



# ROCKY VISTA UNIVERSITY



# Rocky Vista University Student Handbook

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# Rocky Vista University

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## Student Handbook

*Updated: August 2016*

## A Message from the President

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RVU is a young, dynamic and innovative university that has accomplished great results in a short amount of time. In addition to a nationally recognized College of Osteopathic Medicine (which will expand its footprint in Southern Utah in the summer of 2017), a Master of Science in Biomedical Sciences degree program that begins in 2016 and the anticipation of a Physician Assistant program in 2018 creates the strong foundation of the graduate medical university our founders envisioned. RVU is living our vision to “Achieve New Heights in Medical Education,” as seen by the number of peer institutions studying our curricular model to enhance their performance on National Board Examinations and surgical simulation training models. Additionally, the curriculum offers specialized tracks in Global Medicine, Rural and Wilderness Medicine, Military Medicine, and Physician-Scientist Track for those students who have a strong interest in research.

Our successes are a direct result of our dedicated faculty and staff who are passionate about working with a diverse, robust student body. Our mission statement reads: “Rocky Vista University provides quality healthcare education while inspiring students to serve with compassion, integrity, and excellence.” These words are more than words stenciled on our walls and printed in our marketing collateral; they are words we live by every day. The commitment to our mission is evident in collaboration rather than competition among all members of the RVU Community—faculty, staff, students, administrators, and members of our Board of Trustees. This sense of family and pride resonates in the halls of RVU. Compassion, integrity, and a strong service orientation are traits we seek when selecting members of our community, whether it be students, faculty, or staff. We actively seek opportunities to serve our community on the local, national, and international level and hold ourselves to the highest ethical standards.

We are excited about what we have accomplished and are proud of the achievements of our graduates. Our strategic vision is strong and we look forward to great things to come.

Warm regards,

Clinton E. Adams, DO, FACHE  
President and Chief Executive Officer  
Rocky Vista University



## Mission Statement

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

## Vision Statement

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Achieving New Heights in Medical Education.

## Core Values

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- Integrity: The quality of living a unified life in which one's convictions are well-considered and match one's actions, demonstrating fairness, honesty, sincerity, professionalism, and a consistent commitment to our mission, vision, and values.
- Collegiality: Mutual respect, collaboration, and the open exchange of ideas advance mutual goals and facilitate individual growth.
- Compassion: The willingness to be engaged with the needs of others.
- Diversity: An awareness and dignity for all, regardless of culture, race, ethnicity, national origin, gender, religion, sexual orientation, physical ability, socioeconomic status or individual life experiences.
- Excellence: The commitment to exceed expectations in education.
- Service: Through active service, we support one another and seek to meet the needs of the larger community.



## About Rocky Vista University

Rocky Vista University (RVU) is located in the town of Parker, Colorado—just 20 miles southeast of Denver. The community is known for its excellent school system, extensive biking and jogging trails, recreational facilities, dining, and entertainment, as well as a wide variety of arts and community events held throughout the year.

The technologically-advanced, 145,000 square foot facility boasts auditoriums, laboratories, and study/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 US 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.

RVU is currently constructing a second location in Ivins, Utah—approximately 20 minutes from St. George. The two-story building will be 107,000 square feet and will complement the natural scenery of the area. It will include two 200-seat lecture halls, three seminar rooms, 20 breakout rooms, a clinical skills and OPP lab, a full dissection gross anatomy lab, a multipurpose lab, a simulation center, standardized patient rooms, and a 4,300 square foot library. It will also include a 23,000 square foot medical office building across the street, for administrative offices and a future medical clinic. Additionally, the Southern Utah Veterans Home is adjacent to the campus, which will

provide students with a continuity of care experience.

### Degree Programs

Rocky Vista University currently offers two programs: Doctor of Osteopathic Medicine (DO) and Master of Science in Biomedical Sciences (MSBS).

#### **Doctor of Osteopathic Medicine** (Offered on the Parker, CO and Ivins, UT campuses)

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

#### **Master of Science in Biomedical Sciences** (Offered on the Parker, CO campus)

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

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# University Policies

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## 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.rvu.edu](http://www.rvu.edu). This Handbook is not intended to be a contract nor part of a contractual agreement between the University and the student. Each edition of the Student Handbook supersedes all previous handbooks. Failure to read the Handbook and to be familiar with the rules, policies and procedures contained in it does not excuse the student from being required to comply with the stated provisions.

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

## Non-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, gender, pregnancy, national or ethnic origin, non-disqualifying disability, age, ancestry, marital status, sexual orientation, veteran status, political beliefs or affiliations, and to comply with all federal and state non-discrimination, equal opportunity and affirmative action laws, orders and regulations, including remaining compliant and consistent with the Civil Rights Act; the Americans with Disabilities Act; the Rehabilitation Act of 1973; and Title IX of the Education Amendments of 1972.

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

## Sexual Misconduct and Non-Discrimination Policy

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

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

Compliance with this Policy is a term and condition of student enrollment and employment at the University. Questions about this Policy or Title IX can be directed to the Title IX Coordinator at (720) 874-2481.

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

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

Any individual who believes that an employee or student of the University, including him or herself, has been subjected to sexual misconduct is encouraged to immediately follow the applicable investigation procedure and may also pursue criminal, civil, and/or administrative remedies provided



by federal and state law. The University encourages all individuals to report possible sexual misconduct that they suffer or observe, and requires responsible employees of the University to do so.

For a full account of the University's reporting, investigation and hearing procedures, please review the information found at [www.rvu.edu/TitleIX](http://www.rvu.edu/TitleIX). Questions about this policy or Title IX can be directed to the Title IX Coordinator at (720) 874-2481.

## Title IX Policy

RVU's Assistant Director of Compliance and Quality Assurance is the University's Title IX Coordinator. The Coordinator coordinates the University's response to complaints of sex-based discrimination, including sexual harassment, stalking, sexual assault, relationship violence, and other forms of sexual misconduct, as well as retaliation.

If you have been the victim of sexual misconduct or are aware of sexual misconduct and would like to find out about how the University can help you, contact the Office of Compliance and Quality Assurance at (720) 874-2481.

You may also want to make an appointment to talk with RVU's Sexual Assault Advocate and Director of Counseling Services at (720) 874-2853. Your conversation will remain confidential and will not be shared with the Title IX Coordinator.

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

## CLERY Act

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

The University is responsible for maintaining a safe environment to support a healthy learning-centered campus. RVU is committed to making necessary physical improvements that would promote safety and well-being, to review and update policies, procedures and rules, and to hold accountable those who choose to commit crimes or violate rules and regulations.

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

For more information view the RVU Annual Security Report at <http://www.rvu.edu/campus-life/campus-safety-and-security>.

## Accreditations

The University is accredited by the Higher Learning Commission (HLC), a commission of the North Central Association of Colleges and Schools:

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

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

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

RVUCOM is fully accredited by the Commission on Osteopathic College Accreditation (COCA).

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



## Student Complaints

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

**Higher Learning Commission (HLC)**

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

**Commission on Osteopathic College Accreditation of the American Osteopathic Association**

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

**Colorado Department of Regulatory Agencies**

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

**Utah Department of Commerce, Division of Consumer Protection**

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

**RVU's Surgical Simulation Center is accredited by the American College of Surgeons**

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

## Procedures Governing Student Complaints Regarding AOA COCA Standards & Procedures

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

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

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



## Gainful Employment

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at:

- <http://www.rvu.edu/gedt/gedt.html>
- <http://www.rvu.edu/gedt2/Gedt.html>

## The Family Educational Rights & Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student’s education records within 45 days after the day RVU receives a request for access. A student must submit to the Registrar, Dean, head of the academic department, or other appropriate official, with a copy to the Registrar, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

A student who wishes to ask RVU to amend a record should write the RVU official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If RVU decides not to amend the record as requested, RVU will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the university discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

A. RVU discloses education records without a student’s prior written consent under the FERPA exception for disclosure to **school officials** with legitimate educational interests. A school official is a person:

- employed by RVU in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff);
- serving on the board of trustees;
- a student serving on an official committee, such as a disciplinary or grievance committee; or,
- a volunteer or contractor outside of RVU who performs an institutional service or function for which RVU would otherwise use its own employees and who is under the direct control of RVU with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks, or an agency performing drug/background checks on behalf of RVU.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for RVU.

B. RVU may also disclose education records without a student’s prior written consent to:

- organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction;
- accrediting organizations to carry out their accrediting functions;
- upon request, RVU also discloses education records without consent to **officials of another institution** in which a student is enrolled or seeks or intends to enroll, as long as the disclosure is related to the student’s enrollment;
- in connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid (§99.31(a)(4));



- RVU may disclose personally identifiable information from an educational record of a student without the consent required in 34 CFR §99.30 if the disclosure is *in connection with a health or safety emergency* under conditions described in 34 CFR §99.36 and §99.31(a)(10);
- to comply with a judicial order or lawfully issued subpoena;
- to a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding (§99.31(a)(13));
- to the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her (§99.31(a)(14));
- RVU may disclose personally identifiable information (PII) information from the education record of a student without obtaining prior written consent of the student if it has been designated "*directory information.*" This is information that normally would not be considered a violation of a student's privacy if disclosed without the student's written consent. RVU identifies the following items as directory information:

student's name, address, telephone number, date and place of birth, major field of study, dates of attendance, most recent previous institution attended, photograph, degrees and awards received, and participation in officially-recognized activities.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by RVU to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office**  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-8520

**FERPA Annual Notice Addendum:** As of January 3, 2012, the U.S. Department of Education's FERPA regulations

expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

## FERPA Hearing Procedures

**Requests to Amend Student Records:** The Family Educational Rights and Privacy Act give students the right to review their education record and the right to request the record's amendment for any ministerial/clerical errors that are discovered after review. The process of requesting an amendment also includes provision for a formal hearing if there is disagreement between the student and the holder of the record as to whether an amendment should be made. Changing or amending the student's educational record is limited to inaccurate, misleading information or if the information contained in the record is a violation of a student's privacy rights. Amendments to a student's education record on substantive matters such as a grade change (when the problem is not a recording error) or a change in the result of disciplinary adjudication are not covered by FERPA and will not be considered by the University under this procedure. To request an amendment to his or her education record, a student must follow the procedures listed

below.

**Requesting Record Review:** A student wishing to review all or a portion of his or her education record must make a written request to review the record to the University Registrar, Dean, head of the academic department, or other appropriate official who holds the record to be inspected, with a copy to the Registrar, indicating the records sought to be inspected. A University official will respond to such requests within fourteen (14) days to schedule a date for the review to occur. Depending on the amount of material to be reviewed, the review date may occur as late as forty-five (45) days after the request is made in order to allow requested materials to be gathered in one location.

**Requesting Education Record Correction:** After a student has reviewed his or her education record, a request to amend the record must be made in writing to the University official responsible for the record with a copy to the Registrar. By law, the University is required to consider only requests to amend information that is inaccurately recorded. Requests for substantive changes such as a grade change, removal of materials such as received evaluations, or outcome in a judicial proceeding are not covered under the FERPA amendment proceeding.

A proper request to correct a student education record must:

- be written to the University official responsible for the record,
- clearly identify the part of the record they want to be changed, and
- specify why record is inaccurate or misleading.

Upon receipt of a proper request for amendment, the University will make a prompt determination within a reasonable time, but not more than thirty days, as to whether the proposed correction is accepted or rejected. The student will be notified in writing that the amendment has occurred or that the request is denied. A letter denying the request will state the reasons for the decision and notify the student of the right to request a hearing. A copy of that letter will be generated by the Registrar, or if issued by another University official, copied to the Registrar.

**Requesting a FERPA Hearing:** A hearing request must be made in writing by the student and directed to the University Registrar. The Registrar will notify the student and applicable University officials within a reasonable time after the request is received, but not more than thirty business days, as to the date, time and place of the hearing. In most circumstances, the hearing date will be within forty-five business days of such notice so that the student may be prepared for the hearing. The

hearing procedures outlined do not attempt to recreate or approximate a court of law.

#### **Student Rights at the FERPA Hearing:**

- To present information and evidence concerning a clerical or recording error in the education record which needs to be corrected. The hearing is not an opportunity to review substantive decisions by University faculty or staff concerning evaluation of academic work or outcomes of disciplinary proceedings;
- To have a hearing officer who does not have a direct interest in the outcome of the hearing;
- To be advised by one or more individuals, including counsel;
- To have a full and fair opportunity to present evidence concerning requested corrections to the education record;
- To receive, within a reasonable period of time after the hearing, but not more than thirty business days, a written decision based solely on the evidence provided at the hearing. The decision will include a summary of evidence and reasons for the decision; and
- To submit a statement into his or her education record commenting on the contested portion of the record which will be provided to any person who later views that portion of their education record, if the amendment is denied.

#### **University Rights and Responsibilities When a FERPA Hearing is Requested:**

- To select a hearing officer in accordance with FERPA requirements. The hearing officer may be any University official who does not have a direct interest in the hearing outcome. The Associate Dean of Student Affairs, or their designee, shall serve as the hearing officer. The hearing shall in all respects be under the control of the hearing officer and shall not be subject to formal rules of evidence or procedure;
- To deny a request for a hearing when the proposed amendment to the education record includes anything more than correcting clerical errors;
- To schedule a hearing within a reasonable time, but not more than thirty business days, after receiving the hearing request; and
- To provide evidence to the hearing officer to support

the previous determination not to amend the student's education record.

#### **Role of the FERPA Hearing Officer:**

- To allow the student the opportunity to present evidence relevant to the issues raised. The hearing officer has the right to determine whether particular evidence presented is relevant to the record and issue(s) in question;
- To make his or her decision solely on the evidence presented at the hearing; and
- To provide the student with a timely written decision, including a summary of the evidence and reason for the decision.

**FERPA Hearing Outcome:** If the hearing officer finds that the record is inaccurate, misleading or otherwise in violation of the privacy rights of the student, the University will amend the record accordingly. The student will be notified in writing of the correction with a copy to the Registrar. If the hearing officer finds that the information in the education record is not

inaccurate, misleading or otherwise in violation of the privacy rights of the student, the University will notify the student of the right to place a statement in the record commenting on the contested portion of the record, or stating why he or she disagrees with the decision not to amend, or both. The University will maintain this statement with the contested portion of the student's education record for as long as the record is maintained. The statement will be disclosed whenever the University is required to disclose the portion of the record to which the statement relates.

## **Colorado Voter Registration**

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

[www.sos.state.co.us/Voter/](http://www.sos.state.co.us/Voter/)





## General Academic Policies and Procedures

### Transfer of Credit

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

### Advanced Placement

Request for advanced placement for any course at RVU 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 course of study 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 Dean. 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 by the Office of the Registrar.

### Contact Information

Students must notify the Office of the Registrar of any changes in mailing address, phone number or emergency contact information. It is required that the Office of the Registrar be notified of any changes within 30 days to ensure that the student is available for information and emergencies. Non-compliance may result in disciplinary action.

New students must complete the Critical Student Information Form prior to matriculation. The form is available on MyVista.

### Student Responsibility to Obtain Information

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

other official documents or announcements of the University.

Students are responsible for remaining aware of educational obligations, e.g. 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 and meeting all deadlines.

Official University communications include, but are not limited to, email and written notices. All students are required to maintain and access their University email account daily for any communications that have been sent. The University may send communications via email, U.S. mail, 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 (email, regular mail, certified mail, registered mail, etc.) does not relieve the student of her/his duties and obligations that are included in any and all communications.

## Withdrawal from University

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

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

**Involuntary/Unofficial Withdrawal:** An involuntary withdrawal is a University initiated process. Dismissal for academic reasons is considered an involuntary withdrawal. Dismissal for unprofessional conduct or violation of a University policy is considered an involuntary withdrawal. A student who fails to complete an academically related activity for 10 consecutive days without notification shall be considered involuntarily/unofficially withdrawn.

**Leave of Absence:** A leave of absence must be approved by the Dean of the College or Vice President of Academic Affairs and may not exceed one year either cumulatively or within a single leave during the student's enrollment, unless this requirement is waived by the Dean of the College or Vice President of Academic Affairs. 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 allowed to return in the middle of a course. A returning student will be directed to begin at a specific starting point. 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 without express permission from the Dean of the College or Vice President of Academic Affairs.

Any student who is granted a leave of absence is responsible for his or her own financial obligations. All students requesting a leave of absence are required to contact the Office of Student Financial Services to determine their status. *A university leave of absence may not meet the federal requirements for a leave of absence for Title IV financial aid.*

**Voluntary Leave of Absence:** A voluntary leave of absence is one that is requested by a student to withdraw temporarily from classes for personal, financial, or medical reasons. The request for voluntary leave of absence must be submitted in writing to the Associate Dean of Student Affairs. The request will be reviewed, and a recommendation will be submitted to the Dean of the College or Vice President of Academic Affairs. The Dean of the College or Vice President of Academic Affairs 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 of the College or Vice President of Academic Affairs 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 discontinues further course work. 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 meet course requirements in their entirety before they will be permitted to progress into the next academic year.

If the Dean of the College or Vice President of Academic Affairs 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 reinstated to the University without a review by the Student Performance Committee (SPC) or MSBS Program Committee. Upon completion of its review, the SPC or MSBS Program Committee shall make a recommendation



to the Dean of the College or Vice President of Academic Affairs. If the student is denied reinstatement, his or her status will be changed to a withdrawal. If appropriate, students may be reinstated with disciplinary action requirements at the beginning of their reinstatement.

Students granted a leave of absence for a medical reason must have a licensed physician certify in writing that their physical and/or mental health is sufficient to permit them to continue in their education. The physician providing the certification must either be designated by or approved by the Dean of the College or Vice President of Academic Affairs 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 Executive Director of Student Financial Services and the Dean of the College or Vice President of Academic Affairs that they have necessary financial resources.

**Administrative Leave of Absence:** An administrative leave of absence is a mandatory involuntary leave of absence imposed by the Dean of the College or Vice President of Academic Affairs. During the leave, the Dean of the College or Vice President of Academic Affairs will provide the student with the opportunity to rectify or seek rehabilitation/treatment for the problem that precipitated the directed leave. To be reinstated after an administrative leave of absence, the student must be able to demonstrate to the satisfaction of the Dean of the College or Vice President of Academic Affairs that the pre-established requirements have been met and that he or she shows a reasonable likelihood that previous problems will not recur.

## Non-Academic Grievances

Students who 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.

## Attendance

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

## Statement of Student Rights and Responsibilities

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

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

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

## Accommodations for Religious Observance

The practice of medicine requires physicians and students to be available for patient care all days of the week and may conceivably occur at any hour of the day. Medical student learning activities may be scheduled any day of the year with mandatory attendance. Although attempts will be made to provide accommodations for religious observance, this is not always possible.

## 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 evaluation 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.





## Required Technology

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

Each admitted student is also required to obtain a handheld PDA device that supports wi-fi access and internet browsing; the device must meet the specifications published annually by the Medical Informatics Department.

## Acceptable Use of Computing Resources Policy

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

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

All users are expected to act in a responsible, ethical, and lawful manner when using the University's information services resources. The following are examples, but are not an exhaus-

tive 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.);
- unauthorized use or distribution of intellectual property or copyrighted material, including unauthorized peer to peer file sharing. (This activity may be subject to prosecution by state or federal authorities, up to and including fines and/or imprisonment.);
- using a computer system attached to University resources to capture data packets (e.g., "sniffer");

- launching denial of service attacks against other users, computer systems, or networks;
- using the University's information services resources to transmit abusive, threatening, or harassing material, chain letters, spam, or communications prohibited by state or federal laws is prohibited under this policy;
- accessing (e.g., 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;
- intentionally physically damaging or disabling University computers, networks, or software without authorization;
- intentionally sharing University passwords;
- using the University's resources for the production or viewing of pornography; and
- the taking and distribution of any images from the anatomy lab or any laboratory activity without the express permission of the Department Chair or Course Director.

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 must report their observance to an appropriate University official.

Abuse of networks or computers at other sites through the use of the University's resources will be treated as an abuse of the University's information technology resource privileges.

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

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# Code of Conduct

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## Code of Student Conduct and Academic Responsibility

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

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

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. These disciplinary actions may include a variety of administrative actions up to and including dismissal.

## Honor Code Committee

Honor Code: "As a student of Rocky Vista University College of Osteopathic Medicine, I will be ever vigilant in aiding in the general welfare of the community, sustaining its rules and organizations, and will not engage in practices which will in any way bring shame or discredit upon myself, my school, or my profession."

The Honor Code Committee is composed of student representatives from the 1st, 2nd and clinical years elected by their respective classmates. The Associate Dean for Student Affairs chairs the Honor Code Committee and may ask any student to appear before the Honor Code Committee for 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, U.S. mail or hand delivery.

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

## Academic Integrity

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



versity.

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 standards:

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

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

Copying of examination questions is expressly forbidden.

## Conduct Standards

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

and federal laws and regulations affecting their education and profession.

Failure to abide by rules and regulations at the University, College, local, state, and federal levels may lead to a meeting before the Honor Code Committee and disciplinary actions up to and including dismissal from the University.

Violations include but are not limited to:

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

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

## Classroom Behavior

The classroom is a shared learning environment. Any activities that distract from the learning environment, including but not limited to playing computer games, updating social media or talking may be considered disruptive activity.

A faculty member, instructor or proctor may dismiss any student from class who is considered to be disruptive. Any student dismissed from class for disruptive or unprofessional behavior will be reported to the Office of Student Affairs for appropriate disciplinary action and may be required to appear before the Honor Code Committee.

## Impaired Student Policy

The safety and welfare of patients demands that all health care providers perform at the highest level of cognitive ability.

The illegal use or abuse of drugs impairs the ability of a health care professional to provide optimal care to his/her patients. This applies equally to student physicians who in the course of their study interact with patients and the public. The illegal use or abuse of drugs is thus a violation of University policy.

The illegal use or abuse of drugs or alcohol (past or present)

may impair the student's future ability to be licensed as a health care provider, at a state's discretion. Please check applicable state laws.

Although the use of marijuana is legal in the state of Colorado, it is listed as an illegal drug by the U.S. Federal Drug Enforcement Agency. Its use or abuse impairs the ability of a health care professional to provide optimal care to his or her patients. As such, the use of marijuana in any form that has not been prescribed by a physician for medical purposes is a violation of University Policy.

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

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 or the Associate Dean for Student Affairs. The Dean or Associate Dean of Student Affairs may, at their sole discretion, refer the matter to CPHP or other appropriate healthcare provider, 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 is a requirement for continuing as a student.

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





## Responsible Use of Social Media

Future physicians are held to a higher standard in the public arena. As future members of the health care profession, students are expected to use social media in a responsible fashion. Students are expected to honor HIPAA regulations at all times. The following are considered violations of the student code of conduct should they occur with the use of social media:

- Posting identifying information of a patient;
- Cyber stalking, bullying and threats;
- Intentional publication of misinformation about the University, the affiliates of the University and members of the University community;
- Slander and libel;
- Posting of any photographs of patients;
- Copyright violations and the posting of intellectual property without express permission; and
- Posting of photographs of cadavers without permission.

## Privacy

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

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

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

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

## Dress Code

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

In accordance with business casual guidelines, slacks/trousers and jeans are appropriate, as are dresses and skirts with mod-



est lengths. Collared shirts, sweaters, blouses, and turtlenecks are acceptable. Examples of clothing that are not appropriate include the following: shorts, mini-skirts, sweatpants, pajama pants, exercise pants, leggings (made of spandex or other form-fitting materials), t-shirts, shirts with spaghetti straps, halter tops, and clothing that may expose the midriff and torso. In addition, flip-flops and baseball caps are inappropriate. Questions regarding appropriate attire may be directed to the Office of Student Affairs.

Students should refer to the course syllabi for further dress code requirements in OPP, PCM, Anatomy, and clinical laboratory sessions. While on rotation, proper hospital/clinical office attire must be worn. Further, students must wear their RVU white coats and RVU name tags at all times when on clinical rotations, standardized patient encounters, and shadowing experiences. Students must also wear their white coats when participating in RVU-sponsored co-curricular activities, such as staffing a health fair. Note that when students wear their official RVU identifications, they should conduct themselves in a professional manner as they are representing the University and the College.

Students inappropriately dressed will be requested to leave the campus and not return until appropriately dressed. Questionable or disputed cases of attire shall be presented to the Associate Dean for Student Affairs, whose decision will be final. Repeated violations will be considered unprofessional behavior and may result in disciplinary action.

Students are not required to maintain business casual attire Monday through Friday after 5:00pm or on weekends, unless notified by the college administration to be professionally dressed.

## Policies and Procedures for Alleged Code of Conduct Violations

Any member of the University community may file a written complaint with the Office of Student Affairs 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 other requirements intended to rehabilitate the student and/or to ensure that the student is able to continue with his or her education without further monitoring.

Records of dismissal, or leave of absence (administrative or

voluntary), and the date of each determination shall be placed in the student's permanent records. The Honor Code Committee shall have non-exclusive authority to evaluate all alleged student violations of misconduct, whether academic, 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, appears impaired, or any act that constitutes a violation of state, local or federal law. A student who has been removed from the University shall not return until given permission to do so by the Dean.
- The Dean is authorized to take whatever action is deemed necessary, including removing a matter from the Honor Code 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.

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

- **Verbal Warning:** A verbal admonition to the student by a University faculty, administration or staff member that his/her behavior is inappropriate. A verbal warning will be noted in the student's file for a designated period of time and expunged, at the discretion of the Associate Dean for Student Affairs, if no further violations occur;

- **Disciplinary Warning:** Formal notice to a student that his/her action and/or behavior have not met University standards. This sanction remains in effect for a designated period of time and may be expunged from the student file at the discretion of the Associate Dean for Student Affairs;
- **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:** Disciplinary probation is a period of time during which a student has the opportunity to demonstrate that he or she can effectively cease behavioral misconduct. Probation can be for any period of time.

While on probation, the student is prohibited from:

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

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

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

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

## Dismissal Policy and Right to Appeal

Dismissal is the permanent termination (involuntary withdrawal) of a student's academic enrollment. The Associate Deans for Integrated Curriculum, Clinical Affairs, Student Affairs or the Dean are responsible for imposing this action. A student who chooses to appeal a dismissal must do so in writing to the Dean, within ten 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 an illegal, moral, behavioral, ethical, or academic nature that warrant such action;
- Failure to meet the Academic Standards; and
- 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 healthcare professional.

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

## Failure to Report a Violation

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





## Student Financial Services

### Tuition, Fees, and Refunds

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

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

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

A student who withdraws (either voluntarily or involuntarily) before the first day of class of a semester for which they have

already paid their tuition and fees will receive a 100% refund for that semester, with the exception of any non-refundable deposits which will be retained by the University.

Students who matriculate into the University, begin classes or rotations, and subsequently withdraw (either voluntarily or involuntarily) within the first seven calendar days of a semester shall receive a refund equal to the amount of their tuition for that semester less \$4,000. Fees may be refunded with the exception of charges already incurred as of the date of withdrawal. Note: A dismissal is an involuntary withdrawal.

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

Students who are on a voluntary or administrative leave of absence shall not be eligible for refunds.

Any exceptions to this refund policy must be made by the Dean of the College.

**All dismissals are deemed involuntary withdrawals from the University.**



## Financial Aid

The Office of Student Financial Services is available to assist students with finding the financial resources needed to achieve their educational goals. While the primary responsibility for meeting educational costs rests with the student, the Office of Student Financial Services can help students bridge the gap between the cost of their education and their own financial resources.

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

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

### Types of Aid Available

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

Federal loans available to graduate medical students include the Direct Unsubsidized Stafford Loan and the Direct Grad/PLUS Loan. Both of these loans have fixed interest rates and loan origination fees. The Grad/PLUS loan also requires that students have no adverse credit history. For more detailed information about federal loans, including the current interest rates, loan fees, and repayment terms, go to [www.studentloans.gov](http://www.studentloans.gov) or contact the Office of Student Financial Services.

Private educational loans are also available to students. Private loans may have fixed or variable interest rates and may charge loan origination fees. All will require a credit check and many may request a cosigner to get a lower interest rate. Students will normally apply for a private loan online at the lender's site. Most private loans will require the school to certify your student status and will send loan funds directly to the school to be applied toward your tuition and fee costs. Private loan applicants should understand that they may qualify for federal Title IV loans, which may have more favorable terms than the provisions of a private educational loan. Students are strongly encouraged to review the interest rates, fees, loan terms, and

repayment options described in the promissory note before making a decision to select a private loan.

Students receiving loans for the first time must complete loan entrance counseling before any funds will be disbursed. (*Note: all new COM students are required to meet with a financial aid counselor during their first semester of attendance.*) Enrolled students are encouraged to meet annually with a financial aid counselor to discuss their cumulative debt and repayment options. All students who have received any type of educational loan must participate in loan exit counseling during their last semester as a requirement for graduation.

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

RVU and the RVU Alumni Association also award several scholarships in the form of partial tuition waivers to each incoming class. Descriptions of the scholarship criteria and applications are posted annually, during the spring prior to matriculation, on our website. Scholarship applicants must complete a separate application and supply all required supporting documentation for individual scholarships by the deadline. Award recipients will be announced by July 1st.

Please see the RVU website or contact the Office of Student Financial Services for more information.

### How to Apply for Financial Aid

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

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

The maximum amount of financial aid any student may re-

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

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

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

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

## How Aid is Disbursed

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

## Return of Title IV Funds Policy

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

Students who stop attending class (for any of the reasons listed above) before completing more than 60% of a semester will have their Title IV aid recalculated based on the percent of the

term they completed. For example, a student who withdraws after completing only 20% of the term will have "earned" only 20% of any Title IV aid that was disbursed or could have been disbursed. The remaining 80% must be returned. If the student withdraws after completing 60% of the semester, the student would earn 100% of the Title IV aid. In determining the percentage of the semester completed for a student who withdraws, the school includes in the denominator the total number of calendar days in the semester excluding any scheduled breaks of at least five consecutive days.

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

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

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

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

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

A student's withdrawal date is:

- The date the student began the institution's withdrawal process or officially notified the institution of intent to withdraw;
- The official date of an approved leave of absence, withdrawal, or dismissal from the University, as documented by the Associate Dean of Student Services; or,
- The last documented date of an academically related activity recorded by the college or, if no date is available, the midpoint of the student's term of enrollment.

Any student intending to officially withdraw or requesting a leave of absence must notify the Associate Dean of Student Services verbally or in writing. All requests for a leave of ab-

sence will be approved or denied by the Dean.

Refunds on all institutional charges (tuition and fees) will be calculated according to the RVU refund schedule. Please refer to RVU's Tuition Refund Policy for more information. Students are responsible for any portion of institutional charges that are outstanding after Title IV funds are returned.

**Deadlines:**

- Within 45 days from the date RVU determined that the

student withdrew, the college will return unearned funds.

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



# Student Support and Services

## Mental Health Counseling Arrangements

All students have access to a variety of mental health services, including 24 hour psychiatric services. Information is maintained and posted in the Office of Student Affairs and is listed on the RVU website and other strategic locations throughout the campus. The individual student and his/her personal health insurance are responsible for all fees that are incurred through the utilization of such services.

The suggested initial contact for osteopathic medical students is through Colorado Physicians Health Program (CPHP), an organization that provides diagnostic evaluation, treatment referral, and 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 Affairs and is listed on the RVU 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 are responsible for all fees that are incurred through the utilization of such services, unless evaluation or opinion services are directed by the Dean of the College or designee. If preferred, the student may contact any other mental health provider directly and in confidence.

## Student Educational Support Services

Educational support is available to students in all four years of medical school. Services are provided to students who may be experiencing academic difficulty and to students who wish to enhance the efficiency and the effectiveness of their study and test taking strategies. Services are offered through individual consultation tailored to a student's specific needs and integrated with course curricula.

### Individual Consultation

- Confidential individualized consultation regarding learning styles, time management and academic performance;
- Diagnostic evaluation of study practices and their ef-

fectiveness;

- Structured intervention to increase learning productivity and efficiency;
- Individual preparation for courses, clerkships and licensure examinations; and
- Learning disabilities.

### Workshops, large and small group sessions

- Effective study strategies, test taking and time management, and
- Preparation strategies for comprehensive examinations (COMLEX and USMLE).

Services are free of charge for RVU students.

Students may contact Student Affairs to request educational support services.

## Marketing and Communications

The Marketing Department at RVU provides many services for members of the RVU community. Some of the services for students include:

### Hometown News Program

Upon matriculation and graduation, students will be given the opportunity to have a press release written about their accomplishment and sent to their hometown newspaper of choice. Students will receive information on the Hometown News program via email. It can also be accessed on the MyVista portal or by sending an email to [marketing@rvu.edu](mailto:marketing@rvu.edu). The Marketing Department will be happy to also send out a press release regarding honors, awards, and accomplishments received while a student at RVU.

### Vista View Newsletter

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



## Event Marketing

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

## Logo Design for Clubs and Committees

### Photography

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

### Apparel and Products

Students are required to obtain approval from the Marketing Department prior to having any kind of apparel or other products produced at RVU. The Marketing Department will ensure compliance in several areas:

1. The RVU logo or wordmark, if used, has not been tampered with, distorted, or changed in any way. This policy is true for fliers and graphics created by students, as well.
2. If a one-color logo or wordmark is used, it must be one of six colors: black, white, gray, RVU red, RVU tan, or RVU cream.
3. If one of the following words/phrases appear—Rocky Vista University, RVU, Rocky Vista University College of Osteopathic Medicine, RVUCOM, RVUCOM-SU—that it be one of the following fonts: Michaelangelo, Arial,

Palatino Linotype, or Bell MT. If none of these choices are available, similar font options will be considered and must be approved by the Marketing Department.

- Additionally, if any of these phrases are used, they must be one of the six official colors (listed above).
- If using RVU or RVUCOM, they must be in all caps.
- When using RVU abbreviation, COM must also be abbreviated. Likewise, when writing out “Rocky Vista University” in full, “College of Osteopathic Medicine” must also be written out in full.

## The Frank Ritchel Ames Memorial Library

The library at RVU provides students and faculty members with 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 both off- and on-campus access. The library also maintains over 2,200 journal subscriptions.

The 11,000 square foot facility offers numerous computer workstations, wireless network access, high-speed photocopiers and printers, and 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 are established by the administration and faculty for student appointments.

## Disabilities and Academic Accommodations

All RVU students are required to comply with the Health and Technical Standards and the requirements of the curriculum and evaluation process. Students are required to meet the technical standards set forth by the college/program in which they are enrolled, with or without reasonable accommodations.

RVU complies with federal and state law prohibiting discrimination against any applicant or enrolled student on the basis of race, color, religion, sexual preference, age, disability, or other protected status. In accordance with its obligations under the Americans with Disabilities Act of 1990 and Section 5.04 of the Rehabilitation Act of 1973, RVU does not discriminate against qualified individuals with disabilities in admission or in access to programs and activities.

A person with a disability is someone who has a physical or mental impairment that limits substantially one or more major life activity, such as caring for one's self, performing manual tasks, learning, walking, seeing, hearing, breathing, and working; has a record of such an impairment; or is regarded as having such an impairment.

Although students with temporary illness or injury are not considered disabled by law, every reasonable effort to accommodate their needs will be exercised.

All requests for accommodation are evaluated on a case-by-case basis. This evaluation includes the review of clinical documentation and a determination of the reasonableness of the accommodation requests. Primary clinical documentation or other diagnostic information held by the RVU Disability

Officer (the Director of Educational Support) is kept confidential and is released to a third party only with the student's written permission or as required by law. General information about a student's disability and accommodation request/s, however, may be shared with other RVU officials or, in limited circumstances, with third parties who have a legitimate need to know. The student's disabilities file is maintained by the Disability Officer and is held separately from the student's official academic record.

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

## Academic Accommodations Process

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

### 1. Contact the Disability Officer.

RVU students requesting accommodations should contact the RVU Disability Officer at (720) 875-2857. This contact should take place at least three weeks prior to the start of a semester/term, course, or clinical clerkship or immediately following an injury or illness, in order to disclose a disability/illness/injury and to initiate accommodation/s.

### 2. Provide Clinical Documentation.

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

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

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

In initiating the accommodation process, the student must



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

Sometimes a student may be asked to provide updated comprehensive information, if the condition is potentially changeable and/or previous documentation does not include sufficient relevant information. Last-minute submission of documentation may result in unavoidable delays in consideration of requested services. Because medical school training may include a variety of settings – classroom to clinical – accommodations granted on admission may not be appropriate for all settings, the Disability Officer, in collaboration with Clinical Affairs, may review with the student, as needed, accommodations for each class or setting as the student progresses through the medical school curriculum, to avoid compromising or altering fundamentally the essential components of a particular course or program.

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

#### **4. ADA Accommodation Request Review.**

Upon receipt of the Request of ADA Accommodation Application along with the clinical documentation to support the request of accommodations, the ADA Committee will review the student's request. Upon approval of the ADA Committee, the student will receive the requested accommodation/s and the testing center and appropriate RVU officials will be notified for the term designated by the committee.

If a student is denied accommodations by the ADA Committee, the student can appeal the decision 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.

Student seeking accommodations for licensure exams (USMLE, COMLEX) must directly petition the National Board of Medical Examiners (NBME) and the National Board of Osteopathic Medical Examiners).

#### **5. Provisional Interim Accommodations for students with a previous history of history of documentation with or without accommodations for LD and/or ADD/ADHD.**

Students with a previous history of neuropsychological documentation with or without a history of accommodations for LD and/or ADD/ADHD may seek review of their documentation by the learning specialist for the purposes of assessing his/her need for provisional interim accommodations. In the event that the learning specialist feels the previous documentation requires amplification or is not sufficiently updated the student may be asked to undergo additional neuropsychological testing. The learning specialist may recommend that provisional accommodation in the interim for the student be implemented based on the previous documentation provided.

It is understood that provisional accommodations will be revised as necessary and limited to a period of one semester, if not shorter, based on the learning specialist's review of additional testing information and the student's academic performance.

#### **6. Yearly review of Course/Clerkship Accommodations by Disability Officer.**

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

### **Student Organizations, Clubs, and Associations (ACOs)**

The Office of Student Affairs must approve all extracurricular activities by University recognized associations, clubs or organizations, both on 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 Affairs at least two weeks in advance. The Office of Student Affairs 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 an association, 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 Affairs. Each association, club or organization must have a faculty sponsor approved by the Office of Student Affairs. There are no minimum member requirements. 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. Once this documentation is complete, it is submitted to the Student Government Association for review. The Student Government Association will vote to deny or approve the proposed association, club or organization. A variety of associations, clubs and organizations are available on campus. Please contact the Office of Student Affairs for a complete listing of ACOs.

### Student Government Association (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 RVU.**

### American College of Osteopathic Emergency Physicians (ACOEP)

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

### American College of Osteopathic Family Physicians (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 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.

## **Dermatology/Pathology**

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

## **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



## **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.

## **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.

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

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

## **RVU Internal Medicine Club (RVUIMC)**

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

blood drive in the fall and assists in teaching clinical skills to first year students.

## **RVU Ultrasound Interest Group**

The USIG is a club designed to build leadership in the use and understanding of ultrasound (US) technology, specifically at the patient bedside or point-of-care. Through education, the main goal will be to teach and encourage proper use of this tool in the clinical setting. The USIG is a mentorship program open to all students at RVUCOM. Students will have the opportunity to learn, practice, and hone their ultrasound skills during monthly workshops. The USIG will work closely with the University of Colorado USIG to put on large events, namely Ultrafest – a regional symposium for medical students interested in point-of-care ultrasound.

## **Spectrum Medicine (S-Med)**

To support and advocate for members of the gay, lesbian, bisexual, transgender and allied community at RVUCOM and to enhance medical education regarding the spectrum of sexuality and identity. The purpose of Spectrum Medicine (S-MED) shall be to support gay, lesbian, bisexual, and transgender students at RVUCOM, to augment the education experience at RVU with speakers pertaining to the spectrum of sexuality and identity in medicine and medical care, and to promote an inclusive academic environment. The mission of S-Med will be fulfilled through club meetings, guest speakers, panel discussions and outreach events. S-Med will be open to all students of RVUCOM.

## **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.

## **The Student American Academy of Osteopathy (SAAO)**

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

at reduced prices.

### **Student 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.

### **Sigma Sigma Phi (SSP)**

SSP is RVUCOM's academic honor society. To be eligible, students must be in the top 25% of their class (rank is based upon two years) and have no honor code violations. Eligible students will complete an application and will be selected at the end of their second year.

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# University Administration

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**Clinton Adams, DO, FACHE**

President and Chief Executive Officer

- DO, Chicago College of Osteopathic Medicine, 1976
- MPA, University of Oklahoma, 1998
- BS, Baldwin-Wallace University, 1972

**Peter Freytag, MBA**

Chief Financial Officer and Chief Operating Officer

- MBA, University of Utah, 1972
- BS, University of Utah, 1971
- CPA Certification, Washington, 1979
- CPA Certification, California, 1976

**Thomas N. Told, DO, FACOFP-dist**

Vice President of Academic Affairs and Chief Academic Officer of RVU

- DO, Kirksville College of Osteopathic Medicine, 1973
- BS, Brigham Young University, 1968

**William Cairney, PhD**

Assistant Dean for Graduate Medical Education

- PhD, Cornell University, 1977
- MS, Cornell University, 1968
- BA, Rutgers University, 1966

**Julie Rosenthal, MS**

Executive Director of Admissions

Executive Director of Marketing and External Relations

- MS, Roosevelt University, 1997
- BS, Northeastern Illinois University, 1984

**Amy Schlueter, MPA**

Associate Dean of Student Affairs

- PhD (candidate), University of Nebraska
- MPA, University of Nebraska, 2004
- BS, Northwest Missouri State University, 1999

**Brian Schwartz, MLIS**

Director of Library Services and Medical Informatics

Associate Professor of Medical Humanities

- MLIS, University of Denver, 2004
- BA, University of Kansas, 1995

**Jennifer Williams, PhD**

Executive Director of Institutional Planning and Assessment

- PhD, University of Denver, 2013
- MA, University of Denver, 1999
- BA, University of Northern Colorado, 1987





# ROCKY VISTA UNIVERSITY

COLLEGE OF OSTEOPATHIC MEDICINE



Handbook & Catalog | 2016-2017

# Rocky Vista University

## College of Osteopathic Medicine

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### Student Handbook & Catalog

*Updated: August 2016*

## A Message from the Dean

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

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

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

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

Sincerely,

Thomas N. Told, DO, FACOFP dist.

Dean of Rocky Vista University College of Osteopathic Medicine

Chief Academic Officer and Vice President of Academic Affairs of Rocky Vista University





## Mission Statement

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Rocky Vista University College of Osteopathic Medicine trains students and graduates to practice patient-centered osteopathic medicine using innovative teaching methods, scholarly activity, and research, while developing excellent undergraduate and graduate medical education opportunities.

## Vision Statement

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



## Introduction: An Osteopathic Physician

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

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

## RVUCOM Accreditation

RVUCOM is fully accredited by the Commission on Osteopathic College Accreditation (COCA). COCA is recognized by the U.S. Department of Education as the accrediting agency for colleges educating osteopathic physicians.

### Commission on Osteopathic College Accreditation (COCA)

142 East Ontario Street, Chicago, IL 60611-2864

Phone: (312) 202-8048

[predoc@osteopathic.org](mailto:predoc@osteopathic.org)

# RVUCOM Academic Calendar

## Fall Term OMS-I and OMS-II:

Orientation (OMS-I only)	July 19-22
Term Begins	July 25
Thanksgiving Break	November 24-25

Term Ends (OMS-I)	December 19
Term Ends (OMS-II)	December 19

## Fall Term OMS-III:

Clinical Rotations Period Begins	July 18
Clinical Rotations Period Ends	December 23

## Fall Term OMS-IV:

Clinical Rotations Period Begins	July 5
Clinical Rotations Period Ends	December 9

## Spring Term OMS-I and OMS-II:

Term Begins	January 3
Spring Break (OMS-I)	February 20-24
Spring Break (OMS-II)	March 6-10

Term Ends (OMS-I)	June 5
Term Ends (OMS-II)	June 5

## Spring Term OMS-III:

Clinical Rotations Period Begins	January 3
Clinical Rotations Period Ends	June 16

## Spring Term OMS-IV:

Clinical Rotations Period Begins	December 12
Clinical Rotations Period Ends	May 16
Graduation Ceremony	May 16

\*All dates are subject to change. Refer to block schedule for dates of specific classes. Holidays and time off depend upon the service requirements of scheduled rotations.

# Admission to the COM

## Requirements for Admission

### *(Colorado and Utah Locations)*

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

- U.S. citizen or permanent resident;
- A bachelor's degree from a U.S. regionally accredited college or university must be completed prior to matriculation;
- Minimum prerequisite course work that must be completed prior to matriculation includes:
  - General Biology (12 semester hours including lab),
  - General Chemistry (8 semester hours including lab),
  - Organic Chemistry (8 semester hours including lab),

- Physics (8 semester hours including lab),
- English or Literature (6 semester hours),
- Social or Behavioral Sciences (6 semester hours),
- Biochemistry (3 semester hours).

- No grade below a "C" will be considered to fulfill requirements.

Additional upper division coursework such as Human Anatomy, Physiology, Genetics and Cellular Biology is highly recommended.

## Application Process

RVUCOM participates in the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS) for the receipt and processing of applications. Applications are submitted electronically through AACOMAS at [www.aacomas.webadmit.org](http://www.aacomas.webadmit.org). Please note there are separate AACOMAS designations



for the Colorado and Utah locations. AACOMAS processes applications within approximately 3-6 weeks. This timeframe may vary depending on the time it takes to receive an applicant's transcripts and the volume of applications being processed. RVUCOM's deadline for submitting an AACOMAS application is March 15, 2017. Applications are evaluated on a rolling basis; therefore it is in an applicant's best interest to apply early in the process. Once an applicant's AACOMAS application is received, it is evaluated to determine if the minimum requirements have been met. These requirements include:

- A minimum science and cumulative GPA of 3.00.
- MCAT scores within 3 years of matriculation.
- MCAT scores within any section must be a 6 or higher for exams prior to January 2015. New MCAT scores must reflect a cumulative score of 500 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. As with the AACOMAS application, a separate supplemental application will be required for each location. 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 2017 is April 15, 2017.

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 a physician. 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 for each location 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 (for MCATs taken prior to January 2015). Preference will be given to applicants from the Mountain West Region. AACOMAS applications must be received at RVUCOM by September 2 and files must be complete by September 23. Interviews will be conducted the week of October 10 with notification occurring on October 21. 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.

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

RVUCOM's Early Acceptance Program (EAP) offers a provisional early acceptance to highly motivated students enrolled at Southern Utah University or Dixie State College. Students must be enrolled and in good standing in the Utah Rural Health Scholars Program. Students meeting requirements of the program and remaining in good standing in the program will *not* be required to take the MCAT. Up to 12 students annually will be admitted to the program.

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

Accepted candidates may opt to attend either the Colorado or Utah campus.

For additional information contact:

Rita Osborn  
Director  
Southern Utah AHEC/Utah Center for Rural Health  
Southern Utah University  
[osborn@suu.edu](mailto:osborn@suu.edu)

or

Julie Rosenthal, MS  
Executive Director of Admissions and  
Marketing  
Rocky Vista University  
jrosenthal@rvu.edu

## Rocky Vista University/Colorado State University Department of Biomedical Sciences (CSU-BMS)

RVUCOM will hold up to six seats each year for CSU-BMS students. This program is for matriculation at the Colorado campus only. To be considered for admission, students must:

- Meet the minimum admissions requirements set forth by RVUCOM;
- Have completed the BMS Master's program course requirements;
- Have achieved a minimum GPA of 3.4 in the BMS Master's Program;
- Complete an AACOMAS application prior to March 15, 2016 (candidates will NOT have to submit a supplemental application); and
- Receive letters of recommendation from the BMS Master's program and a physician.

CSU-BMS will recommend students to RVUCOM in May of 2017 after the completion of the BMS Master's Program course requirements. The students will be required to attend an information session at RVUCOM, but will not be required to interview.

### Interview Process (Pertaining to Both Campuses)

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. Academic qualifications have been prescreened by Admissions and will be evaluated post interview by the Admissions Committee. Interviewing candidates are required to read and sign an acknowledgement that they:

- Meet the technical standards (any questions per-

taining to whether a standard is met or if reasonable accommodations are required, must be addressed with the Associate Dean of Student Affairs).

- Have read, understand and agree to adhere to the policy set forth in the statement for students of RVUCOM regarding physical exposure in classroom activities and participation in osteopathic manipulative medicine and physical exam courses.
- Understand and agree to adhere to RVUCOM's Code of Student Conduct/academic responsibility and code of behavioral conduct.
- Understand they will undergo a criminal background check as part of their matriculation agreement. Note: Candidates are additionally required to disclose all charges that may occur prior to matriculation. Failure to disclose any and all charges regardless of adjudication may result in rescinding of the offer of admission or dismissal after matriculation.
- Understand they will undergo a drug screen and must pass the drug screen as a condition of matriculation.

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

### Matriculation Process (Pertaining to Both Campuses)

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

- Payment of three non-refundable deposits totaling \$2000 on or prior to the date designated in the matriculation agreement. RVUCOM follows the guidelines set forth by the American Association of Colleges of Osteopathic Medicine (AACOM) relative to deposit due dates. Deposits will be applied to tuition. Admissions paid toward one campus will not be credited to the other, in the event of dual acceptances.
- Completion of all prerequisite coursework and documentation that a minimum of a bachelor's

degree has been earned from a U.S. regionally accredited college or university.

- 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.
- Completion of required medical documentation sent to the Office of the Registrar prior to the date specified in the matriculation agreement.
- Submission of transcripts from all colleges and universities attended where a degree was earned. RVU will accept transcripts submitted as part of the AACOMAS application. In the event of an earned degree isn't posted prior to matriculation, a letter will be required from the university registrar confirming that the requirements for graduation have been met and indicating when the degree will be posted on the transcript. The applicant must request the transcript be sent to RVUCOM as soon as the degree is posted. 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:
  - World Education Services, Inc.  
(212) 966-6311; [www.wes.org](http://www.wes.org)
  - AACRAO. (202) 296-3359; [www.aacrao.org/credential/individual.htm](http://www.aacrao.org/credential/individual.htm)
  - Educational Credential Evaluators, Inc.  
(414) 289-3400; [www.ece.org](http://www.ece.org)
  - Josef Silny & Associates, Inc.  
(305) 273-1616; [www.jsilny.com](http://www.jsilny.com)
- Any other requirements set forth in the matriculation agreement.

Note: to be eligible for admission, a minimum of a bachelor's degree must be completed at a regionally accredited college or university.

## Request for Deferment

Accepted applicants may request a one year deferment for compelling reasons. Requests are to be submitted to the Executive Director of Admissions and Marketing in writing. If approved, an additional \$2000 deposit may 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 upon matriculation.

## Transfer of Credit

Each medical school's curriculum is unique, and based upon that school's longitudinal timetable. The medical school curriculum at RVUCOM is a four year longitudinal course of study in which the course work builds upon previously learned precepts. Requests for transfer are discouraged and will rarely receive permission of the dean unless there are highly compelling circumstances.

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 (AOA) 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 RVUCOM.
- 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 RVUCOM
- 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 RVUCOM must:

- Submit a copy of their AACOMAS or AMCAS application.
- Meet all admission requirements to Rocky Vista University College of Osteopathic Medicine, which include submitting official transcripts of all college work where a degree was earned, transcripts from the medical school attended, 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.

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

Requests for transfer to the Utah location will not be considered at this time.

# General Policies and Procedures

## Health and Technical Standards

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

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

**Immunizations:** Students must satisfy all requirements for immunizations at the time of admission and throughout their medical school career. Failure to do so will prevent matriculation or, in the case of an enrolled student, lead to dismissal.

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

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

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

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

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

all personal qualities that will be assessed during the admission and educational processes.

## 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 are integral to osteopathic medicine.

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

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

are required to participate both as patients and as trainees in the OPP laboratory and PCM laboratory, and examine and be examined by members of the same and opposite sex.

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

## Additional Waivers

All students must sign the following waivers at the point of interview:

- **Code of Student Conduct & Academic Responsibility and Code of Behavioral Conduct:** this states that students have read the University's Code of Student Conduct and Academic Responsibility policy and the COM's Code of Behavioral Conduct policy. Both policies can be found in this catalog.
- **Statements for Students of RVUCOM Regarding Physical Exposure in Classroom Activities:** this states that students understand that curriculum oftentimes dictates physical examination and osteopathic diagnosis and treatment by fellow students or faculty. Additionally, this states that these examinations require physical exposure of and access to regions of the body. This policy excludes such areas as the genitals of male and female students, as well as the breasts of female students.
- **Health and Technical Standards:** the description of this policy can be found in this section of the catalog.





## Student Financial Services

### Tuition and Fees

Tuition for RVUCOM for 2016-2017 is \$51,834.00. The following annual fees will also apply to all COM students:

<b>Student Fees</b>	<b>OMS-I</b>	<b>OMS-II</b>	<b>OMS-III</b>	<b>OMS-IV</b>
Student Services	\$200	\$200	\$80	\$80
Pathophysiological Overview Course Fee		\$1,178	\$490	
Student Health Insurance	\$3,759	\$3,759	\$3,759	\$3,759

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

### Satisfactory Academic Progress Standards for Financial Aid Eligibility

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

assistance.

The academic requirements for the DO degree include the satisfactory completion of the curriculum designated by the University. Academic progress requires both quantitative and qualitative measurement. Academic records are reviewed at the end of each academic year to determine if a student is making satisfactory progress towards his or her degree. Any student who fails to maintain satisfactory academic progress as defined by this policy is ineligible to receive further financial aid, including federal student loans.

### Timeframe for Completion (Quantitative Measures of Academic Progress)

**Maximum Timeframe:** The normal timeframe for completion of required coursework for the DO degree is four academic years. Students are expected to make progress towards their degree during each period of enrollment and must complete their degree within six years of matriculation. Students who do not complete their degree within six years of matriculation will become ineligible for further aid.

The progress of each student is monitored and reviewed by the Student Performance Committee (SPC). Due to academic or personal issues, a student may require more than four years to complete his or her degree. In such situations, the SPC may establish an individual academic plan for the student or may

require the student to repeat a year. The SPC monitors the progress of each student to determine if the student is making sufficient progress to meet the time limits as specified.

**Pace of Progression:** Students must progress through their program to ensure that they will graduate within the maximum timeframe. For financial aid purposes, they must complete at least 67% of their total attempted credit hours. To calculate the pace at which a student is progressing, the total number of hours a student has successfully completed is divided by the total number he or she has attempted. If the student's cumulative completion rate drops below 67%, he or she will become ineligible for aid, unless an appeal has been approved by the Financial Aid Appeals Committee.

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

**Leaves of Absence:** Approved leaves of absence will not count toward the six-year maximum timeframe for financial aid eligibility. A student may not receive financial assistance during a leave of absence.

**Repeated Coursework:** Once passed, a course may not be repeated unless recommended by the SPC and approved by the Associate Dean for Integrated Curriculum or Associate Dean for Clinical Affairs. The original grade received in a course will not count toward the student's GPA but will be recorded on the official transcript. Students who repeat coursework must still complete their degree within six years of matriculation.

**Withdrawals/Incomplete Coursework:** Courses in which a student earned a grade of W, IN, or the equivalent will be included in the quantitative assessment.

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

**COMLEX Exams:** Students who do not pass the COMLEX Level 1 and/or COMLEX Level 2 PE and/or CE Exams may appear before the SPC, who will make a recommendation addressing their academic progress to the Associate Dean for Clinical Affairs. If allowed to continue in their clinical rotations pending successfully passing their COMLEX exam, the student is considered to be maintaining satisfactory academic progress for financial aid.

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

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

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

Note: the COM may have a different definition of "academic probation."

**Procedure:** The Office of Student Financial Services will review the academic progress of each financial aid recipient at the end of each academic year, prior to the disbursement of financial aid for the subsequent term. A student's entire academic record will be reviewed, which will include any periods of enrollment that the student did not receive financial aid assistance. The Office of Student Financial Services will send a written notice to students who have not made satisfactory academic progress and are ineligible for aid.

**Reestablishing Eligibility for Financial Aid by Appeal:** A student may submit a written appeal within seven calendar days of a determination of his or her unsatisfactory academic progress. Appeals must be sent to the Office of Student Financial Services and will be reviewed by the Financial Aid Appeals Committee within ten calendar days of receipt of the appeal. The student will receive written notification of the committee's decision within seven calendar days. Decisions of the Financial Aid Appeals Committee may be appealed to the RVU President.

Appeals must be submitted to the Office of Student Financial Services and must include the following information, as required by the Department of Education:

1. A written statement documenting the reasons for failure to meet the standards of academic progress for financial



aid eligibility.

2. A written statement explaining what has changed in the student's situation that would allow the student to bring his or her academic progress up to the satisfactory standards.
3. Documentation supporting his or her appeal.
4. A written academic plan from the SPC, Associate Dean of Integrated Curriculum, the Associate Dean for Clinical Affairs, and/or Dean. The academic plan must ensure that the student is able to meet SAP standards by a specific point in time.

If the appeal is granted and it is determined that the student should be able to meet SAP standards by the end of the subsequent payment period, they may be placed on financial aid probation without an academic plan. A student's progress must be reviewed at the end of their probationary period.

If the appeal is granted, and it is determined that the student will require more than one payment period to meet SAP standards, they may be placed on probation with an academic plan

in place. A student's progress will be reviewed at the end of each payment period, as is required of a student on probation status. If the student is meeting the requirements of their academic plan, the student is eligible to receive Financial Aid funds as long as student continues to meet those requirements. Students must appeal to change their plan.

### **Reestablishing Eligibility Without Approved Appeal:**

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

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

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.

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## **Academic Policies**

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### **Student Grades**

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

#### **OMS-I and OMS-II:**

P: Pass 70-100

F: Fail below 70

70X: Pass by remediation

PX: Pass by remediation for pass/fail course

WIP: Work In Progress

IN: Incomplete

W: Withdrawal

AU: Audit

#### **OMS-III and OMS-IV:**

The six core clinical rotations are graded:

P: Pass

HP: High Pass

H: Honors

F: Fail

Px: Pass with remediation

All other selective rotations are graded on a pass/fail basis.

### **Incomplete Course Work**

A course that has not been completed within the designated time frame is considered to have been failed. Based on unusual circumstances a student may request an incomplete. With exigent circumstances the Associate Dean of Student Affairs may grant a request for an incomplete for any course not completed. Such an incomplete provision is only good for a period up to 12 months maximum. All coursework must be completed for any given academic year before a student is allowed to progress to the next academic year.



## Academic Standing

A student's academic achievement is reviewed periodically. A copy of the transcript is available to the student, the Office of the Dean, the Student Performance Committee (SPC), the Office of Student Affairs, the Office of Clinical Affairs, the Office of Student Financial Services, and to other individuals or entities 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, and
- Withdrawal and/or leaves of absence and/or dismissal.

A student is considered to be in good academic standing when he or she has satisfactorily 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, or so directed by the Student Performance Committee, the Honor Code Committee, any Associate Dean, or the Dean, will be prohibited from holding office in any University organization, being elected to any honorary or other school organizations, participating in a school-sponsored fellowship, honors track program or participating in any RVU-sponsored international medical mission. All students must have satisfactorily completed all required academic course work, including the required core clerkships, and be certified by the Dean before they can sit for any national board examinations.

## Academic 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 (as defined in the section describing students at academic risk) passing his or her courses in any academic year may be considered to have poor academic performance and may be subject to review by the SPC for lack of satisfactory academic progress.

## Academic Probation

Good academic standing means any student who fails a required course, clinical rotation, or COMLEX examination will be placed on academic probation. Academic probation status shall last a period of one calendar year from the date the failing grade is recorded, regardless of whether or not the failure has been satisfactorily remediated. Students on academic probation are not eligible to hold an office in an RVU student club or organization, serve as an RVU Ambassador or Tutor, hold any leadership role at RVU, or participate in an honors track or fellowship. Any exceptions to these rules may only be granted by the Dean.

## Students at Academic Risk

Students who receive a grade below 75% in more than one course per academic year are defined as being at Academic Risk. The "at risk" status shall exist until the end of the academic year in which the low grades occurred.

Students at Academic Risk:

- are not eligible to hold an office in an RVU organization, serve as RVU Ambassador or Tutor, hold any student leadership role at RVU, or participate in a track or a fellowship.
- are strongly encouraged to attend all classes. Class attendance may become mandatory for any students at Academic Risk.
- are required to meet with the Student at Academic Risk Committee (StARC).
- may be required to meet with the Associate Dean for Student Affairs, as determined on an individual basis.

No student on Academic Risk status may apply for or hold a fellowship or be elected to a club office. If a student wishes to appeal this policy, he or she may do so by meeting with the Associate Dean for Student Affairs, to explain his or her circumstances. If a student wishes to run for an office in the spring, he or she will need to obtain approval from the Associate Dean for Student Affairs before the election takes place.

There are four steps in the process; however, it is not necessarily a linear process. Each of the groups, committees, and individuals are described below.

A student, upon first course failure, will meet with the StARC. This committee will be advisory to the Associate Dean of Stu-

dent Affairs, and the Associate Dean will make the ultimate decision. The members of the panel will include the Directors of Counseling, Student Affairs, Education; the Phase Directors; and the Director of Strategic Planning. This panel, which meets with students who have a single course failure, has the options to have a student remediate a single course failure or, in light of secondary or extenuating circumstances, can have a student meet with the SPC.

The SPC is a recommending body consisting of faculty members who will see students for second failures, as well as failures of national, standardized COMLEX board exams. The SPC reviews the academic progress of all students and those students referred from StARC 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 brought before the SPC outside of a formal SPC meeting. 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 Associate Dean of Student Affairs. The SPC makes recommendations including, but not limited to, remediation or retake of exams or courses, repeating a year of medical school, remedial educational activities, academic counseling, other counseling, and dismissal. This committee will be chaired by a faculty member of the College's choosing, who votes only to break a tie. The SPC will consist of seven voting faculty members, at least one of whom must be Basic Science faculty, and at least one of whom must be Clinical faculty member. In addition to the seven voting members and the Chair, the Associate Dean of Student Affairs will attend the meeting in an ex officio, informational capacity.

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

Recommendations of the SPC will be decided upon by an Associate Dean and are based on the totality of a student's entire academic performance. For students in years one or two, the Associate Dean of Integrated Curriculum will adjudicate the

recommendation; for students in years three or four, the Associate Dean of Clinical Affairs will make the decision. These Associate Deans can accept, reject, or modify the recommendation. The student shall be notified of the Associate Deans' decision by U.S. Mail, email, or personal delivery within ten business days.

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

Communication within the process and between the College and the student will be through the office of the Associate Dean of Student Affairs.

## 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 contained within the medical school's curriculum. A student may be asked to appear before the StARC if they earn a failing grade for the first time. Student who fail a second course or a national board examination are required to appear before the SPC. A student may be asked to appear before the StARC or SPC committees for any of the following reasons:

- Failure to maintain satisfactory academic performance in his or her academic coursework;
- Failure of a course;
- Failure of a clinical year shelf exam;
- Failure to meet professional standard components as part of their regular coursework;
- Failure of a national osteopathic board examination;
- Failure to meet course completion requirements;
- Failure of a clinical rotation; and
- Behavioral issues that affect academic performance but do not rise to the level of a violation of the student code of conduct.



If requested to appear before the StARC or SPC students must appear at the appointed time and place. 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 Associate Dean of Integrated Curriculum for OMS-I and OMS-II students or the Associate Dean of Clinical Affairs for OMS-III or OMS-IV students. The Associate Deans of Integrated Curriculum or Clinical Affairs may accept, reject or modify the recommendations of the SPC. Based upon the student's entire academic record, the Associate Deans of Integrated Curriculum or Clinical Affairs shall make a determination, which may include, but is not limited to, the following:

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

## Dismissal

The COM adheres to the University's policies and procedures for dismissal procedures. Please refer to that section for more

information.

## Appeals

The COM adheres to the University's policies and procedures for appeals procedures. Please refer to that section for more information.

## Readmission Policy

If a student is dismissed or withdraws from the COM, he or she may apply for readmission. In order to be considered for readmission, the candidate must provide adequate evidence that the conditions or factors that caused the prior dismissal or withdrawal have changed significantly, so that there is a reasonable expectation that the applicant can perform satisfactorily if readmitted. 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 readmitted.

## Remediation Courses

A student who successfully remediates a course failure will receive a grade of 70X, or PX in that course and that grade will be used to calculate GPA. In the event the remediation of a course is failed or not completed, the original course grade shall be recorded on the transcript.



Any student who fails remediation is automatically dismissed from the COM, subject to appeal to the Dean.

## Repeated Courses

If a course is repeated and passed, it will be noted on the transcript that the course was repeated and the current grade earned 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. The most recent course grade for all courses will be used to calculate grade point average.

If a student is required to repeat a year due to poor academic performance, any additional course failure during that repeated year, will result in immediate dismissal, subject to appeal to the Dean.

## 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 have taken the COMLEX Level 1 examination. Beginning with the graduating Class of 2017 and subsequent classes, students will be required to take the USMLE Step 1 examination as well. 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 RVU-approved background screening and drug testing (MRO verified). Documentation of this information must be on file with the Office of Clinical Affairs and the Office of the Registrar at least 45 days prior to the start of clinical rotations. All procedures, protocols, and other requirements for clinical rotations are found in the RVUCOM Clinical Education Student Manual for OMS-III and OMS-IV students. Students will receive this document toward the end of the second year, prior to starting clinical rotations.

Clinical rotation sites are located primarily in Colorado and the Mountain West, although excellent sites are available in other locations. Rotation slots are determined by lottery during semester IV of the second year.

Students who have a background check that indicates prior criminal behavior may have difficulty in obtaining clinical rotation sites. Complete disclosure of ALL criminal activities

(including alcohol related, traffic violations, and all misdemeanors, etc.) is required, whether these activities occur prior to or during medical school training. This information must be disclosed to the Office of Student Affairs even if expunged or dismissed. Failure to do so may lead to immediate dismissal from the medical school. The school cannot be held responsible for the lack of availability of clinical rotation sites, based upon the decision of another entity to exclude students due to a criminal background check.

Hospitals reserve the right to exclude any medical student from clinical rotations based upon perceived health risks. The University cannot guarantee clinical student rotations if a student has a current infectious disease that could potentially pose a health risk to patients.

## Medical Licensing Examinations (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, COMLEX 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. All students (beginning with the class of 2017) are required to sit for the NBME USMLE Step 1 exam. Students at RVUCOM will be eligible to take COMLEX Level 1 after he/she has successfully completed all of the requirements of the OMS-I and II academic years, and has received certification from the Dean. Students must successfully pass COMLEX Level 1 exam in order to continue training in OMS-III academic year. A student will be eligible to take COMLEX Level 2 examinations after passing COMLEX Level 1 exam and sitting for the USMLE Step 1 exam, and the approval of the Dean. All students must complete all the requirements for graduation, including the passing of the examinations listed above within six years of their initial matriculation into the COM or they will be dismissed from the COM. Any exceptions to the six-year rule may be appealed to the Office of the Dean. Students may not miss scheduled rotations or alter the established clinical training schedule in order to study during their OMS-III or OMS-IV years outside of any time designated for board review by the COM administration, policy or procedures, unless authorized by the Associate Dean for Clinical Affairs.

Any student who has failed a COMLEX examination must ap-

pear before the Student Performance Committee. Failure of a single COMLEX examination may lead to dismissal based on the totality of a student's academic record. Failure of the same COMLEX examination on three attempts will result in immediate dismissal without appeal.

## Distribution of Clerkship Assignments

The rotation site assignment list is issued to students prior to beginning rotations each year. All assignments are considered final. A student may request to change his or her assigned clerkship assignment 45 days prior to the start of the clerkship; however, there is no guarantee that the change will be possible. Any questions or concerns should be directed to the Office of Clinical Affairs.

## 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 submitted 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 coursework and clinical rotation records, involvement in extracurricular activities, and compliance with academic and professional policies. Students are responsible for providing residency applications, letters of recommendation, and transcripts to internship and residency program directors.

## Graduation Requirements

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

- Has satisfactorily completed the 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 all required National Board of Osteopathic

Medical Examiners Licensing Examinations;

- 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.
- Has completed the AACOM Survey of Graduating Seniors

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.

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

- Course Director;
- Phase Director;
- Dean (final level of appeal).





A student seeking to resolve a grading concern through the administrative channels above must initiate formal action in writing within five business days from the date of official notification. The written appeal must state the circumstances surrounding the grade dispute, with specificity. Review of the student problem and complaint at each administrative level will be carried out as expediently as possible. If the student is not satisfied with the decision, he or she may appeal to the next administrative level. If the student chooses to continue the appeal, this must be done in writing within five business days of the date the decision was rendered at each level of the appeal (excludes weekends and official school holidays).

## Code of Behavioral 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 required. 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

Attendance at the following educational experiences is required:

- all quizzes and exams;
- all laboratory sessions (anatomy portions of systems courses, OPP labs, PCM labs, etc.);
- all scheduled clinical experiences (Standardized Patient labs);
- all "Presenting to the Attending" presentations or preparatory workshops; and
- any other sessions designated by a Course Director.

## Excused Absences and Make-up Examinations

Every student who is unable to attend a required academic event (e.g., quiz, exam, lab) must fill out an Absence Notification and Approval Form. After filling out the top half of the form, including a detailed explanation for the absence, submit the form to the appropriate Phase Director. Should a medical or other emergency (family crisis) occur that prevents a student from reporting to an examination or other required event, a student must notify (email or phone call) the Course Director, a Phase Director, an Associate Dean or Dean as soon as possible, and preferably prior to the beginning of the exami-



nation/event. Students who arrive more than ten minutes late should report to the Testing Center in the SP area on the first floor. Students seeking an excused absence for a medical reason must provide a signed note from a licensed physician (DO or MD) indicating they were seen/treated. Family members may not provide a note of excused absences. If a student is absent from a required event and does not provide an acceptable Absence Notification and Approval Form, the student will receive a grade of zero for that event.

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

A student who does not take an examination at its scheduled time and is appropriately excused may be allowed to take a make-up examination, if eligible. Make-up examinations will be of comparable difficulty and format to the original examination, at the Course Director's discretion.

The policies for examinations will pertain to all makeup examinations. In the interim, the student will have a grade of incomplete (IN) for the course. Any exception will be made solely at the Dean's discretion. If the student misses a scheduled make-up examination, he or she will receive a zero for that examination.

The Absence Notification and Approval Form is available online (MyVista, Students tab, under Forms).

Students on clinical rotations must notify Clinical Affairs in writing a minimum of 10 days prior to a known absence from rotations. Extended absences must be approved by the COM and may delay graduation and/or affect financial aid. In emergency situations Clinical Affairs must be informed with 24 hours of absence from rotations.

## **Healthcare Employment During School (Practice of Medicine)**

Medical students are prohibited from engaging in any activities (from the time of matriculation to the University until graduation or other termination of student status) that might be construed as the practice of medicine without the proper supervision and direction of designated members of the faculty, whether such activities are engaged in for compensation, done as a volunteer, or otherwise. Any student who is a healthcare worker and wishes to be employed in the health-related field must contact the Office of Student Affairs and forward a request to the Dean. All decisions of approval or disapproval will come from the

Dean.

Students who are not in compliance with the requirements above maybe requested to appear before the Honor Code Committee and are subject to dismissal from the University.

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

## **Professional Malpractice and Workers' Compensation Insurance**

Students are covered by RVU's professional malpractice and workers' compensation insurance for all RVU-sponsored curricular and co-curricular activities, including rotations, shadowing, health fairs, medical mission trips, etc.

Any student who is injured while on clinical rotation must notify the Associate Dean of Clinical Affairs and Human Resources immediately.

Students are not covered for non-RVU activities.

# Curriculum for College of Osteopathic Medicine

## Course of Study

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

The design of the applications-based curriculum is based on successful integrated academic models. It emphasizes interdisciplinary collaboration, guiding students to develop an osteopathic approach to medicine. We continually correlate basic scientific 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 and interprofessional educational opportunities, whenever possible in the classroom and in all of its clinical settings. RVUCOM is dedicated to the incorporation of milestones, competencies, and Entrustable Professional Activities (EPAs) into its curricular framework as outlined by the American Association of Colleges of Osteopathic Medicine (AACOM) and the Association of American Medical Colleges (AAMC).

The Department of Medical Humanities leads efforts to foster critical reflection on human experience in ways that strengthen medical practice. Elements of the medical humanities are woven into the fabric of the curriculum with the purpose of enabling student doctors to:

1. Make ethical choices that respect patient rights, fulfill physician obligations, and ensure the quality, safety, and availability of health care;
2. Engage their own and other cultures in order to understand themselves, their patients and colleagues, and healthcare organizations;

3. Work with professionals across disciplinary boundaries to improve patient care;
4. Create practice environments that are healthy, humane, effective, and sustainable;
5. Discover and develop ideas that matter in healthcare and express them in established and emerging genres and media;
6. Tolerate the ambiguity, uncertainty, and changes inherent in medical practice and respect limitations of knowledge; and
7. Demonstrate empathy and compassion towards all patients.

## Academic Year 2016-2017

### Class of 2020:

<b>Year I; Semester I</b>	<b>Credit Hours</b>
<u>Molecular &amp; Cellular Mechanisms</u>	<u>5</u>
<u>Hematology/Immunology I</u>	<u>3</u>
<u>Musculoskeletal System I</u>	<u>8</u>
<u>Cardiovascular System I</u>	<u>5</u>
<u>Respiratory System I</u>	<u>2</u>
<u>Renal System I</u>	<u>2</u>
<u>Osteopathic Principles &amp; Practice I</u>	<u>4</u>
<u>Principles of Clinical Medicine I</u>	<u>4</u>
<u>Medical Informatics I</u>	<u>2</u>
<u>Medical Ethics I</u>	<u>1</u>

<b>Year I; Semester II</b>	<b>Credit Hours</b>
<u>Gastrointestinal System I</u>	<u>4</u>
<u>Endocrine/Reproductive System I</u>	<u>4</u>
<u>Neuroscience System I</u>	<u>9</u>
<u>Transition to Clinical Medicine</u>	<u>17</u>
<u>Osteopathic Principles &amp; Practice II</u>	<u>2</u>
<u>Principles of Clinical Medicine II</u>	<u>4</u>
<u>Medical Informatics II</u>	<u>2</u>
<u>Medical Ethics II</u>	<u>1</u>

## Class of 2019:

### **Year II; Semester I** **Credit Hours**

Renal System II	7
Cardiovascular System II	6
Respiratory System II	6
Hematologic/Lymphatic System II	4
Gastrointestinal System II	5
Osteopathic Principles & Practice III	3
Principles of Clinical Medicine III	5
Medical Ethics III	1

### **Year II; Semester II** **Credit Hours**

Endocrine System II	4
Reproductive System II	4
Musculoskeletal System II	3
Neuroscience System II	5
Psychiatry System II	4
Osteopathic Principles & Practice IV	3
Principles of Clinical Medicine IV	4
Medical Ethics IV	1
Pathophysiological Overview of Medicine I	6
Outpatient Early Clinical Experience	1

## Class of 2018:

### **Year III and Year IV** **Credit Hours**

Introduction to Clinical Medicine (Capstone)	2
OPP Clinical Integration I and II	2
<b>Required Core Rotations</b>	
Family Medicine	8
Internal Medicine	8
Obstetrics/Gynecology	4
Pediatrics	4
Psychiatry	4
Surgery	8
<b>Required Elective Rotations</b>	<b>46</b>
OPP Clinical Integration III and IV	2
<i>Minimum number of hours to be completed in Years III and IV</i>	<b>88</b>

## Class of 2017:

### **Year III and IV** **Credit Hours**

Introduction to Clinical Medicine (Capstone)	2
<b>Required Core Rotations</b>	
Family Medicine	8
Internal Medicine	8
Obstetrics/Gynecology	4
Pediatrics	4
Psychiatry	4
Surgery	8
<b>Required Elective Rotations</b>	<b>46</b>
<i>(3 must be audition/sub I rotations)</i>	
OPP Clinical Integration	2
<i>Minimum number of hours to be completed in Years III and IV</i>	<b>86</b>

1 Credit Hour = One Week

It is the expectation that students will be involved in academic pursuits throughout years 3 and 4 of the curriculum including COMLEX 2 PE preparation. Students not completing the required 86 credit hours may be allowed to walk at graduation but must complete the 86 hour minimum before the awarding of the degree of Doctor of Osteopathic Medicine.

## Year One (OMS I)

### **Cardiovascular System I**

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

### **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 tis-



sues. Students are expected to be familiar with the structure and function of the major endocrine glands and the action of the major hormones secreted. This course will focus on the anatomy, histology and physiology of endocrine and reproductive systems as a basis for understanding the pathological conditions resulting from endocrine dysfunction.

Upon completion, students should be able to use the basic principles of endocrine 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.

## **Gastrointestinal System I**

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

## **Hematology and Immunology I**

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

## **Medical Ethics I-IV**

Medical Ethics is a series of four competency-based courses that apply ethical principles to medical practice, healthcare policy, and biomedical research. Participants learn to recognize ethical issues; engage in moral reasoning; and make decisions that respect the rights of patients, fulfill the obligations of physicians, and increase the quality, safety, and availability of healthcare. Includes module on research ethics.

## **Medical Informatics I and II**

Medical Informatics is series of two competency-based courses that foster information literacy and evidence-based practice. Medical informatics develops student doctors' skills and abilities to determine a need for, locate, access, evaluate, and present medical information. Designated student assignments and clinical integration sessions introduce standards, resources, strategies, and technologies that are then applied by small groups in developing and presenting a clinical case in an activity called Presentation to the Attending. Graded pass/fail.

## **Molecular and Cellular Mechanisms**

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

## **Neuroscience System I**

The Neuroscience System course presents the student with an



intense consideration of the Central Nervous System (Brain and Spinal Cord) and Head and Neck anatomy. The Neuroanatomy portion of this course addresses the following topics in integrated fashion: Neuroanatomy, Neurophysiology, Neurohistology, Neuroembryology, and Neuroradiology. The study of Neuroanatomy and Head and Neck anatomy are bridged by the cranial nerves which begin in the central nervous system and distribute throughout the head and neck. Concepts in this course are presented utilizing traditional/clinical lectures, human cadaver/brain dissection laboratories, 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.

## **Osteopathic Principles and Practices (OPP) I and 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 students to build a foundation of osteopathic knowledge and provide every student the chance to offer their patients an additional approach to conventional medical care. This course will emphasize diagnosis and treatment using current anatomic, biomechanical, functional, and physiologic philosophies and provide a foundation for continued education and development within the art and science of osteopathic medicine.

## **Principles of Clinical Medicine (PCM) I and II**

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

## **Renal System I**

The Renal System I Course utilizes a multidisciplinary approach to prepare students with a foundational understanding of the normal structure and function of the renal system. In addition to instruction relating to the basic functional principles of the organs of urine production and excretion, this course integrates the principle, relevant clinical correlations. It includes the gross anatomy, histology, and embryology of the kidney and urinary tract. A thorough investigation of the essential physiology of kidney function will include the primary renal processes, urine formation, and renal blood flow. In addition, the renal system's role in ion regulation, acid-base balance, fluid volume, and salt-water balance will be examined along with



the regulatory control mechanisms of these functions. An understanding of the renal system will be accomplished through student involvement in lectures, directed student assignments, and clinical interactive sessions.

## **Respiratory System I**

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

## **Transition to Clinical Medicine**

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

## **Year Two (OMS II)**

### **Cardiovascular System II**

The Cardiovascular System II course is an intensive multidisci-

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

### **Endocrine System II**

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

### **Gastrointestinal System II**

The course covers the gastrointestinal system, including the hepatobiliary and pancreatic systems. After a brief review of normal physiologic principles and processes, the initial two weeks are devoted to a thorough study of gastrointestinal pathology. Clinicopathological correlations are emphasized. The remainder of the course is devoted to the application of the integrated pathophysiological principles in clinical settings under the guidance of appropriate clinical faculty. Material that has been previously covered is integrated into clinical application and used to build the clinical framework needed to be a competent osteopathic physician. Emphasis is placed on understanding the pathophysiology and the ability to correlate and use basic principles in the management of gastrointestinal disorders. Clinical discussions and lectures focus on disease states the students will encounter throughout their careers.

### **Hematologic/Lymphatic System II**

This course is designed to provide the student with a compre-



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

## **Musculoskeletal System II**

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

## **Neuroscience System II**

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

## **Osteopathic Principles and Practices (OPP) III and IV**

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

## **Outpatient Early Clinical Experience Course**

The Outpatient Clinic Experience requirement is a stand-alone competency requirement for all OMS-II medical students. The requirement is to participate in active-participation sessions taking histories, performing physical examinations, and participating in the actual care of real patients in the Rocky Vista Health Center. Additionally, students shadow one time at Brookdale Hospice in Greenwood Village. Students observe table-top discussions of end-of-life cases through an intra-professional/intra-disciplinary approach to managing medical care.

## **Pathophysiological Overview of Medicine I**

The Pathophysiological Overview of Medicine I course 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 I Board Examination.

## **Principles of Clinical Medicine III and IV**

Principles of Clinical Medicine is a four-part clinical skills based course that is taught during the first four semesters and is coordinated with the system courses. The course is designed to progress over the four semesters and provide the student with the knowledge and educational experiences that will allow the student to develop active clinical thinking skills, acquire



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

## Psychiatry System

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

## Renal System II

The first week of the Renal System II course will focus on the general principles of pharmacology (i.e., pharmacodynamics, pharmacokinetics, drug biotransformation, and clinical trials). Also included in this first week is a basic review of autonomic pharmacology and subsequent introduction to the drugs that act on the autonomic nervous system. The remainder of the Renal System II course is structured using a fundamental template common to all second year system courses. The Renal

System II course will contain a brief review of renal medical physiology, followed by presentations of pathologic entities of the renal system. Clinically-focused topics are discussed during the final week of the course. Pharmacology topics as they relate to the renal system will be presented throughout the course when appropriate. Broad topics to be emphasized include the wide spectrum of physiologic functions of the human kidney, pathologic renal entities (e.g., glomerulopathy, glomerulonephritis, tubulointerstitial disorders, infections, toxic and ischemic insults, vascular disease and neoplasms), drugs used in the treatment of hypertension, and clinical aspects of the above-mentioned disorders. Key aspects of clinical laboratory test ordering and data utilization in the diagnosis and monitoring of kidney and urinary tract disease are discussed.

## Reproductive System II

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



## Respiratory System II

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

## Clinical Competency Examination (CCE)

At the end of the curricular activities for Year 2 (4th Semester), all students will be required to pass a Clinical Competency Examination (CCE). Students are asked to examine several Standardized Patients in succession that would resemble a clinic experience a student may encounter on Year 3 rotations. The student may be required to formulate an oral presentation that will be delivered to a physician or resident and/or complete a written SOAP note.

The objective of the CCE is to assess student readiness for Year 3 rotations by providing a variety of cases to challenge students' clinical and critical thinking skills. It is expected that all students will pass the CCE before entering clinical rotations at the beginning of Year 3.

## Specialty Tracks

### Global Medicine Honors Track

The Global Medicine Honors 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 three clinical international medical education experiences on three different continents.

During the first two years of medical school, students will pursue a minimum of 80 additional hours of medical education, which include the principles and goals of global health, the burden of disease in both developing and already developed countries, comparative health systems, global ethics, case studies, tropical diseases and other selected topics in global medicine. These topics are presented through the use of a variety of didactic presentations, directed student learning activities and clinical hands-on experience.

Students are expected to participate in global related research and poster presentations both locally and nationally. Students

are also encouraged to attend medical outreach opportunities both locally and internationally during their first two years, as well as participate in research and poster presentations. Acceptance to the global medicine track involves an application process that occurs during the end of the first semester. Students must be capable of handling the extra workload and participate in all activities. Approximately 12 students will be selected for each class. Grading is pass/fail.

### Military Medicine Elective Enrichment Track

This is an elective enrichment track in addition to the core curriculum, for those RVUCOM students who are slated to enter active duty service—Army, Navy, Air Force, or Marines—and those who exhibit a high level of academic achievement, express a strong interest and can be accommodated. RVUCOM 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 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 RVUCOM to contribute in a significant fashion to force conservation and military physician support of the United States Armed Services in the modern era.

### Physician-Scientist Honors Track

The Physician-Scientist Honors Track is designed to provide curricular training to qualified and interested students and will enhance their opportunities to pursue careers in academic medicine. There is a recognized need to increase the number of physician-scientists in all clinical fields, as biomedical research



competencies continue to be under-represented in osteopathic medical school curricula and training.

Participation in the Physician-Scientist Honors Track will provide basic training in the knowledge and skills necessary for success as an academic physician, including: research types (basic science, clinical, translational, educational, public health, etc.), experimental design, data analysis, the granting process, and proficiency in presentation skills. The Physician-Scientist Honors Track is designed to span 7 semesters of the core osteopathic medical education and will not extend the students' academic program length. Students are required to present a poster or oral presentation at the College's Annual Research Day, write a grant at the end of academic Year Two, and complete three research rotations during academic Years Three and Four.

Admission to the Physician-Scientist Honors Track is by application, with the following eligibility requirements: interest in a career in academic medicine and demonstration of academic ability by achieving a minimal 80% GPA during the first semester at RVUCOM. Applicants may also undergo an entrance interview by Track faculty. Preferred qualifications include: an undergraduate degree in a scientific discipline (biological or physical science); previous experience in a research laboratory; and/or previous experience in a graduate degree program in a discipline with relevance to the biomedical sciences. No more than 8 students will be selected for each class.

## **Rural and Wilderness Medicine (R&WM) Honors Track**

The delivery of quality medical care in health systems with varying degrees of resources is the focus of the curriculum for the Rural and Wilderness Medicine Honors Track. Training and experience above and beyond the standard medical school curriculum are necessary to produce physicians who have the confidence and skill to practice in the rural and remote regions of our country. Participants will be given a robust extracurricular education of procedural skills in medicine and surgery that will better prepare them for residency training and practice. The instruction format for this track is totally clinical, and will be taught by instructors with years of practical experience in the field. The track will also cover preventive medicine and public health subjects.

Physicians practicing in a rural or wilderness setting must be skilled in stabilizing and transporting critically ill and injured patients to urban medical centers. Much of the track material will cover life and limb threatening emergencies. The R&WM participants will be expected to complete rotations through urban trauma centers, stroke centers and large emergency

departments in their third and fourth years of clinical experiences. All the primary care rotations such as family medicine will be taken in rural critical access hospitals and clinics. It is equally essential that the student learn ultrasonography and endoscopy along with in other diagnostic procedures common in rural or frontier practices. During the first two years of medical education this training will occur using simulators, cadavers, and shadowing opportunities. Direct patient contact will be more common during the third and fourth year clinical rotations, where students will travel to rural critical access hospitals for many of their core rotations.

R&WM track students participate in two capstone courses. Capstone I is a 3-4 day exercise with rural EMS, Fire Department, and Search and Rescue services in Southwestern Wyoming. Students are expected to function with emergency personnel performing real-life scenarios in on-scene settings. Capstone II is a 4-5 day exercise that takes place at a ranch in the Northwest Colorado mountains. Students are exposed to common ranching practices including veterinary medicine, and common injuries encountered in the wild. Since a physician must be able to survive in the wilderness so others may live, skills such as signaling, navigation, and outdoor survival will be covered along with emergency stabilization and transport skills.

To be considered for the program students must be committed to rural and remote practice and be capable of handling the extra work load. They also must undergo an entrance interview by R&WM students and faculty to be selected. No more than 12 students will be selected for each class. Grading is pass/fail and attendance is mandatory to all meetings.

## **Elective Programs**

Each semester, a selection of short electives will be offered to interested students. These electives may cover topics just touched upon in the normal curriculum and/or may involve current hot topics in medical training. Some examples include: Medical Spanish, Religion and Medicine, Literature and Medicine, Development of Medical Thought and Population Health. All students in good academic standing are eligible to sign up for an elective, after successful completion of their first semester, year one. Course titles, descriptions and registration information will be announced prior to the start of each semester. Classes will be approximately 15 hours in length, may occur at any time outside of the normal curriculum (i.e. evenings and weekends) and graded pass/fail. These electives are offered through the departments of Honor's tracks and Special Programs and Humanities.

## **Fellowship Programs**

### **Pre-doctoral Osteopathic Principles and Practices Fellowship**

The Pre-doctoral Osteopathic Principles and Practices Fellowship is designed to increase the students' knowledge of the principles, philosophies, and procedures of osteopathic medicine in order to create future clinicians and educators with outstanding OPP skills. This additional knowledge will provide the students with the ability to educate their classmates and future colleagues on osteopathic techniques. Additionally, fellows have clinical responsibilities, which improve their general medical knowledge and patient care skills. This fellowship emphasizes an anatomic and physiologic understanding and application of OPP and didactic education in OPP and sports medicine. It also places a heavy emphasis on teaching osteopathic principles and procedures.

Up to four students are selected yearly for this program following an interview process conducted by the members of the Department of Osteopathic Principles and Practices. Recommendations made by the Department will be forwarded to the Dean for approval.

Participation in the Pre-doctoral Osteopathic Principles and Practices Fellowship will extend the student's tenure at RVU by one year. Program experiences will occur in Years 3 and 4; Year 5 will return to the normal Year 4 Clinical Rotations curriculum. Each fellow will alternately rotate between fellowship duties and the Clinical Rotations curriculum approximately every 3 months resulting in a six month involvement in each of Year 3 and Year 4. A certificate indicating successful completion of the fellowship will be awarded at graduation.

### **Undergraduate Anatomy Fellowship Program**

The RVU Undergraduate Anatomy Fellowship Program is designed to provide a continuum of the study of Anatomy to the next level, as well as provide the student with tools which can, in the future, be utilized to either teach or conduct anatomical research appropriate to the context of their final field of endeavor. The successful candidate need not be exclusively surgical residency bound; any qualified student can apply.

Two students are selected yearly for this program following an interview process conducted by the members of the Department of Structural Medicine. Recommendations made by the Department will be forwarded to the Dean for approval.

Participation in the Undergraduate Anatomy Fellowship Pro-

gram will extend the student's tenure at RVU by one year. Program experiences will occur in Years 3 and 4; Year 5 will return to the normal Year 4 Clinical Rotations curriculum. Each fellow will alternately rotate between fellowship program curriculum and the Clinical Rotations curriculum every 8 weeks resulting in an approximate six-month involvement in each of Years 3 and 4. A certificate indicating successful completion of the Undergraduate Anatomy Fellowship Program will be awarded at graduation.

### **Additional Degree Fellowship Program**

Students wishing to work on an additional health-related degree while attending RVUCOM may do so. They may apply for a one-year fellowship, starting sometime after the successful completion of their second year and maintain good academic standing throughout their time at RVU. This fellowship year will allow them the time to matriculate full-time at another institution where they have been accepted into a master's program in a health related field such as Public Health or Population Medicine. They are responsible for finishing the requirements as posted through the other institution for the master's degree. Interested students should meet with the Chair of the Department on Honor's Tracks and Specialty Programs during their first year for further information and guidance.

## **Year Three (OMS III)**

### **Introduction to Clinical Rotations**

This course provides information on the policies and procedures that will govern the clinical years, the rights, responsibilities and duties of the students, faculty, and teaching facilities. The course also includes an introduction to New Innovations (software that tracks third and fourth year rotations), professionalism, the evaluation process, overview of subject exams and study skills, financial aid review, global and rural track requirements.

The other half of the course is dedicated to the remediation of the Clinical Competency Exam.

### **Required Core Rotations**

These rotations are strongly recommended to be completed during the third year to best prepare for boards and to meet audition rotation suggested completed courses. The required core rotations should be completed prior to sitting for COMLEX CE and COMLEX PE before beginning the fourth year (July 1st).

## Core Rotations Grading

Grades for the six core clinical rotations are determined from the Faculty Evaluation of Medical Student Performance and the student's score on the corresponding NBME Subject Examination.

## Family Medicine

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

## 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. The internal medicine clerkship requires a total of eight weeks on service.

## Surgery

The surgery clerkship requires eight weeks of surgery consisting of general and surgical subspecialty exposure. The first week is conducted at the RVU campus and at the surgical simulation center. 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 can 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. The obstetrics and gynecology clerkship requires a total of four weeks on service.

## 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. The pediatrics clerkship requires a total of four weeks on service.

## Psychiatry

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. The psychiatry clerkship requires a total of





four weeks on service.

## **Year Four (OMS IV)**

### **Required Clinical Rotations**

Students are required to complete clinical and didactic training that best prepares them for residency. During the first half of the 4th year, students are required to complete a minimum of three sub-internship/audition rotations at residency programs. The rotations chosen must have approval of the Associate Dean for Clinical Affairs or designee. The remaining rotations, required to meet credit hours, are requested by the student, and arranged with the 4th year clinical coordinators, at the approval of Clinical Affairs, to complete their preparation for residency training. Students may also pursue research projects, global medicine experiences and independent study projects, with approval of the Associate Dean for Clinical Affairs or designee.

### **Elective Rotations**

These rotations can be clinical or non-clinical. Students are expected to complete elective rotations up until graduation to best prepare him/her for their residency program.

**Clinical Rotations:** Involve direct patient contact or service.

**Non-Clinical Rotations:** Include research, scholarly activity, online courses, and board preparation. These rotations must be approved by Clinical Affairs by completing the required request form. For these courses, credit will not be given until the

final report of the project is received and evaluated by Clinical Affairs. Four weeks of elective non-clinical time may be used for board preparation.

### **Elective Rotation Opportunities**

Academic Medicine Review  
 Allergy/Immunology  
 Allergy Research  
 Alternative Medicine  
 Alternative Medicine Independent Study  
 Alzheimer's/Dementia  
 Anatomy  
 Anatomy Independent Study  
 Anesthesiology  
 Anesthesiology Independent Study  
 Anesthesiology Research  
 Anthropology/Medical Research  
 Business in Medicine  
 Cardiology  
 Cardiology Independent Study  
 Clinical Academic  
 Critical Care/ICU  
 Critical Care Medicine Neurology  
 Critical Care Medicine Online  
 Critical Care Medicine Pediatric  
 Critical Care Medicine Rural  
 Dermatology  
 Dermatology/Pathology  
 Dermatology Online  
 Dermatology Research  
 Disaster Medicine  
 Electrocardiogram Online

Emergency Medicine  
 Emergency Medicine Independent Study  
 Emergency Medicine Research  
 Emergency Medicine Rural  
 Endocrinology  
 Epidemiology  
 Family Medicine  
 Family Medicine Independent Study  
 Family Medicine Non-Clinical  
 Family Medicine Rural  
 Gastroenterology  
 Gastroenterology Research  
 Genomic Research  
 Geriatrics  
 Gynecology  
 Gynecology Oncology  
 Healthcare Quality Improvement  
 Hematology  
 Hematology Independent Study  
 Hematology/Oncology  
 Hematology/Oncology Independent Study  
 HIV/TB Research  
 Hospice/Palliative Care  
 Hospice/Palliative Care Research  
 Human Disease Online  
 Infectious Disease  
 Integrative Medicine  
 Integrative Medicine Independent Study  
 Integrative Medicine Online  
 Internal Medicine  
 Internal Medicine Cardiology  
 Internal Medicine Independent Study  
 Internal Medicine Research  
 Internal Medicine Rural  
 International Emergency Medicine  
 International Family Medicine  
 International Internal Medicine  
 International Medicine  
 International OBGYN  
 International OMM  
 International Pediatric  
 International Psychiatry  
 International Research  
 International Surgery  
 Leave of Absence (NC grade/not on transcript)  
 Lifestyle Medicine  
 Medical Spanish Online  
 Military Training  
 Nephrology  
 Neurology  
 Neurology Independent Study  
 Neurology Research

Nutrition  
 Nutrition Online  
 Nutrition Research  
 Obstetrics and Gynecology  
 Obstetrics and Gynecology Independent Study  
 Obstetrics and Gynecology Online  
 Obstetrics and Gynecology Research  
 Obstetrics and Gynecology Rural  
 Obstetrics and Gynecology: Maternal/Fetal Medicine  
 Obstetrics-Triage  
 Oncology  
 Oncology Independent Study  
 Oncology Research  
 Ophthalmology  
 Ophthalmology Research  
 Osteopathic Manipulative Medicine  
 Osteopathic Manipulative Medicine Research  
 Overview of Medicine  
 Pain Management  
 Pathology  
 Pathology Independent Study  
 Pathology Online  
 Pathology: Anatomical  
 Pathology: Blood Banking  
 Pathology: Clinical  
 Pathology: Forensic  
 Pathology: Hematology  
 Pediatrics  
 Pediatrics Independent Study  
 Pediatrics Online  
 Pediatrics Research  
 Pediatrics Rural  
 Pediatrics: Anesthesiology  
 Pediatrics: Cardiology  
 Pediatrics: Child Abuse  
 Pediatrics: Dermatology  
 Pediatrics: Developmental  
 Pediatrics: Ear Nose and Throat  
 Pediatrics: Emergency Medicine  
 Pediatrics: Endocrinology  
 Pediatrics: Gastroenterology  
 Pediatrics: Gastroenterology Research  
 Pediatrics: Gynecology  
 Pediatrics: Hematology-Oncology  
 Pediatrics: Hematology-Oncology Independent Study  
 Pediatrics: Infectious Disease  
 Pediatrics: Intensive Care  
 Pediatrics: Internal Medicine  
 Pediatrics: Neonatal Intensive Care  
 Pediatrics: Nephrology  
 Pediatrics: Neurology  
 Pediatrics: Oncology Research

Pediatrics: Pathology  
 Pediatrics: Psychiatric  
 Pediatrics: Pulmonology  
 Pediatrics: Radiology  
 Pediatrics: Sports Medicine  
 Pediatrics: Urology  
 Perioperative Care  
 Pharmacology  
 Pharmacology Independent Study  
 Pharmacology Research  
 Physical Medicine and Rehabilitation  
 Psychiatry  
 Psychiatry Independent Study  
 Psychiatry Research  
 Psychiatry Rural  
 Psychology Online  
 Psychopathology  
 Public Health  
 Public Health Independent Study  
 Public Health Online  
 Public Health Research  
 Public Health Rural  
 Pulmonology  
 Radiology  
 Radiology Independent Study  
 Radiology Online Selective  
 Radiology Research  
 Radiology: Diagnostic  
 Radiology: Interventional  
 Radiology: Neurological  
 Radiology: Oncology  
 Radiology: Pediatric  
 Rheumatology  
 Sports Medicine  
 Sports Medicine Independent Study  
 Sports Medicine Research  
 Surgery  
 Surgery Independent Study  
 Surgery Research

Surgery Rural  
 Surgery: Bariatric  
 Surgery: ENT  
 Surgery: Gastrointestinal  
 Surgery: Gynecological  
 Surgery: Neurology  
 Surgery: Neurology Research  
 Surgery: Oculoplastic  
 Surgery: Ophthalmology  
 Surgery: Oral  
 Surgery: Orthopedic  
 Surgery: Orthopedic Independent Study  
 Surgery: Orthopedic Online  
 Surgery: Orthopedic Research  
 Surgery: Orthopedic/Pediatric  
 Surgery: Orthopedic/Spine  
 Surgery: Orthopedic/Trauma  
 Surgery: Pathology  
 Surgery: Pediatric  
 Surgery: Plastic  
 Surgery: Podiatry  
 Surgery: Thoracic  
 Surgery: Transplant  
 Surgery: Transplant Independent Study  
 Surgery: Trauma  
 Surgery: Trauma Independent Study  
 Surgery: Trauma Research  
 Surgery: Urogynecologic  
 Surgery: Urology  
 Surgery: Urology Research  
 Trauma  
 Trauma Independent Study  
 Trauma Brain Injury  
 Ultrasound  
 Urgent Care  
 Urology  
 Wilderness Medicine  
 Wilderness Medicine Independent Study  
 Wound Care



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# RVUCOM Administration

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**Thomas N. Told, DO, FACOFP-dist**

Dean of the College of Osteopathic Medicine  
Chief Academic Officer and Vice President of Academic Affairs of RVU

- DO, Kirksville College of Osteopathic Medicine, 1973
- BS, Brigham Young University, 1968

**David Park, DO**

Vice Dean  
Campus Dean for RVUCOM-SU  
GME Director

- DO, New York Institute of Technology College of Osteopathic Medicine, 1998
- BS, Stony Brook University, New York, 1993

**Duane T. Brandau, DO, PhD**

Associate Dean of Clinical Affairs  
Chief and Professor of Molecular Medicine

- PhD, University of Wyoming, 1986
- DO, Des Moines University, 1978
- MA, University of Northern Colorado, 1975
- BA, University of Northern Colorado, 1971

**William Cairney, PhD**

Assistant Dean for Graduate Medical Education

- PhD, Cornell University, 1977
- MS, Cornell University, 1968
- BA, Rutgers University, 1966

**Qamrul Choudhury, PhD**

Phase Director for Year One  
Associate Professor of Biochemistry and Physiology

- PhD, University of London, 2000
- MSc, University of East London, 1993
- BSc, University of East London, 1984

**Joel Dickerman, DO**

Assistant Dean of Clinical Affairs  
Regional Director of Medical Education - CSOF  
Assistant Professor of Family Medicine

- DO, Chicago College of Osteopathic Medicine, 1984
- BA, North Central College, 1980

**Michael W. Martin, PhD**

Associate Dean for Integrated Curriculum  
Associate Professor of Pharmacology

- PhD, University of Texas at Houston, 1981
- BS, Colorado State University, 1971

**Jennifer Montemayor, PhD**

Phase Director for Year Two  
Associate Professor of Physiology

- PhD, Ohio University, 2009
- BS, Ohio University, 1999

**Debra Nickell, PhD, PA-C**

Program Director for Physician Assistant Studies

- PhD, University of Kentucky, 2010
- MBA, University of Dallas, 1989
- BS, University of Kentucky, 1997
- BS, University of Kentucky, 1976

**Kathryn Pate, PhD**

Program Director for Master of Science in Biomedical Sciences (MSBS)

Director of Research

Assistant Professor of Physiology

- PhD, University of Florida, 2010
- BS, University of Florida, 2006

**Julie Rosenthal, MS**

Executive Director of Admissions

Executive Director of Marketing and External Relations

- MS, Roosevelt University, 1997
- BS, Northeastern Illinois University, 1984

**Tina Underwood, MAEd**

Director of Clinical Assessment and Simulation

- MA, University of Colorado Boulder, 2003
- BA, University of Colorado Boulder, 1998

# RVUCOM Faculty

**Andrew W. Ambler, DO, FACOI**

Assistant Professor of OPP

- DO, Lake Erie College of Osteopathic Medicine, 2001
- BS, Ursinus College, 1997

**Dana Anglund, DO**

Assistant Professor of OPP

- DO, University of Medicine and Dentistry of New Jersey School of Osteopathic Medicine, 2007
- BS, Cedarville College, 2000

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

Chair of Honors Tracks and Special Programs

Director of Global Honors Tracks and Rotations

Professor of Family Medicine

- MPH, Nova Southeastern University, 2008
- DO, Southeastern University of the Health Sciences, 1992
- MS, George Mason University, 1982
- BS, Wagner College, 1977

**Ronald Blonder, DO, FACC, FACOI**

Director of Medical Education, Colorado Springs Clinical Campus

Associate Professor of Specialty Medicine

- DO, Chicago College of Osteopathic Medicine, 1972
- BS, University of Miami, 1968

**Duane T. Brandau, DO, PhD**

Associate Dean of Clinical Affairs

Chief and Professor of Molecular Medicine

- PhD, University of Wyoming, 1986
- DO, Des Moines University, 1978
- MA, University of Northern Colorado, 1975
- BA, University of Northern Colorado, 1971

**John "Jack" Brozna, MD, PhD**

Associate Professor of Pathology

- MD, University of Connecticut School of Medicine, 1984
- PhD, University of Connecticut, 1981
- MA, University of Connecticut, 1974
- BA, University of Connecticut, 1972

**Walter R. Buck, PhD**

Professor of Structural Medicine

Chair, Department of Structural Medicine

Director of Gross Anatomy

Director of Musculoskeletal System

- PhD, Ohio State University, 1985
- BS, Ohio State University, 1971

**Qamrul Choudhury, PhD**

Phase Director for Year One

Associate Professor of Biochemistry and Physiology

- PhD, University of London, 2000
- MSc, University of East London, 1993
- BSc, University of East London, 1984

**Sarah Curtis, DO**

Assistant Professor of OPP

- DO, University of North Texas Health Science Center - Texas College of Osteopathic Medicine, 2011
- BA, University of Texas at Austin, 2005

**Heather Ferrill, DO, MS**

Chair of the OPP Department

Associate Professor of OPP

- MS, University of New England College of Osteopathic Medicine, 2010
- DO, Michigan State University College of Osteopathic Medicine, 2000
- BA, Michigan State University, 1989

**Roberto Gianani, MD**

Assistant Professor of Pathology

- MD, University of Rome "La Sapienza", 1989

**Fernando Gomez, MD, FACP**

Professor of Pathology

- MD, Wayne State University, 1987
- BS, Wayne State University, 1983

**Dwight J. Hertz, MD**

Professor of Pathology

- MD, University of North Dakota, 1984
- BS, Pharmacy, North Dakota State University, 1977



### **Greg Hicks, MD**

Director, Internal Medicine Residency Program at Sky Ridge

Assistant Professor of Internal Medicine

- MD, University of Illinois College of Medicine, 1998
- BS, University of Notre Dame du Lac, 1994

### **Teodor Husij, DO, FACN**

Assistant Professor of OPP

- DO, A.T. Still Kirksville College of Osteopathic Medicine, 2000
- BA, Duquesne University, 1994

### **LeAnn D. Jons-Cox, DO**

Founding Residency Director for Neuromuscular Residency Program at Sky Ridge Medical Center

Associate Professor of OPP

- DO, University of Health Sciences College of Osteopathic Medicine, 2000
- BA, Grinnell College, 1995

### **Michael Jorgensen, PhD**

Assistant Professor of Anatomy

- PhD, Ohio University, 2013
- MS, John Carroll University, 2006
- BS, University of Kansas, 1998

### **Adrienne M. Kania, DO**

Assistant Professor of OPP

- DO, Michigan State University, College of Osteopathic Medicine, 1987
- BS, Oakland University, 1979

### **Dennis Kinder, MD**

Associate Professor of Internal Medicine

- MD, University of Washington, 1991
- BPharm, Washington State University, 1986

### **Anthony J. LaPorta, MD, FACS**

Professor of Clinical Surgery

Course Director of Military Track

- MS, Immunology, Marquette University, 1976
- MD, Medical College of Wisconsin, 1973
- BS, Marquette University, 1969

### **Rachel Linger, PhD**

Assistant Professor of Pharmacology

- PhD, University of Colorado Anschutz Medical Campus, 2005
- BS, University of Maryland College Park, 1998

### **Nicole M. Michels, PhD**

Associate Professor of Physiology

Chair, Department of Medical Humanities

- PhD, University of Nebraska Medical Center, 2006
- BS, University of Nebraska at Omaha, 2001



**David Mohlman, DO, FACOI**

Assistant Professor of Internal Medicine  
 Director of Medical Education, Internal Medicine Residency at Sky Ridge Medical Center

- DO, Michigan State University College of Osteopathic Medicine, 1994
- BS, Hillsdale College, 1988

**Laura A. Mohr, PhD**

Director of Counseling Services  
 Associate Professor of Family Medicine

- PhD, Michigan State University, 2000
- MS, Northern Illinois University, 1996
- BA, Purdue University, 1990

**Jennifer Montemayor, PhD**

Phase Director for Year Two  
 Associate Professor of Physiology

- PhD, Ohio University, 2009
- BS, Ohio University, 1999

**Kathryn Pate, PhD**

Program Director for Master of Science in Biomedical Sciences (MSBS)

Director of Research

Assistant Professor of Physiology

- PhD, University of Florida, 2010
- BS, University of Florida, 2006

**Jill Pitcher, DO**

Associate Professor of Family Medicine

- DO, Western University of Health Sciences, 1988
- BS, Colorado State University, 1983

**Kenneth Ramey, DO, FACOFP**

Associate Professor of OPP

Director of the Predoctoral OPP Fellowship

- DO, Midwestern University, Chicago College of Osteopathic Medicine, 1994
- BA, Cedarville College, 1988

**Augustine Rios, MD**

Associate Professor of Anatomy

- MD, University of Colorado Health Sciences Center, 2002
- BS, Colorado State University, 1996

**David Ross, DO, FACEP**

Director of Rural and Wilderness Medicine Track

Associate Director of Military Medicine Track

Assistant Professor of Specialty Medicine

- DO, Western University of the Health Sciences, 1982
- BS, University of Washington, 1978

**Rebecca Ryznar, PhD**

Assistant Professor of Molecular Biology

- PhD, Wesleyan University, 2014
- MA, Central Connecticut State University, 2007
- BS, Central Connecticut State University, 2006

**Brian D. Schwartz, MLIS**

Director of Library Services and Medical Informatics

Associate Professor of Medical Humanities

- MLIS, University of Denver, 2004
- BA, University of Kansas, 1995

**Joseph M. Stasio, DO, FACOFP**

Chair of Department of Primary Care

Professor of Family Medicine

- DO, Southeastern University of Health Sciences College of Osteopathic Medicine, 1991
- BA, SUNY at Plattsburg NY, 1977
- BMS, Emory University, 1980

**Michael E. Tieman, MD, FACS**

Professor of Specialty Medicine

Chair, Department of Specialty Medicine

- MD, Case Western Reserve University, 1974
- BS, Valparaiso University, 1970

**Ann Trawick, DO**

Assistant Professor of Family Medicine

- BS, Spanish University of Colorado at Boulder, 1986
- DO, College of Osteopathic Medicine of the Pacific Pomona, 1994

**Christopher Unrein, DO, FACOI, FACP, CMD**

Chief Academic Officer of RMOPTI

Professor of Internal Medicine

- DO, Des Moines University College of Osteopathic Medicine and Surgery, 1988
- BA, University of Colorado at Denver, 1983

**Andrew Vosko, PhD**

Assistant Professor of Neuroanatomy and Gross Anatomy

- PhD, University of California Los Angeles, 2012
- BS, University of Michigan, 2004

**Jacquelyn Waller, PharmD**

Assistant Professor of Pharmacology

- PharmD, University of Montana, 2013

**William Warkentin, MD, FACP**

Associate Professor of Internal Medicine

- MD, Baylor College of Medicine, 1976
- BA, University of North Carolina at Chapel Hill, 1973



ROCKY VISTA UNIVERSITY  
COLLEGE OF OSTEOPATHIC MEDICINE



Handbook & Catalog | 2016-2017



# Master of Science in Biomedical Sciences

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## Student Handbook & Catalog

*Updated: August 2016*

## A Message from the Program Director

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Welcome to Rocky Vista University's Master of Science in Biomedical Sciences program. I am pleased that you have chosen to pursue this next step in your academic and professional journey with us. The following pages describe our curriculum and the policies that will guide you on your journey to receiving your MSBS degree.



RVU faculty members have put in countless hours developing the unique curriculum of the MSBS program; we are proud of what we have accomplished together and look forward to its application. RVU's MSBS program is designed to be challenging. The curriculum will stimulate critical thinking, enhance your breadth and depth of knowledge in the biomedical sciences, improve your interpersonal and presentation skills, confront you with ethical and moral challenges through case presentations, inspire curiosity, and promote an appreciation for life-long learning. All of these aspects culminate in a MSBS program that will enrich your academic background and improve the strength of your application to the professional or other doctoral program of your choice.

We, the faculty of RVU, created a program that we are confident will prepare you for the next step in your scientific pursuits. We are committed to your education and aim to set a positive example for you, the student, by conducting ourselves with the utmost level of professionalism, honesty, and integrity, as these are among the most respected characteristics of health care professionals, researchers, and educators.

The path towards success is not always an easy one; however, those with dedication see obstacles as challenges and opportunities rather than hindrances and difficulties. I applaud you as a person with such dedication, and I look forward to seeing what you will accomplish as part of RVU's inaugural MSBS class.

Sincerely,

Kathryn M. Pate, PhD  
Program Director of Master of Science in Biomedical Sciences  
Rocky Vista University

## Mission Statement

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The Master of Science in Biomedical Sciences (MSBS) nine-month program will provide an opportunity for talented and motivated students with diverse backgrounds and life experience to strengthen their educational foundation in the biomedical sciences, thereby preparing students for success in their subsequent health profession endeavors.

## Vision Statement

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

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

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

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

The RVU MSBS program intends to expand to include a two-year option with a research component and thesis requirement, designed for students who want to pursue a career in an allied health field, obtain a doctorate in biomedical sciences, work in a research laboratory, or teach.





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## Introduction

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The MSBS is a 9-month (30 semester hours) degree program designed to strengthen the academic background of qualified applicants who are seeking acceptance into graduate health programs, such as medical, veterinary, dental, physician assistant, or other professional programs.

The MSBS currently offers a core curriculum in the Biomedical Sciences designed to prepare students to enter professional education and/or advanced degree programs in the biomedical disciplines. The MSBS aims at enhancing the student's academic record and competitiveness of his or her candidacy for a professional or graduate degree. At the completion of the program, students will be able to:

- Demonstrate the basic knowledge, skills, and aptitudes of central concepts in the Biomedical Sciences necessary for entry into osteopathic or allopathic medicine and/or a health-related discipline and practice.
- Develop and apply basic concepts, terminology, and principles of clinical applications in osteopathic or allopathic medicine and/or a health-related discipline and practice.
- Apply the scientific method as an approach to address biological and health-related issues.
- Enhance critical reasoning and problem solving skills
- Develop an understanding of current biomedical science as it applies to health-related professions.

- Develop effective communication skills.
- Demonstrate a skill set necessary to the development of an adult learner.

The MSBS program incorporates individualized counseling that supports acceptance into a doctoral training program along with academic advising geared to successful transfer to other graduate degree programs in the biomedical sciences.

Graduates of the MSBS program will possess a strong foundation in biomedical sciences, with specific focus on the application of these sciences to health professions. This program will afford students interdisciplinary academic training in biomedical sciences that is aimed at enhancing the student's academic record and increasing the competitiveness of his or her application to a professional degree. The curriculum is designed to enhance the likelihood of academic success in a variety of graduate or professional school curricula. The primary goal of the RVU program is to achieve a 100 percent placement rate for students into a graduate professional Health or Biomedical Sciences degree program.

# Accreditation

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

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

## Academic Calendar

Fall Term:		Spring Term:	
Orientation	August 5	Term Begins	January 9
Term Begins	August 8	Spring Break	February 20-25
Thanksgiving Break	November 21-25	Term Ends	May 12
Term Ends	December 9	Graduation	May 16

\*All dates are subject to change.

## Admission to the MSBS Program

### Requirements for Admission

To apply for the MSBS program, you must meet the following minimum requirements:

- US citizen or permanent resident
- An earned bachelor’s degree from a regionally accredited college or university
- Completion of all prerequisite coursework with a grade of ‘C’ or better\*\*
- An overall GPA minimum of 2.75 (on a 4.0 scale)
- Official standardized test scores: GRE, MCAT, PCAT, or DAT
- Completed online application and a \$50 application fee
- Resume including all relevant volunteer and paid work experience, along with service and leadership activities
- Two letters of recommendation, including one from a pre-health advisor or committee and an-

other from a healthcare professional who can attest to the candidate’s sustainability to attend a graduate program in the biomedical sciences. In the event the candidate attends a school that doesn’t have a pre-health advisor or does not offer a letter-writing service, the candidate may substitute a letter from a basic science faculty member.

\*\*Prerequisites include:

- Biology with lab: 8 semester hours
- General chemistry with lab: 8 semester hours
- Organic chemistry with lab: 8 semester hours
- Physics: 8 semester hours
- English composition or Literature: 6 semester hours
- Social or behavioral sciences: 6 semester hours

MSBS candidates accepted to RVUCOM will be exempt from the COM’s biochemistry requirement.

## Transfer Policy

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

## Admission to the College of Osteopathic Medicine

MSBS Students interested in applying to RVUCOM (CO or UT locations) will be evaluated by the MSBS Program Director and Faculty. A recommendation to the RVU Admission Committee will be made regarding the student's academic aptitude for success in the COM and suitability to advance the mission and vision of RVUCOM.

Students recommended by the Program will be required to submit an AACOMAS application after their first semester grades are posted and will have to submit a letter of

recommendation from the MSBS Program Director (or her designee). However they will not be required to submit a supplemental application or interview. Additionally, students who previously submitted MCAT scores will not be required to retake the test to receive a higher or qualifying score for consideration for admission to RVUCOM. Total GPAs from all academic work falling below the typical minimum requirement of a 3.0 may also be considered based upon strong performance in the MSBS program. Students considering programs outside RVU are encouraged to become familiar with the admissions standards of those programs to ensure requirements are met.

Recommended MSBS students will be evaluated by the RVUCOM Admissions Committee. The Committee will make a recommendation to the Dean who will make the final decision. RVU does not guarantee acceptance into any of its programs and will consider as many or as few MSBS students for admission as it deems appropriate.

# Student Financial Services

## Tuition and Fees

Tuition for MSBS for 2016-2017 is \$834 per credit hour. The following annual fees will also apply to all MSBS students:

### Student Fees

Student Services Fees	\$100
Health Insurance	\$3,759

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

## Satisfactory Academic Progress Standards for Financial Aid Eligibility

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

or currently receiving Federal, State, or institutional financial assistance.

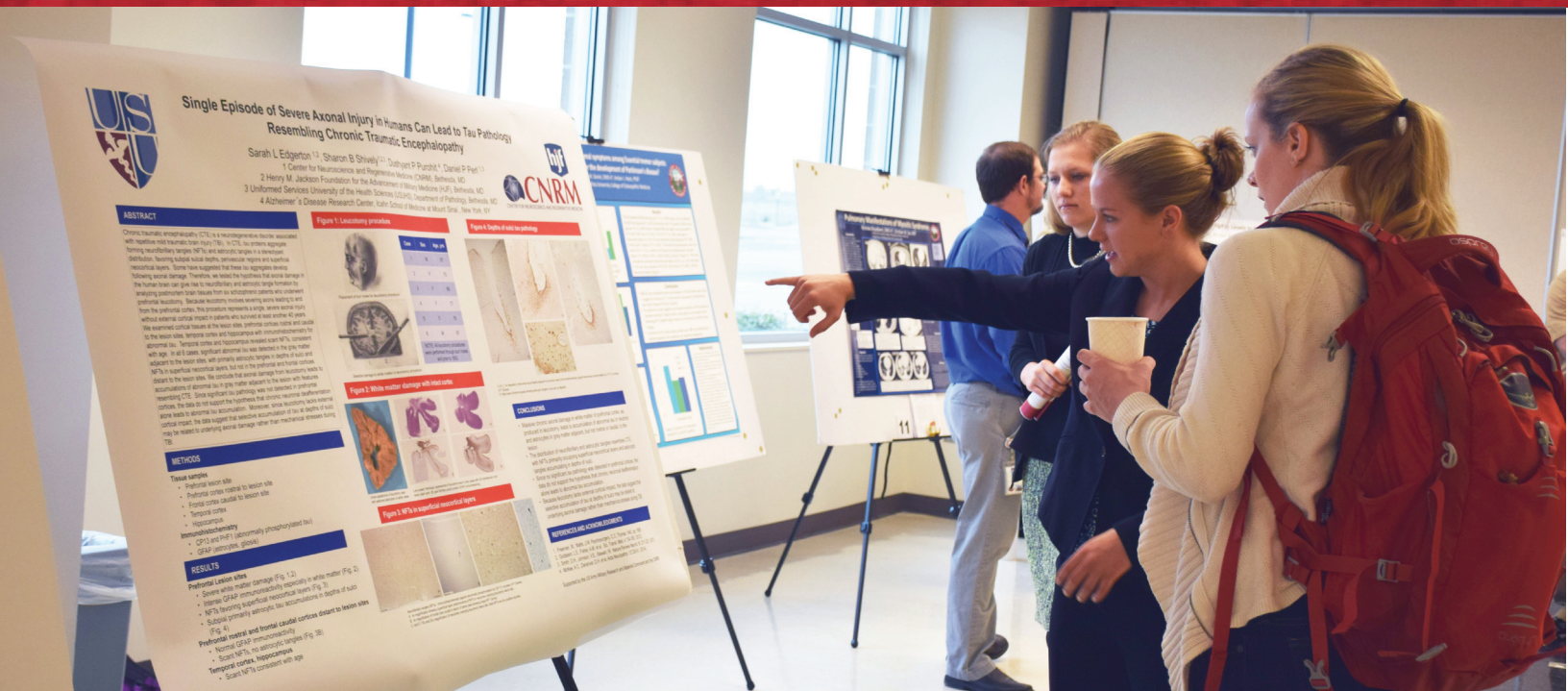
Academic progress requires both quantitative and qualitative measurement. Academic records will be reviewed at the end of each academic year to determine if a student is making satisfactory progress towards his or her degree. Any student who fails to maintain satisfactory academic progress as defined by this policy is ineligible to receive further financial aid, including federal student loans.

## Timeframe for Completion (Quantitative Measures of Academic Progress)

**Maximum Timeframe:** Federal regulations allow financial aid recipients to receive financial aid for a maximum number of attempted credit hours. Students attempting credit hours in excess of 150% of the required number of credit hours to complete their program of study will be ineligible for aid. If at any point in time it is determined that a student cannot complete their program of study within 150% of the program length, the student will be ineligible for aid.

**Pace of Progression:** Students must progress through their program to ensure that they will graduate within the maxi-





imum timeframe. For financial aid purposes, they must complete at least 67% of their total attempted credit hours. To calculate the pace at which a student is progressing, divide the total number of hours that a student has successfully completed by the total number he or she has attempted. If the student's cumulative completion rate drops below 67%, he or she will be ineligible for aid unless an appeal has been approved by the Financial Aid Appeals Committee.

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

**Leaves of Absence:** Periods of approved leaves of absence will not count toward the maximum timeframe. A student may not receive financial assistance during a leave of absence.

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

**Withdrawals/Incomplete Coursework:** Courses in which

a student earned a grade of W, IN, or the equivalent will be reviewed and included in the quantitative assessment.

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

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

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

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

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

to students who have not made satisfactory academic progress and are ineligible for aid.

**Reestablishing Eligibility for Financial Aid by Appeal:**

A student may submit a written appeal within seven calendar days of a determination of his or her unsatisfactory academic progress. Appeals should be sent to the Office of Student Financial Services and will be reviewed by the Financial Aid Appeals Committee within ten calendar days of receipt of the appeal. The student will receive written notification of the committee's decision within seven calendar days. Decisions of the Financial Aid Appeals Committee may be appealed to the RVU President.

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

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

If the appeal is granted and it is determined that the student should be able to meet SAP standards by the end of the subsequent payment period, they may be placed on financial aid probation without an academic plan. A student's progress must be reviewed at the end of their probationary period.

If the appeal is granted, and it is determined that the student will require more than one payment period to meet SAP standards, they may be placed on probation with an academic plan in place. A student's progress will be reviewed at the end of each payment period, as is required of a student on probation status. If the student is meeting the requirements of their academic plan, the student is eligible to receive Financial Aid funds as long as student continues to meet those requirements. Students must appeal to change their plan.

**Reestablishing Eligibility Without Approved Appeal:**

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

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

In addition to the University Academic and Curriculum Policies and Procedures, the following policies and procedures apply to RVU students working towards their Master of Science in Biomedical Sciences degree.

# Academic and Curriculum Policies and Procedures

## Student Grades

Grading for MSBS students is based on a scale of 0 to 100, with the following letter grade assignments:

A: 90-100

B: 80-89

C: 70-79

Unsatisfactory: 69 and below

The MSBS program requires a grade of 70 or above to pass all courses; any grade below 70 is considered unsatisfactory. Other possible grades are shown below:

P: Pass 70-100

F: Fail below 70

70X: Pass by remediation

PX: Pass by remediation for pass/fail course

WIP: Work In Progress

IN: Incomplete

W: Withdrawal

AU: Audit

## Incomplete Course Work

A course that has not been completed within the designated time frame is considered to have been failed. However, a student may request an incomplete in cases of unusual circumstances, only if discussed with the Course Director and Associate Dean of Student Affairs immediately upon the student becoming aware of his or her change in circumstances. It will be the decision of the Course Director and Associate Dean of Student Affairs whether or not to grant the student an incomplete. A student may remove an incomplete by completing course requirements within the subsequent 4 months.

## Remediation of Courses

If an individual course is failed, the student will be allowed to remediate that course within three weeks of receiving the failing grade. The creation of remediation exams will be up to individual Course Directors. A student who successfully remediates a course failure will receive a grade of 70X, or PX in that course and that grade will be used to calculate the student's GPA. If a student must remediate a course in the Spring Semester, the comprehensive final examination will be pushed back to a date after the remediation exam. In the event the remediation of a course is failed or not completed, the original

course grade shall be recorded on the transcript.

Any student who fails remediation is automatically dismissed from the program, subject to appeal to the Vice President of Academic Affairs.

## Readmission Policy

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

## Appeals

The MSBS program adheres to the University's policies and procedures for appeals procedures. Please refer to that section for more information.

## Comprehensive Final Exam

There will be a comprehensive final exam at the end of the program, which will include material from all courses in the program and be comprised of previously tested items. The student must pass this exam in order to graduate, and there will be no remediation if a student does not pass this exam. The comprehensive final exam will not be factored into the student's overall GPA.

## MSBS Student Performance Evaluation (Program Director's Letter)

The MSBS Student Performance Evaluation (SPE) is a formal letter of evaluation issued by the Program Director and serves as an evaluation tool in the application process for doctorate training programs. Upon a student's request, the SPE is submitted to doctoral training program(s). This evaluation summarizes the level of accomplishment a student has achieved during the MSBS program. Specifically, the SPE provides a succinct chronology of a student's entry and progress through



the program, which includes the academic record, involvement in extracurricular activities, compliance with academic policies, and demonstration of professionalism and ethical understanding.

## Graduation Requirements

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

1. Is not on probation or suspension and has completed all prescribed academic requirements with a cumulative grade point average of 3.00 or higher and has no outstanding grade of "IN," or "U;"
  - A 2.00 (C) grade earned in any class may be applied toward graduation only if the cumulative grade point average at the time of application for graduation continues at a minimum of 3.00 (B);
2. Has demonstrated no serious deficiencies in ethical, professional, or personal conduct;
3. Has complied with all curricular, legal, and financial requirements of the University;
4. Has attended in person and participated in the Commencement ceremony at which time the Master of Science in Biomedical Sciences degree is conferred;
  - Unless the Dean has granted special permission, each student must participate in the commencement ceremony. Requests for excusal will only be granted for extenuating circumstances, such as a prior military commitment, or death in the family.

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

## Academic Grievances Policy (Grading Disputes)

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

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

- Course Director;
- Program Director;
- Vice President of Academic Affairs (final level of appeal).

A student seeking to resolve a grading concern through the administrative channels above must initiate formal action in writing within five business days from the date the final grades are submitted. The written appeal must state the circumstances surrounding the grade dispute, with specificity. Review of a student problem and complaint at each administrative level will be carried out as expediently as possible. If the student is not satisfied with the decision, he or she may appeal to the next administrative level. If the student chooses to continue the appeal, this must be done in writing within five business days of the date the decision was rendered at each level of the appeal, excluding weekends and official school holidays.

## Code of Behavioral Conduct

Students are required to know and adhere to the University's Code of Student Conduct. Students enrolled at RVU are expected to adhere to behavior consistent with the high standards of the profession. Compliance with institutional regulations, as well as city, state, and federal laws is required. MSBS 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 future endeavors after graduation.

## Attendance

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

## Excused Absences and Make-up Examinations

Every student who is unable to attend a required academic event (e.g., quiz, exam, lab) must fill out an Absence Notification and Approval Form. After filling out the top half of the form, including a detailed explanation for the absence, submit the form to the Administrative Assistant in the Testing Center. You will then be notified to meet with either the Course Director(s) or Program Director. Should a medical or other emergency (family crisis) occur that prevents a student from reporting to an examination or other required event, a student must notify (email or phone call) the Course Director, a Program Director, an Associate Dean or Dean as soon as possible, and preferably prior to the beginning of the examination/event. Students seeking an excused absence for a medical reason must provide a signed note from a licensed physician (DO or MD) indicating they were seen/treated. Family members may not provide a note of excused absences. If a student is absent from a required event and does not provide an acceptable Absence Notification and Approval Form, the student will receive a grade of zero for that event.

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

A student who does not take an examination at its scheduled time and is appropriately excused per Course Director and Program Director approval may be allowed to take a make-

up examination, if eligible. Make-up examinations will be of comparable difficulty to the original examination, but may use short answer, essay, oral or multiple-choice formats at the Course Director's discretion.

The policies for examinations will pertain to all makeup examinations. In the interim, the student will have a grade of incomplete (IN) for the course. Any exception will be made solely at the Program Director's discretion. If the student misses a scheduled make-up examination, he or she will receive a zero for that examination.

The Absence Notification and Approval Form is available online (MyVista, Students tab, under Forms).

## Policies and Procedures for Alleged Code of Conduct Violations

The MSBS program 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 MSBS program as for the University. Please refer to that section for more information.



## — Curriculum for Master of Science in Biomedical Sciences —

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

### **Fall Semester**

#### **Molecular Basis of Medicine**

This course incorporates a problem based learning (PBL) approach to investigate fundamental biomedical concepts within the context of clinical cases. 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. Critical thinking skills will be developed throughout the course as students discuss clinical cases in order to link the clinical presentation with the underlying

molecular mechanisms of the disease state.

#### **Immunology**

This course is designed to introduce students to the foundational knowledge necessary to understand the normal function of the immune system. A comprehensive presentation of the human immune system, including function of the innate and adaptive immune systems, will be presented. Throughout the course, topics such as molecular mechanisms, biochemistry, pharmacology, and pathophysiology will be integrated into the presentation of abnormal immune responses and targeted therapies for treatment. Didactic lectures, small group discussions, case presentations, designated reading assignments, and application sessions will be utilized in this course.

#### **Biomedical Pharmacology**

Biomedical pharmacology presents an overview of the basic concepts and principles of pharmacology. Students explore mechanisms of drug action, pharmacokinetics, pharmacodynamics, pharmacogenomics, and toxicology. Additional classroom sessions highlight the basic and clinical pharmacology of agents that exert effects on a variety of physiologic systems including the heart and vasculature, the neuromuscular junction, and the autonomic and central nervous systems. Successful completion of this course will prepare students for doctoral level study of pharmacology.



## Physiology I

This introductory, multidisciplinary course provides the student with the requisite knowledge necessary to understand the normal structure and function of multiple organ systems and focuses on medical physiology that correlates the principles of basic functional mechanisms to practical methods for clinical assessment. Classroom instruction enhances understanding of several major physiological systems in a manner to emphasize the integration of cellular and biochemical processes that underlies the function of the human body. This course specifically focuses on: factors controlling membrane excitability, homeostatic mechanisms, neuronal circuits, basic electrophysiology, hemodynamic functions, cardiac and skeletal muscle, neurologic, respiratory, and cardiovascular systems. This course combines lecture with problem solving workshops, clinical correlations, and student directed learning.

## Scientific Methodologies

This course introduces students to fundamental concepts of research design in health and disease. Principles of evidence-based medicine are discussed as they relate to key areas of disease prevention, health promotion and therapy. Community-based issues, problems, and solutions are addressed. Students who complete the course will be able to understand and apply basic statistical terms and applications as well as various research design models that appear in current medical literature. Students will learn to assess the quality of medical literature research designs, create a research poster and associated research proposal. Students will also learn to describe the relationship between the medical literature and evidence-based medicine.

## Spring Semester

### Physiology II

This introductory, multidisciplinary course provides the student with the requisite knowledge necessary to understand the normal structure and function of multiple organ systems and focuses on medical physiology that correlates the principles of basic functional mechanisms to practical methods for clinical assessment. Classroom instruction enhances understanding of several major physiological systems in a manner to emphasize the integration of cellular and biochemical processes that underlies the function of the human body. This course specifically focuses on: 1) physiologic mechanisms underlying renal function and the kidney's role in fluid and electrolyte homeostasis, including acid base balance; 2) mechanisms of GI motility, digestion, absorption, and liver function; 3) Endocrine feedback loops and the structure and function of the hypothalamic-pi-

tuitary axis; 4) reproductive system with focus on sexual differentiation and both the male and female physiology. This course combines lecture with problem solving workshops, clinical correlations, and student directed learning.

## Human Anatomy

This course is designed as a comprehensive consideration of the human anatomy as it relates to function in order to provide the anatomical component of diagnosis and treatment. This course will cover embryonic development and focus on the gross anatomy of all systems in the human body including musculoskeletal, neuronal, lymphatic, respiratory, cardiovascular, digestive, urinary and reproductive emphasizing structural relationships and functional correlations to clinical applications. Course objectives include the acquisition of anatomical structural knowledge, through the development teamwork, oral presentation and written communication skills, as well as the development of critical assessment of biomedical literature. Students will experience hands on learning with pre-dissected cadavers. Learning is facilitated through lecture, team problem based learning with clinical case presentations, and reflective observation exercises.

## Microbiology and Infectious Diseases

This course introduces graduate students to fundamental principles of immunology and microbiology. The immunologic component focuses on the structure, action, and functions of this system. The immune system then is tied into the Microbial through the understanding of adaptations of the microbial pathogens to overcome the immune system and cause diseases in humans. This overview includes discussions of the interplay between the microbial pathogen and the host immune response during the infectious process. Representative microorganisms belonging to each class of pathogen (bacterial, viral, fungal and helminth) are discussed. After the introductory topics, the focus will be on current areas of interest in infectious disease and public health, including vaccines, cancers with an infectious etiology, and eradication of disease.

## Journal Club

The course aims to provide MSBS students the opportunity to evaluate and investigate evidence through critically reading, interpreting, presenting and producing primary literature for peers, RVUCOM students, and faculty. This course helps students stay abreast of current knowledge in the field, develop presentation skills, and create solutions to real-world issues through applying knowledge from the biomedical sciences. Topics will include advances across biomedical research, community service and leadership responsibilities, and inter-professional teamwork. Emphasis is placed on developing skills in critical review, presentation and teaching skills, and in com-

municating scientific studies in seminar and peer-review formats. The format of the course includes: 1) an introduction to and guided research of issues from national health initiatives (NIH, CDC, HHS and/or HRSA); 2) critical appraisal, peer-review and formal presentation of biomedical research; and 3) a culminating NIH-style grant proposal to address research questions and advocacy needs.

## **Medical Humanities**

This course is centered on human subjects research, specifically introducing the student to a variety of topics related to the foundations of medical humanities such as research ethics, psychosocial issues in medicine, social determinants of medicine, and ethical care. The history of human research ethics leading to the modern day institutional review board (IRB) procedures will be discussed in small group applications throughout the semester. Informed consent will be an additional topic of discussion. To lend context to the discussions, a selection from popular literature will be assigned along with traditional didactic lectures and small group work.



**ROCKY VISTA UNIVERSITY**  
**COLLEGE OF OSTEOPATHIC MEDICINE**

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