians who are dedicated to excellence in the practice of medicine, demonstrate integrity and professionalism in their lives, while providing ethical, compassionate, holistic and culturally competent osteopathic medical care to their patients.

VISION Statement

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

Introduction - An Osteopathic Physician

Osteopathic medicine, founded in America in the 1870's, is a unique form of healthcare founded by Dr. Andrew Taylor Still. It is based upon a holistic viewpoint that incorporates a body-mind-spirit approach to the practice of medicine. Doctors of Osteopathic Medicine (D.O.s) are full practice physicians and can be licensed to practice medicine in all 50 states. D.O.s are found in every medical specialty, but our main emphasis has always been in the fields of primary care (family practice, internal medicine, and pediatrics).

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

College of Osteopathic Medicine Accreditation

Rocky Vista University College of Osteopathic Medicine has obtained provisional accreditation from the Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association (AOA). AOA-COCA is recognized by the U.S. Department of Education and the Council of Post-Secondary Accreditation as the accrediting agency for colleges educating osteopathic physicians and surgeons.

Rocky Vista University College of Osteopathic Medicine Academic Schedule

Fall Term	August 2 – December 20, 2010
Orientation	July 26 – 30
Classes Begin	August 2
Labor Day	September 6
Thanksgiving Break	November 25 – 26
Winter Academic Break	December 21 - January 2, 2011
Spring Term	January 3 – June 30, 2011
Classes Begin	January 3
Martin Luther King Jr. Day	January 17
Spring Break	March 28 – April 1
Good Friday	April 22 - April 25
Memorial Day	May 30
Summer Term	July 1 – 31, 2011
Academic Break	July 1 – 31
Capstone Course (OMS-III)	July 5 – 29



Year Three – Clinical Rotations begin August 2, 2010 through July 29, 2011

Holidays and time off depend upon the service requirements of scheduled rotations

Admission to the College of Osteopathic Medicine

Requirements for Admission

The RVUCOM Office of Admissions processes over 3300 applications for admission each year. The minimum requirements for admission include:

- Applicants must be U.S. citizens or permanent residents
- A minimum of 90 semester hours of course work from a regionally accredited college or university is required. However a bachelor's degree is preferred.
- Minimum prerequisite course work that must be completed prior to matriculation includes:
 - o General Biology (12 semester hours including lab)
 - o General Chemistry (8 semester hours including lab)
 - o Organic Chemistry (8 semester including lab. Note: Biochemistry will be accepted in lieu of the second semester of Organic Chemistry)
 - o Physics (8 semester hours including lab)
 - o English or Literature (6 semester hours)
- No grade below a "C" will be considered to fulfill requirements

Application Process

RVUCOM participates in the American Association of Colleges of Osteopathic Medicine Application Service



(AACOMAS) for the receipt and processing of all applications. Applications are submitted electronically through AACOMAS online at www.aacom.org. AACOMAS processes applications within approximately 3 to 6 weeks. This timeframe may vary depending on the time it takes to receive an applicant's transcripts and the volume of applications being processed. RVUCOM's deadline for submitting an AACOMAS deadline is March 15, 2011. RVUCOM evaluates applications on a rolling basis; therefore it is in an applicant's best interest to apply early in the process.

Once an applicant's AACOMAS application is electronically received, it is evaluated to determine if the minimum requirements have been met. These requirements include:

- A minimum science and cumulative GPA of 2.5 (Note: This requirement will increase to 2.75 effective with the class matriculating in 2012)
- MCAT scores within 3 years of matriculation (for the Class matriculating in August 2011, MCAT scores must be no older than April of 2008)
- MCAT scores within any section must be a 6 or higher. RVUCOM does not combine the highest scores in each section from multiple exams.

Applicants meeting these minimum requirements will receive an email containing login information for the supplemental application. The supplemental application is returned electronically along with the non-refundable \$50 processing fee. Applicants awarded an AACOMAS fee waiver will be granted a fee waiver for RVUCOM's supplemental application. For submission instructions on the fee waiver visit: <http://www.aacom.org/Infofor/applicants/Pages/FeeWaiver.aspx>. The deadline for submitting a supplemental application for the class matriculating in August 2011 is April 15.

An applicant's file is considered complete upon the receipt of the supplemental application and processing fee, a letter of evaluation from the applicant's pre-professional committee or advisor (the applicant may

substitute two letters from their science instructors), and a letter of recommendation from an osteopathic physician (a letter from an MD may be substituted). The Office of Admissions reviews all completed files and notifies applicants of their interview status. All applicants invited for an interview are given the choice of several interview dates.

Early Decision Program (EDP)

RVUCOM will consider up to 12 applicants to be accepted via the EDP. This program is for exceptional applicants who have a strong interest in attending RVUCOM. Qualifications to be considered for the program include a minimum science and overall GPA of 3.5 and a minimum MCAT score of 28. Preference will be given to applicants from the Mountain West Region. AACOMAS applications must be received at RVUCOM by September 1 and files must be complete by September 21. Interviews will be conducted the week of October 12 with notification occurring on October 16. The full matriculation deposit of \$2000 will be due within one week of notification. Applicants not selected for the EDP will be considered with the rest of the applicant pool.

Interview Process

The RVUCOM interview process consists of a low-stress, approximately 40 minute interview with a two-person panel. Interviewers have access to the applicant's personal statement, supplemental application and letters of recommendation. Academics have been prescreened and will be evaluated post interview by the Admissions Committee. Interviewing candidates are required to read and sign an acknowledgement that they:

- Meet the technical standards (any questions pertaining to whether a standard is met or if reasonable accommodations are required, must be addressed with the Associate Dean of Student Services);
- Understand the statement for students of RVUCOM regarding physical exposure in classroom activities;
- Understand RVUCOM's attendance and dress code policy;
- Understand RVUCOM's code of student conduct/academic responsibility and code of behavioral conduct; and

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

Matriculation Process

Accepted applicants must fulfill the conditions set forth in the matriculation agreement including:

- Payment of two non-refundable deposits totaling \$2000. RVUCOM follows the guidelines set forth by the American Association of Colleges of Osteopathic Medicine (AACOM) relative to deposit due dates. Deposits will be applied to tuition.
- Completion of all prerequisite coursework.
- Successful passage of a drug screen and background check. This screening must meet the COM standards, be conducted by an agency approved by the COM, and occur prior to the date specified in the matriculation agreement. An applicant who has a deficiency or abnormality discovered on either screening will be referred to a sub-committee of the Student Performance Committee for further investigation. The subcommittee will make a recommendation to the Dean as to whether the offer of admission should be maintained or withdrawn. The Dean will make the final determination regarding the applicant's status.
- Completion of required medical documentation sent to the Office of the Registrar prior to the date specified in the matriculation agreement.
- Submission of a waiver demonstrating proof of medical insurance coverage or enrollment in the plan provided by the University.
- Submission of official transcripts from all colleges and universities attended. In the event of course work completed at foreign institutions, the applicant must submit official detailed course by course evaluations completed by an approved agency. These agencies include:

o World Education Services, Inc. (212) 966-6311;
<http://www.wes.org>

o AACRAO (202) 296-3359; <http://www.aacrao.org/credential/individual.htm>

o Educational Credential Evaluators, Inc
(414) 289-3400; <http://www.ece.org>

o Josef Silny & Associates, Inc (305) 273-1616;
<http://www.jsilny.com>

- Any other requirements set forth in the matriculation agreement.

Request for Deferment

Accepted applicants may request a one year deferment for compelling reasons. Requests are to be submitted to the Office of Admissions in writing. If approved, an additional \$2000 deposit will be required by January 1 of the year the applicant will matriculate. The entire \$4000 of deposit money will be applied to the applicant's tuition.

Transfer of Credit

Circumstances may warrant that a student enrolled in an allopathic or osteopathic college seeks to transfer to another institution. Credits may be transferred from medical schools and colleges accredited by the American Osteopathic Association or by the Liaison Committee on Medical Education (LCME).

- Transfers from one college of osteopathic medicine to another shall require that at a minimum the last two years of instruction be completed within the College granting the D.O. degree.
- Transfers from an LCME accredited medical school must complete all of the established course work and competencies for the curriculum in OMM/ OPP. The last 50 percent (two years) is to be completed within the College of Osteopathic Medicine.
- Transfer shall be accepted and transfer credits shall be given only if the student is eligible for

readmission to the previously attended college of osteopathic medicine or other medical school.

- Credit is only given for completed courses with grades of 70 percent (C) or greater.

Anyone wishing to transfer to Rocky Vista University College of Osteopathic Medicine must:

- Submit a copy of their AACOMAS application.
- Meet all admission requirements to Rocky Vista University College of Osteopathic Medicine, which include submitting official transcripts of all college work (including transcripts from the medical school attended); MCAT scores; national board scores, if taken; and letters of evaluation (no applicant will be accepted without an interview).
- Be in good standing and be eligible to continue at the transferring institution, as documented by a letter from the Dean of the transferring institution.
- Supply a written statement outlining reasons for request for transfer.

All information is to be sent to the Executive Director of Admissions and Marketing. Decisions regarding transfer are made by the Dean and will be based on factors including academic record, circumstances leading to the transfer request, available space, and admission standards.



Health and Technical Standards

All candidates must meet health and technical standards to be admitted to, participate in, and graduate from the medical education programs of RVUCOM. Because the Doctor of Osteopathic Medicine (D.O.) degree signifies that the holder is a physician prepared for entry into diverse postgraduate training programs, RVUCOM graduates must have the knowledge and skills required to function in a broad variety of clinical situations and must be prepared to provide a wide spectrum of patient care.

A candidate for the D.O. degree must have abilities and skills in the areas described below. Reasonable accommodations will be made as required by law; however, the candidate/student must be able to meet all technical standards with or without reasonable accommodation. The use of a trained intermediary necessarily requires that a candidate's judgment be mediated by someone else's power of selection and observation, and is not a permissible accommodation. Failure to satisfy the health and technical standards may subject a medical student to dismissal.

Observation: Candidates must be able to observe demonstrations and experiments in the basic sciences. This includes but is not limited to the ability to observe a patient accurately at a distance and close at hand. Observation requires the functional use of the sense of vision and somatic sensations. It is enhanced by the functional use of the sense of smell and the sense of hearing.

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

Motor: Candidates should have sufficient motor function to elicit information by palpation, auscultation, percussion and other diagnostic and therapeutic maneuvers. A candidate should be able to do basic laboratory tests (urinalysis, CBC, blood sugar testing, etc.),



carry out diagnostic procedures (endoscopy, paracentesis, etc.), and read EKGs and X-rays. A candidate should be able to execute motor movements reasonably required to provide general care, osteopathic manipulation and emergency treatments to patients. Examples of emergency treatment reasonably required of physicians are cardiopulmonary resuscitation, administration of intravenous medication, application of pressure to stop bleeding, opening of obstructed airways, suturing of simple wounds and performance of simple obstetrical maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

Conceptual, Integrative and Quantitative Abilities:

Candidates must possess conceptual, integrative and quantitative abilities, including measurement, calculations, reasoning, analysis and synthesis. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities. In addition, candidates should be able to comprehend three-dimensional relationships and to understand the spatial relationship of structures.

Behavior and Social Attributes:

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

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

All OPP and PCM courses include didactic presentations, demonstrations, practical laboratory experiences and clinical opportunities. During these activities, students establish their knowledge and ability to recognize and utilize the relationships between structures and function that is integral to osteopathic medicine. The student must develop the knowledge and skills necessary to integrate the principles and coordinate the proper osteopathic and clinical techniques to both prevent and treat pathology and dysfunction. Concurrently, the students will learn other medical approaches to the treatment of disease and dysfunction in the systems courses. Each course provides education on the principles, philosophy and history of osteopathic medicine, examination and evaluation of the patient, and the proper selection and application of osteopathic treatments and techniques. The OPP and PCM courses require the active participation of all students in the laboratory setting where the student, through the active and tactile examination of others along with reciprocal examination, will learn and demonstrate the ability to evaluate and proficiently treat their future patients.

The training of an osteopathic physician requires the ability to perform tactile examinations and osteopathic manipulative techniques on members of the same and opposite sex. The training of an osteopathic physician also requires that a student experience and understand tactile diagnostic exercise and manipulative treatment as well.

Students will be expected to participate both as patients and as trainees in the OPP laboratory and PCM laboratory.

A graduate from the College of Osteopathic Medicine has the ability to apply for licensure as a physician in all fifty states. Their license is not restricted to any one particular sex, and candidates for graduation must demonstrate the ability to practice medicine on both males and females.

Tuition and Fees

The tuition for 2010-2011 is \$42,120. Qualified Colorado residents may receive a 10% tuition discount. For tuition purposes, a student's Colorado residency status will be determined upon acceptance to the University and will remain the same throughout the entire enrollment of the student at RVUCOM. Accordingly, tuition will not be adjusted as a result of any change in residency status after initial enrollment and registration.

COM Student Fees 2010-2011

The following annual fees apply to all COM students:

Student Fees	OMS-I	OMS-II	OMS-III	OMS-IV
Lab Fee	\$250	\$250	---	---
Student Services	\$800	\$800	\$770	\$800
Malpractice Insurance	\$200	\$200	\$200	\$200
Pathophysiology Overview of Medicine Fee	---	\$999	\$399	---
iClicker	\$33	---	---	---
Drug Screen/Background Check Fee	\$150	---	\$100	---
Clinical Rotations Shelf Exams	---	---	\$255	---
Life Support Class Fees	\$25	\$27	\$130	---
Estimated Graduation Fee	---	---	---	\$750

Students are also required to have student health insurance. Please refer to University Tuition and Fees for more information.

The Board of Trustees reserves the right to change the amount of any individual fee charged or to add additional fees at any time.



Student and Academic Services

Special Counseling Arrangements

All students have access to a variety of mental health services. The suggested initial contact is through Colorado Physicians Health program (CPHP), an organization that provides diagnostic evaluation, treatment referral as well as treatment, monitoring and support services. CPHP offers referrals to physicians, residents and medical students with health problems, including medical conditions, psychiatric illnesses, substance abuse and/or personal problems such as family difficulties, stress or career issues. Information about CPHP, as well as other options for personal counseling, is maintained and posted in the Office of Student Services and is listed on RVU's website and other strategic locations throughout the campus.

Initial assessment through CPHP will be provided at no cost to the student. Subsequent treatment is not included. The individual student and his/her personal health insurance is responsible for all fees that are incurred through the utilization of such services, unless evaluation or opinion services are directed by the Student Performance Committee or the administration of the University.

If preferred, the student may contact any other mental health provider directly and in confidence.

Academic and Curriculum Policies and Procedures

In addition to the University Academic and Curriculum Policies and Procedures, the following policies and procedures apply to RVUCOM students working towards their Doctor of Osteopathic Medicine degree (D.O.).

Transcript Notations

Failing grades will be included in calculating the grade point average for that semester and the cumula-

tive grade point average up to that point. If a course is failed and subsequently passed on remediation, a grade of 70 (the highest possible grade on remediation) will be recorded with the notation X on the transcript to indicate that the course was passed by remediation. The remediation grade of 70 will be used to calculate all grade point averages from that point forward.

Academic Years One and Two: Student Grades

Grading for medical students is based on a scale of 0 to 100. RVUCOM requires a grade of 70 (rounded to the nearest decimal point) or above for passing of all courses; any grade below 70 is failing. Some courses are graded pass/fail. Other possible grades are shown below:

PH: Pass with honors 90 or above

P: Pass 70-100

F: Fail below 70

R: Course repeated secondary to prior failure

X: Passed by remediation

IN: Incomplete

W: Withdrawal

WP: Withdrawal Passing

WF: Withdrawal Failing

Incomplete Course Work

When a student fails to complete all the requirements of a course the student may receive a grade of incomplete (IN) if determined by the course director. An IN may be changed to a pass grade upon the student's satisfactory completion of the course or clinical rotation requirements.

Examinations

Any student who fails a repeated course automatically

fulfills the criteria for dismissal from the COM.

Refer to the COM Clinical Training Manual for remediation policy for clinical rotations and policy concerning dismissal from the COM for failures of clinical rotations.

Re-examination Grade Calculations

In the event a course and the remediation course are failed, or the remediation course is not taken, the original course grade shall be recorded on the transcript. If the course is subsequently repeated and passed, it will be noted on the transcript that the course was repeated and a grade of 70-R will be recorded.

Once passed, a course may not be repeated unless the student is repeating the entire year. The original failed course and course grade will appear on the transcript, but will not be used to calculate grade point averages.

Academic Years Three and Four: Clinical Rotations

To be eligible for clinical rotations, students must have successfully completed and passed all first-year and second-year courses, and the COMLEX Level 1 examination. Furthermore, students must have health insurance, have all required immunizations or antibody titers documented, be currently negative on PPD testing or have followed current COM guidelines if a positive test is present, and completed any clinical site or COM mandated related training and testing, including background screening and drug testing if required. Documentation of this information must be on file with the Office of Clinical Affairs and the Office of Student Services prior to participating in any patient contact.

All procedures, protocols, and other requirements for clinical rotations are found in the RVUCOM Clinical Clerkship Manual for OMS-3 and OMS-4 Students. Students will receive this document toward the end of the second year prior to starting clinical rotations.

Medical Student Performance Evaluation (Dean's Letter)

The Medical Student Performance Evaluation (MSPE) is a formal letter of evaluation issued by the Office of the Dean and serves as an evaluation tool in the application process for post doctorate training programs. Upon a student's request, the MSPE is mailed to postdoctoral training program(s). This evaluation summarizes the levels of accomplishment a student has achieved during medical school. Specifically, the MSPE provides a succinct chronology of a student's entry and process through medical school, which includes the preclinical and clinical rotation records, involvement in special activities, compliance with behavioral policies such as dress code and attendance, and the student's personal qualities. Students are responsible for providing residency applications, letters of recommendation, and transcripts to internship and residency program directors.

Comprehensive Osteopathic Medical Licensing Examination (COMLEX) Board Exams

RVUCOM and the National Board of Osteopathic Medical Examiners (NBOME) require that a student must be currently enrolled and in good academic standing (see "Academic Standing" in the University Handbook) in the COM to take the COMLEX Level 1 cognitive, Level 2 cognitive (CE) and COMLEX Level 2 Physical Examination (PE) portions of the NBOME Board Examinations.

All students are required to pass COMLEX Level 1 and both components of COMLEX Level 2 examinations of the NBOME Board Examinations to be eligible for graduation from the COM

Students at RVUCOM will be eligible to take COMLEX Level 1 after he/she has successfully completed all of the requirements of the OMS-1 academic year,





and has received certification from the Dean. Students must successfully pass COMLEX 1 in order to continue training in year 3. A student will be eligible to take COMLEX Level 2 examination after passing COMLEX Level 1, and the successful completion of all the requirements for the OMS-3 curriculum.

Students may register to secure a testing date for COMLEX Level 2 CE AND COMLEX Level 2 PE after successful passage of COMLEX Level 1 but will not be certified by the COM to be eligible to sit for the examination until they have fulfilled all of the requirements for the OMS-III year. A student failing an examination may retake it each time they are eligible until they pass the examination.

All students must complete all the requirements for gradation, including the passing of the COMLEX Level 1 and both components of the Level 2 examinations within six years of their initial matriculation into the COM or they will be dismissed from the COM.

Students may not miss scheduled rotations or alter the established clinical training schedule in order to study during their OMS-3 or OMS-4 years outside of any time designated for board review by the COM administration, policy or procedures.

The student must notify the Office of Clinical Affairs of their COMLEX testing dates for any portion of the examination one month in advance of the date of their examination. The student may take as an excused absence the day prior to the exam, the date of the exam and the day after the examination if approved by the Office of Clinical Affairs and the DME of the clinical site at which the student is assigned.

Any student who has failed the COMLEX Level 1 examination will not be allowed to continue third year clinical rotations. To provide sufficient time to prepare for retaking the failed examination, the student will be withdrawn from their rotations for a minimum of three weeks preceding the next available date of the examination for board preparation.

Students will be required to appear before the Student Performance Committee upon failure of any part of the COMLEX exam.

A student wishing to take additional time for board preparation should make a written request to the Of-

fice of Clinical Affairs. Any student may be required to take a board review course as part of his or her preparation for the COMLEX examinations at the direction of the Dean.

Distribution of Clerkship Assignments

The rotation site assignment list will be issued to students in early July, prior to beginning rotations August 1 of each year. All assignments are considered final. Students may request to change his or her assigned clerkship assignment one month prior to the start of the clerkship. However, there is no guarantee that the change will be possible. Any questions or concerns should be directed to the Office of Clinical Affairs.

Graduation Requirements

A student who has fulfilled all the academic requirements may be granted the Doctor of Osteopathic Medicine (D.O.) degree provided the student:

- Has satisfactorily completed four years of curriculum and rotations at an AOA-accredited college of osteopathic medicine, the last two years of which have been at RVUCOM;
- Has completed all academic requirements in no more than six years from the date of matriculation;
- Has complied with all the curricular, legal, and financial requirements of the University;
- Has passed COMLEX Level I and both components of COMLEX Level 2, the examination administered by the National Board of Osteopathic Medical Examiners;
- Has reached at least 21 years of age;
- Has demonstrated the ethical, personal, and professional qualities deemed necessary by the faculty for the practice of osteopathic medicine;

- Has demonstrated suitability for the practice of medicine as evidenced by conducting professional behavior, displaying responsibility for patient care, and exhibiting integrity in the conduct of clinical and academic activities;
- Has demonstrated compliance with the conduct standards;
- Has completed loan exit counseling, if applicable; and
- Has attended the compulsory portions of senior week, including graduation rehearsal and the graduation ceremony, at which time the degree is conferred and he or she takes the osteopathic oath.

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

Students who do not meet all of the requirements for graduation established by the COM administration and faculty within the six year period must appear before the Student Performance Committee and will be given the opportunity to demonstrate why they should not be summarily dismissed from the COM in compliance with adopted policy. The Student Performance Committee may recommend to the CAO/Dean that the student be dismissed or that he/she be required to repeat all or part of the curriculum within a specified period of time. The Student Performance Committee does not have the authority to extend the time granted to a student to meet the graduation requirements outside of these parameters.

Academic Grievances Policy (Grading Disputes)

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

Classroom Grading: Except under unusual circumstances, the final grades for all written quizzes and examinations will be determined by the Course Director.

When extraordinary circumstances bring a student to seek an appeal of a decision regarding a classroom grade, the student should seek solutions through the following administrative channels, entering at the appropriate level and proceeding in the order stated:

1. Course Director
2. Phase Director
3. Dean (final level of appeal)

A student seeking to resolve a grading concern through the administrative channels above must initiate such action in writing within ten days from the date the grade is recorded by the Registrar. Review of a student problem and complaint at each administrative level will be carried out as expediently as possible. If the student is not satisfied with the decision, he or she may appeal to the next administrative level. If the student chooses to continue the appeal, this must be done in writing within 10 business days of the date the decision was rendered at each level of the appeal, excluding weekends and official school holidays. No administrative grade changes will be accepted 60 days after the grade is recorded.

Rotation Grading: See RVUCOM Clinical Training Manual for Policies and Procedures related to Rotation Grading.



College of Medicine Code of Behavioral Conduct

The College of Osteopathic Medicine Code of Behavioral Conduct does not replace or take precedence over either the University Code of Student Conduct or the College of Osteopathic Medicine Code of Student Conduct. Students are required to know and adhere to both the College's Code of Behavioral Conduct and the University's Code of Student Conduct.

Students enrolled at RVUCOM are expected to adhere to behavior consistent with the high standards of the medical profession. Compliance with institutional regulations as well as city, state, and federal laws is expected.

Osteopathic medical students shall act honorably and ethically. Dishonesty, unethical, or other designated inappropriate conduct shall not be tolerated. It is not possible to enumerate all forms of inappropriate behavior, some of which could raise serious questions concerning a student's ability to continue in the academic program or to practice after graduation. However, the general rules and policies that shall apply to all students are listed below.

Attendance

The Office of Student Services is responsible for enforcing attendance as established by policy or in the course syllabus. Individual course instructors have the option of taking attendance in their course at any time and reporting the results to the Office of Student Services. The faculty may choose to check attendance by the administration of quizzes if noted in the course syllabus. The course attendance record will be reported to the Office of Student Services.

Attendance is required at all clinical activities, laboratories, and small or large group interactive sessions

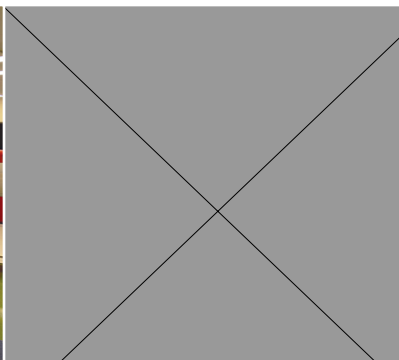
(SGIS or LGIS). While attendance at lecture sessions is not mandatory, students are expected to attend scheduled classes.

The attendance policy for each individual course, laboratory section, standardized patient session, small-group meeting, and other non-lecture encounters, if different from College policy, will be specified in the course syllabus along with the remediation requirements and/or penalties.

Fraudulently recording the attendance for any student is academic fraud and will subject all students involved to disciplinary action, up to and including suspension or dismissal from the COM.

Attendance for any educational event where the presence or absence of the individual student potentially affects the normal operation of the course or the education of other students is mandatory. Thus, attendance is required at all clinical activities, laboratories, and small or large group interactive sessions (SGIS and LGIS). Excused absences are expected to be obtained IN ADVANCE, except in the case of an emergency. The threshold for an excused absence is 24 hours before the class, lab, patient encounter, etc. Any student who misses, without approval, a standardized patient encounter, a small group session, an assigned laboratory session, a clinical experience, etc. will receive a zero for that session and will not be allowed to make it up.

Any student absent from a required academic activity or examination for planned events (e.g. outreach event, University travel, or educational event) must contact the course director prior to the date of the absence to notify him/her of the absence. The student must obtain the signature and approval of each course director affected by the absence by completing an Absence Notification and Approval Form, which is then submitted to the Office of Student Services. Upon the student's return, he or she must contact the course coordinator to discuss remediation. Students are responsible for any assignments and lecture material missed during their absence. Students who have an excused absence for an examination for such an event will be entitled to take the make-up examination, if appropriate.



Students must notify the Office of Student Services, in writing, of circumstances that may necessitate being absent from any required school activity. Absence from any required event for any reason must be documented using the Absence Notification and Approval Form. Students seeking excused absence for medical reasons must provide a signed note from their health care provider documenting medical etiology as the cause of the absence and must have a release to return to the educational environment. The student must contact the appropriate faculty person(s) upon their return, and must submit a signed copy of the Absence Notification and Approval Form.

Dress Code

Students may wear whatever clothing they wish, as long as it is in good taste and not offensive to anyone. While students may wear shorts and jeans, there are often visitors on campus and students must represent the College in a respectful manner. Students will be notified in advance if required to dress in a more professional manner (i.e. contact with a patient, Standardized Patient encounter, etc.)

Healthcare Employment During School (Practice of Medicine)

Students are prohibited from engaging in any activities (from the time of matriculation to the University until graduation or other termination of student status) that might be construed as the practice of medicine, or any phase thereof, without the proper supervision and direction of designated members of the faculty, whether such activities are engaged in for compensation, done as a volunteer, or otherwise. This exclusion includes all students who are or were licensed practitioners of any health care professions prior to admission to medical school or during their time in medical school (i.e., medical doctor, dentist, podiatrist, chiropractor, or other health care professional). Students may only engage in such activities when the student has received an exception and permission in writing from the Dean.

Any student who is a licensed practitioner and wishes to be employed in the health-related field must contact

the Office of Student Services and forward a request to the Dean. All decisions of approval or disapproval will come from the Dean in the form of a letter.

Students who are alleged to have engaged in the practice of medicine, or any phase thereof, and are not in compliance with the requirements above, will be requested in writing to appear before the Honor Code Committee and are subject to dismissal from the University.

Contact Information

It is the responsibility of all students to notify the appropriate office of any changes in mailing address, phone number or emergency contact information. It is required that the appropriate office be notified of any changes within 30 days to ensure that the student is available for information and emergencies. It is the responsibility of the student to inform the Office of Clinical Affairs of the address to be used during their vacation periods. Non-compliance may result in disciplinary action.

Policies and Procedures for Alleged Code of Conduct Violations

The College of Osteopathic Medicine adheres to the University's policies and procedures for alleged violations of the conduct standards. Please refer to that section for more information.

Academic and Behavioral Disciplinary Sanctions

The sanctions for violations of the academic and conduct code are the same for the COM as for the University. Please refer to that section for more information.

Readmission Policy

If a student is dismissed or withdraws from the College of Osteopathic Medicine, he or she may apply for admission pending approval of the Dean. He or she may only reapply as a first-year student. In order to be considered for readmission, the candidate 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 applicant can perform satisfactorily if admitted.

Any applicant applying for admission must do so through the Office of Admissions and must follow the same procedure as any other entering student. Admission will be solely at the discretion of the Dean. The student's prior academic record will remain part of his or her overall academic record and will be recorded on the permanent transcript. If admitted, none of the student's prior grades will be utilized in calculating his or her new grade point average.

Curriculum for Rocky Vista University College of Osteopathic Medicine

Course of Study

The College of Osteopathic Medicine 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.

Students are placed at one of our regional centers throughout the state to ensure continuity and coordination of clinical education within our vast and growing clinical training network. Our innovative 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 becoming primary care physicians.

The design of the curriculum is based on successful integrated academic models. It emphasizes interdisciplinary collaboration, guiding students to develop a holistic - and more importantly, an osteopathic - approach to medicine. We continually correlate basic sci-

entific information and methodology with fundamental clinical application. Students are exposed to clinical settings in their first semester, which gives them the opportunity to prepare for the "real world" of medicine.

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.

Physicians do not work alone, but rather as part of a health care team, and RVUCOM promotes interdisciplinary cooperation whenever possible in the classroom and in all of its clinical settings.

Course	Course Number	Credits
<u>OMS-1</u>		
Molecular and Cellular Mechanisms	OM1012	6
Musculoskeletal System I	OM1013	8
Cardiorespiratory System I	OM1005	6
Gastrointestinal System I	OM1007	5
Renal System I	OM1021	3
Endocrine/Reproductive System I	OM1006	5
Neuroscience System I	OM1014	8
Immunology I	OM1009	2
Medical Informatics I	OM1010	1
Pathologic Basis of Disease I	OM1017	9
Pathologic Basis of Disease II	OM1018	7
Osteopathic Principles and Practices I	OM1015	4
Osteopathic Principles and Practices II	OM1016	3
Principles of Clinical Medicine I	OM1019	6
Principles of Clinical Medicine II	OM1020	4
<u>OMS-II</u>		
Renal System	OM2013	6
Cardiovascular System	OM2005	8
Respiratory System	OM2006	6
Hematologic/Lymphatic System	OM2003	4
Gastrointestinal System	OM2009	7
Endocrine System	OM2008	6
Reproductive Medicine	OM2014	6
Multi-Systems Approach to Disease	OM2015	7
Pathophysiological Overview or Medicine I	OM5005	6
Osteopathic Principles and Practices III	OM4003	3
Osteopathic Principles and Practices IV	OM4004	3
Principles of Clinical Medicine III	OM3003	4
Principles of Clinical Medicine IV	OM3004	4

OMS-I

<u>OMS-I & II Electives</u>		
Introduction to Research	OM5008	2
OPP Honors Elective	OM4006	1
Medical Outreach - International	OM5001	2
Medical Outreach - Local	OM5016	2
Rural and Wilderness Medicine I	OM5020	1
Rural and Wilderness Medicine II	OM5021	1
Rural and Wilderness Medicine III	OM5022	1
Rural and Wilderness Medicine IV	OM5023	1
Global Medicine I	OM5030	1
Global Medicine II	OM5031	1
Global Medicine III	OM5032	1
Global Medicine IV	OM5033	1
Military Medicine I	OM5040	1
Military Medicine II	OM5041	1
Military Medicine III	OM5042	1
Military Medicine IV	OM5043	1
<u>OMS-III</u>		
Advanced Clinical Medicine	OM3300	3
OMM Fellowship	OM4005	8
Family Medicine I	OM3301	16
Family Medicine II		
Internal Medicine I	OM3302	16
Specialty Medicine (Internal Medicine II)		
Surgery I	OM3303	16
Specialty Surgery (Surgery II)		
Obstetrics and Gynecology	OM3304	8
Pediatrics	OM3305	8
Psychiatry	OM3306	8
Selective I	OM3310	8
Selective II	OM3311	8
<u>OMS-IV</u>		
Pathophysiological Overview of Medicine II	OM5006	6
Critical Care Medicine	OM4401	8
Emergency Medicine	OM4402	8
Rural/ Urban /International Medicine	OM4403	8
Sub-Internship I	OM4404	8
Sub-internship II	OM4405	8
Sub-Internship III	OM4406	8
Selective III	OM4407	8
Selective IV	OM4408	8
Selective V	OM4409	8

Molecular and Cellular Mechanisms

This course is an intensive trans-disciplinary course which 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.

Musculoskeletal System I

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

Cardiorespiratory System I

The Cardiorespiratory 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/respiratory system. It is designed to provide the student with an overview of the cardiovascular and respiratory systems, including the biomedical science that underlies disorders of the heart, circulatory system, and lungs. The structural content of this course utilizes lectures, human cadaver dissection, reading assignments, Designated Student Assignments (DSA), and Clinical Integrative Sessions (CIS).

Gastrointestinal System I

The Gastrointestinal System Course is an intensive multidisciplinary four week 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, 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; absorption and elimination of food. The goal of this course would be 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.

Renal System I

The Renal System 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 principal, 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, reading assignments, and clinical integrative sessions.

Endocrine/Reproductive System I

The Endocrine/ Reproductive System I is designed to teach the basic principles of hormone secretion and action related to the major endocrine structures and reproductive and systemic tissues. Students are expected to be familiar with the structure and function of the major endocrine glands and the action of the major hormones secreted. This course will focus on the anatomy, histology and physiology of endocrine systems as a basis for understanding the pathological conditions resulting from endocrine dysfunction. Upon completion, students should be able to use the basic principles of endocrine physiology in clinical applications and to fulfill medicinal knowledge competencies. Material which has been previously covered will be integrated into the coursework and used to build the framework needed to be a competent osteopathic physician.



Neuroscience System I

The Neuroscience System 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. Although concepts in this course are presented utilizing traditional/clinical lectures, human cadaver/brain dissection laboratories, 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.

Immunology I

The Immunology I System Course is a multidisciplinary course emphasizing the foundational knowledge necessary to understand the normal function of the immune system. 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.

Medical Informatics I

Medical Informatics I contributes to the quality, efficacy and safety of healthcare by fostering information literacy and evidence-based practice. The course introduces concepts, strategies, resources, standards and technologies that enable clinicians to acquire, evaluate and present information from medical literature. Lectures, clinical integrative sessions, and designated student assignments impart knowledge and skills that are applied in a critical presentation of a clinical case during student grand rounds.

Pathologic Basis of Disease I/II

These Courses are foundational introductions to mechanisms of disease and therapy. The Courses consist variably of lectures, introductions, 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 and allergy; wound healing and tissue repair, immune system function and dysfunction, pathophysiology of hemodynamic disease, genetic diseases, mechanisms of neoplasia, medical microbiology and its basic applications in infectious disease, environmental, nutritional disorders, an overview of diseases of infancy and childhood and introductory pharmacodynamics and kinetics. Throughout the Courses, the language of medicine is emphasized in conjunction with etiologic mechanisms, clinical features, differential diagnoses, and morphology where appropriate. In addition, important pathologic aspects of clinical laboratory involvement and data utilization in the diagnosis of disease are discussed.

Osteopathic Principles and Practices (OPP) I/II

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 osteopathy.

All seven core competencies of the Osteopathic Profession are addressed in a variety of ways in the course, as well as in OPP III/IV; most obvious is the competency of osteopathic philosophy and osteopathic manipulative medicine as these are the stereotactic and philosophical basis of 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. Further, the students are allowed time during and after lab to practice and master what has been taught and demonstrated. It is felt that integration of their own unique style of OMM into standard of care medicine becomes the hallmark of an accomplished osteopathic physician.

Principles of Clinical Medicine (PCM) I-IV

Principles of Clinical Medicine is a four-part Clinical Medicine Course that will be taught during the first four semesters and will be coordinated with the systems courses. The course is designed to provide the knowledge and educational experiences that will allow the student to develop active learning skills, acquire medical and social knowledge, develop the skills needed to complete a comprehensive or focused history physical examination, practice documentation skills, and demonstrate competency and the clinical application of basic medical procedures. The course content will be divided into several areas which include: history and physical exam, basic medical procedures, doctor-patient relationship skills, ethics, community medicine, and standardized patient experiences.

OMS-II

Renal System

Each System Course for this academic year is structured around a fundamental template, i.e. Brief review of Structure (anatomic sciences)/Medical physiology of the System – Pathophysiology and Pathologic entities of the GU system – followed by more Clinically- focused topics and interactive discussions. This Course consists variably of lectures, introductions, student designated (and scheduled) assignments time (DSA), clinical contextual integrations and case-based interactive learning sessions (CIS). Broad topics to be empha-



sized include the wide spectrum and crucial physiologic functions of the human kidney, pathophysiologic aspects and pathologic (primary and systemic) renal entities (e.g. glomerulopathy/glomerulonephritis, tubulointerstitial disorders/infections/toxic and ischemic insults, vascular disease and neoplasms), to include disorders and neoplasms of the kidney pelvis, ureters, bladder and urethra. These are followed by clinical integration topics and interactive sessions. Throughout the Course, the language of medicine is emphasized in conjunction with etiologic mechanisms, clinical features, differential diagnoses, and morphology where appropriate. In addition, important aspects of clinical laboratory test ordering and data utilization in the diagnosis and monitoring of kidney and GU tract disease, is discussed.

Cardiovascular System

The Cardiovascular System Course is an intensive multidisciplinary course structured with the goal of enabling the student to obtain the requisite knowledge necessary to understand the normal structure, function, and pathophysiology of the entire cardiovascular system. In addition, the 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. The course 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 and the pathological basis for these diseases. Various aspects of evaluating cardiac patients will be presented, with special emphasis on interpretation of EKGs. This course will utilize lectures, reading assignments, clinical integrative sessions, and on-line educational modules.

Respiratory System

The Respiratory System 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, primary and secondary malignancies will be presented, with an emphasis on diagnostic techniques and treatment methodologies.

Hematologic/Lymphatic System

This course is designed to provide the student with a comprehensive overview of hematology and hematopathology. All blood cell lines will be discussed, including the pathophysiology and pathology of both non-neoplastic and neoplastic diseases. This material will be integrated into clinical applications and used to build the clinical framework needed to successfully synthesize and integrate this information during year 3 and year 4 clinical rotations. Specifically, the course will begin with sessions on hematopoiesis, followed by discussions of red cell disorders and the clinical work-up of anemia. Information regarding white cell disorders then will be presented, including non-neoplastic disorders and neoplastic disorders such as malignant leukemias, non-Hodgkin lymphomas, and Hodgkin lymphoma. Finally, 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, hematopoietic stem cells and their transfusion, and pertinent pharmacologic information related to the treatment of anemia and the use of pharmacologic agents aimed at modulating the immune system, coagulation, and fibrinolysis. Course content will be supplied by faculty in the Department of Biomedical Sciences, primarily pathology faculty.

Gastrointestinal System

The course will cover the gastrointestinal system, including the hepatobiliary and pancreatic systems. There will be a review of the appropriate anatomy and histology. An intensive look at normal physiologic principles and processes will occupy the first week of the course. This will be followed by two weeks devoted

primarily to a thorough study of the pathology of the organ systems with emphasis on clinicopathological correlations. Building on this foundation, the final two weeks of the course will be devoted to the application of the integrated pathophysiological principles in clinical settings under the guidance of appropriate clinical faculty. Material which has been previously covered will be integrated into clinical application and used to build the clinical framework needed to be a competent osteopathic physician. Emphasis will be placed on understanding the pathophysiology and being able to correlate and use basic principles in the management of gastrointestinal disorders. Clinical discussions and lectures will focus on disease states the students will encounter throughout their careers.

Endocrine System

The Endocrine System is designed to teach the basic principles of hormone production, storage, secretion and action (including hormone receptors and hormonal interactions), and the clinical disorders which result from abnormalities in these various functions. The endocrine course will emphasize the hypothalamic/pituitary complex, thyroid, parathyroid, adrenal, and pancreas with GI tract and reproductive organs presented in other courses. Students are expected to be familiar with the hypofunctioning or hyperfunctioning of these endocrine glands, the structure, secretion and action of the important hormones (peptide, steroid and thyroid hormones), and the major clinical endocrine disorders related thereto. In addition to basic pathophysiology, the students will be presented pharmacology related to hormone secretion and action. Emphasis will be placed on understanding the pathophysiology of each endocrine gland with the intent of the student doctor being able to use general principles in endocrine pathophysiology and pharmacology to effectively diagnose, manage and care for patients with endocrine disorders. This course will transition towards clinical application of this information by physicians in the Department of Clinical Medicine as well as specialists in the community where Practiced Based Learning and Improvement and a Systems Based Practice can be developed.

Reproductive Medicine

This Reproductive Medicine course will cover reproductive aspects of both women's and men's health related issues. There will be a brief review of the normal physiology of the women's reproductive system. This will be followed by pathophysiological perspectives of the female genital tract, breasts, and pregnancy. The approach to the gynecologic patient, including examination and diagnostic procedures, will be 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. The last week of the course is devoted to men's reproductive health. Infectious and neoplastic pathology of the male genital tract will be reviewed. 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 rotations and throughout their medical career.

Multi-Systems Approach to Disease

This course, occurring at the end of the second year of medical study, will train medical students in the concepts of multi-systems disease diagnosis and treatment. Patient cases will be presented covering diseases syndromes that affect and influence multiple organ systems. Patients with multiple disease entities (diabetes, cardiovascular disease and pulmonary disease occurring in the same patient, by way of example) will also be presented. Patient age presentations will range from the pediatric population, thru adult medicine, and on thru geriatrics. At the end of this course,

students will better comprehend, diagnose and treat patients with multi-organ involvement in disease syndromes, and multi-disease presentations in different age populations.

Pathophysiological Overview of Medicine I

The Pathophysiological Overview of Medicine Course I is a required, structured overview course designed to aid the student preparing for the COMLEX I Board Examination. Self-assessment and continuous review of key concepts in biomedical disciplines by means of an online question bank is a key component of the course. The course culminates with a comprehensive lecture series and practice exams conducted under conditions similar to the actual COMLEX level 1 Board Exam.

OPP-III/IV

The OPPIII/IV course is designed to provide the student with a continued understanding of the principles and practices of osteopathic medicine. This understanding will allow a continuum for students to build osteopathic knowledge and provide every student the chance to offer their patients an additional approach to conventional medical care. The course will also emphasize application of new and previously learned techniques into systems appropriate medical conditions.

OMS-I & OMS-II Electives

Introduction to Research

This course will provide students with a historical overview of events that led to laws and professional standards regarding the Responsible Conduct of Research (RCR). The curriculum includes modules from the Collaborative Institutional Training Initiative (CITI). RVUCOM students will be responsible for three CITI modules: (1) History and Ethics; (2) Students in





Research; and (3) Internet Research. Students are required to pass all quizzes that accompany the modules. The required case studies include topics in plagiarism, data management, data acquisition, responsible authorship, controversial research, mentoring, and collaborative research.

OPP Honors Elective

This course is offered to fourth semester medical students who have an intense desire to learn or experience additional osteopathic principles and techniques of a more advanced nature. It is open to students with a cumulative average of 80% or higher in their semester I-III OPP courses. This course may include potential future undergraduate osteopathic fellowship recipients, but also caters to a cadre of students who are unable, for a variety of reasons, to enter into the upcoming Undergraduate Osteopathic Fellowship. While these students are still motivated learners, many will not be selected either because of prior commitments, not being among the top 25% of the class, or simply because there will be a limited number of fellows accepted. This program helps to advance these students and provides them with the encouragement and training needed to successfully continue to develop an interest in the integration of OMM in their future education and practices.

Medical Outreach

Medical Outreach allows the student to experience the public health needs and concerns of at-risk and underserved and culturally diverse populations, while exploring their own ethical foundations and feelings of humanity and humility. Led by faculty of the COM and structured to ensure that they are learning experiences, medical outreach will be offered in foreign countries, as well as in the Mountain West region.

Rural and Wilderness Medicine

The delivery of quality medical care in health systems with varying degrees resources is the focus of curriculum for the Rural and Wilderness Track. In order to produce physicians who are ready to take on the challenge of practice in the rural and remote regions of

our country will require extra training and experience not achieved in a standard medical school curriculum. Participants will be given a robust extracurricular education of procedural skills in medicine and surgery that are vital for successful rural practice. They will study and visit some of the varied systems of practice that exist in the rural and remote areas of Colorado. Diagnosis and treatment of injuries that are common to rural and wilderness areas will be reviewed, and will be taught by physicians with specific expertise in those areas.

Physicians practicing in a rural or wilderness setting must be skilled in stabilizing as well as transporting critical patients to urban medical centers. Members of the Rural and Wilderness Track will be slated for clinical rotations through some of those urban trauma centers in their third and fourth year clinical rotations. Public health and screening programs are also an important part of the course for rural health care delivery, and will be included in the curriculum as well.

The course will include a rural and wilderness capstone experience in a remote area of Colorado. The student will be asked to apply the skills learned in the classroom in real time in a wilderness environment. To be considered for the program students must be academically skilled enough to handle the work load in addition to regular course studies, and must pass an entrance interview.

Global Medicine

The Global Medicine Track is an elective track for those students who have a strong desire to serve in an international capacity. This track provides a survey, exposure and clinical education surrounding multiple aspects of global medicine. It is designed to span 3.5 years of formal osteopathic education, which will culminate with 3 clinical international medical education experiences on three different continents. During the first two years of medical school students will pursue approximately 60 additional hours of medical education, which include the principles and goals of global health, the burden of disease in both develop-

ing and already developed countries and selected topics in global medicine through the use of a variety of didactic presentations, directed student learning activities and clinical experience. Acceptance to the global medicine track involves an application process that occurs during the end of the first semester.

Military Medicine

This Track will be piloted in AY 10/11. This is an elective enrichment track in addition to the core curriculum, for those RVUCOM students who are slated to enter active duty service – U. S. Army, Navy or Air Force, and those who exhibit a high level of academic achievement, express a strong interest and can be accommodated. Rocky Vista University COM is committed to medical support of our military through its educational mission and capabilities.

This track will function in conjunction where possible with other COM enrichment tracks (Rural/Wilderness, International) where synergies are evident and possible. These primarily involve certain transdisciplinary areas of study including emerging infectious diseases, public health/epidemiology and debilitating or lethal endemic diseases found in salient regions of the world.

However, the Military Track will also incorporate sessions and experiences related to Medical Corps Officer military obligations, leadership/discipline, harsh military environments/field exercises, disasters, stabilization/evacuation and triage in combat environments on land, sea and air.

A former military Surgeon General serves as consultant to this track. Liaison with leaders/military officers at US posts, bases, medical centers, hospitals and other sites will occur in order to achieve the goals and objectives of this track. Expert guest military officers and appropriate civilian physician/teachers will be engaged and hosted at the campus in Parker, Colorado, and elsewhere.

It is the stated intent of Rocky Vista University College of Osteopathic Medicine to contribute in a significant fashion to conserving the force by providing military physician support of the United States Armed Services in the modern era.

OMS-III

Advanced Clinical Medicine:

Capstone will require the student to demonstrate the knowledge, skills and competencies that are indicative of adequate preparation to enter the phase of their medical school education that is more intensively and extensively clinically-focused, in student core and elective patient rotations. The course will also provide specific clinical skills and knowledge that are essential to success. The course includes:

Orientation to Clinical Medicine: This portion of the Capstone 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.

OSCE and Clinical Skills Exam: This high stakes examination will review the knowledge and skills that the student has acquired over the preceding two years of study. Realistic clinical cases will require the student to properly examine, diagnosis, and describe treatment for patients that present with clinical syndromes or conditions utilizing proper communication and inter

view techniques and incorporating osteopathic principles and philosophy.

- **ACLS:** Advanced Cardiac Life Support training and certification is required of every student before entering clinical practice.

- **PALS:** Pediatric Advanced Life Support training is also a requirement of each student.

- **OSHA, HIPAA, CLEA** training reviews the regulatory policies and practices that govern clinical practice.

- **Professionalism:** This seminar provides a look at the professional and societal requirements and standards that govern patient and professional interactions in clinical settings.

OMM Fellowship

The OMM fellowship is designed to increase the students' knowledge of the principles and philosophies of

osteopathic medicine in order to create future educators in OPP. This additional osteopathic knowledge will provide the students with the needed knowledge to educate their classmates and future colleagues on osteopathic technique, as well as, an increased ability to care for their patients. This course will emphasize anatomy, technique in osteopathic medicine, education in osteopathic and sports medicine. It will also place a heavy emphasis on teaching these students how to teach Osteopathy in the future.

Core Rotations:

Family Medicine

Family medicine is an essential component of the primary care infrastructure of the US health care delivery system. This primary care specialty provides first contact, ongoing, and preventive care to all patients regardless of age, gender, culture, care setting, or type of problem. Family medicine clinical experiences allow students to understand how context influences the diagnostic process and management decisions. Students learn the fundamentals of an approach to the evaluation and management of frequently occurring, complex, concurrent, and ill-defined problems across a wide variety of acute and chronic presentations.

Internal Medicine

The internal medicine clerkship serves as a focal point of third-year education. It is the backbone of training in medicine and during this rotation students will experience the breadth and diversity of disease. Students learn both the science and the art of medicine and how the two complement each other. Students will expand 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. Internal Medicine involves problem-solving, finding all the pieces of the puzzle and putting them together in a way that makes a coherent picture. It is also an opportunity to view the patient as a whole, to understand how a disease impacts not only on the patient's health, but also on his or her emotional and social well-being.

Surgery

The surgery clerkship consists of two months of surgery, which will be divided into 1 month of general surgery and one month of surgical subspecialties. Students will be expected to take call in the evenings. General surgery should include exposure to a variety of surgical topics and experiences, including minor outpatient surgery, gastrointestinal (abdominal surgery), hernia repair, breast, endocrine, and trauma. Subspecialty exposure will be to orthopedics, anesthesia, ENT and urology. Exposure to the topics will be through reading, hospital lectures, seminars and meetings, and hands-on experiences such as performing H&P's, participating in surgical rounds, writing daily progress notes, participating in surgeries, attending all surgical conferences, and performing tasks as assigned by the preceptor.

Obstetrics and Gynecology

The introduction to women's health is a pivotal part of medical education. The RVUCOM OB/GYN curriculum is based on the Association of Professors in Gynecology and Obstetrics (APGO) Curriculum Project, Women's Healthcare Office (WHEO) revised in 2009, and although gender specific, the specialty actually encompasses multiple disciplines in both the medical and surgical fields. RVUCOM students have been exposed to the fundamentals of women's health in several courses throughout the first and second year during Principles of Clinical Medicine (PCM). Upon completion of this rotation, students should be prepared to address basic issues in women's health care and begin to apply them to their chosen specialty.

Pediatrics

Pediatrics differs from adult medicine in many respects. Treating a child is not like treating a miniature adult. The obvious body size differences are paralleled by maturational changes. The smaller body of an infant or neonate is substantially different physiologically from that of an adult. Congenital defects, genetic variance, and developmental issues are of greater concern to pediatricians than they often are to adult physicians. A major difference between pediatrics and adult medicine is that children are minors and, in most

jurisdictions, cannot make decisions for themselves. The issues of guardianship, privacy, legal responsibility and informed consent must always be considered in every pediatric procedure. In a sense, pediatricians often have to treat the parents and sometimes, the family, rather than just the child. Adolescents are in their own legal class, having rights to their own health care decisions in certain circumstances only.

Psychiatry

The third year core clerkship in Psychiatry provides an experience in which third year students can become acquainted with psychiatry diagnosis and methods of treatment. The service can be either inpatient or outpatient based and will enable students to recognize psychiatric emergencies and how to effectively deal with them. The diagnosis and treatment of common psychiatric problems will be emphasized.

Selective Rotations:

**Allergy/Immunology
Anesthesiology
Cardiology
Critical Care
Dermatology
Emergency Medicine
Endocrinology
Ear, Nose and Throat
Family Medicine
Geriatrics
Gastroenterology
Gynecology
Hematology/Oncology
Hospice
Infectious Disease
Internal Medicine
Nephrology
Neurology
Obstetrics and Gynecology
Osteopathic Manipulative Medicine
Ophthalmology
Pathology
Pediatrics
Physical Medicine and Rehabilitation
Pulmonology
Psychiatry
Radiology
Rheumatology
Sports Medicine
Surgery General
ENT Surgery
Ophthalmology Surgery
Orthopedic Surgery
Pediatric Surgery
Plastic Surgery
Transplant
Urogynecologic
Urologic Surgery
Urology**



Student Organizations

The Office of Student Services must approve all extra-curricular activities by University recognized groups or organizations, both on campus and off campus. Events that involve health care/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 Services at least two weeks in advance. The Office of Student Services or the Dean must approve all activities in advance and no meeting announcements may be made until such approval is received.

Students may initiate the development of a club or organization on the University campus by submitting a charter with a mission statement and a copy of the group's constitution or bylaws to the Office of Student Services. Each club or organization must have a faculty sponsor approved by the Office of Student Services. A club or organization is not required to attain a minimum number of members. To receive RVU sponsorship and funding the group must be approved by at least 35 percent of the student body of the affiliated college as documented by their signatures on an initiative petition that describes the organization, its mission and goals.

A variety of clubs and organizations are approved on campus. A non-inclusive listing is below.

College of Osteopathic Medicine Student Government Association (SGA)

The College of Osteopathic Medicine Student Government Association (SGA) is the official governing body for all osteopathic medical students. The meetings are open to all students in the college, and SGA welcomes proposals and participation from the entire student body. Responsibilities of the SGA include collecting and expressing student opinion, acting as a liaison for the student body to the administration, promoting osteopathic medicine,

supporting organization and class activities, and working to improve the quality of life for all students at RVUCOM.

American College of Osteopathic Emergency Physicians (ACOEP)

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

American College of Osteopathic Family Physicians (ACOFP)

The objective of the undergraduate chapter of the American College of Osteopathic Family Physicians (ACOFP) 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. The Colorado Society of the ACOFP is the state division of the national organization and maintains a direct liaison with the RVUCOM chapter. Membership in this organization entitles students to benefits such as seminars, educational programs and financial support to various family practice conferences.

American College of Osteopathic Pediatricians (ACOP)

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

to further the understanding and appreciation of Pediatric Medicine.

American College of Osteopathic Physical Medicine & Rehabilitation (ACOPMR)

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

American Medical Students Association (AMSA)

The American Medical Students Association (AMSA) is committed to improving healthcare and healthcare delivery to all people; promoting active improvement in medical education; involving its members in the social, moral and ethical obligations of the profession of medicine; assisting in the improvement and understanding of world health problems; contributing to the welfare of medical students, premedical students, interns, residents and post-MD/DO trainees; and advancing the profession of medicine.

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.

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 health care professionals and students who are committed to living out their faith through their profession. Benefits of the club include seminars, journals and newsletters.

Colorado Medical Society (CMS)

The mission of the Rocky Vista University chapter of the Colorado Medical Society (CMS) is to bring into one organization, the students of medicine in the state of Colorado; 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.

Collegium Aesculapium

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

DOCARE International (DOCARE)

DOCARE, a national organization founded by concerned osteopathic physicians, is dedicated to providing medical care to underserved people in any geographical area of the world. Student participation is welcomed, and the RVUCOM chapter offers exciting

and unique opportunities to student physicians to participate in these medical missions.

Gays, Lesbians & Allies in Medicine (GLAM)

The mission of Gays, Lesbians & Allies in Medicine (GLAM) is to support and advocate for members of the Gay, Lesbian, Bisexual and Transgender (GLBT) community and to enhance GLBT related medical education. The mission of GLAM will be fulfilled through club meetings, guest speakers, panel discussions and outreach events. GLAM will be open to all students of RVUCOM.

Jewish Association of Medical Students (JAMS)

The Jewish Association of Medical Students (JAMS) will serve as a resource for Jewish students as well as educate the general student body about issues pertaining to Judaism and medicine. Membership will be open to everyone regardless of religious beliefs. This group hopes to share the rich Jewish culture with everyone at RVU by having social events as well as promote awareness and understanding by providing educational events.

Obstetrics & Gynecology Club (OB/GYN)

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

Pathology Interest Club (PATHIC)

The Pathology Interest Club (PATHIC) 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. PATHIC endeavors to introduce students to current pathological issues through events, speakers and journal club presentations. PATHIC 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 PATHIC 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!

Psychiatry Interest Group (PIG)

The Psychiatry Interest Group (PIG) links students interested in the field of psychiatry with activities and resources pertinent to the field. The group also extends to the RVUCOM community as a whole by integrating psychiatry-related topics with other medical specialties.

Radiology Club (RAD)

The purpose of the Radiology Club (Club RAD) is to educate, inform and instigate higher learning regarding the practice of Radiology and the various facets involved thereof. Club RAD is committed to the education of osteopathic physicians who are dedicated to excellence in the practice of Radiology, demonstrate integrity and professionalism in their lives, while providing ethical, compassionate, holistic and culturally competent Osteopathic medical care to their patients. The primary goals and objectives of Club RAD are to teach and inspire RVUCOM students about the astounding practice of Radiology. Club members will develop the knowledge needed to pursue Radiology rotations, residencies and medical practices. Radiology is ever-evolving into more than Diagnostic Radiology. Thus, Club RAD, will facilitate higher learning regarding the subspecialties involved with Radiology. Club members can also learn what a Radiologist in Colorado does in his/her free time and what it means to be a family member of a Radiologist.

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.

Student Advocates Association (SAA)

The RVUCOM chapter of Student Advocates Association (SAA) was organized for the spouses/significant others/families of the students at RVUCOM and is chartered by the Advocates to the American Osteopathic Association (AAOA). The primary objective of the SAA is to further the goals of the college and the osteopathic profession and to promote fellowship, goodwill and unity within the school.

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 rotations or military alumni.

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 the members with the opportunity to change the future of Osteopathic Orthopedic medicine by being well-educated and experienced health care practitioners.

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 Doctor and Medical Student and discount prices on diagnostic equipment, the Preceptorship Program, SOMA scholarships, life insurance programs and more. Locally, SOMA is involved in the school, hospital and citizen communities through various service projects and socials.

Student Osteopathic Surgical Association (SOSA)

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

The Undergraduate American Academy of Osteopathy (UAAO)

The Undergraduate American Academy of Osteopathy (UAAO) 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 health care, with an emphasis

on palpatory diagnosis and the use of osteopathic manipulative medicine. Membership in UAAO allows students to receive AAO publications and to attend the annual convocation, both at reduced prices.

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