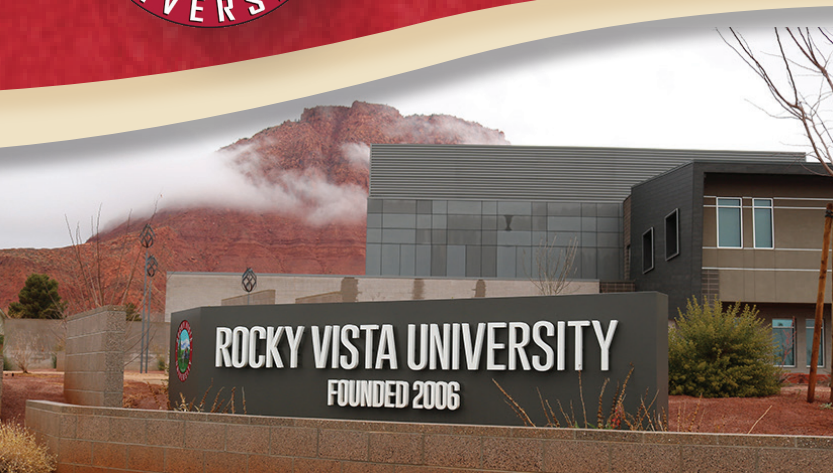




ROCKY VISTA UNIVERSITY



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Rocky Vista University

Student Handbook and Catalog

A Message from the President

This year's *RVU Student Handbook and Catalog* is dedicated to our students and faculty as they have played and continue to play a significant role in the aftermath of COVID-19. Not since 1918 has our country's medical professionals been challenged by such a far-reaching pandemic. It continues to challenge us as a graduate healthcare university to insist on the most advanced educational technologies, curricular emphasis, and never forgetting our commitment to the healing power of understanding the importance of body, mind, and spirit. The tragic stories of families devastated by not being with their loved ones at their hour of need will reside in their hearts and minds forever.



Rocky Vista University is a dynamic and innovative university that has become a leader in osteopathic education. In addition to the nationally recognized College of Osteopathic Medicine—which expanded its footprint to Southern Utah in the summer of 2017—the Master of Science in Biomedical Sciences degree program and the Master of Physician Assistant Studies degree program create 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 the National Licensing Examination, as well as the Cut Suit™ surgical simulation training model. Additionally, the curriculum offers specialized tracks in Global Medicine, veterans-focused Long Term Care, Rural and Wilderness Medicine, Academic Medicine and Leadership, and Physician-Scientist for those students who have a strong interest in research.

RVU was recently awarded a Top 10 School Gold Award by Military Friendly® for its exemplary military education programs and veteran initiatives. The Military Medicine Program focuses on students who are considering careers or scholarships in the Armed Forces by providing an understanding and experience in military medical education and culture.

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 are more than words stenciled on our walls and printed in our marketing materials; they are words we live by every day. The commitment to our mission is evident in the collaboration (rather than competition) among all members of the RVU community. 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 be of service on the local, national, and international levels and hold ourselves to the highest ethical standards.

We welcome you to the Rocky Vista University family and the legacy of our graduates as we jointly create the future.

Warm regards,
Clinton E. Adams, DO, FACHE, RADM, MC, USN (ret)
President and Chief Executive Officer
Rocky Vista University

Mission Statement

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

Vision Statement

Achieving New Heights in Medical Education.

Core Values

- Integrity: The quality of living a unified life in which one's convictions are well-considered and match one's actions, demonstrating fairness, honesty, sincerity, professionalism, and a consistent commitment to our mission, vision, and values.
- Collegiality: Mutual respect, collaboration, and the open exchange of ideas advance mutual goals and facilitate individual growth.
- Compassion: The willingness to be engaged with the needs of others.
- Diversity: 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.
- Innovation: Delivering new and creative ways to provide healthcare education while consistently demonstrating compassion, integrity, and excellence.



About Rocky Vista University

Rocky Vista University (RVU) is a rapidly growing institution with two locations. The founding campus 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, a simulation center, and study areas that have been professionally engineered to promote a positive learning environment. This includes a standardized patient lab that has been designed and equipped to replicate the testing facilities of the National Board of Osteopathic Medical Examiners, as well as the U.S. Medical Licensing Examination.

Rocky Vista University's second location is in Ivins, Utah, approximately 15 minutes from downtown St. George. The two-story 104,000 square feet academic center complements the natural scenery of the area. It includes two 200-seat lecture halls, three seminar rooms, 36 breakout rooms, an osteopathic clinical skills lab, a full dissection gross anatomy lab, a multipurpose/neuroanatomy/ultrasound lab, a simulation center, standardized patient rooms, and a 4,300 square foot library. The Southern Utah campus (RVU-SU) also includes 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, which is adjacent to the campus, provides students with longitudinal care experience.

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.

Office of Simulation in Medicine and Surgery

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

Degree Programs

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

Doctor of Osteopathic Medicine (Available at both campus locations)

Osteopathic physicians are distinguished by an emphasis on primary care and a tradition of caring for patients in underserved rural and urban areas. Osteopathic physicians respect the relationship between physical structure and organic function viewing the body as an inter-

dependent unit, rather than an assortment of parts and systems. All medical and surgical specialties are represented within the osteopathic profession. However, the training of primary care physicians and the commitment to serve rural, minority, and underserved populations is characteristic of RVU and the osteopathic profession.

Master of Physician Assistant Studies

(Colorado campus location only)

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

Master of Science in Biomedical Sciences

(Available at both campus locations)

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

Accreditations

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

Colorado Department of Higher Education

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

The University is accredited by the Higher Learning Commission (HLC):

The Higher Learning Commission

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

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

RVU is also accredited by the American College of Surgeons:

American College of Surgeons

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

The ARC-PA has granted Accreditation – Provisional status to the Rocky Vista University Physician Assistant Program sponsored by Rocky Vista University. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

University Policies

Reservation of Power

The *RVU Student Handbook and Catalog* is a reference guide to provide students with important information about policies, procedures, requirements, and services. The Handbook is available online at www.rvu.edu. This Handbook is not intended to be a contract nor part of a contractual agreement between the University and the student. Each edition of the *RVU Student Handbook and Catalog* supersedes all previous handbooks. Failure to read the Handbook and to be familiar with the rules, policies, and procedures contained in it does not excuse the student from being required to comply with the stated provisions.

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

Please note: at times, program policies will be more stringent than University policies. Students are required to follow program policies first. In the event the issue can't be resolved at the program level, it will be addressed at the University level by the Chief Academic Officer/Provost, whose decision is final.

Disclaimer

This Handbook may not contain all policies applicable to RVU students. If you are searching for a policy that is not found in this Handbook, please contact the Compliance Office or Student Affairs for assistance or visit <http://policies.rvu.edu> for a list of policies by category.

Non-Discrimination Statement

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

to, participation in, and treatment in all University centers, programs, and activities.

Questions, comments, or complaints regarding discrimination or harassment may be directed to the RVU Office of Compliance and/or the Title IX Coordinator by calling (720) 874-2481. Complaints may also be filed with the U.S. Department of Education, Office for Civil Rights at <https://www2.ed.gov/about/offices/list/ocr/index.html> or calling their Customer Service Hotline: (800) 421-3481.

Sexual Misconduct and Non-Discrimination Policy

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

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

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

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

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

Any individual who believes that an employee or student of the



University, including him or herself, has been subjected to sexual misconduct is encouraged to immediately follow the applicable reporting and investigation procedures and may also pursue criminal, civil, and/or administrative remedies provided by federal and state law. The University encourages all individuals to report possible sexual misconduct that they suffer or observe, and requires responsible employees of the University to do so.

For a full account of the University's reporting, investigation, and hearing procedures, please review the information found at 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

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

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

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

You may also want to make an appointment to talk with one of RVU's Sexual Assault Advocate and Mental Health counselors.

The counselor on the Colorado campus can be reached at (720) 875-2896 and the counselor on the Utah campus can be reached at (435) 222-1270. Your conversation will remain confidential and will not be shared with the Title IX Coordinator.

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

For direct access to the current Title IX policy, visit <http://rvu.edu/about/titleix>.

CLERY Act

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

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

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

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

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

Health Insurance Portability and Accountability Act (HIPAA)

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

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

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

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

a significant violation of both HIPAA and program policies and may result in immediate dismissal from the program.

OSHA - Biosafety, Universal Precautions, and Bloodborne Pathogens

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

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

Needlestick and Bloodborne Pathogen Exposure

Students will potentially come into contact with, or be exposed to, blood and other infectious bodily fluids, whether by direct contact or respiration. Students are also at risk for clinical-related injuries, such as accidental needlesticks. Immediate attention and care of such exposures and injuries are vital to minimize any potential infection.

Upon matriculation and each year of program enrollment thereafter, all students are required to complete online training for prevention of exposures to infectious and environmental hazards. Additionally, prior to beginning clinical experiences, students are provided a quick-reference guide detailing appropriate procedures to follow in the event of an exposure or needlestick injury. Once a student has experienced an exposure or needlestick, the student shall seek immediate treatment in accordance with current and appropriate medical standards. The student shall immediately notify his/her preceptor and fill out any and all forms required by the clinical sites. Should an exposure incident occur, the student should contact RVU's Department of Human Resources, after following hospital or clinic protocol. Should students incur any costs related to evaluation and treatment of an exposure or needlestick injury, the student should submit all claims for payment to his/her insurance company.

The full policy on Needlesticks and Exposure Incidents can be found in the RVU policy repository at: <http://policies.rvu.edu>.

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

The Family Educational Rights & Privacy Act (FERPA)

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

tion," 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 State-wide 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 hear-

ing. 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.

Student Complaints

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

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

The informal resolution process is designed to resolve problems for students having difficulty with other students, staff, or campus procedures short of written complaints, investigation, and disciplinary action. This process may involve mediation or discussion with the respondent and does not involve a written, formal complaint. This process should not be used for complaints involving academic, disability, discrimination, and/or racial or sexual harassment issues.

The formal complaint procedure is designed to resolve problems for students who are having difficulty with other students, faculty, staff, or processes that cannot be resolved through the informal

resolution process, or for students who choose to have an investigation and adjudication in a formal setting. This procedure entails a complaint filing and cannot ensure anonymity.

Details on the Student Complaints and Grievance Procedures, as well as the complaint form, are available on the website (www.rvu.edu) and the student portal (MyVista). In addition, hard copies of these documents can be found in the Office of Student Affairs and students may request that the form be emailed to them. Assistance is available from the Assistant/Associate Dean of Student Affairs.

Student Complaints to Accrediting Bodies

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

Colorado Department of Regulatory Agencies

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

Utah Department of Commerce, Division of Consumer Protection

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

Commission on Osteopathic College Accreditation of the American Osteopathic Association

142 East Ontario Street, Chicago, IL 60611-2864

Phone: (312) 202-8048

predoc@osteopathic.org

U.S. Department of Education

Office for Civil Rights

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

Regarding AOA COCA Standards & Procedures

Students enrolled at RVU may also file a complaint regarding the University's adherence to accreditation standards directly through the University. No anonymous complaints will be processed. Complaints should be filed in writing with the Assistant/Associate Dean of Student Affairs of the respective location. Resolution of the complaint shall be made in writing/electronically to the complainant. The Assistant/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 for filing 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

Colorado Voter Registration

RVU is required by the Higher Education Act of 1965 (HEA) to distribute voter registration forms to its students. This URL 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/

Utah Voter Registration

RVU is required by the Higher Education Act of 1965 (HEA) to distribute voter registration forms to its students. This URL will direct you to the Utah Voter Registration 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.): <https://secure.utah.gov/voterreg/index.html?fromLocation>

Student Confidentiality and Conflict of Interest

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

Firearms and Other Prohibited Items

Possessing unauthorized firearms, ammunition, explosives, fireworks, and/or other dangerous weapons or instruments resembling them, which may cause fear/alarm in or harass another person within or upon the grounds, buildings, or other facilities of RVU or at any RVU-sponsored or supervised function or event is prohibited.

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

An exception is granted only for city, state, or federal law enforcement officers.

Prohibited Items

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

- Alcoholic beverages and containers without approval from the President or Vice President/Associate Dean of Student Affairs;
- Narcotics, drugs and drug-related items;
- Firearms, weapons, ammunition and related paraphernalia, BB guns and air guns;
- Explosive materials;
- Realistic replicas of firearms or other weapons;
- Gasoline, kerosene, and other fuels;
- Firecrackers and fireworks;
- Combustible decorations;
- Candles, lanterns, incense, etc. (no open flames);
- Chemicals of any kind (exceptions: approved custodial cleaning chemicals, lab chemicals);
- Additional furniture (without prior approval of the Director of the Department of Facilities and Grounds);
- Cooking equipment (e.g., grills, toaster ovens, hot pots, hot plates, fry pans);
- Immersion heaters;
- Pets, including fish and reptiles (exception: approved ADA service animals);
- Items that may affect the safety or security of the University.

Professional Licensure Disclosure Statement

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

RVU strongly encourages students to determine any additional requirements for licensure in the state in which they seek to practice osteopathic medicine. Students should refer to the individual state licensing bodies, as well as the Federation of State Medical Boards or the Physician Licensing Service for requirements for licensure. For licensing board contact information, please go to <https://www.fsmb.org/fcvs/participating-boards-for-physicians/> or <https://osteopathic.org/life-career/licensure/state-licensure>.

The RVU Physician Assistant Studies program is provisionally accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), and the educational degree completion requirements meet the qualifications for taking the Physician Assistant National Certifying Examination (PANCE) for PA certification. For more information regarding certification go to the National Commission on Certification of Physician Assistants (NCCPA) at <https://www.nccpa.net>. Upon certification, graduates may apply for licensure within their state(s) of practice. For individual state licensure requirements, refer to the American Academy of Physician Assistants at <https://www.aapa.org>.

RVU Student ID Badge Policy

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

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

Lost and Found Policy

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

Items turned in will be held for a period of 180 days, after which Security will produce an email notice to employees and the current student body providing a period of one (1) week for anyone



to claim lost items. After the one-week period, all remaining unclaimed items will be donated to charity. The 180-day holding period will conform to the current semester terms, which will expire at the end of the spring semester in June and fall semester in December of each year.

Email Signature Policy

RVU utilizes a standardized email signature for students and employees, in order to maintain consistent branding for the University, to exhibit professionalism, and to identify spam emails. The Marketing Department is responsible for maintaining and enforcing this policy, as well as ensuring the appropriate branding and representation of the University. Examples of the signature and instructions for setting it up are located at in DynamicPolicy at: <http://policies.rvu.edu>.

General Academic Policies and Procedures

Attendance

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

Non-Academic Grievances

Refer to "Student Complaints" in the University Policies section of this Handbook.

Student Responsibility to Obtain Information

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

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

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

Acceptable Use of Computing Resources Policy

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

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

All users are expected to act in a responsible, ethical, and lawful manner when using the University's information services resources. The following are examples, but are not an exhaustive list, of prohibited activities:

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

- Connecting devices (e.g. switches, routers, hubs, computer systems, and wireless access points) to the network that are not approved by the Office of Information Services at the University (it should be noted that connecting through a University-provided authorization process is considered, by default, to be approved access);
- Connecting any device that consumes a disproportionate amount of network bandwidth;
- Intentionally physically damaging or disabling University computers, networks, or software without authorization;
- Intentionally sharing University passwords; and
- Using the University's resources for the production or viewing of pornography.

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

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

Required Technology

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

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

E-Mail Communication Policy

Rocky Vista University has established email as a primary vehicle for official communication with students, faculty, and staff. Each registered student is assigned an official RVU email address by the Of-

fice of Information Services (IT Help Desk), according to a naming convention regulated by IT. All official University email communications will be sent to the assigned @rvu.edu address, including but not limited to communications from faculty to students, from students to faculty, from administrative departments to students, and from students to students.

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

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

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

Mass Email Messages

- All mass emails from students shall first be approved through the Office of Student Affairs. It shall be noted that RVU staff will utilize the Email Policy for Employees when authorizing a mass email on behalf of any student or student group.
- "Mass email" is defined as an email addressed to all RVU email accounts or to one or more of the following groups: All RVU Faculty, All RVU Employees, All Students, "Class of ...". It is important to note that sending a message to members of a club, organization, or a group of less than 20 students does not constitute a mass emailing.
- The RVU email system provides the capability to communicate rapidly and widely to internal audiences through mass or broadcast email. Many consider the use of mass emails as spam so this method of communication shall be used carefully, considerately, and conservatively to maximize the impact of important messages.
- Mass emails shall only be used to communicate information that affects a large number of faculty, staff, and/or students.

Enforcement

The Office of Information Services and the Office of Student Affairs will enforce this policy to the best of their abilities. In accordance with



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

Social Media Policy

The Marketing Department is responsible for ensuring the appropriate branding and representation of the University. All social media accounts must adhere to University naming conventions in order to maintain a consistent brand presence online. Only approved affiliated user sites and accounts may use the RVU logo, wordmark, or mascot(s). Additionally, only approved affiliated user sites or accounts may use the University name (or abbreviation) in their site title or handle.

Affiliated User Sites

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

Students should refer to the "Code of Conduct" section in the *RVU Stu-*

dent Handbook and Catalog and employees should refer to the "Appropriate Conduct and Discipline" section of *Employee Handbook* to guide their decision about what is and is not appropriate. Negative or unprofessional behavior on social media may result in the same repercussions as behavior in person. Posts must be service- or education-based or should further the objective of the student club, interest group, track, or department. It is the responsibility of the account or page administrator to ensure that posts accurately reflect RVU's core values. Communications on social media sites must comply with all applicable University policies.

Official Class Groups on Facebook

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

Posting on Personal Sites

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

Confidentiality

Proprietary information about RVU should not be posted on social media. This includes, but is not limited to, personal information about

students, alumni, employees, contractors, or partners. Information obtained from internal or confidential meetings—such as financial, legal, or operational information, strategies, and forecasts—should not be posted on social media or affiliated user sites.

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

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

Student Health Insurance

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

RVU Student ID Badges

University policy requires all students obtain and carry their RVU Student ID Badge while on campus. It is primarily used for identification, for verification of RVU status, and for using University services, such as access to the building. The badge may be obtained at the Security Office on each campus. Completion of the Critical Student Information Survey is required to obtain the RVU Student ID Badge. Use of the badge by anyone other than the person to whom it was issued is strictly prohibited. The cardholder is responsible for any and all losses associated with their card. RVU Student ID Badges are the property of RVU and must be returned on request. For information on the replacement of badges, see "RVU Student ID Badge Policy" under the University Policies section of this Handbook.

Parking Permits

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

Code of Conduct

Statement of Student Rights and Responsibilities

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

- Personal and intellectual freedom;
- Respect for the equal rights and dignity of all University community members;
- Dedication to the scholarly and educational purposes of the University;
- Participation in promoting and ensuring the academic quality and credibility of the institution; and
- Responsibility to comply with the legal and ethical standards of the University, the professional organizations and institutions with which it has partnered the ethical standards of healthcare professions, as well as those of the local authorities, the state and national laws, and applicable rules and regulations.

Code of Student Conduct and Academic Responsibility

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

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

Any violations of the Code of Student Conduct and Academic Responsibility or University policies and procedures may result in dis-

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

The Physician Assistant Program has a program-specific mechanism in place to address conduct violations (refer to "Requirements for Promotion and Graduation" in the Master of Physician Assistant Studies Program Catalog section of this Handbook). However, in the event a PA student has an alleged violation of University policy, the student may be brought before the University Honor Code Committee or Provost, in accordance with University policy.

Honor Code

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

Honor Code Committee

The Honor Code Committee is composed of student representatives from the DO program (first year, second year, and clinical years), the MSBS program, and the PA program. All student representatives are elected by their respective classmates. The Assistant/Associate Dean of 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 Assistant/Associate Dean of Student Affairs in advance of the hearing. Any witnesses will be called to speak to the

Committee individually. Witnesses may be asked to remain outside the meeting room for later recall. The student will not be present during the questioning of any witnesses. The Chair of the Committee reserves the right to call additional witnesses.

- The student will be given the opportunity to present his or her statements to the Committee and to respond to any questions. The student will only be present during his or her statement unless otherwise approved by the Chair.
- The Dean (DO program) or the respective Program Director (MSBS program or PA program) shall review the Honor Code Committee's recommendations and may either accept, reject, or modify the recommendations. The student shall be notified of the Dean or Program Director's decision by U.S. mail or personal delivery within ten business days.
- The decision of the Dean or Program Director 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 University.

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

- Cheating: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise;
- Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise;
- Facilitating academic dishonesty: intentionally helping or attempting to help another to violate any provision of this code;
- Plagiarism: the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment;
- Misrepresentation;
- Bribery in an attempt to gain an academic advantage;
- Forging or altering documents or credentials;
- Utilization of position or power by a student for personal

benefit or to the detriment of another student, faculty member, or member of the staff;

- Dishonesty in any form; and
- Behavior that does not meet the standards of the University, its affiliates, and the healthcare professions.

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

Copying of examination questions is expressly forbidden.

Conduct Standards

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

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

Violations include but are not limited to:

- Theft, robbery, and related crimes;
- Vandalism or destruction of property;
- Disruptive behavior/disorderly conduct on the campus, at University-affiliated sites or at any University- or club-sponsored events, on- or off-campus;
- Physical or verbal altercation, assault, battery, domestic violence, or other related crimes;
- Possession, transfer, sale, or use of illicit and/or illegal drugs, or in the case of a minor, alcohol;
- Illegal possession of or use of a firearm, fireworks, weapons, explosives, or other dangerous substances or items on campus, at University-affiliated sites or at any University- or club-sponsored event, on- or off-campus;



- Appearance in class or on campus, at University-affiliated sites, or at any University- or club-sponsored events, when the student is impaired due to the use of drugs or alcohol;
- Failure of any student to report another student who has indication of impairment while that student is interacting with patients;
- Any act or conspiracy to commit an act that is harassing, abusive, or discriminatory or that invades an individual's right to privacy, including but not limited to sexual harassment; discrimination and abuse against members of any racial, ethnic, national origin, religious group, or on the basis of sex/gender, sexual orientation, marital status, or cultural group and/or any other protected group or as a result of an individual membership in any protected group;
- Sexual misconduct;
- Stalking;
- Unacceptable use of computing resources as defined by the University;
- Impeding or obstructing a University investigatory, administrative, or judicial proceeding;
- Threats of or actual physical harm to others, or damage or vandalism to property;
- Any activity that may be construed as hazing or engaging in, supporting, promoting, or sponsoring hazing of another student, faculty, or staff member;
- Embezzlement or misuse of University and/or student organizational monies or resources;
- Failure to comply with the directives of a University of-

ficial;

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

A faculty member, instructor, or proctor may dismiss any student from class who is considered to be disruptive. Any student dismissed from class for disruptive or unprofessional behavior will be reported to the Assistant/Associate Dean of Student Affairs (or the appropriate Program Director in the event the behavior relates to an MSBS or PA student) for appropriate disciplinary action and may be required to appear before the Honor Code Committee.

Course and Faculty Evaluations

Each student has a responsibility to provide constructive evaluation for the courses and the instructors. This responsibility may be met

in part by participation in course evaluations that are required by the University. Students will be expected to comply with any specific requirements for completing course and faculty evaluations outlined by their individual Programs. The University expects each student to comply with this responsibility and obligation in a constructive, professional manner so that optimal feedback can be provided. The student's input will help improve the educational effectiveness of the curriculum, as well as assist faculty members by providing them with constructive input.

Impaired Student Policy

The safety and welfare of patients demands that all healthcare providers perform at the highest level of cognitive ability. The illegal use or abuse of drugs or alcohol impairs the ability of a healthcare professional to provide optimal care and may impact the student's future ability to be licensed as a healthcare provider, at a state's discretion. Please check applicable state laws. Although the use of marijuana is legal in the state of Colorado, it is listed as an illegal drug by the U.S. Federal Drug Enforcement Agency. As such, the use of marijuana in any form that has not been prescribed by a physician for medical purposes is a violation of University policy.

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

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

Responsible Use of Social Media

As future healthcare professionals, 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:

- Posting identifying information of a patient;
- Cyber stalking, bullying, and threats;
- Intentional publication of misinformation about the University, the affiliates of the University, and/or members of the University community;

- Slander and libel;
- Posting of any photographs of patients without their permission;
- Copyright violations and the posting of intellectual property without express permission;
- Posting of photographs of cadavers without permission of the Director of the Anatomy Lab or Program Director; and
- Posting specific complaints against an RVU employee or student rather than using the established grievance process.

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; and/or
- it is otherwise permitted or required by policy or law.

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

Dress Code

Students are expected to dress in a manner that 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 modest lengths. Collared shirts, sweaters, and blouses 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), shirts with spaghetti straps, halter tops, and clothing that may expose the midriff and torso. In addition, flip-flops and baseball caps are inappropriate. T-shirts are permitted as long as they do not contain offensive language or images.

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. While on externships, proper hospital/clinical office attire must be worn, abiding by the dress code requirements of the specific clinical site. Unless specified otherwise, students must wear their RVU white coats and RVU name tags at all times when on clinical externships, standardized patient encounters, and shadowing experiences. Students must also wear their white coats when participating in service learning projects or at RVU-sponsored co-curricular activities, such as staffing a health fair.

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 Assistant/Associate Dean of 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 after 5:00 pm on Monday through Friday or on weekends, unless notified by the administration to be professionally dressed. The University also reserves the right to relax the dress code for specific occasions (e.g. Casual Fridays) and students will be notified of any adjustments.

Failure to Report a Violation

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

Policies and Procedures for Alleged Code of Conduct Violations

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

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

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

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

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

Disciplinary Sanctions

Any violations of the conduct standards may result in a complaint being filed against the student. The Provost, 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 as described below. The list does not exclude other actions that may be directed by the Provost.

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 Assistant/Associate Dean of Student Affairs, if no further violations occur;

- **Disciplinary Warning:** Formal notice to a student that his/her action and/or behavior have not met University standards. This sanction remains in effect for a designated period of time and may be expunged from the student file at the discretion of the Assistant/Associate Dean of Student Affairs;
- **Restitution:** Payment made for damages or losses to the University directed by an adjudicating body; or
- **Restriction or Revocation of Privileges:** The temporary or permanent loss of privileges, including, but not limited to, the use of a particular University facility, visitation privileges, and parking privileges.

Disciplinary Probation

Disciplinary probation is a period of time during which a student has the opportunity to demonstrate that 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 externship and/or future additional externships. Readmission will not be entertained until the suspension period is completed and is subject to approval of the Dean or Chief Academic Officer/Provost. The student is barred from the campus and University-affiliated sites without specific approval during the time of the suspension.

Other Appropriate Actions

Disciplinary action not specifically outlined above, but approved through the Chief Academic Officer/Provost, Dean, or the Assistant/Associate Dean 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.

Student Educational Records

Academic Records

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

Student Contact Information

Students must notify the Office of the Registrar of any changes in legal name, mailing address, phone number, or emergency contact information. For the protection of the student identity, the safekeeping of confidential records, and in case of emergencies, notification must be within thirty (30) days of the change. Non-compliance may result in disciplinary action.

New students must complete the Critical Student Information Form (accessible via the MyVista Student Portal) prior to matriculation.

Course Registration

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

Grades

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

Grade Point Average (GPA)

RVU grade point averages (GPA) are based on a 100-point scale. The GPA is calculated by dividing quality points by GPA credit hours (pass/fail coursework is already excluded). The GPA will be a two-digit number with two decimal places and will not be rounded.

Grade Reports

Students may view final course grades by logging into the MyVista Student Portal. Final grades are posted at the end of each semester.

Grade Change Policy

Grades submitted by faculty and/or course or program directors at the end of a course or semester are final and not subject to change by reason of revision of judgment on the part of these individuals. A new exam or additional work undertaken or completed after the grade report has been recorded or retaking the course will not pose a basis for changing a grade. Faculty members are under no obligation to accept late or additional work.

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

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

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

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

Degree Audits

The Degree Audit is a record of a student's progress toward completing degree requirements, summarizing the completion of overall degree requirements including, if applicable, grade point average and class rank. The Degree Audit is intended to be used as an advising tool only and does not serve as a transcript.

Students can access and print a Degree Audit via the MyVista Student Portal. Questions regarding Degree Audits should be directed to the Office of the Registrar.

Administrative Holds

A student who fails to meet obligations to the University may be placed on administrative hold, during which time he/she may not be



allowed to register, receive a diploma, or receive a transcript. The student must settle financial accounts with the Office of Student Financial Services and determine with the Registrar which office placed the administrative hold in order to clear the obligation with that respective office.

Background Check and Drug Screen

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

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

Admitted students charged with an offense prior to matriculation must notify the Vice President of Enrollment Management and External Relations and individual Program Directors immediately. Currently enrolled PA students charged with an offense must notify the the Program Director and the Associate/Assistant Dean of Student Affairs. Currently enrolled COM and MSBS students charged with an offense must notify the Associate/Assistant Dean of Student Affairs.

Health Records and Immunizations

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

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

- **Measles (Rubeola), Mumps, and Rubella (MMR):** Serologic proof of immunity by Surface Antibody IgG titers for Measles (Rubeola), Mumps, and Rubella. Quantitative lab report including numerical result values and numerical reference range required. Only quantitative (numerical) results accepted.
- **Hepatitis B:** Serologic proof of immunity by Surface Antibody IgG titers for Hepatitis B. Quantitative lab report including numerical result values and numerical reference range required. Only quantitative (numerical) results accepted.
- **Varicella:** Serologic proof of immunity by Surface Antibody IgG titers for Varicella. Quantitative lab report including numerical result values and numerical reference range required. Only quantitative (numerical) results accepted.
- **Tetanus Diphtheria, Pertussis (Tdap):** Tdap or TD

booster required every ten years after initial Tdap on file.

- **Two Separate Tuberculosis Skin Tests (PPD/Mantoux):** Upon entry into the program you must provide one of the following options:

1. Blood Draw: T-Spot or QuantiFERON TB Gold Blood draw that is negative and within 12 months.
2. Skin Tests: TB Two-step (Two TB skin tests within 21 days of each other and no more than 12 months old).
3. If a TB skin test is positive: a chest x-ray must be completed every 2 years.

Annual update required. If TB is updated prior to the past TB expiring only 1 TB is required. If the TB expires a full two-step or blood draw is required.

Additionally, in order to minimize the risk of an influenza outbreak on campus or in affiliated clinical facilities, all students are encouraged to receive the annual influenza vaccination (except when medically contraindicated) while enrolled at RVU.

Documents related to immunizations and screenings are maintained and monitored through the Office of the Registrar. For information regarding specific Health and Immunization Requirements, please visit the Office of the Registrar's webpage.

Requests for Exemptions

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

If the request for exemption is approved, the student will be permitted to matriculate; however, the student may not be able to participate in all required educational activities, and the student will be required to acknowledge that not all educational activities or clinical sites may be available to them. Clinical sites maintain their own regulations and policies regarding immunizations, screenings, and titers, as well as any potential exemptions; therefore, students are expected to comply with the clinical site requirements. If a student is unable to maintain compliance with site requirements due to medical contraindications or religious reasons, the student is responsible for notifying both the

clinical site and the program immediately.

Student Enrollment Status Changes

Leave of Absence

A leave of absence suspends all student activities associated with the University and may be voluntary or administratively directed as described below. A leave of absence may not exceed one year either cumulatively or within a single leave during the student's enrollment, unless this requirement is waived by the Dean (DO program) or Program Director (MSBS and PA programs) and Assistant/Associate Dean of Student Affairs. If the student does not return within the timeframe approved, he/she will automatically be considered to have voluntarily withdrawn. The specific timeframe of the leave of absence is dependent on the ability of the student to return to classes within the curricular framework and to complete the required course work in the time and sequence dictated by the faculty and the curriculum.

Any student who is granted or placed on a leave of absence is responsible for his/her own financial obligations. Therefore, all students taking a leave of absence are required to contact the Office of Student Financial Services to determine their status, as they may not meet the federal requirements for a leave of absence for Title IV financial aid.

Students going on leave will be directed to return at a specific starting point but may not be allowed to return in the middle of a course or semester. While on a leave of absence, students are not eligible to make up incomplete class work, remediate any examinations, or take any portion of any licensing or certification examinations without express permission from the Dean (DO program) or Program Director (MSBS and PA programs) and Assistant/Associate Dean of Student Affairs.

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 Assistant/Associate Dean of Student Affairs. If approved and if the student is in good academic standing, the student may be allowed to re-enter the program at the end of the leave without any need for reapplication, remediation, or reevaluation; however, the student may be required to meet specific requirements in order to be allowed to return.

If a student is granted a leave of absence while current coursework is still in progress, he/she will discontinue further course work. In all such cases, an appropriate designation for each course in progress will be entered on the transcript. In the case of a withdrawal from a course, students will be required to meet the course requirements in entirety before being permitted to progress into the next academic year.

If a leave of absence is granted while the student is not in good standing, is under review for a disciplinary action, or has a disciplinary action imposed on him/her, then the student may not be reinstated to the University without a review by the program's student performance and/or progression committee. Upon completion of its review, the respective committee shall make a recommendation to the Dean or Program Director. If the student is denied reinstatement, his/her status will be changed to a withdrawal. If the student is granted reinstatement, special disciplinary action requirements may be imposed as a condition of his/her reinstatement, where appropriate.

Students granted a leave of absence for a medical reason must have a licensed physician certify in writing that their physical and/or mental health is sufficient to permit them to continue in their education. The physician providing the certification must either be designated by or approved by the Assistant/Associate Dean of Student Affairs or by the appropriate Program Director (MSBS or PA) for the certification to be accepted.

Administrative Leave of Absence

An administrative leave of absence is a mandatory, involuntary leave of absence imposed by the Dean (DO program) or Program Director (MSBS and PA programs) or Assistant/Associate Dean of Student Affairs. During the leave, the Dean (DO program) or Program Director (MSBS and PA programs) and Assistant/Associate Dean of Student Affairs will provide the student with the opportunity to rectify or seek rehabilitation/treatment for the problem that precipitated the directed leave.

To be reinstated after an administrative leave of absence, the student must be able to demonstrate to the satisfaction of the Dean (DO program) or Program Director (MSBS and PA programs) and Assistant/Associate Dean of Student Affairs that the pre-established requirements have been met and that he/she shows a reasonable likelihood that previous problems will not recur.

Sabbatical

Administered through the Department of Tracks and Special Programs, a sabbatical is a one-year leave of absence to allow RVU students to pursue extended full-time training or studies at another institution that will lead toward an additional certificate, degree, or scholarly publication. Students are not required to pay tuition or attend courses through RVU during a sabbatical. Participating in this special program will delay graduation from RVU by one year.

Withdrawal

An involuntary withdrawal/dismissal is a University-initiated process that can occur for both academic (such as multiple course failures) and non-academic reasons (unprofessional conduct, violation of University policies, and/or violation of the Student Code of Conduct). In

addition, students who fail to complete an academically related activity for ten (10) consecutive days without notifying the Assistant/Associate Dean of Student Affairs shall be considered withdrawn.

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

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

Dismissal Policy and Right to Appeal

Dismissal is the permanent termination (involuntary withdrawal) of a student's academic enrollment. The Program Director, Assistant/Associate Deans, and/or the Dean are responsible for imposing this action. A student who chooses to appeal a dismissal must do so in writing to the Provost within five (5) business days of the date of dismissal. While appealing a dismissal, a student may continue to attend classes and take all examinations pending the results of the appeal. The reasons for which a student may be dismissed from the University include but are not limited to the following:

- Circumstances of an illegal, behavioral, ethical, or academic nature that warrant such action;
- Failure to meet the Academic Standards; and/or
- Determination of factors that would interfere with or prevent the student from practicing and meeting the professional and ethical standards expected of a healthcare professional.

Readmission

If a student is dismissed or withdraws from any program within RVU, he or she may apply for readmission through each program's individual admissions process. In order to be considered for readmission, the student must provide adequate evidence that the conditions or factors that caused the prior dismissal or withdrawal have changed significantly, so that there is a reasonable expectation that the student can perform satisfactorily if readmitted. If the student is readmitted, their prior academic record will remain part of his or her overall academic record and will be recorded on the permanent transcript.

Transcripts (Official and Unofficial)

Official transcripts are housed in the Office of the Registrar, and students may request a copy of their official transcript at any time, free of



charge. Official transcripts issued directly to the student will bear the marking Issued to Student at the top of each page. Any outstanding obligations to the University (financial, academic, etc.) must be satisfied prior to the release of official transcripts.

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

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

Diplomas

Diplomas are issued to students once it has been determined the student has completed all program degree requirements and the degree has been conferred. The Office of the Registrar issues all diplomas and processes requests for replacement diplomas.

Transfer of Credit

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

Verification of Enrollment

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

Student Financial Services

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

Students who withdraw (either voluntarily or involuntarily) before the first day of class of a semester for which they have already paid their tuition and fees will receive a 100% refund for that semester, with the exception of any non-refundable deposits, which will be retained by the University.

Students who matriculate into the University, begin classes or externships, and subsequently withdraw 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.

Students who withdraw from the University (either voluntarily or involuntarily) after the first seven days of class or externships, but by 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. No refunds will be granted to students who withdraw after the thirtieth calendar day of the semester.

Any exceptions to this refund policy must be made by the Provost.

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 seats available in each class. Applicants should have specific plans for financing each year of education, which include tuition; fees; living expenses; books; equipment; clinical externship 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.studentaid.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 and a Master Promissory Note before any funds will be disbursed. In addition, all first year borrowers are required to complete internal loan counseling during their first year. Furthermore, there is a second year loan counseling requirement for all students prior to entering their third year and residency. Enrolled students are encouraged to meet annually with a financial aid counselor to discuss their cumulative debt and repayment options. All students who have received any type of educational loan must participate in loan exit counseling during their last semester as a requirement for graduation.

The University participates in several scholarships for incoming students, including the Military Health Profession Scholarship Program (HPSP), GI Bill Benefits, National Health Services Corp, and

the Western Interstate Commission for Higher Education (WICHE) scholarships. Each scholarship is described on the RVU website. Other federal, state, and local loan forgiveness and scholarship programs may be available for qualified students.

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

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

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

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

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

How Aid is Disbursed

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

Return of Title IV Funds Policy

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

Students who stop attending class (for any of the reasons listed above) before completing more than 60% of a semester will have their Title IV aid recalculated based on the percent of the term they completed. For example, a student who withdraws completing only 20% of the term will have "earned" only 20% of any Title IV aid that was disbursed or could have been disbursed. The remaining 80% must be returned. If the student withdraws after completing 60% of the semester the student would earn 100% of the Title IV aid. In determining the percentage of the semester completed for a student who withdraws, the school includes in the denominator the total number of calendar days in the semester excluding any scheduled breaks of at least five consecutive days. The school includes in the numerator the total number of days up to the date of withdrawal excluding any scheduled breaks of at least five consecutive days.

If the amount of Title IV aid disbursed to the student is less than the amount the student earned and for which the student is otherwise eligible, the student may be eligible to receive a Post-Withdrawal Disbursement of the earned aid that was not received. If the unearned amount includes loans, the school must obtain permission from the student before making a Post-Withdrawal Disbursement. The student will have 14 days from the date of the notice to accept or decline some or all of the loan amount.

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

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



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

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

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

A student’s withdrawal date is:

- The date the student began the institution’s withdrawal process or officially notified the institution of intent to withdraw; or
- The official date of an approved leave of absence, withdrawal, or dismissal from the University, as documented by the Assistant/Associate Dean of Student Affairs.

When there is an unofficial withdrawal, a student’s withdrawal date is:

- The last documented date of an academically related activity recorded by the college or, if no date is available, the midpoint of the student’s term of enrollment.

Any student intending to officially withdraw or requesting a leave of absence must notify the Associate Dean of Student Affairs either orally or in writing. All requests for a leave of absence will be approved or denied by the Dean.

Refunds on all institutional charges (tuition and fees) will be calcu-

lated 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

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.

Career Advising

Career advising and resources are provided to guide students in making informed decisions and successfully planning their careers. Career advising is available on an individual basis and through a variety of programs, workshops, and specialty interest groups. Career advisors provide students with career and residency planning information, advice, timelines, and resources. Students are required to make an appointment to speak with a Career Advisor via the Office of Student Affairs once each year throughout their program of study.

Campus Safety and Security

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

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

Disabilities and Academic Accommodations

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

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

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

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

Academic Accommodations Process

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

1. Contact the Disability Officer.

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

2. Provide Clinical Documentation.

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

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

3. Complete the “Request for ADA Accommodation/s Application”.

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

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

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

4. ADA Accommodation Request Review.

Upon receipt of the Request of ADA Accommodation Application and clinical documentation to support the request of accommodations, the ADA Committee will review the student’s request. Upon approval of the ADA Committee, the student will receive the requested accommodation(s) and the Office of Testing and appropriate RVU officials will be notified for the term designated by the committee.

Once approved for accommodations, the Testing Center will send out instructions for the administration and location of exams with accommodations.

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

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

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

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

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

Educational Support Services

Educational support is available to all students. Services are provided to all students who may be experiencing academic difficulty and to students who wish to enhance the efficiency and the effectiveness of their study and test-taking strategies. Services are offered through individual consultation tailored to identify potential problem areas and provide strategies/resources which meet each student’s specific needs and are integrated with the course curricula.

Individual Consultation

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

- Learning disabilities and ADA Accommodations.

Workshops, large and small group sessions

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

Tutoring

- Individual, small-group, and large-group tutoring is available for almost all courses and labs; see "Tutoring" section for more information.

Educational Support Services are free of charge for RVU students. Students may contact the Office of Student Affairs to request educational support services.

The Frank Ritchel Ames Memorial Library

The Frank Ritchel Ames Memorial Library fosters information literacy by providing students with access and the skills necessary to use the most current and impactful medical information for the health of their future patients. Students, faculty, residents, and staff—in Colorado, Utah, or elsewhere—share access to the same digital collection, which contains books, journals, and databases necessary to learn and practice healthcare. Both physical library locations provide access to print copies of required and recommended textbooks, as available. Library users can enjoy a warm and collegial space staffed by highly-trained information professionals who play a significant role in the development of future healthcare providers learning to practice medicine with compassion, integrity, and excellence. Learn more about the library at <https://library.rvu.edu>.

IT Help Desk

The Information Technology (IT) Help Desk is available to assist students both on- and off-campus with technical issues they may encounter throughout enrollment. The IT Help Desk is generally available Monday through Friday from 8:00 am until 5:00 pm. Students enrolled at the Colorado campus can email helpdesk@rvu.edu for assistance; students enrolled at the Utah campus can email uthd@rvu.edu for assistance.

Marketing and Communications

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

Hometown News Program

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

Press Releases

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

Vista View Newsletter

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

Event Marketing

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

Photography

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

Apparel and Products

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

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

Website

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

Mental Health Counseling

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

Colorado Physician Health Program

(303) 860-0122;

899 Logan Street, Suite 410, Denver, CO

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

for a successful outcome and preventing the health condition from needlessly interfering with medical practice.

StudentLinc

StudentLinc is a service that provides all RVU students free, confidential access to a professional counselor 24 hours a day, 7 days a week. Students can speak to a professional counselor to discuss stress associated with school, problems with balancing work and personal life, financial matters, and any other issue. They are available by calling (888) 893-LINC (5462).

Office of Testing

The Office of Testing (OOT) is in charge of preparing, administering, and processing scores for all written exams, quizzes, and rubrics-scored essay assignments, providing score reports to faculty, and administering post-exam reviews. The OOT is available to answer student questions about testing, arrange make-up exams and reviews for excused absences, and work with the Directors of Preclinical Education, Program Directors, Deans, and Course Directors to ensure the quality and security of evaluation material.

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

Print Center

The Print Center streamlines the University's print needs. It reduces outsourcing and incorporates additional services, including business card production, poster printing, lamination, binding, and many more. RVU departments and students are able to send their print jobs directly to the Print Center, using an online system, and pick them up at their convenience.

The Print Center is located at the Colorado campus on the second floor, inside the library, and is open Monday through Friday from 8:00 am to 5:00 pm MST. RVUCOM-SU print jobs are processed and then shipped to the Utah campus. The website for ordering prints is <https://printcenter.rvu.edu>. The Print Center may be contacted through email at printcenter@rvu.edu or by phone at (720) 874-2459.

MyVista Student Portal

Students are provided access to the MyVista Student Portal upon acceptance. MyVista provides students with access to unofficial transcripts, the academic calendar, the ability to add and drop courses run a degree audit, view financial information, receive important news



and alerts, and access the Learning Management System, which houses online content for courses, including lecture notes for courses, syllabi, video lecture links, and additional course material, as determined by course faculty. Grades for exams, quizzes, and other course assignments are also available on the MyVista Student Portal, as well as final course grades.

Tutoring

Tutors are a vital part of RVU and a valuable resource for all students. The tutoring program is coordinated through the Office of Student Affairs and provides support for students within each course. Student tutors have a strong level of understanding/competence of the course content and are available at no charge. Tutoring sessions are available in one on one, small group, and large group sessions. For questions about the tutoring program or assistance with scheduling, please contact the Office of Student Affairs.

Writing Center

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

One-on-one and small-group sessions are tailored to support students

and build more accomplished writers in any type of written work, including:

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

Sessions are designed to help students:

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

Student Associations, Clubs, and Organizations

The Office of Student Affairs must approve all extracurricular activities by University-recognized associations, clubs, or organizations (ACO), both on- and off-campus. Events that involve healthcare/outreach, alcohol, or risky activities must also obtain permission from the Dean and/or other University officials. All activities and events that involve students, faculty, or staff of the University must be appropriately scheduled to avoid conflicts with academic requirements and other professional events. Requests for permission for speakers, student meetings or activities, and other individual or group activities on campus should be made on forms provided by the Office of Student Affairs at least three weeks in advance. The Office of Student Affairs must approve all activities in advance and no meeting announcements may be made until such approval is received.

Students may initiate the development of an association, club, or organization on the University campus by first approaching the Director of Student Life for a consultation. Students will then be required to submit a charter with a mission statement and a copy of the group's constitution or bylaws to the Office of Student Affairs. Each association, club, or organization must have a faculty sponsor approved by the Office of Student Affairs. 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 its goals. Once this documentation is complete, it is submitted to the Student Government Association (SGA) for review. The SGA 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

The SGA is the official governing body for all students at Rocky Vista University. The SGA is composed of officers from the College of Osteopathic Medicine (voted into office by students of the COM), the sitting presidents of first- and second-year classes for the COM, the sitting president of the MSBS class, and the sitting president of the MPAS class. Responsibilities of the SGA include collecting and expressing student opinions, acting as a liaison between the student body and the administration, supporting organization and class activities, and working to improve the quality of life for all students at RVU.

American College of Osteopathic Emergency Physicians (ACOEP)

The American College of Osteopathic Emergency Physicians (ACOEP) exists to support quality emergency medical care, promote interests of osteopathic emergency physicians, support development and implementation of osteopathic emergency medical education, and advance the philosophy and practice of osteopathic medicine

through a system of quality and cost effective healthcare in a distinct, unified profession.

American College of Osteopathic 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. Membership in this organization entitles students to benefits such as seminars, educational programs, and financial support to various family practice conferences.

American College of Osteopathic Pediatricians (ACOP)

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

American College of Osteopathic Physical Medicine & Rehabilitation (ACOPMR)

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

American Medical Women's Association (AMWA)

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

American Osteopathic Academy of Sports Medicine (AOASM)

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

American Osteopathic College of Anesthesiologists (AOCA)

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

Anesthesia Club

Utah Campus Only

The Anesthesia Club allows students to learn and witness proper anesthesia techniques providing speakers to offer guidance regarding proper anesthesiology principles and practices. This club exposes student to the various opportunities in anesthesiology via creation of an American Society of Anesthesiologists Student Component, physician guest speaker presentations, and shadowing.

Christian Medical and Dental Society (CMDA)

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

Collegium Aesculapium

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

Colorado Medical Society (CMS)

Colorado Campus Only

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

and district medical societies to form and maintain the Colorado Medical Society.

Community Outreach and Medical Mentors (COMM)

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

Dermatology/Pathology (DERM/PATH)

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

Global Medicine Outreach (GMO Club) / DOCARE

The Global Medical Outreach Club (GMO Club) or DOCARE at RVUCOM is established in recognition and support of global health outreach programs and efforts to provide healthcare to underserved people worldwide. This club arranges speakers, events, and programs for students to explore areas of medicine that they ordinarily would not have the ability to access in their university training. This includes service to medically underserved communities abroad, as well as within the United States. It promotes exposure to diverse ethnic and cultural groups and fosters cultural sensitivity and advocacy for vulnerable populations. GMO Club / DOCARE offers insight to student physicians looking to participate in various medical missions.

Integrative Medicine Club (IMC)

Integrative Medicine Club (IMC) club is meant to embody the osteopathic model of viewing the body as a whole and looking through various lenses of treatment. The club provides students with infor-

mation and opportunities to understand, explore, and pursue various treatment modalities and aid in expanding knowledge on topics such as meditation, yoga, nutrition, Eastern medicine, and functional medicine.

Medical Research Club

The Medical Research Club's focus is to provide opportunities for students to engage in medical research while in medical school through attending medical research lectures and conducting clinical/benchtop research. This club allows students to learn about and participate in graduate level research and provides speakers who offer guidance regarding the pursuit of medical research opportunities.

Medical Student Radiology Interest Group (MSRIG)

Utah Campus Only

The mission of the Medical Student Radiology Interest Group is to offer opportunities to further explore radiology as a career and to learn more about the wide range of imaging modalities utilized in medicine. Radiographic imaging is used as a diagnostic tool by every physician in one form or another and this group aims to equip its members with useful knowledge and skills that can be applied to nearly any specialty or subspecialty. Additionally, this group is designed to provide helpful information to students who are considering radiology as a prospective residency and career.

Medical Students Advocates for Underserved Populations (MSAUP)

Utah Campus Only

Medical Students Advocates for Underserved Populations (MSAUP) is a club that focuses on assessing the needs of underserved populations within the community, creating projects to help meet those needs, collecting and interpreting data based on the identified underserved population and developing partnerships with like-minded organizations in the community. We currently partner with Youth Futures and Switchpoint, local homeless shelters, for various projects. We also host Naloxone training, participate in an annual Giving Tree activity for the holidays, and co-sponsor several other events throughout the year.

Obstetrics & Gynecology Club (OB/GYN)

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

PsychSIGN

Utah Campus Only

SIGN (Student Interest Group in Neurology) / PsychSIGN (Psychia-

try Student Interest Group Network) aim to provide opportunities for RVU students to learn more about the fields of Neurology and Psychiatry as well as the role of allied health professions that support Neurologists and Psychiatrists. SIGN/PsychSIGN develops programs and events that allow students to participate in lecture-based learning, service-based activities, and hands-on clinical exposure activities.

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

Colorado Campus Only

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

RVU Internal Medicine Club (RVUIMC)

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

RVU Ultrasound Interest Group

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

Sigma Sigma Phi (SSP)

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

SIM Scholar Interest Group

The Sim Scholar Interest Group's mission is to facilitate realistic learning environments for medical students to practice and develop teamwork, communication, and technical skills that will be fundamental to their future clinical safety and success. This is accomplished through simulation events in surgical, emergency, and obstetrics labs while accompanied by physicians from the medical community who offer guidance and constructive feedback on how to handle the presented cases.

STIGMA

The purpose of STIGMA shall be to promote awareness of mental health within all branches of medicine, provide opportunities for students to learn about Psychiatry as a specialty, and host events, allowing students to improve their knowledge and skill sets in addressing mental health concerns both in their private and professional life.

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 American Osteopathic Association of Orthopedics (SAOAO)

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

Student Association 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 externships or military alumni.

Student Osteopathic Medical Association (SOMA)

The Student Osteopathic Medical Association (SOMA) is the official organization for osteopathic medical students and the affiliated

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

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.

Ultrasound Society Club (US)

Ultrasound Society Club (US) is a club designed to build leadership in the use and understanding of ultrasound (US) technology, specifically at bedside or point-of-care. Through education, the main goal is to teach and encourage proper use in the clinical setting.

The Wilderness Medicine Society Student Interest Group (WMSIG)

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

University Administration

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

Thomas N. Told, DO, FACOFP-dist

Vice President of Academic Affairs of RVU

Chief Academic Officer of RVU

Dean of RVUCOM

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

Jerry Armstrong

Vice President of Human Resources

- MS, Central Michigan University, 1977
- BA, Old Dominion University, 1975

David Irons, CPA, MBA

Controller

- CPA, State of Colorado, 2012
- MBA, Colorado Technical University, 2006
- BA, Colorado State University, 2004

David Park, DO, FAAFP, FACOFP

Vice President and Dean for RVUCOM-SU Campus

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

Julie Rosenthal, MS

Vice President of Enrollment Management and External Relations

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

David Roos, EdD, MBA

Interim Associate Dean of Student Affairs

Assistant Dean of Student Affairs

- EdD, Utah State University, 2012
- MBA, Utah State University, 1988
- BS, Utah State University, 1987

Brian Schwartz, PhD, MLIS

Director of Library Services and Medical Informatics

Associate Professor of Medical Humanities

- PhD, Emporia State University, 2017
- MLIS, University of Denver, 2004
- BA, University of Kansas, 1995

Jennifer Williams, PhD

Vice President for Institutional Effectiveness

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



ROCKY VISTA UNIVERSITY

COLLEGE OF OSTEOPATHIC MEDICINE



RVU Student Handbook and Catalog | 2020-2021

Rocky Vista University

Doctor of Osteopathic Medicine

Program Catalog

A Message from the Dean

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

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

To educate and inspire students to become highly competent osteopathic physicians and lifelong learners prepared to meet the diverse healthcare needs of tomorrow through innovative education, relevant research, and compassionate service.

Vision Statement

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



Introduction: An Osteopathic Physician

Osteopathic medicine, founded in America in the 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

Osteopathic Oath

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

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



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

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

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



RVUCOM Academic Calendar

Fall 2020 Semester

OMS I and II Classes:

July 20, 2020 - December 14, 2020

OMS III Clinical Externships:

July 13, 2020 - December 18, 2020

OMS IV Clinical Externships:

June 22, 2020 - December 14, 2020

Other Dates:

- Labor Day (*no classes*): September 7, 2020
- Thanksgiving Break (*no classes*): November 26-27, 2020
- Winter Break (*no classes*): December 11, 2020-January 1, 2020

Spring 2021 Semester

OMS I and II Classes:

January 4, 2021 - June 7, 2021

OMS III Clinical Externships:

January 4, 2021 - June 18, 2021

OMS IV Clinical Externships:

December 7, 2021 - May 14, 2021

Other Dates:

- Martin Luther King, Jr. Day (*no classes*): January 18, 2021
- Spring Break (*no classes*): March 8-12, 2021
- Memorial Day (*no classes*): May 31, 2021
- Commencement Ceremony: TBD

**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 externships.*

Admission to RVUCOM

Requirements for Admission

(Colorado and Southern Utah Locations)

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

- U.S. citizen or permanent resident. (Note: RVU is in the process of applying through the Student and Exchange Visitor Program within the U.S. Immigration and Customs Enforcement to be able to consider International Students for admission.)
- A bachelor's degree from a U.S. regionally accredited college or university must be completed prior to matriculation (exceptions may be made and will be reviewed on a case-by-case basis. These exceptions may pertain to faith-based and/or strong international universities).

**In the event of coursework completed at foreign institutions, official detailed course-by-course evaluations must be completed by an approved agency. Please see list of approved agencies under 'Matriculation' section.*

- Minimum prerequisite course work that must be completed prior to matriculation includes:
 - Biology (12 semester hours including lab),
 - General Chemistry (8 semester hours including lab),
 - Organic Chemistry (8 semester hours including lab),
 - Physics (8 semester hours including lab),
 - English or Literature (6 semester hours),
 - Social or Behavioral Sciences (6 semester hours),
 - Biochemistry (3 semester hours).
- No grade below a "C" will be considered to fulfill requirements.

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

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 <https://aacomas.liaisoncas.com/applicant-ux/#/login>. There is a single designation for RVUCOM for both the Colorado and Utah campuses. Candidates will select their preference for the location

they would like to attend on the supplemental application and will also have an opportunity to select to be considered for the other location as well. AACOMAS processes applications within approximately 3-6 weeks. This timeframe may vary depending on the time it takes to receive an applicant's transcripts and the volume of applications being processed. RVUCOM's deadline for submitting an AACOMAS application is March 15, 2021. Applications are evaluated on a rolling bases, 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;
- CASPer Assessment: All candidates are required to take the CASPer and request to have official scores sent to RVUCOM; and
- Three Letters of Recommendations (submitted to AACOMAS). Required letters include a letter an academic reference (order of preference to include Pre-Med Advisor or Committee, Basic Science Faculty, or anyone who can speak to the candidate's ability to successfully complete a rigorous medical school curriculum), a letter from a healthcare provider who has worked with the candidate (DO or MD preferred), and a final letter of the candidate's choice. *Be aware that only the maximum number of letters submitted through AACOMAS will be considered. The Office of Admissions is not able to accept letters of recommendation sent directly to RVUCOM or from any other letter service, such as Interfolio or VirtualEvals.*

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

For submission instructions on the fee waiver visit: <http://www>.

aacom.org/Infofor/applicants/Pages/FeeWaiver.aspx.

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

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.

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

(Southern Utah Location Only)

RVUCOM's Early Acceptance Program (EAP) offers a provisional early acceptance to highly motivated students enrolled at Southern Utah University, Dixie State College or Snow 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.

For additional information, contact admissionsUT@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. To be considered for admission, students must:

- Meet the minimum admissions requirements set forth by RVUCOM;
- Have completed the BMS Master's program course re-

quirements;

- Have achieved a minimum GPA of 3.4 in the BMS Master's Program;
- Complete an AACOMAS application prior to March 15, 2018 (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 2019 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.

Rocky Vista University/Regis University MSBS

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

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

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

Rocky Vista University/Western Colorado University

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

- Candidates will be eligible to apply after the comple-

tion of 60-90 semester hours of course work. Students must complete a minimum of 30 credit hours at Western Colorado University before applying.

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

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

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

Matriculation Process

(Pertaining to Both Campuses)

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

- Payment of three non-refundable deposits totaling \$2,000 on or prior to the date designated in the matriculation agreement. RVUCOM follows the guidelines set forth by the American Association of Colleges of Osteopathic Medicine (AACOM) relative to deposit due dates. Deposits will be applied to tuition.
- 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. Both services are to be scheduled and managed through PreCheck and are to be completed by the dates specified on the matriculation agreement. An applicant



who has a deficiency or abnormality discovered on either screening will be referred to a sub-committee for further investigation.

- Completion of required medical and immunization documents are to be scheduled and managed through SentryMD (the medical record division of PreCheck) and to be completed by the dates specified on the matriculation agreement.
- Submission of a waiver demonstrating proof of medical insurance coverage or enrollment in the plan provided by the University.
- Submission of transcripts from all colleges and universities attended where a degree was earned. RVUCOM will accept transcripts submitted as part of the AACOMAS application. In the event of an earned degree isn't posted prior to matriculation, a letter will be required from the university registrar confirming that the requirements for graduation have been met and indicating when the degree will be posted on the transcript. Official transcripts must be sent to RVUCOM as soon as the degree is posted. In the event of course work completed at foreign institutions, official detailed course by course evaluations completed by an approved agency must be submitted. Official evaluations must be included with the AACOMAS application and, in the case of a degree earned, the evaluation must reflect that the degree is equivalent to a degree earned at a regionally accredited US college or university.

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

World Education Services, Inc.

(212) 966-6311;

www.wes.org

AACRAO

(202) 296-3359;

www.aacrao.org/credential/individual.htm

Educational Credential Evaluators, Inc.

(414) 289-3400;

www.ece.org

Josef Silny & Associates, Inc.

(305) 273-1616;

www.jsilny.com

- Official evaluations must be included with the AACOMAS application and, in the case of a degree earned, the evaluation must reflect that the degree is equivalent to a degree earned at a regionally accredited US college or university.
- Any other requirements set forth in the matriculation agreement.

Each year, RVUCOM will enroll approximately 150 new students in Colorado and 125 students in Utah. The level of competition for these seats will be determined by the number of applications received during the admissions cycle and the academic competitiveness of the applicant pool.

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

A one-year deferment may be granted for compelling reasons. Requests are to be submitted to the Vice President of Enrollment Management and External Relations in writing at admissions@rvu.edu. 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. Therefore, requests for transfer are discouraged and will rarely be considered unless there are highly compelling circumstances.

Circumstances may warrant that a student enrolled in a college of medicine seeks to transfer to another institution. Credits may be transferred from medical schools and colleges accredited by the American Osteopathic Association (AOA) Commission on Osteopathic College Accreditation (COCA). RVUCOM will not consider transfer requests from students enrolled at a foreign medical school or LCME accredited program.

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

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

Anyone wishing to transfer to RVUCOM must:

- Provide a written statement outlining reasons for request for transfer. All information is to be sent to the Vice President of Enrollment Management and External Relations. Decisions regarding transfer are made

by the Dean and will be based on factors including academic record, circumstances leading to the transfer request, available space, and admission standards;

- Provide a letter from the Dean of the transferring institution verifying that the student is in good standing and be eligible to continue;
- Submit a copy of their AACOMAS application;
- Meet all admission requirements to RVUCOM, which include submitting official transcripts of all college work where a degree was earned; transcripts from the medical school attended, including the final transcript showing the successful completion of the first two years; MCAT scores; national board scores; and letters of evaluation;
- Take USMLE Step 1 and pass COMLEX-USA Level 1 prior to starting externships;
- Pass a background check and drug screen; and
- Submit required medical forms.

DO Program 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. For specific information, please see "Health Records/Immunizations" of the Student Educational Records section of this Handbook.

Observation

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

Communication

Candidates should be able to speak, hear, and observe patients in order to elicit information; describe changes in mood, activity, and posture; and perceive nonverbal communication. A candidate must be able to communicate effectively and sensitively with patients. Communication (in English) includes not only speech but also reading and writing. A candidate must be able to communicate effectively and sensitively in verbal and written

form with all members of the healthcare team.

Sensory/Motor

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

Conceptual, Integrative, and Quantitative Abilities

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

Behavior and Social Attributes

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

for others, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the admission and educational processes.

Intercampus Transfer Policy

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

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

Healthcare Employment During School (Practice of Medicine)

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

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.

The Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Refer to "Health Insurance Portability and Accountability Act of 1996 (HIPAA)" of the University section of this catalog.

OSHA - Biosafety, Universal Precautions, and Bloodborne Pathogens

Refer to "OSHA - Biosafety, Universal Precautions, and Bloodborne Pathogens" in the University section of this catalog.



DO Student Financial Services

Tuition and Fees

Tuition for RVUCOM for 2020-2021 is \$58,330.00. The following annual fees will also apply to all COM students:

Student Fees	OMS I	OMS II	OMS III	OMS IV
Student Services	\$200	\$200	\$80	\$80
Student Health Insurance	TBD	TBD	TBD	TBD

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

The academic requirements for the Doctor of Osteopathic Medicine

(DO) degree include the satisfactory completion of the curriculum designated by the University. Academic progress requires both quantitative and qualitative measurement. Academic records will be reviewed at the end of each term to determine if the student is making satisfactory progress towards his or her degree.

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 term and must complete their degree within six years of matriculation. If at any point in time it is determined that a student cannot complete their program of study within six years, the student will become ineligible for aid and will need to submit an appeal.

The progress of each student is monitored and reviewed by the Student Progress 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 will monitor the progress of each student to determine if the student is making sufficient progress to meet the time limits as specified.

Pace of Progression: Students must complete at least 67% of their total attempted credit hours. To calculate the pace at which a student is progressing, divide the total number of hours the student has successfully completed by the total number he or she has attempted.

Grade Point Average (Qualitative Measures of Academic Progress)

Grades for all courses are reported as Honors/Pass/Fail, based on a final course score that is typically on a zero to 100 scale. Other courses may be graded as Pass/Fail and are not included in a student's Grade Point Average (GPA) calculation. A student is required to maintain a cumulative GPA of 70 or above in order to maintain satisfactory academic progress for financial aid. 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 six-year maximum time frame. A student may not receive financial assistance during a Leave of Absence.

Repeated Coursework: Once passed a course may not be repeated unless recommended by the SPC. The original grade received in a course will not count toward the student's GPA but will be included in the quantitative assessment. Students who repeat coursework must still complete their degree within six years of matriculation.

Withdrawal/Incomplete/In Progress: Courses in which a student earned a grade of Incomplete (IN), Work In Progress (WIP), or Withdrawal (W), or the equivalent, will count toward hours attempted but not earned for maximum timeframe and pace of progression but will not be included in the qualitative measure.

Grade Changes: Once an official grade is received for an Incomplete (IN) or Work In Progress (WIP) course, the student should notify SFS so SAP status can be reevaluated.

Noncredit Remedial Courses: RVU does not offer noncredit remedial courses.

Change in Program or Pursuit of Second Degree: If a student changes program of study or chooses to pursue a second degree, credits and grades that do not count toward the new program will not be included in the SAP determination.

Summer Terms: The DO program does not offer summer terms, therefore, it will not be included in the SAP assessment.

COMLEX Exams: Students are required to pass COMLEX Level 1, COMLEX Level 2-CE, and COMLEX Level 2-PE to graduate from the COM curriculum. Those 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 Vice Dean. If allowed to continue in their clinical externships pending successfully passing their COMLEX exam, the student will be considered to be maintaining satisfactory academic progress for financial aid.

Students who do not pass the COMLEX Level 1 and/or COMLEX

Level 2 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 externships by the Associate Dean of Clinical Education.

Effective with the Class of 2024, students are required to sit for and pass the USMLE Step 1 exam.

See the "Academic Policies" section of the *RVU Student Handbook and Catalog* for more detailed information on COMLEX exam policy.

Financial Aid Warning: Rocky Vista University will use the standardized definition of Financial Aid Warning which is defined by the U.S. Department of Education as follows:

- *Financial Aid Warning* is a "status a school assigns to a student who is failing to make satisfactory academic progress. The school reinstates eligibility for aid for one payment period and may do so without a student appeal."

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

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

Note that the COM may have a different definition of "academic probation." Refer to the *RVU 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.

Any student who fails to maintain satisfactory academic progress as defined by this policy will be placed on Financial Aid Warning for one term. During that term, the student will continue to be eligible for aid. At the end of a term during which a student is on Financial Aid Warning, if the student still fails to meet any of the requirements, the student will become ineligible for aid and may submit an appeal to the Office of Student Financial Services. The Office of Student Financial Services will send a written notice to students who have not made satisfactory academic progress.

Reestablishing Eligibility

Appeals: A student may submit a written appeal documenting mitigating circumstances (e.g., serious illness of student or family member, death of a relative), within seven (7) calendar days of the determination of his/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 (10) calendar days of receipt of the appeal. The student will receive written notification of the committee's decision within seven (7) calendar days. Decisions of the Financial Aid Appeals Committee may be appealed to the Rocky Vista University President.

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

1. A written statement documenting the reasons for failure to meet the standards of academic progress for financial aid eligibility;
2. A written statement explaining what has changed in the student's situation that would allow the student to bring his/her academic progress up to the satisfactory standards;
3. Documentation supporting his/her appeal;
4. A written academic plan or letter from the SPC and/or the 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 student is meeting the SAP requirements, they will go back into good standing. If the student does not meet the SAP requirements, they will again become ineligible for financial aid with the opportunity to re-appeal.

If the appeal is granted, and it is determined that the student will require more than one payment period to meet SAP standards, they may be placed on probation with an academic plan in place. A student's progress will be reviewed at the end of each payment period as is required of a student on probation status. If the student is meeting the requirements of their academic plan, the student is eligible to receive financial aid funds as long as student continues to meet those requirements. Students must appeal to change their plan. If the student does not meet the requirements of their academic plan, they will again become ineligible for financial aid with the opportunity to re-appeal.

Without Approved Appeal: Students who are not making satisfactory academic progress, who do not submit an appeal or have their appeal request denied, may regain eligibility only by taking action that brings them into compliance with RVUCOM's satisfactory progress

standards.

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



DO Academic Policies

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.

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, OPP One-on-One labs, etc.);
- Any other sessions designated by a Course Director.

Accommodations for Religious Observance

The practice of medicine requires physicians and students to be available for patient care all days of the week and at any hour of the day. Medical student learning activities may be scheduled any day of the year with mandatory attendance.

Excused Absences and Make-up Examinations

If a student is unable to attend a required academic event (e.g. externship day, quiz, exam, lab), he or she must seek an Excused Absence approval from the Director of Preclinical Education or the Department of Clinical Education at their respective campus location by completing the Excused Absence Request Form in advance of the absence, except in cases of acute illness and/or emergencies. Examples of situations which would generally be approved for an Excused Absence from a required event include illness, emergency, or presentation at a professional conference.

Examples of situations that would generally not be approved for an Excused Absence from a required event include weddings, graduations, or religious holidays.

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 in support of excused absence requests. 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. If a student is absent from a required event and does not submit the appropriate Excused Absence Request Form or if the request is not approved by the Director of Preclinical Education or the Department of Clinical Education, the student will receive a grade of zero for that event.

If an absence is appropriately excused, a student will be allowed to

make-up the required activity/exam. In order to take an examination at any time (early or late) other than the originally scheduled time, a student must be approved for an Excused Absence. A student who does not take an examination at its scheduled time and is appropriately excused may be allowed to take a make-up examination, if eligible. If the make-up is an exam, it will be of comparable difficulty and format to the original examination, at the Course Director's discretion. The ability to make-up a missed quiz is at the Course Director's discretion, and may involve a make-up quiz, or may result in receiving a 0/0 for that excused quiz. A student who is excused from attending a required lab will not miss any required points for the lab. However, that student should not expect faculty to recreate the lab experience. Hence, it is critical for students to attend all labs, whenever reasonably possible. If the student misses a scheduled make-up examination, he or she will receive a zero for that examination.

The online link for the Absence Notification and Approval Form is available on MyVista and is housed on the RVU iNet webserver.

Grading

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

Explanation of Grades

The Preclinical Curriculum: RVUCOM requires a score of 70 or above to pass all courses; any score below 70.0 is failing.

Final course grades on the student's transcript will only be shown as an Honors ("H"), Pass ("P"), or Fail ("F") grade. Any student achieving a score $\geq 90\%$ will receive an Honors ("H") course grade on the transcript. Students scoring between 70 and 89% will receive Pass ("P") course grade on the transcript. Those receiving a score of $< 70\%$ will receive a Fail ("F") course grade on the transcript. Some courses at RVUCOM do not accumulate numeric scores. For these courses, an Honors, Pass or Fail is assigned not only for the transcript but also for the course, and these grades do not contribute to the determination of quality points or class rank.

For the majority of COM courses in the preclinical years, if an overall course mean falls below 83%, whole raw course points will be added to each student's overall course grade such that the course mean is adjusted to as close to an 83% as possible, without exceeding an 83%.

Core Externship Grading

Grades for the six core clinical externships are determined from the Faculty Evaluation of Medical Student Performance and the student's score on the corresponding NBME Subject Examination (shelf exam). Details are provided in the course syllabi.

Incomplete Course Work

A grade of incomplete will only be granted when approved by the Assistant/Associate Dean of Student Affairs or the appropriate Director of Preclinical Education. Incomplete grades must be completed within the designated time frame or they will result in a course failure. Incomplete coursework must be completed before progressing to the next academic year.

Incompletes not resolved within 365 days (or, if less, within the time frame warranted by the Assistant/Associate Dean of Student Affairs) will finalize as a failed grade (If a Pass/Fail course, the final grade will be 'F'; if a graded Doctoral-level course, the final grade will be "69.0"; if a graded Graduate course, the final grade will be 'F').

Quality Points

Quality points are the cumulative points used to calculate grade point average and class rank. Only courses with numeric final grades offer quality points.

For courses where a numeric grade is assigned as the final grade, the value is used to calculate the quality points. For example, a final grade of 85.2 earned in a 2-credit course will award 170.4 quality points ($85.2 \times 2 = 170.4$).

Class Rank for Class of 2021 and 2022

RVUCOM calculates class rank at the end of each semester once all grades have been finalized and submitted. Class rank is calculated based on cumulative quality points earned from courses attempted and completed at Rocky Vista University. Clinical externships do not factor into the calculation of class rank.

Class Rank for Class of 2023 and 2024

Class rank is calculated based on cumulative quality points earned from pre-clinical courses attempted and completed at Rocky Vista University. Class rank will only be reported to students at the end of the second semester of the second academic year. Class rank will be reported by quartile unless there is a requirement for an exception for the student's best interest (e.g. military requirements or scholarships).

Academic Grievances Policy (Grade Appeal)

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

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 and decisions must be in writing.

- Course Director;
- Directors of Preclinical Education; Associate Dean of Clinical Education;
- Campus 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 ten business days from the date that the course grade has been finalized. The written appeal must state the circumstances surrounding the grade dispute, with specificity. Review of the student problem and complaint at each administrative level will be carried out as expediently as possible. If the student is not satisfied with the decision, he or she may appeal to the next administrative level. If the student chooses to continue the appeal, this must be done in writing within five business days of the date the decision was rendered at each level of the appeal (excluding weekends and official school holidays).

Academic Standing

A student's academic achievement is reviewed at the end of each semester by the Office of the Registrar.

Good Academic Standing

A student is considered to be in good academic standing when he or she has satisfactorily completed all required course work to date, has successfully completed all required Board Exams on schedule, and has achieved the minimum GPA required for their program (term and cumulative, if applicable).

Any student not in good academic standing, or so directed by the Student Performance Committee (SPC), the Honor Code Committee, any Assistant/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 or enrichment track, or participating in any RVU-sponsored global 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 Warning

Any student who fails one required, pre-clinical course will be placed on academic warning. The student will be required to meet with the Director of Preclinical Education (DPCE) and follow a prescribed re-

mediation plan. Students will remain on academic warning, and not be in good academic standing, until remediation of the course has been successfully completed.

Academic Probation

Any student who fails two or more pre-clinical courses, one clinical externship, or one COMLEX examination will be placed on academic probation. Students on academic probation are ineligible to hold an office in an RVU student club or organization, serve as a RVU ambassador or tutor, hold any leadership role at RVU, or participate in a fellowship. Students will remain on academic probation, and not in good academic standing, until the academic deficiency has been successfully corrected.

Student Performance Committee (SPC)

Overview

The SPC is a recommending body consisting of faculty members who review the academic progress of students on Academic Probation. A student may be asked to appear before the SPC for a number of reasons including:

- Failure of more than one academic course in an academic year;
- Failure of a national osteopathic board examination;
- Failure of a clinical externship;
- Failure of a course during a repeat year;
- Failure of a remediation exam;
- Behavioral or professionalism issues.

Membership

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. In addition to the seven voting members and the Chair, the Assistant/Associate Dean of Student Affairs, and the Directors of Preclinical Education will attend the meeting in an ex officio capacity.

Procedure

If requested to appear before the SPC, students must appear at the appointed time and place.

- 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 externships 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 a statement to the SPC in written and oral form.

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 recommend appropriate action to the Campus Dean of RVUCOM-SU.

Recommendations

The SPC will make a recommendation of action to the Campus Dean of RVUCOM-SU. The Campus Dean of RVUCOM-SU may accept, reject, or modify the recommendations of the SPC, which may include, but are not limited to, the following:

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

Notifications

The student shall be notified of the Campus Dean of RVUCOM-SU's decision by U.S. Mail, email, or personal delivery within ten (10) business days.

Appeals

Should the student in question decide to appeal the decision of the Campus Dean of RVUCOM-SU, the appeal will be heard by the Dean of COM. The student may appeal the decision by writing to the Dean of COM within five (5) 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 externships and sit for exams. The answer to the appeal will come directly from, and be signed by, the Dean of COM. The decision of the Dean of COM is final.

Remediation of a Course

Procedure

If a preclinical student receives approval to remediate a course failure, they, in conjunction with the Director of Preclinical Education, the Course Director, and the Office of Testing will be required to develop a remediation schedule. Remediation examinations will occur at an RVU campus and must be proctored by an RVU employee, or designee. Preclinical remediations must be completed by July 1 of the current academic year.

In Years 3 and 4, students who fail a course will be referred to the As-

sociate Dean of Clinical Education. In many cases, the remediation plan will be decided between the Associate Dean of Clinical Education and the student. However, the Associate Dean of Clinical Education may refer the student to the SPC. In such cases, if SPC recommends remediation of the course and the recommendation is upheld by the Campus Dean, then a remediation plan will be created by the Associate Dean of Clinical Education.

Grading

RVUCOM follows AAMC guidelines regarding unabridged academic records for medical students. Any student who successfully remediates a course failure will have their transcript notated with the Grade Code of 'X' to indicate a successful remediation has taken place; the original failing grade will remain on the transcript as well. For Quality Points (used in class rank and GPA calculations), 70.00 quality points will be awarded for successfully remediated courses.

Remediation examinations for course failures in OMS I and OMS II must be successfully completed before a student can be advanced to the next stage of the curriculum. In the event the remediation of a course is failed or not completed, the original course grade shall be recorded on the transcript with the original course Grade Code. Any student who fails a remediation will be referred to the Student Performance Committee and may be subject to dismissal.

Repeated Courses

Once passed, a course may not be repeated unless the student is repeating the entire year. When repeating a course, both grades will appear on the transcript, with the most recent numerical grade used for grade point average and/or class rank calculation and quartile. Students who fail a course during a repeated year are required to meet with the Student Performance Committee, and may be subject to dismissal.

Academic Promotion

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

General Program Advising (Academic)

The Directors of Preclinical Education provide student support upon matriculation, general guidance throughout Years 1 and 2, and referral to additional support services when needed. Students are encouraged to initially seek guidance from their course syllabus, professor, or course director should questions arise regarding in-class material. Access to Director of Preclinical Education contact information can be found via the MyVista Student Portal.

OMS I to OMS II

Students who have completed the following requirements will be eligible to be promoted to the second year (OMS II) of the program:

- Successful completion of all required OMS I coursework; and
- Documentation of current health insurance on file with the Office of Student Financial Services.

OMS II to OMS III

Students who have completed the following requirements will be eligible to be promoted to the third year (OMS III) of the program:

- Successful completion of all required OMS II coursework;
- Passing score on the COMLEX Level 1 examination;
- Sit for the USMLE Step 1 examination (Classes of 2022 and 2021); Pass USMLE Step 1 examination (Class of 2024 and future classes)
- Updated background check on file with Office of the Registrar;
- Updated and negative drug screening on file with the Office of the Registrar;
- Documentation of all required health records on file with the Office of the Registrar; and,
- Documentation of current health insurance on file with the Office of Student Financial Services.

OMS III to OMS IV

Students who have completed the following requirements will be eligible to be promoted to the fourth year (OMS IV) of the program:

- Successful completion of clinical externships by June 30;
- Updated background check on file with Office of the Registrar;
- Updated and negative drug screening on file with the Office of the Registrar;
- Documentation of all required health records (including current PPD) on file with the Office of the Registrar;
- Documentation of current health insurance on file with the Office of Student Financial Services; and,
- Passing scores on the COMLEX level 2 CE and PE

examinations by September 1st of the student's fourth year.

Students who fail to complete any requirement may not be allowed to engage in audition/sub-internship externships until the requirements are completed and they are certified for the fourth year (OMS IV) of studies.

COMLEX: Comprehensive Osteopathic Medical Licensing Examination

General Information

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

- COMLEX Level 1 (COMLEX 1);
- COMLEX Level 2 CE (COMLEX 2CE); and,
- COMLEX Level 2 PE (COMLEX 2PE).

COMLEX Testing Accommodations

If a student requires ADA accommodations, they must contact the NBOME directly. Accommodations provided by the University do not guarantee that accommodations will be provided by the NBOME.

COMLEX Level 1

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 OMS II academic years;
- Received certification from the Dean

COMLEX Level 1 Failure: Students who fail COMLEX Level 1 on the first attempt will be referred to academic support services with notification of the Associate/Assistant Dean of Student Affairs and the Dean of COM. Upon a second failure of COMLEX Level 1, students will be required to appear before the Student Performance Committee (SPC) to discuss his/her performance and explain their current academic status. The student will be placed on Academic Probation and will not be permitted to participate in clinical externships until the COMLEX Level 1 exam has been retaken and a passing score is achieved.

Failure of a single COMLEX examination may lead to dismissal based on the totality of a student's academic record. For more infor-

mation on SPC, please review the "Student Performance Committee" section of the Handbook.

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

COMLEX Level 2

A student will be eligible to take the COMLEX Level 2 PE and COMLEX Level 2CE examinations once he/she has:

- Successfully completed OMS III externships;
- Achieved a passing score on the COMLEX Level 1 exam;
- Taken the USMLE Step 1 exam; and,
- Received certification from the Dean.

The COMLEX Level 2 PE is only offered at official NBOME testing sites.

Students may not miss scheduled externships 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 of Clinical Education or designee.

COMLEX Level 2 Failure (CE or PE): Students who fail a COMLEX Level 2 examination (CE or PE) on the first attempt will be referred to academic support services with notification of the Assistant/Associate Dean of Student Affairs and the Dean of COM. Upon a second failure of COMLEX Level 2, students will be required to appear before the Student Performance Committee (SPC) to discuss his/her performance and explain their current academic status. The student will be placed on Academic Probation and will not be permitted to participate in clinical externships until the COMLEX Level 2 exam has been retaken and a passing score is achieved.

Failure of a single COMLEX examination may lead to dismissal based on the totality of a student's academic record. For more information on SPC, please review the "Student Performance Committee" section of the Handbook.

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

COMLEX Level 3

Following graduation, the Office of the Registrar approves each graduate to take COMLEX Level 3 through the NBOME website. Generally, graduates take this examination at the completion of the first year of post-graduate training (residency). However, requirements for taking this examination vary from state to state. Graduates should contact the osteopathic medical licens-

ing board in the state where they will have post-graduate training for further information.

USMLE: United States Medical Licensing Examination

Requirement

All students are required to sit for the Step 1 of the United States Medical Licensing Examination (USMLE) from the National Board of Medical Examiners (NBME).

Class of 2023: RVUCOM does not require a passing score on USMLE Step 1 for graduation, all students are encouraged to perform to the best of their abilities on this examination in preparation for residency applications.

Beginning with the Class of 2024: RVUCOM will require a passing score on the USMLE Step 1. Students at RVUCOM will be eligible to take the USMLE Step 1 examination after he/she has:

- Successfully completed all of the requirements of the OMS I and OMS II academic years;
- Received certification from the Dean or appropriate school official.

USMLE Testing Accommodations

Students who require ADA accommodations must contact the NBME directly. Accommodations provided by the University do not guarantee that accommodations will be provided by the NBME.

Clinical Externships

To be eligible to participate in clinical externships/clerkships, students must have current health insurance, all required immunizations and antibody titers documented, be currently negative on PPD testing or have followed current COM guidelines if a positive test is present, and completed any clinical site or COM-mandated related training and testing, including RVU-approved background screening and drug testing (MRO verified). Documentation of this information must be on file with the Office of Clinical Education and the Office of the Registrar at least 45 days prior to the start of clinical externships.

All procedures, protocols, and other requirements for clinical externships are found in the *RVUCOM Clinical Education Manual* for OMS III and OMS IV students. Students will receive this document toward the end of the second year, prior to starting clinical externships. It is student's responsibility to follow all the policies and procedures in the

manual.

Notice of Health Records and Criminal Background Checks

Students who have a background check that indicates prior criminal behavior may have difficulty obtaining clinical externship 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 Assistant/Associate Dean of Student Affairs even if expunged or dismissed. Failure to do so may lead to immediate dismissal from the medical school.

The school cannot be held responsible for the lack of availability of clinical externship 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 externships based upon perceived health risks. The University cannot guarantee clinical student externships if a student has a current infectious disease that could potentially pose a health risk to patients.

Advanced Cardiovascular Life Support (ACLS) & Basic Life Support (BLS)

Prior to and throughout clinical externships (OMS III and OMS IV), students are required to maintain current certifications in both Advanced Cardiovascular Life Support (ACLS) and Basic Life Support (BLS). On-campus training may be offered. For more information, contact the Office of Clinical Education.

Distribution of Externship Assignments

Clinical externship sites are located primarily in Colorado and Utah, with a few satellite externship sites in Wyoming, Idaho, and Arizona. Externship slots are determined by lottery during the second year. The externship site assignment list is issued to students prior to beginning externships each year. All regional assignments are considered final. A student may request to change his or her assigned externship 90 days prior to the start of the externship; however, there is no guarantee that the change will be possible. Any questions or concerns should be directed to the Office of Clinical Education.

Clinical Externships (Elective)

The remaining elective externships, required to meet credit hours, are requested by the student and arranged in conjunction with the fourth-year clinical coordinators, at the approval of the Office of Clinical Education, to complete students' preparation for residency training. Students may also pursue research projects and global medicine experiences, with approval of the Associate Dean of Clinical Education or designee.

Sub-Internship/Audition Externships

Students are required to complete clinical and didactic training that best prepares them for residency. During the first half of the fourth-year (OMS IV), students are required to complete a minimum of two sub-internship/audition externships at residency programs. The externships chosen must have approval of the Associate Dean of Clinical Education or designee.

Visiting Student Learning Opportunities (VSLO)

Overview

The AAMC Visiting Student Learning Opportunities (VSLO) program merged two existing visiting student programs: The Visiting Student Application Service (VSAS®) program that focused exclusively on U.S. domestic away electives and the Global Health Learning Opportunities (GHLO®) program that facilitated international mobility into the United States, from the United States to electives abroad, and from one non-U.S. location to another.

Purpose

The VSLO program aspires to build a community of institutions that employ unified policies and practices that do not burden students or institutions with redundant requirements. As such, the program is continually balancing and streamlining the application process while supporting institution-specific processes.

Access

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

Applications

By utilizing VSLO, students will have access to search and apply for clinical externship electives ('away electives') to satisfy the credit requirements of OMS III and OMS IV of the Osteopathic Medicine program. *Note: VSLO charges a per-elective application fee.*

Required Documents/Records

Students are required to complete/upload many documents related to elective applications. The Office of the Registrar is able

to upload certain documents including, but not limited to:

- Official transcript
- Letters of Verification

The Department of Clinical Education can provide the following documents:

- Letters of Recommendation
- Malpractice/liability insurance documentation

Students should also obtain a professional headshot, such as the white coat photo provided by RVU at the beginning of Year One. These photos are available for download on the MyVista Student Portal.

Electronic Residency Application Service (ERAS)

Overview

ERAS® streamlines the residency application process for applicants, their Designated Dean's Offices, Letter of Recommendation (LOR) authors, and program directors. By providing applicants the ability to build and deliver their application and supporting materials individually or as a package to programs, ERAS provides a centralized, but flexible solution to the residency application and documents distribution process. AAMC ERAS webpage: <https://www.aamc.org/services/eras/>

Purpose

To provide a centralized online application service for students to use to deliver their application, along with supporting documents, to residency programs.

Token Distribution

Students will be granted access to ERAS at the beginning of their third year of study (OMS III). Students will receive an email invite (token) once the Office of the Registrar has confirmed eligibility and notified ERAS. The token is used to confirm student eligibility to register for MyERAS.

Required Documents/Records

Students are required to upload most documents via the MyERAS portal. The Office of the Registrar will upload official transcripts and the completed Medical School Performance Evaluation (MSPE).



Letters of Recommendation

Letters of Recommendation must be uploaded via the Letter of Recommendation Portal (LoRP) by the author of the letter. Students will need to complete and provide a Letter Request Form when requesting a Letter of Recommendation. The Letter Request Form will include a Letter ID, which connects the Letter of Recommendation to the student's application in ERAS.

Medical Student Performance Evaluation (MSPE)

The purpose of the Medical Student Performance Evaluation (MSPE) is not to advocate for the student but to provide an honest and objective summary of the student's personal attributes, experiences, and academic accomplishments based on verifiable information and summative evaluations. Specifically, the MSPE provides a succinct chronology of a student's entry and process through medical school, which includes the preclinical coursework and clinical externship records, involvement in extracurricular activities, and compliance with academic and professional policies.

The MSPE is loaded to ERAS by the Office of the Registrar and released by the system by the first day of October; this is a universal date set by ERAS/AAMC. Along with the MSPE, letters of verification, transcripts, and board score reports are released to programs as part of the interview application process. The Department of Clinical Education can provide letters of recommendation.

In addition, any incompletes or failures that have not been remediated by July 31 will be reflected accordingly in the MSPE.

Graduation Requirements for the Doctorate in Osteopathic Medicine

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

- Satisfactorily completed the curriculum and externships at an AOA-accredited college of osteopathic medicine, the last two years of which have been at RVUCOM;
- Completed all academic requirements in no more than six years from the date of matriculation;
- Complied with all the curricular, legal, and financial requirements of the University;
- Passed all required National Board of Osteopathic Medical Examiners Licensing Examinations;
- Reached at least 21 years of age;
- Demonstrated the ethical, personal, and professional qualities deemed necessary by the faculty for the practice of osteopathic medicine;
- Demonstrated suitability for the practice of medicine as evidenced by conducting professional behavior, displaying responsibility for patient care, and exhibiting integrity in the conduct of clinical and academic activities;
- Demonstrated compliance with the conduct standards;
- Completed loan exit counseling, if applicable;
- Attended the compulsory portions of senior week, including graduation rehearsal and the graduation ceremony, at which time the degree is conferred and he or she takes the osteopathic oath; and

- Completed the AACOM Survey of Graduating Seniors.

To complete the fourth year of training, students must pass all externships, pass COMLEX Level II CE and PE, and successfully pass all assigned coursework by May 1 of the senior year. (See *RVUCOM Clinical Education Manual* for a list of all coursework.) Failure to do so may result in delayed graduation, or repeating the fourth year.

Students must complete all the requirements for graduation, including the passing of required examinations within six (6) years of their initial matriculation into the COM, or they will be dismissed from the COM. Any exceptions to the six-year rule may be appealed to the Office of the Dean.

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.

Curriculum for College of Osteopathic Medicine

Course of Study

The design of the applications-based systems curriculum is based on successful integrated academic models for the first two years of the curriculum. Each system is studied twice, first with an emphasis on normal form and function in Year 1, followed by an emphasis on the pathophysiology and clinical approach to each system in Year 2. As well, the curriculum highlights interdisciplinary collaboration and guides students to develop an osteopathic approach to medicine. Basic scientific information and methodology is regularly correlated with fundamental clinical application. Students 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.

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

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

Program Learning Outcomes (PLOs)

Demonstrate the Knowledge, Skills, and Aptitudes to Practice Medicine with Excellence

1. **Critical Thinking:** Ability to identify and solve problems that require the integration of multiple contexts when performing patient care.
2. **Breadth and Depth of Knowledge in the Discipline/Clinical Competence:** Ability to perform appropriate diagnostic and therapeutic skills, to apply relevant informa-

tion to patient care and practice, and to educate patients regarding prevention of common health problems.

3. **Lifelong Learning Skills:** Ability to engage in life-long, self-directed learning to validate continued competence in practice.
4. **Evidence-based Practice:** Ability to utilize research and evidence-based practice and apply relevant findings to the care of patients.

Demonstrate the Knowledge, Skills, and Aptitudes to Practice Medicine with Compassion

1. **Humanistic Practice:** Ability to carry out compassionate and humanistic approaches to healthcare delivery when interacting with patients, clients, and their families, unfailingly advocating for patient needs.
2. **Ethical and Moral Decision-Making Skills:** Ability to perform the highest quality of care, governed by ethical principles, integrity, honesty, and compassion.

Demonstrate the Knowledge, Skills, and Aptitudes to Practice Medicine with Integrity

1. **Collaboration Skills:** Ability to collaborate with clients and with other health professionals to develop a plan of care to achieve positive health outcomes for their patients.
2. **Interpersonal Communication Skills:** Ability to effectively use interpersonal skills that enable them to establish and maintain therapeutic relationships with patients and other members of the healthcare team.
3. **Accountability:** Demonstrate accountability to patients, society, and the profession, including the duty to act responsibly, honestly, and respectfully.

Required Courses by Semester

OMS I - Semester One - Fall

<i>Course Code</i>	<i>Course Title</i>	<i>Credits</i>
IPE 1901	Introduction to Interprofessional Education Seminar I	NA
OM 1003	Cardiovascular System I	3
OM 1004	Respiratory System I	2
OM 1012	Molecular & Cellular Mechanisms	4
OM 1013	Musculoskeletal System I	7
OM 1015	Osteopathic Principles & Practice I	3
OM 1019	Principles of Clinical Medicine I	3
OM 1021	Renal System I	2
OM 1023	Hematology/Immunology I	3
OM 1040	Medical Ethics I (year-long course)	NA
OM 1070	Introduction to Evidence-Based Medicine (year-long course)	NA
TOTAL		27

OMS I - Semester Two - Spring

<i>Course Code</i>	<i>Course Title</i>	<i>Credits</i>
IPE 1902	Introduction to Interprofessional Education Seminar II	1
OM 1006	Endocrine/Reproductive System I	4
OM 1007	Gastrointestinal System I	3
OM 1014	Neuroscience System I	8
OM 1016	Osteopathic Principles & Practice II	2
OM 1020	Principles of Clinical Medicine II	3
OM 1040	Medical Ethics (year-long course)	1
OM 1070	Introduction to Evidence-Based Medicine	1
OM 1080	Transition to Clinical Medicine	4
OM 1090	Microbes and Infectious Diseases	3
TOTAL		30

OMS II - Semester One - Fall

<i>Course Code</i>	<i>Course Title</i>	<i>Credits</i>
OM 2003	Hematologic/Lymphatic System II	3
OM 2005	Cardiovascular System II	5
OM 2006	Respiratory System II	4
OM 2009	Gastrointestinal System II	4
IPE 2011	IPE Grand Rounds (year-long course)	NA
OM 2013	Renal System II	5
OM 2016	Osteopathic Principles & Practice III	3
OM 2018	Principles of Clinical Medicine III	4
OM 2040	Advanced Medical Ethics (year-long course)	NA
TOTAL		28

OMS II - Semester Two - Spring

<i>Course Code</i>	<i>Course Title</i>	<i>Credits</i>
OM 2001	Musculoskeletal System II	3
OM 2002	Neuroscience System II	4
OM 2008	Endocrine System II	3
IPE 2011	IPE Grand Rounds (year-long course)	1
OM 2014	Reproductive System II	3
OM 2017	Osteopathic Principles & Practice IV	2
OM 2019	Principles of Clinical Medicine IV	3
OM 2020	Psychiatry System	2
OM 2040	Advanced Medical Ethics (year-long course)	1
OM 2070	Pre-Clinical Capstone	2
TOTAL		24



OMS III and IV Clinical Requirements

<i>Course Code</i>	<i>Course Title</i>	<i>Credits</i>
MED 3001	Fundamentals of Clinical Medicine	2
OST 3010	OPP Year 3: Clinical Integration	1
OST 4010	OPP Year 4: Clinical Integration	1
TOTAL		4

Required Core Externships:

FAM 3301	Family Medicine Core I	8
FAM 3302	Family Medicine Core II	
INT 3302	Internal Medicine Core I	8
INT 3303	Internal Medicine Core II	
PED 3001	Pediatrics Core	4
BHM 3001	Behavioral Medicine Core	4
SRG 3000	Fundamentals of Surgery	1
SRG 3001	Surgery Core I	7
SRG 3002	Surgery Core II	
WMN 3001	Women's Health Care	4
4000+	Choice of Elective	8
TOTAL		44

Required Elective Externships

4000+	Choice of Elective	38
Minimum 2 Required Audition Externships (Sub-I)		
TOTAL		38

Minimum number of credits to be completed in

Years III and IV **86**

Undergraduate Fellowship Programs

Pre-Doctoral Osteopathic Principles and Practice Fellowship

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

The OPP Fellowship is a highly competitive program requiring that students go through an application and interview process. Four students are chosen per campus per year. Participation in the Pre-Doctoral Osteopathic Principles and Practice Fellowship extends the student's tenure at RVU by one year. Program experiences will occur in Years 3 and 4. Each fellow will alternately rotate between fellowship duties and the clinical externships curriculum approximately every 3 months resulting in a six-month involvement in each of Year 3 and Year 4. In Year 5, Fellows will return to the normal Year 4 Clinical Externships curriculum. A certificate indicating successful completion of the fellowship will be awarded at graduation.

Predoctoral Anatomy Fellowship Program

The RVU Predoctoral Anatomy Fellowship Program is designed to

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

Two students are selected yearly for this program (each in Colorado and Utah) following an interview process conducted by the members of the Department of Clinical Anatomy and Osteopathic Principles and Practice (CA-OPP). Recommendations made by the Department will be forwarded to the Dean of the applicant's campus for approval.

Participation in the Anatomy Fellowship will extend the student's tenure at RVU by one year. Program experiences will occur in Years III and IV; Year V will return to the normal Year IV Clinical Externship curriculum. Each fellow will alternately rotate between fellowship program curriculum and the Clinical Externship curriculum every 6-8 weeks resulting in an approximate six-month involvement in each of Years III and IV. A certificate indicating successful completion of the Anatomy Fellowship Program will be awarded at graduation.

Extracurricular Enrichment Opportunities

Elective Courses (Non-Clinical)

A selection of short electives may be offered at each site to interested RVU students. These electives may cover topics just touched upon in the normal curriculum and/or may involve current hot topics in medical training. Some examples include Medical Spanish, History of Medicine, and Literature in Medicine. All students in "Good Academic Standing" (as defined in the "Academic Policies" section of the *RVU Student Handbook and Catalog*) are eligible to sign up for offered electives. Course titles, descriptions, and registration information will be announced after the start of each semester. Classes will be approximately 8-16 hours in length, may occur at any time outside of the normal curriculum (i.e. evenings and weekends), and will be graded pass/fail. These electives are offered through the Tracks and Special Programs Department.

Elective options may vary by campus location.

International Externships

Offered through the Department of Tracks and Special Programs. All third- and fourth-year RVUCOM students are encouraged to participate in at least one international externship. In fact, about 40% of each graduating class has completed some form of international medical training experience during their time spent at RVU.

This should be a two- to four-week excursion during their clinical years. Students may participate in one of the RVUCOM-sponsored trips, trips planned by an outside agency, or set up their own. All students must undergo an academic and site approval process, as well as complete a travel file with the Department of Tracks and Special Pro-

grams. There are detailed guidelines as to the process for participation outlined in the MyVista Student Portal.

Military Medicine Program

The Military Medicine Program is primarily for RVUCOM-CO and RVUCOM-SU students who are slated to enter active duty service with the Army, Navy, Air Force, or Marines. Most students in this pathway have typically earned a scholarship to attend RVUCOM-CO or RVUCOM-SU through the United States Army, United States Air Force, or the United States Navy. As such, they have acquired a service obligation of varying length to the branch of the military funding their education. On occasion, other RVU students who are a part of a Guard or Reserve Unit, or those considering military service or with prior military experience may constitute some of the Military Medicine Program members. These students should exhibit a high level of academic achievement and express a strong interest in becoming a United States military physician and a part of the RVU Military curriculum. This course provides an overview and introduction to military medicine.

The Military Medicine Program will incorporate immersion-based reality training, surgical simulation, information sessions, and experiences related to Medical Corps Officer military obligations, leadership/discipline, harsh military environments/field exercises, disaster stabilization/evacuation, and triage in combat environments on land, sea, and air. Liaison with community and national leaders/military officers at U.S. posts, bases, medical centers, hospitals, and others sites occurs in order to achieve the goals and objectives of this Program.

This Program spans a total of 3.5 years of the members' core educational experience at RVUCOM-CO or RVUCOM-SU, beginning in the second semester of the first year.

Tracks

Tracks are 3.5-year programs outside of the core curriculum offered through the Department of Tracks and Special Programs. There is an application process for all Tracks. The educational objectives and contents of each Track are in addition to the required core curricula and are outlined in the Track syllabi. Students may apply to one or more of the tracks towards the end of their first semester. However, they can only participate in one track. If accepted into a track, students are expected to attend all track classes and related labs in addition to the core curriculum of RVUCOM.

A student will stay in their chosen track through the duration of their education unless they withdraw voluntarily, are withdrawn due to violation of the track requirements, or are in violation of the Code of Student Conduct and Academic Responsibility as presented in the *RVU Student Handbook and Catalog*.

Applications for all tracks open in the fall and close towards the end of the semester. The tracks start in January of the OMS I year and follow the course of the student's education.

Tracks are graded on a Pass/Honor/Fail basis. Each track will have its own requirements for acceptance and what constitutes a Pass or Honor grade. Please refer to each specific track's syllabus for the grading requirements.

Track options may vary at each location.

Academic Medicine and Leadership Track

(Southern Utah Campus Location Only)

The Academic Medicine and Leadership Track is for students interested in receiving specialized training in various areas of academics and leadership development. With the expansion of medical schools and residency programs, there is a growing demand for well-trained academicians and faculty. There is also a need for physician leaders in health policy, healthcare management, hospital management, medical education, graduate medical education, and beyond to help shape healthcare in America. Students in this specialty track will learn about various, multi-faceted topics in academics, medical education, organized medicine, health policy, and leadership development. Students will also be trained in useful skills such as public speaking, presenting, meeting management, Robert's Rules, leadership styles, and individualized leadership analysis. The goal is to groom students to be strong candidates for leadership and academic positions in the future and to make them successful in these positions when they are selected for them.

Digital Health Track

The Digital Health Track aims to provide an intensive survey, exposure and clinical education surrounding a multitude of aspects of digital health over two semesters, and into OMS years 3 and 4 which will have a clinical requirement. In total, this will include over 60+ hours of classroom/clinical activities. Our goal is to promote continuity and applicability of education for the students who have been accepted into the DH track program, successfully complete it, and ultimately integrate digital health knowledge into their GME training and health care careers. This track is designed for students who have a strong desire to become leaders in the forefront of this rapidly advancing, innovative approach to healthcare.

Note: you do not need to know how to program or 'code' or have any prior experience in digital health to apply to this track.

Global Medicine Track

The Global Medicine Track is for those students who have a strong desire to better serve the global community either locally or in an international capacity, whether employed or as a volunteer. This service may be in many areas such as medical care, research, or policy

planning and assessment. This track provides a survey, exposure, and clinical education surrounding the multiple aspects of global medicine and public health. It is designed to span 3.5 years of the formal osteopathic education.

In addition to the unique educational opportunities, there are significant obligations associated with this Track in the first 1.5 years, as well as in the clinical years of training. Students must be able to handle the extra workload (typically 30+ hours/semester of course work) and be willing to participate in off-campus activities. Specific topics may vary between each campus, but the overall goals are the same. When appropriate, topics may be teleconferenced between campuses and occasionally combined with other tracks. Students must also be aware of the extra costs associated with this track in order to complete the required international externships or other global-related options during their clinical years. These costs will vary depending on the length and type of activities chosen but could range from \$2,000 to \$10,000. The requirements for successful completion of this track are outlined in the course syllabi.

Long Term Care Track

(Southern Utah Campus Location Only)

The Long Term Care Medicine Track is a course which will provide students with specialized training and experience in longitudinal medical care. With the rapidly aging population and increasing needs for long term care resources, there is a growing demand for physicians to lead in quality management of longitudinal care services. Students in this specialty track will learn various, multi-faceted topics in continuity of Post-Acute, Long-Term Care, End-of-Life Care, and Palliative and Hospice Care. Students will be assigned to a nursing home resident and will actively participate in the longitudinal care of their assigned patient. Students will develop long-term relationships as health advocates for wellness and help their patients achieve the healthiest, highest quality of life possible in their current stage of life.

The track will be a continuum of two consecutive semester courses starting in the second semester of the first year and ending with the first semester of the second year.

Physician-Scientist Track

(Colorado Campus Location Only)

The Physician-Scientist 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 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. This track is designed to span 3.5 years 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 two research externships during academic Years Three and Four.

Rural and Wilderness Medicine Track

The goals of the 3.5-year Rural and Wilderness Medicine Track are to identify and foster student interest in eventual medical practice in rural settings. In addition to the unique educational opportunities, there are significant obligations associated with the track in the first 1.5 years, as well as in the clinical years of training. To be considered for the program, students must demonstrate commitment to rural and remote practice and be capable of handling the extra work load required by the track. Admission criteria includes an in-person interview by R&WM students and faculty.

Participants will be given a robust extracurricular education of procedural skills in medicine and surgery that will better prepare them for residency training and practice. Students in the Rural and Wilderness Track will be expected to participate in off-campus activities. Much of the track material will cover life and limb threatening emergencies. During the first 1.5-years of medical education, this training will occur using simulators, cadavers, and shadowing opportunities. During the clinical years, students will train with rural-based medical preceptors in offices, rural critical-access hospitals, or rural health clinics for a minimum of four clinical externships.

Urban Underserved Track

(Colorado Campus Location Only)

This two-semester enrichment track will provide RVUCOM students with the knowledge, understanding, training, and experience to work effectively with underserved populations. Students will be exposed to these communities through opportunities to engage with families and individuals, clinics, and wherever compassionate care is given to vulnerable populations that may include: American Indians/Alaska Natives, Immigrants, Refugees, LGBTQ+ individuals, and the Homeless.

The Urban Underserved Track is meant to be a collaborative effort to discuss important topics for the vulnerable and underserved. We do this in a safe and liberal space where your opinion matters and is not judged or reported. We bring in guest speakers who have experience in the topic of discussion. The Urban Underserved Track annually visits the Arapahoe County Detention Center on a field trip to learn about the care of the incarcerated. Articles, short stories, graphic novels, and documentaries/movies are used to stimulate discussion. The capstone of the class will be PowerPoint presentations on a vulnerable population with strategies to overcome implicit barriers.

Topics covered may include Maternal/Child Health, LGBTQ+, Disparities in Healthcare and Health Insurance, Cultural Competency, Opioid Epidemic Response, Social Equity and Gentrification, among others. Clinical requirements will take place in M3/4 years.

This track will complement other RVU programs providing students the opportunity to collaborate with allied health fields such as nurse practitioners, physician assistants, and patient navigators in an organized setting.

RVUCOM Program Administration

Thomas N. Told, DO, FACOFP-dist

Dean of the College of Osteopathic Medicine

Chief Academic Officer of RVU

Vice President of Academic Affairs of RVU

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

David Park, DO

Vice President and Dean for RVUCOM-SU Campus

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

Camille Z. Bentley, DO, MPH, FACOFP

Chair of Tracks and Special Programs

Director of Global Medicine Track and Global Externships

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

Susan Carter, MD, FACOG, FACS

Director of Simulation in Medicine and Surgery

- MD, University of Texas Medical Branch, 1982
- BA, University of Texas, 1978

Heather Ferrill, DO, MS, MEdL

Associate Dean of Preclinical Education

Professor of Osteopathic Principles and Practice

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

Matthew Linton, PhD

Director of Preclinical Education (RVUCOM-SU)

Professor of Physiology

- PhD, University of California Los Angeles, 1999
- BA, University of Utah, 1995

Stephen Miller, DO, MPH, FACOFP

Associate Dean of Clinical Education

- DO, Philadelphia College of Osteopathic Medicine, 1982
- MPH, Tufts University School of Medicine, 2004
- BS, St. Joseph's University, 1978

Jennifer Montemayor, PhD

Director of Preclinical Education (RVUCOM-CO)

Associate Professor of Physiology

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

David Roos, EdD

Interim Associate Dean of Student Affairs

Assistant Dean of Student Affairs

- EdD, Utah State University, 2012
- MBA, Utah State University, 1989
- BA, Utah State University, 1988

Julie Rosenthal, MS

Vice President of Enrollment Management and External Relations

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



ROCKY VISTA UNIVERSITY



RVU Student Handbook and Catalog | 2020-2021

Master of Science in Biomedical Sciences

Program Catalog

A Message from the Program Director



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

The curriculum we have designed will give you a broad and deep exposure to scientific principles and precepts. It will require you to think critically about how science is applied in the real world. It will make you reflect deeply about how science affects real people's lives. Our dedicated, highly educated, award-winning faculty will challenge your ideas, inspire your curiosity, and develop your drive, to enhance your learning.

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

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

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

Sincerely,

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

Mission Statement

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

Vision Statement

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

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

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

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

Introduction

The MSBS is a 9-month (30 semester hours) degree program designed to prepare students to enter professional education and/or advanced degree programs in the biomedical disciplines. The MSBS program aims to enhance the student's academic record and competitiveness of his or her candidacy for a professional or graduate degree. At the completion of the program, students will be able to demonstrate:

- **Foundational Concepts Mastery:** Demonstrate mastery of the knowledge, skills, and aptitudes of central concepts in the biomedical sciences necessary for entry into a health-related discipline or practice.
- **Foundational Concepts Application:** Develop an understanding of the underlying principles of health and disease and apply those principles to clinical scenarios.
- **Scientific Method Application:** Apply the scientific method and principles of evidence-based medicine to approach biological and health-related issues.
- **Reasoning and Problem-solving:** Practice critical reasoning and problem-solving skills relevant to health-related disciplines.
- **Communication Skills:** Exhibit effective verbal and written communication skills.
- **Self-directed Learning:** Demonstrate a skill set required for learning and generating material autonomously and develop study skills consistent with a culture of inquiry.
- **Professionalism:** Display core values of compassion, integrity, collegiality, cultural competency, attitude of service, professionalism, and motivation in interactions with peers, staff, faculty, and community.

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

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

Accreditation

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

Higher Learning Commission

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



MSBS Academic Calendar

Fall 2020 Semester

August 10, 2020 - December 11, 2020

Labor Day <i>(no classes)</i>	September 7, 2020
Thanksgiving Break <i>(no classes)</i>	November 26-27, 2020
Winter Break <i>(no classes)</i>	December 14, 2020 - January 3, 2020

Spring 2021 Semester

January 4, 2021 - May 7, 2021

Martin Luther King, Jr. Day <i>(no classes)</i>	January 18, 2021
President's Day <i>(no classes)</i>	February 15, 2021
Spring Break <i>(no classes)</i>	March 8-12, 2021
Commencement Ceremony	TBD

**All dates are subject to change.*

Admission to the MSBS Program

Requirements for Admission

(Available at both campus locations)

To be considered for admission to the MSBS program, applicants 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 2.60 (on a 4.0 scale);
- Official standardized test scores: GRE, MCAT, PCAT, or DAT;
- Completed application via PostBacCAS and a \$50 supplemental 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 another from a healthcare professional who can attest to the candidate's suitability 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 graduates accepted to RVUCOM will be exempt from the COM's biochemistry requirement.

****All prospective applicants must apply through PostBacCAS.***

Transfer Policy

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

will not transfer to other programs at RVU.

MSBS Student Policies Regarding Application and Admission to RVU Programs

(Applicable to the 2020-2021 academic year and subject to change for subsequent matriculating years.)

College of Osteopathic Medicine

MSBS students interested in applying to RVUCOM (Colorado or Utah location) will be evaluated by the MSBS faculty at the conclusion of each semester. A recommendation to the COM Admissions 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. MSBS students recommended by the faculty of the MSBS Program will be evaluated by the RVUCOM Admissions Committee, which will make a recommendation to the Dean who will make the final decision regarding acceptance. Matriculation to the COM is contingent upon successful completion of the MSBS Program and all graduation requirements. RVU does not guarantee acceptance into any of its programs and will consider as many or as few MSBS students for admission as it deems appropriate.

Students recommended to the COM by the MSBS Program faculty will be required to submit an AACOMAS application in the fall and will submit MSBS grades once the fall grades are posted. Candidates interested in RVUCOM's program should start their AACOMAS application as soon as possible and submit, at the latest, as soon as fall grades are posted. The MSBS Program Director (or designee) will write a summative letter representing the collective recommendation of the MSBS Program faculty. Recommended students may not be required to submit a supplemental application or interview for the RVUCOM. RVUCOM minimum GPA requirements may be waived for students recommended by the program. Students considering programs outside RVU are encouraged to become familiar with the admissions standards of those programs to ensure requirements are met.

Students interested in applying to the RVUCOM (Colorado or Southern Utah location or both) will be given the opportunity to designate their preferences via the supplemental application.

MSBS Student Financial Services

Tuition and Fees

Tuition for MSBS for 2020-2021 is \$885 per credit hour. The following annual fees will also apply to all MSBS students:

Student Fees

Student Services Fees	\$200
Health Insurance	TBD

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

Academic progress requires both quantitative and qualitative measurement. Academic records will be reviewed at the end of each term to determine if the student is making satisfactory progress towards his or her degree.

Timeframe for Completion (Quantitative Measures of Academic Progress)

Maximum Timeframe: Students must complete their degree within a maximum number of attempted credits not to exceed 150% of the published program length. If at any point in time it is determined that a student cannot complete their program of study within 150% of the program length, the student will become ineligible for aid and will need to submit an appeal.

Pace of Progression: Students must complete at least 100% of their total attempted credit hours. To calculate the pace at which a student is progressing, divide the total number of hours the student has successfully completed by the total number he or she has attempted.

Grade Point Average (Qualitative Measures of Academic Progress)

Students must maintain a minimum cumulative grade point average of 2.75 for all credit hours attempted.

Leaves of Absence

Periods of approved Leaves of Absence will not count toward the maximum time frame. A student may not receive financial assistance during a Leave of Absence.

Repeated Coursework

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

Withdrawals/Incomplete Coursework

Courses in which a student earned a grade of Incomplete (IN), Work in Progress (WIP), or Withdrawal (W), or the equivalent, will count toward hours attempted but not earned for maximum timeframe and pace of progression but will not be included in the qualitative measure.

Grade Changes

Once an official grade is received for an Incomplete (IN) or Work in Progress (WIP) course, the student should notify SFS so SAP status can be reevaluated.

Noncredit Remedial Courses

RVU does not offer noncredit remedial courses.

Transfer Students

The MSBS program does not accept transfer credits from other programs.

Summer Terms

The MSBS program does not offer summer terms, therefore, it will not be included in the SAP assessment.

Change in Program or Pursuit of a Second Degree

If a student changes program of study or chooses to pursue a second degree, credits and grades that do not count toward the new program will not be included in the SAP determination.

Financial Aid Warning

Rocky Vista University will use the standardized definition of Financial Aid Warning, which is defined by the U.S. Department of Education as follows:

Financial Aid Warning is a “status a school assigns to a student who is failing to make satisfactory academic progress. The school reinstates eligibility for aid for one payment period and may do so without a student appeal.”

Financial Aid Probation

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

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

Note that the University may have a different definition of “academic probation or warning.” Refer to the *RVU 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.

Any student who fails to maintain satisfactory academic progress as defined by this policy will be placed on Financial Aid Warning for

one term. During that term, the student will continue to be eligible for aid. At the end of a term during which a student is on Financial Aid Warning, if the student still fails to meet any of the requirements, the student will become ineligible for aid and may submit an appeal to the Office of Student Financial Services. The Office of Student Financial Services will send a written notice to students who have not made satisfactory academic progress.

Reestablishing Eligibility

Appeals

A student may submit a written appeal documenting mitigating circumstances (e.g. serious illness of student or family member, death of a relative), within seven (7) calendar days of the determination of his/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 (10) calendar days of receipt of the appeal. The student will receive written notification of the committee’s decision within seven (7) calendar days. Decisions of the Financial Aid Appeals Committee may be appealed to the Rocky Vista University President.

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

1. A written statement documenting the reasons for failure to meet the standards of academic progress for financial aid eligibility.
2. A written statement explaining what has changed in the student’s situation that would allow the student to bring his/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/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 require-



ments. Students must appeal to change their plan.

Without Approved Appeal

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

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

— MSBS Academic Standards, Guidelines, and Requirements —

Employment During Enrollment

Employment during the MSBS program is strongly discouraged. The demands of the program are high and the faculty feel strongly that complete dedication to the program has a better outcome for the students' long term goals. Students in the MSBS Program should contact the Office of Student Financial Services for help with budgeting or emergency loans rather than seeking outside employment.

Attendance

Attendance to all classes is mandatory unless otherwise stated in the course syllabus.

Excused Absences

Every student who is unable to attend a required academic event (e.g. quiz, exam, lab, class) must fill out a digital Absence Notification and Approval Form. Students should complete the form, including a detailed explanation for the absence, and submit the form digitally through the appropriate platform. Students may be notified to meet with either the Course Director(s) or Program Director. Should a medical or other emergency (e.g. family crisis) occur that prevents a student from reporting to an examination or other required event on time, a student must notify (by email or phone call) the Course Director, a Program Director, or 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), PA, or NP indicating they were seen/treated. Family members, even those who are physicians, may not provide a note for excused absences. If a student is absent from a required event and does not provide an acceptable Absence Notification and Approval Form, the student may receive a grade of zero for that event.

The Absence Notification and Approval Form is available online on the RVU iNet.

Final Grades

Grading for MSBS students is based on a scale of 0 to 100. The MSBS program requires a grade of 69.5 or above to pass all courses; any grade at or below 69.49 is considered unsatisfactory/fail. The chart on the following page explains each possible grade.

Explanation of Grades

See chart on following page for explanation of grades.

Incompletes

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, the Program Director, and the 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, the Program Director, and the 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 four months.

Quality Points

Quality points are the cumulative points used to calculate grade point average. Only courses with letter grades greater than a C- offer quality points. For example, a final grade of B+ earned in a four-credit course will award 13.32 quality points ($3.33 \times 4 = 13.32$).

Academic Grievances Policy (Grade Appeal)

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;
- Provost (final level of appeal).

Students 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

Grades Earned	Grade Printed on Transcript	Definition	Quality Points	Calculated into GPA
92.50 - 100.00	A	Course successfully completed	4.00	Yes
89.50 - 92.49	A-	Course successfully completed	3.67	Yes
86.50 - 89.49	B+	Course successfully completed	3.33	Yes
82.50 - 86.49	B	Course successfully completed	3.00	Yes
79.50 - 82.49	B-	Course successfully completed	2.67	Yes
76.50 - 79.49	C+	Course successfully completed	2.33	Yes
72.50 - 76.49	C	Course successfully completed	2.00	Yes
69.50 - 72.49	C-	Course successfully completed	1.67	Yes
00.00 - 69.49	F	Fail	0.00	Yes
AU	AU	Audit	0.00	No
IN	IN	Incomplete	N/A	No
W	W	Withdrawal	0.00	No
N/A	WIP	Work In Progress	N/A	No

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.

Good Academic Standing

A student is considered in good academic standing if the cumulative grade point average is 3.0 and above.

Academic Probation

A student is considered on academic probation if the cumulative grade point average is 2.99 and below (calculated at the end of the Fall and end of Spring semester). A student on academic probation will be required to meet with the MSBS-SPC.

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, or hold any leadership role at RVU. Mid-semester grades may also be monitored to identify students that may be struggling and need assistance.

MSBS Student Performance Committee

Students who are on academic probation, do not achieve a 3.00 cumulative GPA, fail a course, fail the comprehensive exam, or demonstrate other academic or non-academic unsatisfactory performance will be required to meet with the MSBS Student Performance Committee (MSBS-SPC) to discuss options. Where deemed appropriate, the MSBS-SPC may recommend any one of the following options:

1. Remediation of a course or comprehensive exam;
2. Repetition of a course;

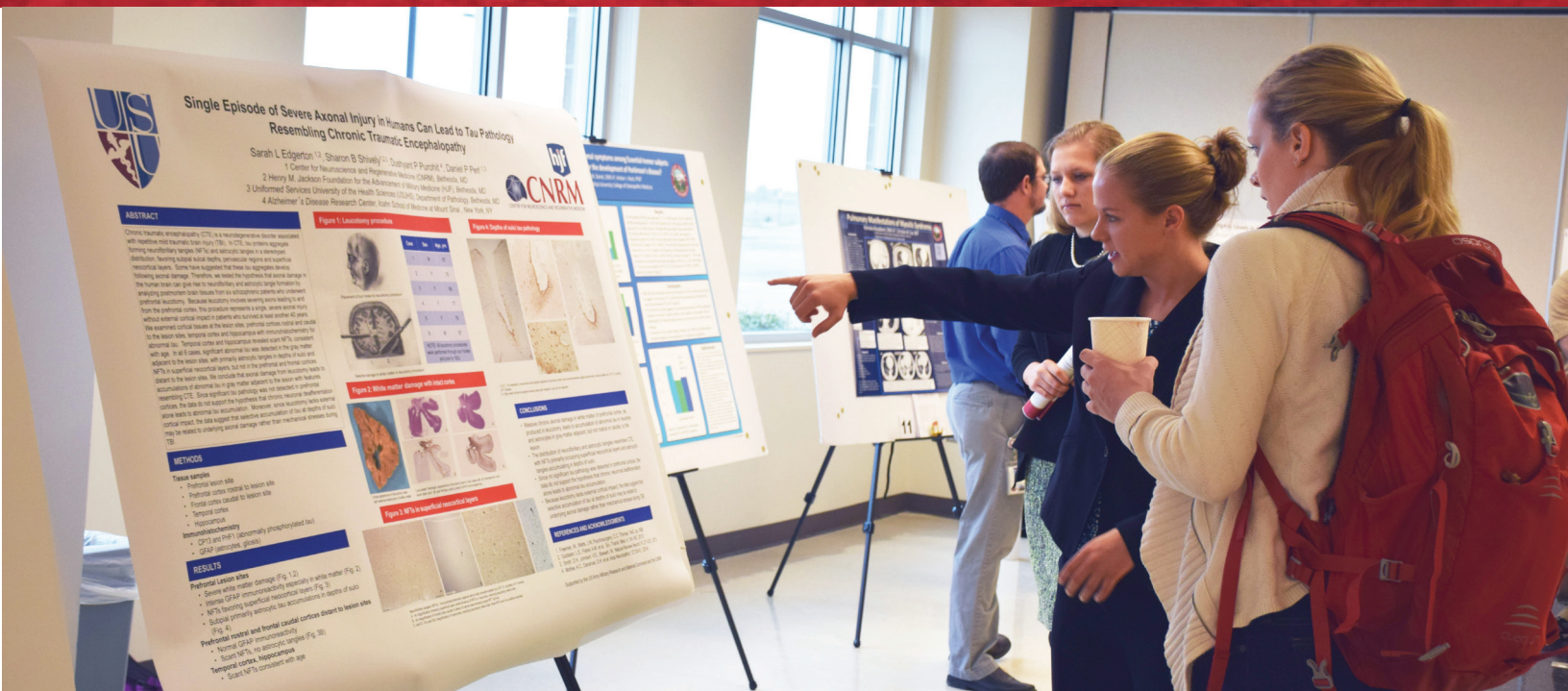
3. Dismissal from the University; or,
4. Other appropriate course of action.

The final decision will be made by the MSBS Program Director and may or may not align with the recommendation of the MSBS Student Performance Committee. There is no guarantee that remediating courses, repeating courses, or remediating comprehensive exams will be offered. A student may appeal a Program Director decision for dismissal as per the section 'Student Education Records; Dismissal Policy and Right to Appeal' in the *RVU Student Handbook and Catalog*. Specific requirements regarding remediation and/or other course of action will be made on an individual basis after considering pertinent circumstances, which may include, but are not limited to, the student's academic record, consultation with the course director, and consultation with the student involved.

Remediation of Courses

If an individual course is failed, the student may be recommended to remediate that course, with the timeline to be determined by the MSBS-SPC. The creation of remediation exams and/or remediation assignments will be up to the discretion of the individual course directors. Students who successfully remediate a course failure will receive a grade of a C- (minus). The grade achieved by remediation will be re-recorded on the transcript next to the original grade. No more than two courses may be remediated.

Any student who fails a remediation will return to the MSBS-SPC. The SPC may recommend that the student repeat the course the following school year, that the student be dismissed from the program, or other appropriate course of action. Decisions are subject to appeal to the Provost. The Program Director will issue a decision that may or may not align with the SPC recommendation. Decisions are subject to appeal to the Provost.



Students who remediate a course will be ineligible for the MSBS-COM Tier system.

Repeating of Courses

If a student does not achieve a 3.0 cumulative GPA for the program, two courses (up to 7 credit hours) may be repeated the following year to achieve the minimum 3.0 for graduation. The courses must be taken in the same semester, either Spring or Fall, but not both. Students will be charged full tuition for repeated coursework. Courses may only be repeated once. A student who repeats courses is deemed ineligible for the MSBS-COM Tier system.

If a student is directed to repeat a course, the grade for the repeated course will be recorded on the official transcript. The original grade received in a course will not count toward the student's GPA, but the original grade will continue to be included in the transcript.

If the cumulative grade point average remains below 3.00 after the student repeats designated courses, the student will not qualify for graduation and will be dismissed from the program.

A course may not be repeated unless recommended by the MSBS Student Performance Committee and/or Program Director.

Leave of Absence Policy

If a student would like a leave of absence from the MSBS program, he or she may make a formal request to the MSBS Program Director and the Associate Dean of Student Affairs. In order to be considered for a leave of absence, the candidate must provide adequate evidence that

current conditions warrant such. The Program Director will make all final decisions regarding approval or denial of requests. Prior to return from the leave of absence, the student must show that the conditions or factors that caused the initial request have changed significantly, so that there is a reasonable expectation that the student can perform satisfactorily upon resuming the program. The student may be reviewed by the MSBS-SPC prior to return at the discretion of the Program Director, and may recommend alternative course(s) of action to the Program Director. The student's prior academic record will remain part of his or her overall academic record and will be recorded on the permanent transcript upon resuming the program.

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 may be reviewed by the MSBS-SPC prior to readmission at the discretion of the Program Director. The student's prior academic record will remain part of his or her overall academic record and will be recorded on the permanent transcript upon readmission.

Student Enrollment Status Change

Appeals

The MSBS program adheres to the University's policies and proce-

dures for status change appeal procedures. Please refer to the University "Code of Conduct" section of the *RVU Student Handbook and Catalog* for more information.

Exams

The majority of MSBS exams are administered in a block format, meaning that multiple courses schedule exams on the same day. There are courses that also use written exams and practicals as tools for assessment.

Students must arrive on time for examinations. All instructions and corrections will be made at the beginning of the examination period and will not be repeated.

No allowances will be made for an exam being missed, other than documented illness or emergency. The student must contact the Program Director for permission prior to the exam. If permission is granted to delay the exam, it is the student's responsibility to complete the form titled "Absence Notification and Approval Form" as described above. In this event, the nature of the make-up will be at the discretion of the course director (oral, written, increased weighting on the final, etc.). An unexcused absence from an exam may result in a grade of "zero" for that exam. Please see the "Excused Absences" section for further clarification.

Any exceptions to this policy will be made on an individual basis and in compliance with all program and university policies.

Post-Exam Reviews

Post-Exam Reviews (PERs) are held for nearly every major exam. Students will receive a printed copy of their exam with the results, which cannot leave the classroom. No writing tools of any kind are allowed in the PER. Students are never allowed to copy questions or take notes at a PER. No laptops or cell phones are permitted at the PER. Leave bags, backpacks, etc. outside the classroom. PERs are scheduled for various lengths of time, depending on the length of the exam(s) to be reviewed. Students who arrive more than 15 minutes after a PER starts will not be admitted. PERs constitute a learning opportunity designed to help students review concepts they may have found challenging. PERs are a privilege. Students are expected to be respectful to faculty conducting PERs. PER format is subject to change, including cancellation, at the discretion of the MSBS Steering Committee or the Program Director.

Make-Up Examinations

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 the 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 as noted above.

Comprehensive Final Exam

There will be a comprehensive final exam at the end of the program, which will include material from all courses in the program and will assess mastery of previously discussed concepts. The comprehensive final exam will not be factored into the student's overall GPA. The student must pass this exam with a 70% or higher in order to graduate. If a student does not pass this exam, they will meet with the MSBS Student Performance Committee, which will make a recommendation to the Program Director, who will make the final decision on appropriate course of action. If remediation exams and/or remediation assignments are offered, creation will be up to the discretion of individual course directors, the SPC, and/or MSBS Program Director. If a student needs to remediate or repeat coursework, they will still be required to take the comprehensive exam at the end of the Spring, but only the portion of the exam that corresponds to the courses they have completed successfully; the comprehensive exam section that corresponds to the remediated/repeated course(s) may be administered at a later date upon successful completion of the remediated/completed course(s). Format of the comprehensive exam may be changed at the discretion of the MSBS Steering Committee or the Program Director.

MSBS Program Director's Letter

The MSBS Program Director's Letter is a formal letter of evaluation issued by the Program Director that serves as an evaluation tool in the application process for professional training programs. At the end of each semester, the MSBS Faculty will submit evaluations of all MSBS students to the Program Director. Upon a student's request, in writing, the evaluations are compiled into a committee letter and may be reviewed at the next MSBS Steering Committee meeting before submission. The letter summarizes the level of accomplishment a student has achieved during the MSBS program. This includes information regarding a student's entry and progress through the program, the academic record, involvement in extracurricular activities, compliance with academic policies, demonstration of professionalism and

ethical understanding, and comments from some or all of the MSBS Faculty. All students will be requested to sign a waiver of access to the Program Director's Letter.

The MSBS Steering Committee and/or Program Director reserves the right to decline a student's request for a letter of evaluation.

Graduation Requirements

A student who has fulfilled all the academic requirements may be granted the MSBS 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 grade below C- and no outstanding grade of "IN," or "U;" A 1.67 (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 passed the comprehensive final exam with a 70% or higher;
3. Has met the MSBS Non-Academic Criteria;
4. Has complied with all curricular, legal, and financial requirements of the University; and,
5. 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.



— 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 graduate, professional training program in a health sciences field. The curriculum emphasizes interdisciplinary collaboration and correlates foundational science information with clinical application. The MSBS program defines one credit hour for every 15 contact hours.

Semester I - Fall

<i>Course Code</i>	<i>Course Title</i>	<i>Credits</i>
BMS 5011	Evidence-Based Medicine	2
BMS 5008	Medical Humanities	1
BMS 5021	Molecular Basis of Medicine I	2
BMS 5041	Physiology I	4
BMS 5051	Human Anatomy I	2
BMS 5060	Microbiology and Infectious Disease	3
TOTAL		14

Semester II - Spring

<i>Course Code</i>	<i>Course Title</i>	<i>Credits</i>
BMS 5002	Biomedical Pharmacology	3
BMS 5010	Journal Club	2
BMS 5022	Molecular Basis of Medicine II	2
BMS 5042	Physiology II	4
BMS 5052	Human Anatomy II	2
BMS 5070	Immunology	3
TOTAL		16

TOTAL PROGRAM CREDITS 30

MSBS Program Administration

Francina Towne, PhD

Director of MSBS Program

Associate Professor of Immunology

- PhD, University of Colorado Denver, 2011
- BS, University of Arizona, 2000

Benjamin Brooks, PhD, MBA

Assistant Program Director of MSBS Program - Southern Utah

Assistant Professor of Biomedical Sciences

- PhD, University of Wyoming, 2009
- MBA, University of Wyoming, 2003
- BS, University of Wyoming, 2000

Joel Roberts, MD

Assistant Program Director of MSBS Program - Colorado

Assistant Professor of Physiology

- MD, University of Colorado, 2015
- BS, Azusa Pacific University, 2009



ROCKY VISTA UNIVERSITY

COLLEGE OF OSTEOPATHIC MEDICINE



Master of Physician Assistant Studies

Program Catalog

Applicability of Program Policies

All program policies apply to all physician assistant students, principal faculty, and the program director, regardless of location, except where clinical site policies conflict with program policies, in which event students, principal faculty, and the program director will be expected to comply with the clinical site's policies; however, despite any given clinical site's mandates on dress code or identification, students must always wear their school-issued student identification badge. The identification badge requirement is in addition to any clinical site requirements regarding site-specific identification.

Disclaimer

All Physician Assistant students will be required to adhere to Rocky Vista University policies as stated in the *RVU Student Handbook and Catalog*. The *RVU Student Handbook and Catalog*, which includes the Rocky Vista University Physician Assistant Program ("Program") policies applicable to PA students, does not constitute a contract with the Program, either express or implied. The Program reserves the right at any time to change, delete, or add to any of the program-specific provisions at its sole discretion. The Program is responsible for ensuring that all program policies, procedures, and expectations are timely and effectively communicated to all students. The Program will inform students of policies, procedures, and expectations via the *RVU Student Handbook and Catalog*, the program website, and orientation sessions. Any change or update to an existing policy, procedure, or expectation shall immediately be published in the appropriate place and students shall immediately be notified of the change and where the change can be found and reviewed.

Furthermore, the provisions of this document are designed by the Program to serve as firm guidelines rather than absolute rules, and exceptions may be made based on extenuating circumstances.

Reviewed and approved by the RVU PA Student Assessment and Promotions Committee: March 2020

General Information for Academic Policies

The Rocky Vista University Physician Assistant Program aims to provide clear information to physician assistant students and faculty. The RVU PA Academic Policies apply to all RVU PA students. The requirements for promotion and graduation are set forth in this document.

Policies for Physician Assistant Studies

Physician Assistant students are required to comply with Rocky Vista University's rules and the RVU PA Program policies. The RVU PA Program is committed to inform students of these policies.

Teach Out Policy

Should the University, an accrediting body, or the state or federal governments, decide to close the University or to terminate a program of study, each student, faculty, and staff member affected by the decision shall promptly be informed, in writing, of the decision. Unless otherwise notified, Human Resources policies regarding re-assignment or termination shall apply to all affected employees and staff. All students affected by the closure or termination shall promptly be given an official letter outlining the University or program teach out plan. This plan shall include a list of the student's outstanding requirements for course completion, the projected time period left for the student to complete the program, the proposed timeline and course schedule to complete the program, and any relevant financial ramifications for the student including, but not limited to, eligibility for continued financial aid, any pending refunds, and any anticipated additional expenses for the student.

Upon the decision to close the University or terminate a program, any and all new student recruitment and enrollment for the closed University or terminated program shall cease immediately. All outstanding offers for incoming, non-matriculated students shall be immediately withdrawn and all marketing and recruitment materials shall be canceled or recalled. Any students who have been accepted to the closed University or terminated program, but who have not yet matriculated, shall be given a full refund of all monies paid to the program in accordance with federal and state laws.

Immediately upon being notified of the decision to close the University or to terminate a program, the appropriate Dean or Chair shall conduct an audit of each currently enrolled and affected student to determine all outstanding courses and course requirements required to allow every student to complete his or her program of study. The Dean or Chair shall provide the University President with a timeline and schedule of courses that will allow all remaining students to complete their respective programs within a reasonable amount of time, and with minimal or no extra costs assessed to the students. This timeline shall include provisions for students who need to remediate or who otherwise fail to progress in a timely fashion during the teach out period, and it shall also state a specific end date when the last student will graduate and the University can officially close or the program can officially terminate.

In the event appropriate course sequencing or timing will not allow all students to complete their programs within a reasonable time or without additional burdensome costs, the Dean or Chair will be directed to establish appropriate independent or directed study courses to allow each student to complete their programs with the same quality of education as would have been received in a traditional course. The University shall ensure that all terminated programs are adequately and sufficiently staffed with faculty and support personnel to guarantee the successful and orderly teach out of all remaining students up through, and including, the final day of the University or program. In the event that it is determined the best way to offer program completion to each affected student would be to enter into a teach out agreement with another accredited University, the University shall assist each enrolled and affected student with the transfer of credits and enrollment into the partnering University, with as little additional expense to the students as possible.

Rocky Vista University will abide by, and comply with, all teach out reporting and notification requirements mandated by the Higher Learning Commission, any and all relevant specialty accrediting bodies, and the state and federal governments.

Program Director's Welcome

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

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

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

Sincerely,

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



Mission Statement

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

Goals/Strategic Priorities

The Program strives to achieve excellence in:

1. Program completion (measurement: at least 95% of students graduate from the program)
2. National certification (measurement: the program meets or exceeds the national mean for first time pass rates for the Physician Assistant National Certifying Exam [PANCE])
3. Graduate employment (measurement: at least 95% of graduates who seek PA employment are certified, licensed, and practicing as PAs within 12 months of graduation)
4. Achieving the program mission measured by:
 - a) employer surveys indicate high satisfaction with program graduates
 - b) qualitative review will indicate the meeting of the stated mission

RVU Physician Assistant Program Graduate Competencies

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

The complete list of competencies and those competencies associated with each EPA are found in *Appendix II*.



PA Professionalism

Becoming a Professional

By entering the RVU PA Program, students have made a conscience decision to become a professional. Professionals are highly educated individuals who practice within an ethical framework—as outlined by an oath or promise. The main components of professional behavior include honesty/integrity, reliability/responsibility, respect for others, compassion/empathy, self-improvement, self-awareness/knowledge of one's limits, communication/collaboration skills, flexibility/adaptability, and altruism/advocacy. Students within the RVU PA Program will represent the program in many different ways—within the classroom, within the University, or within the community—each offering ways in which to demonstrate the skills of a professional. The Code of Ethics of the Physician Assistant Profession illustrates more clearly the standards to which students will be held (refer to *Appendix VIII*).

Professional Behavior

RVU PA students are held to a high standard of professional and ethical conduct throughout their time in the Program. Professional behavior includes, but is not limited to:

- **Patient Care:** prioritizes primary responsibility for the health, safety, welfare, and dignity of all humans; assumes responsibility for all professional duties; maintains patient confidentiality.
- **Timeliness:** attends punctually class and clinic; sub-

mits timely assignments, evaluations, patient documentation, and other required paperwork.

- **Participation:** participates appropriately, constructively, non-derogatorily in the classroom and clinic (further examples may be found in individual course syllabi).
- **Appearance:** dresses appropriately, maintains good hygiene, and presentation (further examples may be found in individual course syllabi).
- **Behavior:** conducts self appropriately, attentively, and non-disruptively, being prepared for class and clinic, courteous, flexible, and collaborative and supportive of one's classmates.
- **Respect:** respectfully regards patients, faculty, staff, colleagues, students, members of the healthcare team, and others.
- **Education:** takes responsibility for self-education and accepts responsibility for own learning.
- **Constructive Evaluation:** seeks and accepts feedback in a mature manner to change behaviors; provides constructive feedback.
- **Personal Accountability:** accepts responsibility for actions and behaviors; demonstrates dependability; acknowledges limitations.
- **Self-Reflection:** willingness to examine one's own strengths, weaknesses, and biases.

Professional behavior will be evaluated on a regular basis by the Student Assessment and Promotions Committee (SAPC), by Course Directors through review of classroom behaviors, and by preceptors through clinical evaluations. Lack of appropriate professional behavior may impact a student's grade.

Student Professional Development

An important aspect of any professional educational curriculum is the development of professional behaviors and role identity. Evidence shows that unprofessional behavior exhibited during training is a predictor of future problems with state regulatory boards and the need for disciplinary actions (Papadakis, Hodgson, Teherani and Kohatsu, 2004). Unprofessional behavior presents a potential danger to the provision of good patient care and relates to the credibility of the profession. Professionalism therefore shares equal importance to content knowledge and manual skills at RVU. The RVU PA Program considers violation of professional conduct a significant deficiency. Recognizing the responsibility for professional behavior, the Program sets expectations for and evaluates students on their professional conduct. Students must demonstrate acquisition of these important behaviors. Students identified as exhibiting unprofessional behavior will be provided with corrective guidance. Unprofessional behavior may result in a finding of "At Risk (for Failure to Progress)" as outlined in the "Promotion and Graduation" section.

Student professional development is considered on an individual basis, in each course, each semester, or as needed. Course directors will complete a professionalism rubric and determine a pass or fail score for each student. The Student Assessment and Promotions Committee (SAPC) will review the rubrics from all courses at the end of each semester for unacceptable professionalism ratings. (See *Appendix IV* for Professional Development and Assessment Form (PDAT).) Those students who do not meet or exceed expectations in any area of professionalism will have the opportunity to review their individual PDAT with an academic advisor.

Students in clinical rotations will receive a copy of their preceptor evaluation forms, in which professionalism is a component. A PDAT will be created for clinical year students if corrective action for professionalism is identified during a clinical experience. Those students who do not meet or exceed expectations in any area of professionalism will have the opportunity to review their individual PDAT with an academic advisor.

As future health professionals, students should adhere to the highest standards of professionalism. Examples of unprofessional conduct include, but are not limited to the following:

- Misrepresentation of effort, credentials, or achievement in the academic or clinical setting;

- Any action that compromises the quality of patient care;
- Violation of patient confidentiality;
- Any conduct, both on- and off-campus, that interferes with the student's ability to perform his/her professional duties or reflects poorly on the profession;
- Disruptive or disorderly conduct in a classroom or clinical setting; and/or,
- Other conduct that falls below that which befits a health professional.

Other areas of unprofessional conduct include substance abuse, inappropriate use of social media, and lack of respect for the rights and property of others, as well as additional examples listed earlier in the University-wide section of the *RVU Student Handbook and Catalog*.

Student Professionalism Concerns

Unprofessional conduct includes incidents that affect not only one's ability to practice, but also the reputation of the RVU PA Program and the image of its students. Student concerns related to professionalism will be brought to the Student Assessment and Promotions Committee (SAPC) for review.

Academic Integrity and Conduct Code

Education at the Rocky Vista University Physician Assistant Program is conducted under the honor system. All students entering health professional programs should have developed the qualities of honesty and integrity, and each student should apply these principles to his or her academic and subsequent professional career.

Conduct that violates the PA Program's Student Academic Integrity and Conduct Code may include but is not limited to the following:

- Academic dishonesty;
- Complicity with academic dishonesty;
- Plagiarism;
- Cheating;
- Fabrication and falsification of effort, credentials, or achievement in the academic or clinical setting;
- Submission of the same work and/or paper more than once and for different classes;
- Misuse of academic materials;

- Redistribution, photocopying, photographing, or otherwise reproducing exam content or keys (this applies to SP cases and may apply to simulated cases used in the classroom.);
- Disruptive or disorderly conduct in a classroom or clinical setting;
- Theft, damage, or destruction of property;
- Physical or verbal altercation, assault, battery, domestic violence, or other related crimes;
- Inappropriate use of social media;
- Bribery in an attempt to gain an academic advantage;
- Forging or altering documents or credentials;
- Utilization of position or power by a student for personal benefit or to the detriment of another student, faculty member, or member of the staff; and/or,
- Any behavior that does not meet the standards of the University, its affiliates, and the healthcare professions.

Violations of Professionalism and Academic Integrity

The Student Assessment and Promotions Committee (SAPC) reviews issues related to student academic dishonesty or unethical behaviors. Recommendations are then made to the Program Director as outlined in the “Promotion and Graduation” section.

Student Communication with the Program

Publication and Dissemination of Information

The Physician Assistant Program is dedicated to providing an open and honest educational environment. To this end, the Program is committed to defining, publishing, and making readily available to prospective and enrolled students all pertinent program information including, but not limited to, general program information, the program’s accreditation status, the success of the program in meeting its goals, first-time board pass rates, all required curricular components and academic credit, estimates of tuition and costs, tuition refund policies, student grievance procedures, student-related policies, and admissions-related information. The Program will also define, publish, and make readily available to admitted students all academic performance and progression requirements. The Program shall review the publication and dissemination of said information any time a change or update is made to the information but, in any instance, not less

than once per academic year.

Modes of Communication

University email is the first line of communication with the Program. Email is checked during business hours. The student is required to check his/her University email daily.

The Clinical Team email address should be used for all clinical experience communication. The Clinical Team emails address is PAClinicalEducation@rvu.edu.

Individual faculty and staff voicemail are checked during the work day.

Timely Communication

Communication from students on weekends will be answered for emergent clinical issues only. For emergent clinical issues, please utilize the emergency phone number of the Director of Clinical Education, which will be provided to students in the PA student Clinical Handbook.

Emergent is defined as life-threatening or a situation that is offensive or flagrant to the student.

Students should make every attempt to respond to emails within two business days unless directed otherwise in the email. Faculty and staff will make every effort to respond to emails and voice-mails within two business days.

Clinical Experience Communication

<i>Issue</i>	<i>Contact Person</i>
Non-emergent rotation concerns	Clinical Team at PAClinicalEducation@rvu.edu
Emergent need after business hours	(720) 795-9732
Emergent need during business hours	1st notify: Director of Clinical Education (720) 874-2447 2nd notify: PA Program's direct line (720) 874-2409
Inability to attend clinical experience that day (injury, illness, family emergency)	1st notify: the Preceptor; 2nd notify: Clinical Team at PAClinicalEducation@rvu.edu
Preceptor illness or vacation	Clinical Team at PAClinicalEducation@rvu.edu

(Continued onto next page)

Needlestick, exposure, or injury on a clinical experience

Seek medical attention and follow the process outlined in the section “Infectious Diseases, Body Fluid and Needle-Stick Exposures”

Locating Students

All RVU PA students are required to keep current address and telephone numbers updated with the following two offices:

- **The Rocky Vista University Office of the Registrar**
 - o Phone: (720) 874-2455
 - o Email: registrar@rvu.edu
- **The RVU PA Program office**
 - o Phone: (720) 874-2409
 - o Fax: (720) 874-2480

When to contact these offices:

- In the event of a permanent change to phone number or home address;
- In the event of a temporary change to phone number and/or temporary place of domicile; and/or
- In the event of a name change.

Attendance

The goal of the PA student is to develop clinical and professional competency leading to successful entry to the profession. Students are required to attend class and take examinations at scheduled times. In the case of absence, students are expected to contact the Program (or Program faculty) promptly. Determination of excused absence will be left to the discretion of individual course directors. Valid reasons for requesting an excused absence include, but are not limited to, personal illness, family emergency, or religious observation. Those absences that are not pre-approved by individual course directors may be considered unexcused. Exceptions can be made for emergencies at the discretion of the course director. Unexcused absences may result in the inability for students to make up assignments or examinations.

Timeliness

Promptness is an important trait that students must display during didactic and clinical experiences. Repeated tardiness is considered unprofessional conduct and may affect a student’s pro-

fessionalism evaluation.

Clinical Attendance

Students are required to attend clinic at scheduled times and work the hours set forth by the preceptor, which may include holiday, night, or weekend shifts or call. In general, this equates to ≥ 32 hours per week. If a student is in a clinical experience that does not meet ≥ 32 hours per week, the student must notify the Clinical Team immediately as this may impact the ability for the clinical experience to meet Program requirements. The student’s clinic schedule can be found in Exxat.

Requests for changes in clinical placements (including the days of the week) will not be approved, unless the preceptor is requesting the change or there are extenuating circumstances. Personal preferences or attending extracurricular activities do not constitute extenuating circumstances. Approval of changes in a clinical placement is at the sole discretion of the Director of Clinical Education and may not be appealed. All requests for absences and change of clinical days must be submitted to the Director of Clinical Education prior to discussing this with the preceptor(s).

- Exceptions to this rule are acute illnesses or emergency situations for which the preceptor should be contacted first, followed by the Director of Clinical Education.
- Requests for changes in clinical schedules due to religious observations must be arranged in advance with the Clinical Team.

Definition of Clinical Absences

Excused Absence: An Excused Absence is an absence for which permission has been granted by the Director of Clinical Education and the Preceptor. Excused absences are considered to occur in voluntary and involuntary situations as defined below:

Voluntary Absence: An absence for an event or events such as personal appointments and family events. Voluntary absences are generally not permitted; however, should the student desire to make a request, it must be submitted in writing to the Director of Clinical Education within ten business days from the requested day(s) off. If accommodations can be made, an appropriate plan will be developed by the Director of Clinical Education or Clerkship Director(s), with or without assistance from the Clinical Team.

Involuntary Absence: An absence for serious illness, jury duty, and academic needs specified by the RVU PA program (i.e., remediation). If a student has an illness or other emergency, they must contact their preceptor(s) as well as the Di-

rector of Clinical Education and the Clinical Team as soon as possible or prior to missing any time.

Unexcused Absence: An Unexcused Absence is an absence for which permission has not been granted by the Director of Clinical Education. Unexcused absences may be brought to the attention of the Student Assessment and Promotions Committee and may result in a notation on the Professional Development Assessment Tool (PDAT) or failure of the rotation.

Unexpected Preceptor Absence: An Unexpected Preceptor Absence is an absence necessitated by an unexpected change in the preceptor's schedule or due to preceptor illness/leave. Students will not be responsible for making up a missed day due to an unexpected preceptor absence, and the absence will be considered Excused if the Clinical Team is notified within 24 hours of the cancellation.

It is the student's responsibility to notify the Clinical Team of any absences (voluntary, involuntary, or preceptor-driven). Failure to do so may result in a notation on the PDAT or failure of the rotation.

Plan for Excused Absences Approved by the Director of Clinical Education

If more than two clinical days are missed during a one-month rotation, the Director of Clinical Education will work with the Clinical Team and the Clerkship Director to determine need for additional rotation exposure.

If there is a pattern of absences through the semester or year, a remediation plan may be warranted.

Other Clinical Experience Considerations

During Clinical Experiences, the student will be required to be in the Denver Metro Area for Core Specialty-Specific Competency Assessments (Point of Entrustment #2). Preceptors will be notified of these excused absences.

Inclement Weather: Students are expected to attend clinic even if the Rocky Vista University campus is closed. If the rotation site is open during inclement weather, the student should make every effort to attend; however, learners are advised to use their best judgment when considering travel to educational experiences. If the site closes due to weather, the student must notify the Director of Clinical Education and the Clinical Team immediately. If the student will *not* be attending clinic, it is the student's responsibility to contact the preceptor first to notify them that they will not be there and why. After contacting the preceptor, the student must email the Director of Clinical Education who may consider make-up options, as needed.

Emergency or Illness: If the student is ill and it would be inappropriate for the student to see patients or if there is an emergency, the student must contact their preceptor. After contacting the preceptor, the student must email the Director of Clinical Education to discuss make-up options.

Other Absence Requests: If the student needs to miss clinic for any reason other than an acute illness or an emergency, the student must receive approval from the Director of Clinical Education prior to approaching the preceptor. Requests must be submitted ten business days prior to the requested time off.

University Breaks/Holidays: Students are required to attend clinic during the Rocky Vista University PA Program Winter Break, Spring Break, and Holiday days.

On-Call/Night Shifts: On-call responsibilities may be required for a rotation, and the student must discuss the schedule with the preceptor at the beginning of the rotation. A rotation may require on-call nights or overnight shifts.

Job Interviews: Scheduling a job interview during another clinical experience will not be approved. Job interviews must be scheduled during the student's off-hours.

Jury Duty

Students summoned to jury duty must notify the Course Director for a didactic course or the Director of Clinical Education and the Preceptor for a clinical rotation overlapping their summons for jury duty. The student will contact the appropriate court to determine if they have been called for appearance.

If the student is called to appear for jury duty, they must notify the Course Director for a didactic course or the Director of Clinical Education and the Preceptor for a clinical course. The student will need to provide the excused absence form from the court to the Course Director or Director of Clinical Education, verifying their attendance for jury duty.

If the student is not called to appear for jury duty, they must report to the required courses or clinical rotation site for that day. If an exam is scheduled for the day the student is summoned to appear for jury duty, the student will follow the guidelines above, and if called to appear for jury duty, the student will work with the course director to reschedule the exam for a later date.

Supervised Clinical Practice Experience Professional Requirements

Students must be prepared to study for clinical experiences. The student should make a commitment to read about patient encounters and ask for learning issues opportunities.



Identification During Supervised Clinical Practice Experiences

Name Tag and Badges: The RVU badge identifying the student as a Physician Assistant student must be worn at all times during the clinical experience. If a specific site requires additional identification, it is the responsibility of the student to comply. If separate badges are required at hospital sites, it is the responsibility of the student to complete paperwork necessary to obtain the required identification prior to the start of the clinical assignment. It is the student's responsibility to return the badge to the site prior to departure and, if not, the student assumes responsibility for fees associated with a lost badge.

Greeting Patients: Students are required to identify themselves to patients by their name and by their RVU PA student status. The student must explain to patients their working relationship with the preceptor.

Signing Charts: When a student signs a chart, they must identify their student status (e.g., PA-S). The student signature on any official paperwork (e.g., charts, prescriptions) must be co-signed by their MD, DO, PA, NP, or other licensed clinician preceptor.

Student Supervision

Students are supervised by licensed/board certified physicians, physician assistants, or nurse practitioners at all times. Under no circumstances should a student in the RVU PA Program be permitted to practice independent of direct supervision. The preceptor or designee with equal education and qualification must be on site. Under no circumstances should the RVU PA student be used as an employee of the practice or represented to the clientele

as such. Students should not be used as clerical staff, medical scribes, or research assistants (e.g., pharmaceutical trials).

Dress Code

The PA program dress code has been designed to assist students in presenting a professional appearance in order to inspire confidence in both colleagues and patients, as well as to comply with health and safety standards that promote effective patient care and minimize the possibilities for body fluid exposure or the spread of infectious disease. Students should maintain a professional appearance and dress appropriately whenever they are representing RVU and the PA profession in any setting. This includes the campus, all clinical sites, meetings, conferences, and special events. Being neatly dressed and well-groomed exemplifies professionalism and courtesy toward colleagues and patients. Attire should not distract from the educational effort.

Each course syllabus may outline specific requirements and dress code exceptions/expectations for the particular course. Students are to adhere to course-specific requirements in the event they conflict with University or program requirements. For example, if a professor requires students to wear professional attire for a certain skills class rather than scrubs, professional attire must be worn. Dress code requirements of any clinical site override the University or program dress code.

Section 1: Professional Dress Common to RVU Campus, Clinical Sites, and Professional Conferences

- School identification card with photo must be worn at

all times.

- Clothing must be clean and free of wrinkles, rips, tears, and stains.
- Clothing must fit appropriately. Clothing must not be loosely fitting (which can promote disease transmission) or tightly fitting (which can restrict range of motion).
- Clothing must not expose the back, midriff, cleavage, or undergarments.
- Acceptable attire includes business slacks, collared shirts, and knee-length dresses or skirts.
- No tank tops, halter tops, or spaghetti-straps are permitted.
- All shoes must be clean and in good repair. Heels must be less than two inches high.
- No workout attire, leggings, shorts, or sweatpants/sweatshirts are permitted.
- With the exception of religious head coverings or surgical caps (in appropriate environments), hats or hoods are not to be worn.
- Hair must be clean and arranged to avoid interference with providing patient care. Facial hair should be neatly trimmed.
- Good personal hygiene is to be maintained at all times. This includes regular bathing/showering, use of deodorants/antiperspirants, and regular dental hygiene.
- Established dress codes at health fairs, professional conferences, or clinical sites supercede the above rules (with the exception of required RVU ID badges).

Section 2: Professional Dress for Class Attendance on the RVU Campus

This section covers dress for all on-campus classes and activities between the hours of 8:00 am and 5:00 pm, Monday through Friday, unless otherwise notified.

- All dress code rules from Section 1 above apply.
- Program-approved scrubs may be worn in the anatomy lab or at other program-approved activities.

Section 3: Professional Dress for Patient Encounters and Clinical Sites

This section covers dress for all patient encounters including OSCEs, simulated patient encounters, and clinical rotations.

- All dress code rules from Section 1 above apply.
- Scrubs are prohibited at clinical sites unless allowed by faculty or preceptors or are required by the preceptor

or site.

- Clinical attire is appropriate for OSCEs.
- Flip-flops or open toed shoes are not permitted.
- All tattoos must be concealed.
- Jewelry must be kept to a minimum. Students must have no more than two earrings per ear; dangling earrings and gauged piercings are prohibited. No body piercings should be visible other than ear piercings.
- Fingernails should be kept trimmed and, when in surgical settings or rotations, without polish. Artificial nails are prohibited.

Substance Abuse and Respect for the Rights and Property of Others

Substance Abuse

Substance abuse compromises the student's ability to learn and to practice as a health provider. Intoxication or being under the influence of legal or illegal drugs and/or alcohol in a clinical or classroom setting will not be tolerated. Students who have a problem with alcohol and/or other substances should seek assistance from services available on campus or through the Colorado Physician Health Program (CPHP). In the event these behaviors affect academic performance, interprofessional relationships, patient care, or clinical practice, the SAPC may mandate evaluation by CPHP.

The RVU PA Program adheres to the University policies regarding substance abuse and respect for the rights and properties of others.

Respect for the Rights and Property of Others

Students should conduct themselves in a manner that recognizes the rights and property of others. Examples of inappropriate behavior include, but are not limited to the following:

- Theft;
- Damage to University or personal property of others;
- Disruption of educational or other activities on campus;
- Illegal use of University facilities;
- Harassment or physical assault; and/or
- Any other conduct that threatens the health or safety of others.

In the event of illegal activity, the police department will be con-

tacted and the SAPC will be notified.

Health Insurance Portability and Accountability Act (HIPAA)

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

All students enrolled in degree programs at Rocky Vista University must be HIPAA-certified at RVU when entering the Program. The HIPAA training is provided online and information to access training will be provided at Orientation. A score of 80% or better on the online HIPAA training course is a requirement prior to starting clinical rotations at the RVU PA Program. Specific clinical sites may require additional training.

All RVU PA students are required to abide by all rules, regulations, and policies of the Health Insurance Portability and Accountability Act (HIPAA). The PA program has a zero-tolerance policy for violation of patient privacy; failure to adhere to the mandates of HIPAA is grounds for immediate dismissal from the program.

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

Student Employment

Successful advancement and completion of the PA program requires heavy demands on each student's time, physical abilities, and emotional resources. Consequently, students are strongly discouraged from seeking or obtaining outside employment while enrolled in the PA program. Students who require financial assistance during matriculation should contact the Office of Student Financial Services for help with budgeting or emergency loans rather than seeking outside employment.

Alterations to course or clinical schedules will not be made for students who choose to work while in the Program.

Students are not permitted to work for the Program. (A3.04)

Students as Instructional Faculty

Students with specialized experience, knowledge, or skills may assist program staff, faculty, and instructors in didactic and laboratory sessions, but students are not permitted to serve as the primary instructor or the instructor of record for any course or component of the curriculum, including, but not limited to, supervised clinical practice experiences (SCPEs).

Students must not substitute or function as an instructor or faculty for the Program. (A3.05)

Students as Clinical or Administrative Staff

Although the Program values and promotes a team approach to healthcare and encourages students to aid every professional involved in patient care as appropriate during supervised clinical practice experiences (SCPEs), students may not, at any time, substitute for clinical or office staff during a SCPE. Any student asked to perform such a role shall immediately inform the Program.

Students must not substitute for clinical and administrative staff during supervised clinical practice experiences. (A3.06)

PA Academic Calendar

First Year PA Students

Fall 2020 Semester

Fall Semester Begins	August 31
Orientation:	
First-Year Students	August 25-27
First Day of Classes	August 31
Labor Day Holiday	September 7
Thanksgiving Break	November 26-27
Last Day of Classes	December 11
Winter Break	December 11-January 1

Spring 2021 Semester

Spring Semester Begins	January 4
First Day of Classes	January 4
Martin Luther King, Jr. Day Holiday	January 18
President's Day Holiday	February 15
Spring Break	March 8-12
Last Day of Classes	April 30

Summer 2021 Semester

Introduction to Supervised Clinical Practice	May 3-21
White Coat Ceremony	May 20 (<i>pending</i>)
Summer Break	May 24-28
<i>Supervised Clinical Practice Experience I</i>	
Clinical Seminar I	May 31-August 27

Fall 2021 Semester

<i>Supervised Clinical Practice Experience II</i>	
Clinical Seminar II	August 30-December 31

Spring 2022 Semester

<i>Supervised Clinical Practice Experience III</i>	
Clinical Seminar III	January 1-April 30

Fall 2022 Semester

Capstone	September-November
RVU PA Graduation	November

Second Year PA Students

Fall 2020 Semester

<i>Supervised Clinical Practice Experience II</i>	
Clinical Seminar II	August 31-December 31

Spring 2021 Semester

<i>Supervised Clinical Practice Experience III</i>	
Clinical Seminar III	January 1-April 30

Summer 2021 Semester

Research (Independent Work)	June
<i>Supervised Clinical Practice Experience IV</i>	
Clinical Seminar IV	May 3-August 30

Fall 2021 Semester

Capstone	September-November
RVU PA Graduation	November 13, 2020

**All dates are subject to change.*

Curriculum for PA Program

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

Year I - Semester I (Fall)

<i>Course Code</i>	<i>Course Title</i>	<i>Credits</i>
PAS 5001	Interprofessional Education Seminar I	1
PAS 5011	Normal Human Development	2
PAS 5113	Molecular and Cellular Concepts I	4
PAS 5115	Anatomy I	4
PAS 5131	Clinical Medicine: Professional Seminar I	3
PAS 5133	Clinical Medicine: Illness and Disease I	4
PAS 5135	Clinical Medicine: Evidence-Based Practice I	2
PAS 5137	Clinical Medicine: Skills and Assessment I	4
PAS 5139	Clinical Medicine: Reasoning and Application I	3
TOTAL		27

Year I - Semester II (Spring)

<i>Course Code</i>	<i>Course Title</i>	<i>Credits</i>
PAS 5002	Interprofessional Education Seminar II	1
PAS 5114	Molecular and Cellular Concepts II	5
PAS 5116	Anatomy II	4
PAS 5132	Clinical Medicine: Professional Seminar II	3
PAS 5134	Clinical Medicine: Illness and Disease II	6
PAS 5136	Clinical Medicine: Evidence-Based Practice II	2
PAS 5138	Clinical Medicine: Skills and Assessment II	5
PAS 5140	Clinical Medicine: Reasoning and Application II	3
TOTAL		29

Year I - Semester III (Summer)

<i>Course Code</i>	<i>Course Title</i>	<i>Credits</i>
PAS 5150	Introduction to Supervised Clinical Practice Experience	1
PAS 5251	Clinical Seminar I	1
PAS 5261	Supervised Clinical Practice I	10
TOTAL		12

Year II - Semester I (Fall)

<i>Course Code</i>	<i>Course Title</i>	<i>Credits</i>
PAS 5252	Clinical Seminar II	1
PAS 5262	Supervised Clinical Practice II	14
TOTAL		15

Year II - Semester II (Spring)

<i>Course Code</i>	<i>Course Title</i>	<i>Credits</i>
PAS 5253	Clinical Seminar III	1
PAS 5263	Supervised Clinical Practice III	14
TOTAL		15

Year II - Semester III (Summer)

<i>Course Code</i>	<i>Course Title</i>	<i>Credits</i>
PAS 5254	Clinical Seminar IV	1
PAS 5264	Supervised Clinical Practice IV	10
PAS 5271	Research Proposal	1
TOTAL		12

Year III - Semester I (Fall)

<i>Course Code</i>	<i>Course Title</i>	<i>Credits</i>
PAS 5272	Capstone	12
TOTAL		12



The RVU PA Program Academic Policies

Competency-Based Medical Education Model

The RVU PA Program designed its curriculum in the competency-based medical education (CBME) model. CBME is defined as an outcome-based approach to the design, implementation, assessment, and evaluation of a medical education program and its learners using an organizing framework of competencies. (Refer to *Appendix III* for an overview of CBME and its use within the RVU PA Program.)

Course Schedules

Typically, required classes and events for students are scheduled by the RVU PA Program between the hours of 8:00 am and 5:00 pm, Monday through Friday. Additional time may be needed to reschedule guest speakers or presentations that were previously cancelled, or to incorporate topics that may enhance the didactic or clinical curriculum. In the event of a schedule change, the students will be notified as quickly as possible via email. During supervised clinical practice experiences (SCPEs), students are expected to follow the schedule set by the preceptor, which may include holiday, night or weekend shifts or call.

Scheduling of Outside Events

Student groups wishing to schedule events may do so before or after regularly scheduled class time (i.e. before 8:00 am or after 5:00 pm)

and must receive approval from the RVU PA Program Director prior to contacting guest lecturers. Once approved by the Program Director, students must work with the Director of Curriculum and Program Coordinator to reserve appropriate classroom locations for the event. Students will also need approval from the Director of Student Life or their designee after obtaining approval form from the Program Director.

Supervised Clinical Practice Experience Schedule / Preceptor-Student Relationship

The Clinical Team assigns all supervised clinical practice experiences based on the Accreditation Review Commission on the Education for Physician Assistant (ARC-PA) Standards and the RVU PA Program requirements. Students will have input into their experience placements through special requests and by completing preference sheets. One-on-one meetings may occur with the Director of Clinical Education or a member of the Clinical Team. Special requests may not be able to be accommodated due to clinical requirements and preceptor availability.

Definition of the Preceptor-Student Relationship

The preceptor is an integral part of the teaching program. Preceptors will serve as role models for the student and, through guidance and teaching, will help students perfect skills in history-taking, physical examination, effective communication, physical diagnosis, succinct recording and reporting, problem assessment, and plan development,

including a logical approach to further studies and therapy. The preceptor should maintain a professional relationship with the PA student and, at all times, adhere to appropriate professional boundaries. Social activities and personal relationships outside of the professional learning environment should be appropriate and carefully selected so as not to put the student or preceptor in a compromising situation. Contact through web-based social networking sites (e.g. Facebook, Twitter) should be avoided until the student fully matriculates through the educational program. If the preceptor and student have an existing personal relationship prior to the start of the rotation, a professional relationship must be maintained at all times in the clinical setting.

Conflict of Interest

Healthcare providers who provide health services, including psychiatric/psychological counseling, to a PA student or his/her close family members have the potential to be in a conflict-of-interest situation. Clinical educators are not allowed to complete an assessment of any students for whom they provide or have provided medical care. They are also not allowed to assess students for whom they provide or have provided medical care to close family members. While the student may still rotate in a setting with a preceptor with a conflict of interest, the named preceptor for the rotation and the preceptor who completes the assessment must not have a conflict of interest. Students are required to notify the Director of Clinical Education of any potential conflict of interest situations to determine whether an alternative clinical site or clinical educator is warranted.

Curriculum Committee

The Committee is composed of the PA Core Faculty and provides general oversight of the curriculum. All new courses and changes to existing courses must meet the approval of this Committee and the Institutional Curriculum Committee.

The Course Director

The course director works with the Curriculum Committee to design the specific content and presentation of the course materials. He/she is expected to provide students with the overall goals and objectives for the course. In addition, information regarding requirements of enrolled students and grading policies are presented at the onset of the course. The course director has overall responsibility and authority of assigning grades for the course and reserves the right to lower a student's grade based upon individual professional behavior.

PA Program faculty members serve as course directors for supervised clinical practice experiences (SCPEs) and assign the final grade after reviewing the evaluation(s) from the community preceptor, performance on Mini-CEX evaluations, performance on End of Rotation (EOR) exams, and performance on competency exams.

Course and Clinical Evaluations

At the end of each course, students are required to complete a course evaluation. Anonymous compilation of the didactic evaluations is provided to Course Directors and the Directors of Curriculum. Evaluations are reviewed and used to make improvements to individual courses as well as the overall curriculum. Therefore, constructive student feedback is extremely important in considering changes to curriculum. Students provide evaluations of clinical rotations using clinical education management software (i.e. Exxat). Constructive feedback is important in evaluation and continued use of clinical sites. Failure to complete required evaluations may result in an at-risk status or a failure of the course. Clinical evaluations are reviewed by faculty advisors and compiled by the Director of Clinical Education to be anonymously distributed to preceptors upon request once a preceptor has had a minimum of 3 students.

Textbook and Classroom Supply Policy

It is expected that students will obtain all textbooks and course supplies as listed in each course syllabus. Many texts are available electronically through the RVU Library.

Testing Policies and Procedures

The following are general procedures used for examinations:

- Frequently, exams will be taken via the ExamSoft assessment platform.
- Proctoring will be at the discretion of the course director and may be administered by faculty or staff.
- Scheduled test times will be adhered to.
- Exams will start and end as scheduled.
- Students are expected to take exams as scheduled. Exceptions may be granted by the course director in the case of an emergency.
- Should a clinical exam need to be rescheduled, the student may be responsible for additional costs incurred due to the rescheduling.

Grade Report Symbol Information

The RVU PA Program uses a pass/fail grading system to assess student performance. No letter grades are given. At the end of each course, students will receive a grade of Pass (P), Fail (F), Incomplete (I), or Withdrawal (W).

Didactic Courses

Pass: In order to earn a “Pass” designation for an individual didactic course, students must achieve a minimum score of two (2) standard deviations below the class mean on all course examinations and must complete all course assignments, assessments, and activities in a timely and satisfactory manner, per the course syllabus. Students must also meet or exceed expectations in professionalism as measured by the PDAT form.

Fail: Any student who does not receive a minimum score of at least two (2) standard deviations below the class mean on all course examinations or does not complete all course assignments and activities in a timely and satisfactory manner, per the syllabus, will receive a “Fail” designation for the course and must remediate the course, as described below.

Supervised Clinical Practice Experiences (SCPEs)

Pass: In order to earn a “Pass” designation for an individual SCPE, students must complete all course assignments and assessments, patient logging requirements, and professionalism expectations, per the course syllabus. Additionally, students must submit all required course paperwork and submissions as set forth in the course syllabus. Students must also achieve all clinical competencies and expectations for the course, as set forth in the syllabus, by the last day of the course. Achievement of competencies and expectations is assessed through patient logging records, preceptor evaluations of the student, and direct observation assessments.

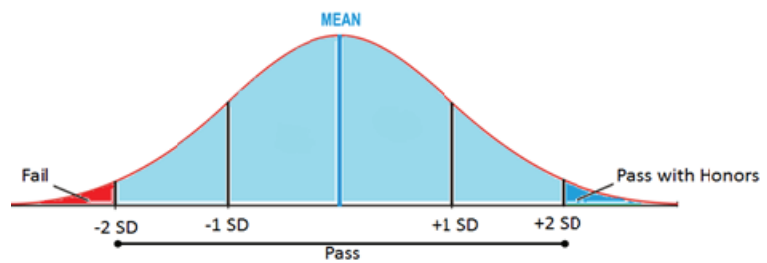
Fail: Any student who does not complete all course assignments, patient logging requirements, professionalism expectations, or course paperwork and submissions, per the syllabus, will receive a “Fail” designation for the course and must remediate the course, as described below. If a student fails to achieve the course clinical competencies or expectations, as set forth in the syllabus, despite having successfully completed all other course requirements, the student will receive a “Fail” designation for the course and must remediate.

Completion of Courses and Incompletes

All courses are to be completed within the timeframe set forth by the program calendar and course syllabi. A course that has not been completed within the designated timeframe is considered to have been failed. Based on unusual circumstances, a student may request an “Incomplete.” With exigent circumstances, the SAPC may grant a request for an Incomplete for any course not completed. Should an Incomplete be granted, the SAPC will determine the timeline during which the coursework must be completed before the incomplete is changed to a permanent “Fail.”

Incomplete (I)

An Incomplete (I) is a grade indicating that work for the course has



not been completed. This grade may be issued when a student has participated in a course but does not fulfill all requirements within the time allotted.

Once the student completes course requirements, the course director will submit a grade change form to the Office of the Registrar, indicating the final course grade. In this instance, a pass/fail grade will replace the Incomplete (I) as the official course grade. The official transcript will denote the final grade and indicate that the previous grade was an Incomplete (I).

The student will not be able to progress to the next level of training if a grade of Incomplete (I) has been recorded and not rectified. This may result in an extended program and delayed graduation. After one academic year from the end of the course, if the student has not completed the course requirements, the Incomplete (I) grade may be replaced by a grade of Fail (F). If the student receives a grade of Incomplete (I) and withdraws from the program prior to completing course requirements, the grade of Incomplete (I) remains a permanent part of the official student transcript.

All coursework must be completed for any given academic year before a student is allowed to progress to the next academic year. In the event a student is unable to satisfactorily complete the Program's prescribed course of study, the student shall come before the SAPC for further review. All courses and program requirements must be successfully completed in accordance with program and course timelines and policies in order for a student to graduate from the program.

Withdrawal (W)

Withdrawal (W) is a special symbol that is an indication of registration or grade status and is not assigned by the instructor.

The RVU PA Program curriculum is built entirely on courses taken as prerequisites or as part of the program. Therefore, a physician assistant student may withdraw from a course only with permission of the Student Assessment and Promotions Committee. In most instances, withdrawing from a course will result in withdrawing from the Program since all courses must be in sequential order. It is the student's responsibility to obtain the necessary signatures from the instructor as well as the Registrar. A Withdrawal (W) notation is recorded on the student's permanent record. Students who do not officially withdraw are subject to grades of Fail (F) for all course work.

Points of Entrustment

The RVU PA program has three points of entrustment to ensure learner progression to competence.

1. **Entering Clinical Rotations:** Ensures minimal knowledge, skills, attitudes necessary to enter supervised clinical practice experiences;

a) Occurs in May of the 1st year

Students will need to remain on campus for OSCE testing.

- 2) **Core specialty-specific competency testing:** Ensures learner has met requirements in six of the seven required clinical areas (*Behavioral Health, Emergency Medicine, General Surgery, Internal Medicine, Pediatrics, Women's Health*);

a) Occurs May or June of the 2nd year

Students will need to return to campus for OSCE testing.

- 3) **Program Completion:** Ensures learners have met requirements to graduate;

a) Occurs within the last four (4) months of the program and is a component of the program's summative, comprehensive examination

Students will need to return to campus for OSCE testing.

Learners not meeting program defined expectations for either Point of Entrustment 1 or 2 may be required to remediate. Remediation plans will be determined on a case-by-case basis. Expectations for each Point of Entrustment (POEs) are reviewed with students over the course of the curriculum. Competencies and EPAs are reviewed during orientation, POE 1 is reviewed during the didactic phase, and POEs 2 and 3 are reviewed during the didactic and clinical phases.

Eligibility for Points of Entrustment Testing

A thorough review of a student's academic record will be made in order to determine eligibility for point of entrustment testing. Learner readiness for testing will be determined utilizing the criteria below where applicable.

Didactic Data

- Evidence of successful completion of didactic requirements with no outstanding (late) requirements
- Any "at risk" letters received within the previous and current semester
- Learner professionalism scores
 - o Professional Development Assessment Tool
- Learner progression in milestones
 - o Progressing according to milestones as illustrated on

MAPS grid

Clinical Data (POE 2 and 3)

- Exxat clinical logging data
 - o Learner exposures in the required EPAs
 - o Learner level of participation in the required EPAs
- Completed Mini-CEX sheets
- Evidence of successful completion of clinical requirements with no outstanding (late) requirements
 - o Completion of required coursework in Supervised Clinical Practice Experience and Clinical Seminar syllabi
- Preceptor evaluations of learner
- Any "at risk" letters received with the previous and current semester
- Learner progression in appropriate milestones
 - o Progressing according to milestones as illustrated on MAPS grid

Entrustment Policy/Determination of Entrustment

Entrustment decisions are made prior to graduation and are considered summative. Learners determined to be "entrustable" after a full review of individual performance over the course of the didactic and clinical phases may be considered eligible for graduation. The Student Assessment and Promotions Committee (SAPC) reviews each learner for eligibility for entrustment and graduation. Recommendations by the SAPC are made to the RVU PA Program Director who may accept, reject or refer the recommendation back to the SAPC for further consideration.

Refer to "Student Rights, Rights for Appeal" for more information regarding appeal of SAPC decisions.

Summative Testing and Evaluation

Comprehensive Examination

The Comprehensive Examination will be administered within the last four (4) months of the curriculum, just prior to graduation. This is a two-part examination, consisting of a written examination and a clinical skills evaluation (Point of Entrustment #3). Students must successfully pass both parts of the Examination before becoming eligible for program completion.

In the event of a failing grade, either portion may be retaken up to two times. Failure to pass either portion of the Comprehensive Examination after the third attempt may result in dismissal from the Program.

Arrangements for a retake must be made through the SAPC. The SAPC reviews the student's Comprehensive Examination perfor-

mance and makes a recommendation to the Program Director. An extended program may be necessary in order to accommodate retake examinations or remediation.

Reasonable Accommodation

It is the policy of the RVU PA program to provide reasonable accommodations to qualified students with a disability. If an individual has special needs or concerns about course requirements or clinical rotations related to a physical or cognitive disability, the student should seek evaluation by the RVU Disability Officer through the Office of Student Affairs. The RVU Disability Officer will present the request to the RVU ADA Committee in relation to the PA technical standards and the Committee will decide whether or not the accommodations are reasonable. The SAPC will review and implement the accommodations for the student. Costs associated with evaluation are the responsibility of the student.

If an individual has special needs or concerns about course requirements or clinical rotations related to religious beliefs, he or she should contact the SAPC for further information.

General Program Policies

Student Health Insurance

The Program requires all students be covered under a comprehensive health insurance plan. Short-term or catastrophic plans are not sufficient. Evidence of health insurance coverage must be provided to the program prior to matriculation and prior to the beginning of the clinical rotation year. Students must be prepared to prove health insurance coverage at any additional time, should the Program Director request it. Failure to maintain health insurance may result in dismissal from the program.

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, and health fairs. Any student who is injured while on clinical rotation must notify the Program Director or Director of Clinical Education immediately. Students are not covered for non-RVU activities.

PA Student Financial Services

Tuition and Fees

Tuition for PA for 2020-2021 is as follows:

- Year 1: \$738 per credit hour
- Year 2: \$697 per credit hour
- Year 3: \$697 per credit hour

The following annual fees will also apply to all PA students:

Student Fees

Student Services Fees (PA 1)	\$200
Student Services Fee (PA 2)	\$80
Student Services Fee (PA 3)	\$40
Student Health Insurance (PA 1)	TBD
Student Health Insurance (PA 2)	TBD
Student Health Insurance (PA 3)	TBD

**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 Rocky Vista University (RVU) establish, publish and apply standards of Satisfactory Academic Progress (SAP) which students enrolled in the PA program must meet. This document represents the satisfactory academic progress policy standards adopted by RVU for financial aid eligibility. This policy applies to all PA students including those applying for or currently receiving Federal, State, or institutional financial assistance. Academic progress requires both quantitative and qualitative measurement. Academic records will be reviewed at the end of each term to determine if the student is making satisfactory progress towards his or her degree.

Timeframe for Completion (Quantitative Measures of Academic Progress)

Maximum Timeframe: Students must complete their degree within a maximum number of attempted credits not to exceed 150% of the published program length. If at any point in time it is determined that a student cannot complete their program of study within 150% of the program length, the student will become ineligible for aid and will need to submit an appeal.

Pace of Progression: Students must complete 100% of their total attempted credit hours. To calculate the pace at which a student is progressing, divide the total number of hours the student has successfully

completed by the total number he or she has attempted.

Grade Point Average (Qualitative Measures of Academic Progress)

The PA program is based on a pass/fail system. No letter grades are given. Grades of Pass/Fail are not included in a student's Grade Point Average (GPA) calculation. Grades of Pass/Fail will be factored into the quantitative measurement. For purposes of measuring satisfactory academic progress for financial aid, and financial aid purposes only, a grade of Pass is considered the equivalent of receiving a grade of "C" or better in that class. To meet the qualitative measurement requirement, a grade of Pass must be earned in all courses. A grade of Fail will count toward hours attempted but not earned for maximum timeframe and pace of progression.

Leaves of Absence

Periods of approved Leaves of Absence will not count toward the maximum time frame. A student may not receive financial assistance during a Leave of Absence.

Repeated Coursework

Once passed, a course may not be repeated unless recommended by the Program Director and/or Student Assessment and Promotions Committee (SAPC). The original grade received in a course will not count toward the student's qualitative assessment but will be included in the quantitative assessment. Students who repeat coursework must still complete their degree within the maximum timeframe.

Withdrawal/Incomplete/In Progress

Courses in which a student earned a grade of Incomplete (IN), Work In Progress (WIP), or Withdrawal (W), or the equivalent, will count toward hours attempted but not earned for maximum timeframe and pace of progression but will not be included in the qualitative measure.

Grade Changes

Once an official grade is received for an Incomplete (IN) or Work In Progress (WIP) course, the student should notify the Office of Student Financial Services so SAP status can be reevaluated.

Noncredit Remedial Courses

RVU does not offer noncredit remedial courses.

Transfer Students

The PA program does not accept transfer credits from other programs.

Change in Program or Pursuit of a Second Degree

If a student changes program of study or chooses to pursue a second degree, credits and grades that do not count toward the new program will not be included in the SAP determination.

Summer Terms

Academic records will be reviewed at the end of each term, including summer if student is enrolled, to determine if the student is making satisfactory progress towards his or her degree.

Financial Aid Warning

Rocky Vista University will use the standardized definition of Financial Aid Warning which is defined by the U.S. Department of Education as follows:

Financial Aid Warning is a “status a school assigns to a student who is failing to make satisfactory academic progress. The school reinstates eligibility for aid for one payment period and may do so without a student appeal.”

Financial Aid Probation

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

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

Note that the University may have a different definition of “academic probation or warning.” Refer to the *RVU 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.

Any student who fails to maintain satisfactory academic progress as defined by this policy will be placed on Financial Aid Warning for one term. During that term, the student will continue to be eligible for aid. At the end of a term during which a student is on Financial Aid Warning, if the student still fails to meet any of the requirements, the student will become ineligible for aid and may submit an appeal to the Office of Student Financial Services. The Office of Student Financial Services will send a written notice to students who have not made satisfactory academic progress.

Reestablishing Eligibility

Appeals: A student may submit a written appeal documenting mitigating circumstances (e.g., serious illness of student or family member, death of a relative), within seven (7) calendar days of the determination of his/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 (10) calendar days of receipt of the appeal. The student will receive written notification of the committee’s decision within seven (7) calendar days. Decisions of the Financial Aid Appeals Committee may be appealed to the Rocky Vista University President.

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

1. 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/her academic progress up to the satisfactory standards.
3. Documentation supporting his/her appeal.
4. Written academic plan from the program director or his/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 student is meeting the SAP requirements, they will go back into good standing. If the student does not meet the SAP requirements, they will again become ineligible for financial aid with the opportunity to re-appeal.

If the appeal is granted, and it is determined that the student will require more than one payment period to meet SAP standards, they may be placed on probation with an academic plan in place. A student’s progress will be reviewed at the end of each payment period as is required of a student on probation status. If the student is meeting the requirements of their academic plan, the student is eligible to receive financial aid funds as long as student continues to meet those requirements. Students must appeal to change their plan. If the student does not meet the requirements of their academic plan, they will again become ineligible for financial aid with the opportunity to re-appeal.

Without Approved Appeal: Students who are not making satisfactory academic progress, who do not submit an appeal or have their appeal request denied, may regain eligibility only by taking action that brings them into compliance with 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.

PA Admissions-Related Policies

Accreditation Status

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

Matriculation

Prior to matriculating into the Program, accepted students must meet the following requirements:

- Successfully pass a completed drug screen;
- Successfully pass a criminal background check;
- Submit documentation of current BLS (healthcare providers) certification; and,
- Provide evidence of compliance with CDC guidelines for healthcare workers regarding immunizations, screening, and freedom from communicable diseases.

Deferment

RVU PA Program allows requests for deferment of acceptance into the program in the event of an unforeseen circumstance. The Admissions Committee may consider an applicant's request for deferment into the next cohort for the following reasons:

- Military deployment;
- Significant personal or family health issues.

Applicants requesting deferment must contact the PA Program Admissions Committee for additional information.

Reapplication

If reapplying to the Program, it is the responsibility of the applicant to ensure the newest application meets the most current admissions criteria and reflects the applicants most up to date transcripts, healthcare experience, and letters of reference.

General Information Sessions

The RVU PA Program offers information sessions for those who are interested in attending the program. Dates for these information sessions will be posted on the program website. Sessions are scheduled once per month. Attendance at these sessions is not required for admission.

PA Promotion and Graduation

The Student Assessment and Promotions Committee (SAPC)

The Student Promotions Committee is charged with the maintenance of the academic and professional standards of the RVU PA Program. The goal of the Student Assessment and Promotions Committee (SAPC) is the success of each individual student. The Committee has the responsibility to monitor student performance and assist students with academic and professional issues as they progress towards graduation. The SAPC is composed of all core RVU PA Program faculty members with the Medical Directors serving as non-voting members. The Program Director or their designee acts as Chair.

The SAPC is responsible for overseeing student assessment activities, including, but not limited to, creating assessment and promotion policies; issuing status notices; student professionalism; granting leaves of absence; and making recommendations for promotion, remediation, referral, and dismissal.

The process to appeal decisions of the SAPC is outlined under the "Student Rights" section.

Student Progress/Performance

Students in the PA Program must meet academic, clinical, and professional milestones in order to progress through the program toward graduation. The normal timeframe for completion of required coursework for the MPAS degree is 27 consecutive months. In the event it appears a student may require more than 27 months to complete his or her degree, the program policies regarding Leave of Absence and Student Progress will apply. Students are expected to make progress toward degree completion during the entirety of their enrollment and must complete the degree within 48 months of initial matriculation.

Course Directors report grades to the Office of the Registrar. Student academic and professional performance is reviewed regularly, throughout the course of each semester, at the end of each semester, and on an as-needed basis. Student performance issues are reported to the SAPC.

When a student incurs a failing grade, the SAPC reviews that student's entire academic record in detail and may impose remedial action as described in the "Student Remediation" section.

It is the responsibility of the student to know his/her academic status. Students "at risk" (see definition below) may not hold elected or appointed student leadership positions. Students "at risk" may not participate in elective courses and may be subject to loss of scholarship funds.

When evaluating student performance, the SAPC considers academic progression and professional development as specified in the "Student Grades" and "Student Professional Development" sections. The SAPC reviews the students' entire academic and professional progress when making decisions. A student may appear before the SAPC, either at the request of the student or the Committee and may choose to be accompanied by an advocate, a faculty member, or another student.

Course Requirements

The requirements for each year must be completed successfully before a student can begin the next years' curriculum, unless the SAPC makes the decision of "Progression with Remediation" (see "Requirements for Annual Promotion" and "Progression with Remediation"). All students have the same didactic and clinical course requirements.

Students must maintain all requirements for clinical rotations including immunization/health screening, OSHA training, mask-fit testing, HIPAA training, drug screening, and BLS certification. Expenses associated with maintaining these requirements may be the responsibility of the student.

Requirements for Annual Promotion

Student status is a formal finding of the SAPC that is made at least once per semester. The SAPC, based on the following definitions, will make a recommendation regarding student promotion to the subsequent semester:

Satisfactory Progress: The student has achieved a "pass" designation for all semester coursework and has not received an unacceptable professionalism rating for any course. If, after reviewing the recommendations of the SAPC, the Program Director concurs with the findings of "satisfactory progress," the student will be notified in writing and promoted to the next semester.

At Risk (for Failure to Progress): The student has failed one or more exams, has failed or not completed assignments, has achieved an unacceptable professionalism rating, or is mathematically at risk for failing one or more courses. The "at risk" notification to the student is the Program's due diligence in making the student aware of their unsatisfactory status. At risk indicates they are at risk for not being promoted to the next semester. The notification will include recommended and/or mandatory activities designed to improve the student's status.

Failure to Progress: The student has failed one or more courses or has achieved more than one unacceptable professionalism rating.

ing. The SAPC may recommend to the Program Director one of three dispositions for a student who has failed to progress:

- **Progression with Remediation:** This disposition may be recommended when, in the opinion of the SAPC, the failure may be rectified through minimal remediation that will support the student's success in the subsequent semester. If, after reviewing the recommendations of the SAPC, the Program Director concurs with the finding of "progression with remediation," the student will be notified in writing. The SAPC will formulate an individualized remediation plan for the student, which may include, but is not limited to enrollment in an individual study course, where the student will work one-on-one with a faculty member or Program-approved tutor to successfully remedy all deficiencies. Additional tuition will be charged for all individual study courses. The SAPC may require additional weeks of supervised clinical practice experiences (SCPEs) as part of the remediation plan.

Remediation: The SAPC conducts a review of the learner's academic and professional file when considering possible remediation activities. SAPC recommendations for remediation may include but are not limited to case discussions with a faculty member, additional practice with multiple choice exams via testing software, additional review of course material, retesting, simulations, and additional weeks of supervised clinical practice experiences (SCPEs). Additional costs associated with remediation are the responsibility of the student.

- **Remediation without progression:** This disposition may be recommended when, in the opinion of the SAPC, remediation will place a substantial burden on the student if conducted while the student is attempting new coursework. The student will be offered deceleration and re-matriculation into the next cohort and will be provided with information on how to prepare for same. The student may or may not be refunded any tuition for the current year, in accordance with university policies. If, after reviewing the recommendation of the SAPC, the program director concurs with the recommendation of "remediation without progression," the student will be notified in writing and a meeting scheduled with the Program Director and the student adviser to review the status and recommendations. Due to this outcome posing a significant financial impact on the student, a subsequent meeting with financial aid will be recommended. Per University policy, the student will be placed on an Official Leave of Absence.

Upon re-matriculation with the next cohort, the student will be required to register for, and successfully complete, each failed course, as well as register for and complete each successfully completed course or an individual study course for any courses previously successfully completed, in order to establish competency for progression after deceleration. Tuition will be charged for all individual study courses.

- **Dismissal:** This disposition may be recommended when, in the opinion of the SAPC, remediation without progression is highly unlikely to lead to future success in the program, or the student has been previously granted remediation without progression, or the basis of the failure is a serious breach of professionalism. If, after reviewing the findings of the SAPC, the Program Director concurs with the recommendation of "dismissal," the Provost will be notified. A student who chooses to appeal a dismissal must do so in writing to the Provost, within five business days of the date of dismissal. While appealing a dismissal, a student may not continue to attend classes and take all examinations pending the results of the appeal.

Requirements for Program Graduation

The student must successfully complete all requirements in each year of the Program, successfully meeting each level of competence as outlined in the Milestones and Progress (MAP) grid for each stage of training and reach Level 3 ("Competent") or beyond in each of the assessed competencies to be eligible for graduation. Graduates will receive a Master of Physician Assistant Studies degree. (See *Appendix III* for a sample MAP grid.)

Student progression toward each level of competence is reviewed during individual and group academic advising sessions held multiple times (a minimum of three) throughout each didactic semester.

Extended Curriculum

Students are expected to complete their course requirements as full-time students over 27 consecutive months. Any students failing to complete Program requirements in this timeframe will be considered on extended curriculum. This may occur in instances of an Official Leave of Absence, an Official Medical Leave of Absence, a Program Leave, remediation, or need for special accommodations. The maximum time to complete the Program is 48 months from the time of matriculation.

Student Remediation

Students who have unsatisfactory grades, exhibit unprofessional behavior, or fail a course or program assessment(s) may have the opportunity to complete a remediation plan determined by the SAPC and the appointed Remediation Team. (Refer to the “Requirements for Annual Promotion” section.)

The Committee may require remedial action, including, but not limited to:

- **Remediation with or without program progression**, which may require:
 - case discussions with a faculty member;
 - additional practice with multiple choice exams via testing software;
 - additional review of course material;
 - retesting;
 - simulations;
 - an individualized remediation plan that may include, but is not limited to, enrollment in an individual study course;
 - working one-on-one with a faculty member or Program-approved tutor;
 - additional weeks of supervised clinical practice experiences (SCPEs); and/or
 - any combination of the above listed items.

Additional tuition will be charged for all individual study courses. Additional costs associated with remediation are the responsibility of the student.

In addition, the Committee may impose deceleration (Remediation without progression), which may result in delayed program completion.

An official, non-medical leave of absence may be necessary to complete the remediation plan due to the required course sequencing. In any of the above-mentioned instances, the student must complete all program requirements within a maximum of 48 months from the time of matriculation. The student may be responsible for the cost of remediating coursework.

Alternatively, the SAPC may recommend dismissal.

Student Dismissal

Any student who, in the opinion of the SAPC, is deemed unfit for practice of medicine may be immediately dismissed from the RVU PA Program (refer to *Appendix V*). “Unfit to practice” includes, but is

not limited to:

- Actions that indicate a direct threat is imminent and severe;
- The student’s physical or mental health increases the probability of an adverse effect on him/herself, a peer, or a member of the public;
- Actions that are dishonest, unethical, or considered egregious.

The SAPC may consider dismissal from the RVU PA Program when a student receives unsatisfactory grades, exhibits unprofessional behavior, or is unable to meet the programs technical standards (*Appendix V*). Students “at risk” or on an extended curriculum due to remediation are subject to immediate dismissal upon receiving failing grades, demonstrating unprofessional behavior, or violating the terms of the “at risk” notification.

Generally, students with one deficient grade in an academic year are not dismissed unless the SAPC determines that progression is not recommended because remediation will place a substantial burden on the student.

Students who receive more than one deficient grade in a semester or are found in violation of the student conduct and honor code may be subject to dismissal.

Requests for Leave of Absence (LOA)

All program learning sessions, didactic and clinical, are mandatory as they are designed and sequenced to build competency. Students experiencing significant or unforeseen life circumstances may apply for a leave of absence (LOA). A LOA may allow the student to make-up missed work under specified conditions.

Requesting a LOA

All requests for LOAs, whether didactic or clinical, must be submitted to the PA Student Assessment and Promotions Committee (SAPC) in writing (hard copy or email). If a student needs to be absent for illness or other emergent reasons at any time during the clinical experience, they must contact the preceptor and notify via email the clinical team (see “Clinical Experience Communication”).

The chair of the SAPC may grant a presumptive LOA on behalf of a student who is incapacitated or otherwise physically unable to submit a request for a LOA.

Official Non-Medical Leave of Absence (LOA)

A student requesting an Official Non-Medical LOA must submit a written petition to the SAPC (See *Appendix VII*) for a Request for

an Official Leave of Absence Form. The SAPC may grant a leave of absence for a maximum of one (1) year placing the student on an extended program. If the request for an Official Non-Medical LOA is granted, a student will begin the Official Non-Medical LOA in “at risk” or “not at risk” as determined at the time of the LOA by the SAPC.

The student’s academic work, including course examinations, clinical requirements, and professional behavior prior to beginning an Official Non-Medical LOA will be used in determining the student’s status at the time the LOA begins. At the time the Official Non-Medical LOA is granted, the SAPC will establish criteria for return. Upon receipt of a petition to return, the SAPC will determine whether the student is eligible to continue the RVU PA Program. Such a determination is based upon various factors including, but not limited to:

- The student’s status at the time the leave began;
- The student’s performance before taking the leave;
- Curricular or Program changes, if any, that occurred while the student was on leave;
 - o Additional requirements may be instituted due to changes in the program curriculum or policies since the leave began.

An Official Non-Medical LOA for any reason may be granted for variable amounts of time; however, no more than two (2) one-year leaves may be granted, and all program requirements must be completed within the maximum time of 48 months from the time of matriculation. The two (2) one-year leaves of absence may not be consecutive. If the student is not ready to return after a one (1) year Official Leave of Absence, the student must withdraw from the University and the RVU PA Program or be dismissed. The SAPC determination of the student’s status at the time of Official Non-Medical LOA begins is not appealable.

Official Medical Leave of Absence (LOA)

A student requesting an Official Medical LOA must submit the following:

- A written petition to the Student Assessment and Promotions Committee. (See *Appendix VII* for a Request for Leave of Absence form)
- Evidence from a licensed practitioner of medicine (MD/DO/PA/licensed mental health provider) that the student is under the care of the practitioner.

If the request for an Official Medical LOA is granted, the student will begin the Official Medical LOA “at risk” or “not at risk” as determined at the time of the LOA by the SAPC. The student’s academic work, including course examinations, clinical requirements, and professional behavior prior to beginning an Official Medical LOA will be used in determining the student’s status at the time the LOA begins.

At the time the Official Medical LOA is granted, the SAPC will establish criteria for return. Upon receipt of a petition to return, the SAPC will determine whether the student is eligible to continue the RVU PA Program. Such a determination is based upon various factors including, but not limited to:

- The student’s status at the time the leave began;
- The student’s performance before taking the leave;
- Curricular or Program changes, if any, that occurred while the student was on leave.

Additional requirements may be instituted due to changes in the program curriculum or policies since the leave began. A LOA for any reason may be granted for variable amounts of time; however, no more than two (2) one-year leaves may be granted; and all program requirements must be completed within the maximum time of 48 months from the time of matriculation. The two (2) one-year leaves of absence may not be consecutive. If the student is not ready to return after a one (1) year Official Medical Leave of Absence, the student must withdraw from the University and the RVU PA Program or be dismissed. The SAPC’s determination of the student’s status at the time of Medical Leave of Absence begins is not appealable.

Request to Return from an Official Non-Medical and Medical Leave of Absence

To request a return from an Official Non-Medical and Medical Leave of Absence, a student must submit:

- A written petition requesting return to the Program. A Request for Return from Leave of Absence form may be obtained from the student’s academic advisor.
- The SAPC must receive the written request no later than 10 calendar days before the LOA ends.
- For a Medical Leave of Absence, documentation from a licensed practitioner of medicine (MD/DO/PA/licensed mental health provider) indicating the student is able to return to studies and clinical rotations.

If a student fails to submit a complete and timely petition to return to the Program, that student will be deemed permanently withdrawn from the Program and will not be permitted to reapply except through the standard application process described in “Rights of Reapplication.”

If the SAPC denies the student’s petition to return, the student may appeal that determination through the appellate process described in “Rights for Appeal.” The SAPC may request an independent medical evaluation if there is a question regarding the student’s need for medical leave or readiness to return to the program.

Program Leave of Absence During the Clinical Phase

A student may request a program leave for up to a two-week duration due to personal reasons. Student requesting a Program Leave must submit:

- Written documentation clarifying and supporting the necessity of the Program Leave;
- Estimation of the amount of time they will be absent;
- Acknowledgement of understanding of extended program and delayed graduation.

A request for a Program Leave must be submitted to the student's Academic Advisor. The academic advisor will provide the documentation to the SAPC for discussion and approval. If approved, the student acknowledges and accepts that they will be placed on an extended program and delayed graduation, which may be affected by clinical site availability and summative examination schedules.

To request a return from a Program Leave, a student must submit:

- A written petition requesting return to the Program. A request for return must be submitted to the student's academic advisor.
- The Student Promotions Committee must receive the written request no later than 10 business days before the Program leave ends.

No student on an official non-medical or official medical leave of absence may participate in RVU PA program activities including, but not limited to, examinations, courses or student organization activities.

Requests for Withdrawal

Students may, at any time and for any reason, voluntarily withdraw from the program. Such action will be considered a resignation under which the student surrenders all rights and privileges as a student of the PA program and the university. A student must notify the Program Director in writing of his or her desire to voluntarily withdraw from the program. If the student desires to return to the program in the future, he or she must initiate a new application through CASPA and, should the student be re-accepted into the program, he or she will be required to start the program from the beginning and complete all program requirements, including any courses previously successfully completed prior to voluntary withdrawal.

Students who voluntarily withdraw from the program are required to meet with the Program Director and University officials prior to the withdrawal becoming official.

Refund of Program Tuition and Fees

In the event a student withdraws from the program, is dismissed from the program, or is accepted into the program and later decides not to attend, the program follows the tuition refund policy of the University. Deposits are non-refundable. Students should refer to the University-wide section of the *RVU Student Handbook and Catalog* for the policies regarding refunds.

Criminal Background Checks

As part of admission to the RVU PA Program, all students are required to complete and pass a criminal background check prior to matriculation, in accordance with the Background Check Policy. A letter attesting to having passed this check is placed in the student's academic file and is sent to clinical experience sites when requested. A student who has passed a criminal background investigation after admissions and prior to matriculation in the RVU PA Program will not be re-investigated except under the following conditions:

- The student has not participated in the Program for more than one (1) year or if a student decelerates and reenters the program with a different cohort
- It is determined by the Program that another criminal background investigation is warranted;
- A clinical experience site requires an additional, more current, criminal background check be performed prior to the start of a clinical experience.

Current students are required to report any criminal charges to the RVU PA Program Director within thirty (30) days for any of the following types of offenses:

- Any felony charge;
- Charges for drug or alcohol use or distribution;
- Charges for serious or violent crimes;
- Charges related to moral turpitude.

Repeat criminal background investigations will require a new consent/release form signed by the student prior to conducting the background investigation as well as the payment of the background check fee. Students who refuse to consent to additional criminal background investigations will be subject to discipline, up to and including dismissal from the Program. The SAPC will review results of the criminal background investigation. The student may be subject to probation or dismissal, pending the results of the review.

PA Student Rights

Rights for Appeals

All appeals are academic proceedings of the RVU PA Program. All appeals must be submitted in writing to the appropriate appeal officer and must be submitted within the designated period for the appeal. Students will have an opportunity to present evidence to support their appeal. The student may be asked to appear before the SAPC or the Provost as part of the appeals review process. If this occurs, the student will be permitted to bring an advocate, but the advocate may not speak on behalf of the student. Actions by the Provost regarding readmission are not subject to reconsideration or appeal.

Appeal of Student Assessment and Promotions Committee (SAPC) Decision

A student may appeal any adverse action taken by the SAPC. Any student subject to appealable action by the SAPC may request reconsideration of that action by submitting a written request to the Provost within ten (10) business days from the date of the written notice of the SAPC's decision. The appeal must cite the basis for the appeal and provide sufficient and detailed information to support the appeal. During the appeals process, the Provost will not reconsider the facts and statements upon which the original decision was based but will consider only:

1. Whether new information regarding the status of the student has been discovered, previously unknown to the student or to the Program;
2. Whether there is an allegation of discrimination as determined by the appropriate Institutional Office;
3. Whether there is evidence of a procedural error in the SAPC's review that prejudiced the student's ability to receive a fair decision; or
4. Whether there is evidence that the SAPC acted in an arbitrary or capricious manner.

The Provost, or designee, may affirm or reject the SAPC's decision or refer the matter back to the SAPC for further consideration. The Provost's decision is final.

Appeal of a Failing Grade

Each course director has overall responsibility and authority for his/her course. Only the course director may assign a grade for the course.

A student may appeal a course grade only in the instance of a failing grade (F). The appeal may be submitted in writing to the SAPC

within ten (10) business days of notification of a failing grade (F). The appeal must be addressed to the RVU PA Program Director. The appeal request should include all supporting facts and arguments and must cite the basis for the appeal. In addition, the appeal must provide sufficient and detailed information to support the appeal. If these conditions have been met, the Program Director will consider the following:

1. Whether new information regarding the student academic progress has been discovered, previously unknown to the student or course director;
2. Whether there is an allegation of discrimination as determined by the appropriate institution (*allegations of discrimination will be forwarded to the appropriate University office for investigation*);
3. Whether there is evidence of a procedural error in the course director's assignment of the final grade; or
4. Whether there is evidence that the course director acted in an arbitrary or capricious manner.

Rights of Reapplication

A student who withdraws either before or after establishment of an academic record may reapply to the RVU PA Program (or any other physician assistant program) at any time through the regular admissions process. A student who is dismissed may reapply to the RVU PA Program or any other physician assistant program through the regular admissions process immediately upon dismissal.

Student Right to Review Academic File

Any enrolled student may review his/her entire academic file. Inquiries to review personal academic files should be directed to the Program Director.

PA Clinical Policies

Immunizations, Screenings, and Titers

All students are required to remain current on all immunizations, screenings, and titers per current Center for Disease Control and Prevention (CDC) recommendations for health professionals. Current recommendations can be found on the CDC website at <http://www.cdc.gov/vaccines>. If a clinical rotation site requires additional immunizations, screenings, or titers, students will be required to obtain them at their own cost and provide proof of same, in writing, to the PA Program directly. Additionally, all students attending a supervised clinical practice experience (SCPE) at an international location are required to remain current on all immunizations, screenings, and titers, per current CDC recommendations for health professionals, for the locations at which they are participating in the clinical experience. Current international recommendations can be found on the CDC website at <https://wwwnc.cdc.gov/travel>.

Students must submit proof of current immunization, screening, and titer compliance to the Program in writing prior to matriculation and prior to the start of the clinical rotation year. Students must be prepared to prove current compliance at any additional time, should the Program request it. Students are responsible for maintaining and updating their immunization, screening, and titer status at all times. Failure to maintain any immunization, screening, or titer requirement will result in immediate removal from all educational activities, including didactic courses and clinical rotations, until the student becomes current.

Any student who misses any portion of a supervised clinical practice experience (SCPE) because of incomplete or out-of-date immunizations, screenings, or titers may receive a failing grade for the rotation.

Any student who requests an exemption to any immunization, screening, and titer requirement due to a medical contraindication or religious mandate must contact the Program in writing immediately upon acceptance into the program, or immediately upon learning of a new medical contraindication. The request for exemption must include the reason(s) for the request and any applicable supporting documentation. If the request for exemption is approved, the student will be permitted to matriculate; however, the student may not be able to participate in all required educational activities, and the student will be required to acknowledge that not all educational activities or SCPE sites may be available to them.

Clinical sites maintain their own regulations and policies regarding immunizations, screenings, and titers, as well as any potential exemptions. Students are expected to maintain compliance with the clinical site requirements at all times. If a student is unable to maintain compliance with site requirements due to medical contraindications or religious reasons, the student is responsible for immediately notifying the clinical site and the Program, as indicated above.

Exemptions

Requests for exemptions may be granted under certain circumstances. Students not receiving vaccination due to an approved exemption must still comply with any vaccination policy of each clinical site.

Medical: A severe, life-threatening allergy to eggs or other components of influenza vaccine is a contraindication for flu vaccination. Documentation from student's primary healthcare provider is required.

Medical: A history of Guillain-Barre Syndrome within six weeks following a previous dose of influenza vaccine is considered a precaution. Documentation from student's primary healthcare provider is required.

Religious: Exemptions for religious belief will be evaluated on a case-by-case basis. A written request and explanation are required.

TB Clearance

Per University policies and procedures in addition to clinical site requirements, students are required to have their TB status checked yearly.

Infectious Diseases, Body Fluid, and Needle-Stick Exposures

Rocky Vista University has adopted policies and procedures for dealing with exposure to infectious diseases including, but not limited to HIV, hepatitis, and tuberculosis.

Students in the RVU PA Program are required to adhere to these guidelines. Students should seek immediate medical attention in the emergency room of the hospital where the work-related incident occurs or through recommendations listed in the RVU PA Clinical Handbook.

Students must contact RVU's Human Resources Department, as well as the RVU PA Program immediately after care is initiated. Rocky Vista University has adopted policies and procedures for dealing with exposures. Students can find these policies and algorithms for treatment in the RVU PA Clinical Handbook.

Students in the RVU PA Program are required to adhere to these guidelines.

OSHA training is completed in compliance with RVU policy.



Drug Screens

All students are required to submit to a criminal background check and drug screen upon matriculation and prior to the start of the clinical rotation year. A student who has not participated in the Program for more than one (1) year or decelerates and reenters the program with a different cohort will be required to repeat the criminal background check and drug screen. Students are also subject to additional background checks and drug screens at any time during their tenure in the program, should circumstances warrant. All students may be subject to additional background checks or security measures per clinical site requirements. These measures may include, but not be limited to, fingerprinting and drug screening.

Positive Drug Screening Results

Students who do not pass a required drug screen may face disciplinary action, including administrative withdrawal from courses, placement on a leave of absence, or dismissal from the Program. Students may be referred for evaluation and treatment through the Colorado Physicians Health Program (CPHP) or another designated program as a condition for remaining in the Program. Costs incurred are the responsibility of the student.

Students found to have a substance abuse problem that will likely pose a danger to patient care, as determined through the drug screening evaluation process, will be referred for independent evaluation and treatment at the student's expense.

TB Mask Fitting

TB mask fitting for clinical experiences occurs prior to the clinical phase. This expense is included in the student fees.



— Supervised Clinical Practice Experience (SCPE) Policies* —

Overview

The clinical portion of the program is designed to expose the student to patients in a variety of clinical settings. The setting, assigned tasks, and schedule will vary depending on the site. Clinical experiences will average approximately 40 hours/week on site, in patient-related care. Some clinical experiences may involve slightly shorter (no less than 32 hours/week) or longer hours (no more than 80 hours/week), evening, holiday, weekend, or on-call responsibilities. The preceptor will determine the student's on-site schedule and clinical responsibilities. Students must adhere to each clinical experience schedule and to all assignments developed by the preceptor. If this is not possible in any given week at a specific clinical site, the student is to notify the clinical team in advance. Patient related care includes evaluating and treating patients, charting and appropriate paperwork (written or electronic), case presentations, discussions with the preceptor, and other duties as applicable.

See specific course syllabi for objectives and goals for each rotation.

Program Responsibilities with Regard to Clinical Sites

1. The Program is responsible for coordinating (identifying, contacting, and evaluating) and assigning all student supervised clinical practice experiences.
2. The Program will provide clinical site learning objectives

to preceptors and students.

3. The University is committed to serving the medically underserved population. The Program strives to place students in clinical experiences that will expose them to the needs of the underserved.
4. The Program may remove the student from any site if the program believes the site no longer can meet program expectations or policies.
5. The Program will remove any student from a clinical experience at the request of the preceptor when it is deemed that the student's work, conduct, or health is considered unsafe or detrimental to patients or the practice site.
6. The Program will determine the final grades for students in the clinical year.
7. The Program will provide information on best practices for personal safety and security during initial program orientation and again prior to beginning the clinical phase.
8. The Program will provide de-identified student evaluations of the preceptor to the clinician at the end of the semester if at least 3 evaluations have been collected.

Personal Safety and Security

Rocky Vista University, together with the clinical site and the student, share the responsibility for ensuring that adequate policies and

** Not previously noted*

procedures are in place regarding the safety and security of students and faculty in all locations where instruction occurs. This includes sites where clinical rotations occur as well as off-campus educational events.

The Physician Assistant Program will provide information on best practices for personal safety and security during the student's initial orientation and again prior to the beginning of clinical rotations. In addition, the RVU Institutional Compliance Coordinator will ensure off-site training locations have safety policies in place. Students will be encouraged to become familiar with all safety and security policies in effect at all sites and off-campus events. Finally, all preceptors will be expected to communicate their site-specific policies and safety considerations with students and faculty involved at their location.

RVU as an educational institute falls under the jurisdiction of the Clery Act. The annual security report can be found at the following website: <http://www.rvu.edu/campus-safety-and-security/>.

Preceptor Licensure

The program requires preceptors of record to maintain a valid and unrestricted state license allowing them to practice at the clinical site. The Department of Clinical Education verifies all clinical licenses at the time of original appointment, subsequently annually, and before placing a student on rotation. The PA program also verifies the license of each preceptor of record as students are assigned to supervised clinical practice experiences.

Affiliation Agreements and Clinical Sites

Affiliation Agreements (AAs) must be established between all clinical sites and the University before students can begin their clinical experience. The AA is a legal document that addresses liability, malpractice, and issues pertinent to the site location and practice type. These agreements are obtained by the Program.

Supervised Clinical Practice Experience Scheduling

SCPEs are scheduled and arranged by the Program (not the student). Multiple factors are considered in creating student schedules including, but not limited to the following:

- Program expectations;
- Quality of the learning experience;
- Preceptor availability;
- Requirements of the preceptor and/or clinical site;

- Satisfaction of requirements outlined in the ARC-PA accreditation standards; and/or,
- Satisfaction of the mission and vision of the RVU PA program.

Once the SCPE schedule is published, clinical experiences will not be changed due to student preference or request. Only extreme circumstances (e.g. a severe health emergency) will be considered for a potential change in the schedule, and this is at the discretion of the clinical team. There are circumstances that may necessitate a change in a student's scheduled clinical experience (i.e. the preceptor/clinical site requests a change in schedule, preceptor terminates partnership), and these situations are managed by the clinical team on a case-by-case basis. Given the multiple variables in creating a student's schedule, these circumstances may require the clinical team to rearrange a student's clinical experience schedule to ensure that the student receives all experiences required.

Students are expected to be flexible and professional in such matters. Clinical experiences are scheduled in various geographic locations and are coordinated to provide quality learning experiences, achieve competencies, satisfy accreditation standards, and align with the RVU PA program mission. Travel outside of the Denver metropolitan area is likely.

Additional Clinical Rotations in Areas of Interest

Once a learner has proven to be clinically competent in all required areas of practice, they may be eligible to participate in additional clinical rotations in areas of interest. These rotations will be discussed on a case by case basis with the Director of Clinical Education regarding appropriateness of the rotation and availability.

Student Suggestions for Clinical Experiences

The PA Program will acquire and coordinate all clinical rotation sites and preceptors for students. Students are not required to obtain their own sites or preceptors. Students may, however, suggest sites or preceptors to the PA Program. The Program, at its sole discretion, will review and evaluate student-suggested sites and preceptors for educational suitability before approving them for use as clinical sites. All clinical sites and preceptors must meet program expectations and policies.

Clinical Site Evaluation

The program is responsible for ensuring the proper and adequate

education of all of its students on clinical rotations. The Program engages in a robust and ongoing evaluation of each preceptor and clinical site to which students are assigned to ensure that each preceptor and site meet program expectations for learning outcomes and performance evaluation measures. RVU clinical faculty routinely evaluate (whether in person or via phone) each active clinical site to assess the site, preceptors, and students. These visits may be announced or unannounced. Should a site or preceptor at any time be deemed inadequate, the program may remove current students from the rotation and will not schedule future students until site is re-evaluated and found acceptable.

If a student believes there is a problem with a site or a preceptor, the student shall immediately contact the Director of Clinical Education so that a proper inquiry and evaluation can be conducted and appropriate actions can be taken, if necessary.

Learner Travel and Housing

Clinical experiences are scheduled in various geographic locations and are coordinated to provide quality learning experiences, achieve competencies, satisfy accreditation standards, and align with the RVU PA Program mission. Some courses require travel outside of the Denver metropolitan area to participate in clinical experiences or didactic educational opportunities. Travel is at the learner's expense and, unless otherwise notified, is not paid for by the PA Program, RVU, or the clinical agencies. Reliable transportation and a valid driver's license are necessary to complete the program of study. In the event of inclement weather, learners are advised to use their best judgment when considering travel to educational experiences. Unless otherwise specified, all costs associated with student attendance and travel to and from educational or professional conferences are the responsibility of the student.

Rotation Commute Policy

If a student is required to do a clinical rotation greater than 50 miles or 50 minutes from the RVU campus the program will provide housing to the student through Colorado AHEC. All AHEC rules and guidelines must be acknowledged by the student prior to applying for AHEC housing. Costs associated with housing will be paid by the program directly to AHEC.

If a student is scheduled for clinical rotations greater than 50 miles or 50 minutes from the RVU campus for a period > to 6 months, the student will not be eligible for AHEC housing and will need to secure and pay for their own housing.

In the event the student is required to attend clinical experience greater than 50 miles or 50 minutes from the RVU campus in an area where family housing is offered, we request that the student make all reasonable accommodations to stay with family at no cost to the program.

In the event that the student is required to do a clinical rotation greater than 50 miles or 50 minutes from the RVU campus and AHEC housing is not available, the program will assist the student in locating housing following the same rules and guidelines provided by AHEC.

Individual needs beyond the scope of this policy may be considered on a case-by-case basis and in adherence with institutional policy.

Student Responsibilities/Expectations

The following is a list of responsibilities to which the student must adhere during their participation in SCPEs. These are in conjunction with or in addition to student expectations covered elsewhere in this *RVU Student Handbook and Catalog*:

1. The student will conduct him/herself in a courteous, respectful, and professional manner at all times.
2. The student will wear proper identification as a Rocky Vista University Physician Assistant Student while on campus and while participating in Program assigned clinical experiences.
3. The student will be conscientious and accountable.
4. The student will be responsible for taking an active role in his/her clinical education.
5. The student will demonstrate awareness of professional limitations and will only perform activities assigned by and under the supervision of their preceptor.
6. On the first day of the clinical experience, the student will discuss educational goals with the preceptor and review clinical experience objectives and evaluation form with the preceptor.
7. The student will follow the rules and regulations of the hospital or other institutions in which he/she works and agrees to complete any additional training and/or testing required by the facilities. The student will comply with requests for information needed for credentialing in clinical facilities.
8. The student will complete all assignments (as assigned by RVU or preceptor(s)) and submit site and preceptor evaluations to the RVU PA program by stated deadlines.
9. The student will be responsible for discussing the clinical evaluation form with his/her preceptor(s) for each clinical experience.
10. The student will handle all confidential information in a professional and ethical manner in accordance with all applicable federal and state regulations, including HIPAA laws.
11. If a student is removed from a clinical experience either by the program or at the request of a preceptor, the stu-

dent must be available to meet in-person with the Program Director and/or the Student Assessment and Promotions Committee.

12. Students are required to keep a timely and complete clinical log of every patient encounter (updated at least every 72 hours). The Program monitors these records using the electronic patient tracking system (i.e. Exxat).
13. If a rotation requires that a student participate in supervised call time, the student is expected to do so.

Promptness is an important trait that students must display during clinical experiences. Repeated tardiness is considered unprofessional conduct and may affect a student's professionalism evaluation.

Clinical Tracking System

The clinical tracking system will provide data indicating the learner has been exposed to patient encounters that will enable him/her to meet program expectations and acquire the competencies needed for entry into clinical practice. Numbers of patient exposures across the supervised clinical practice experiences (SCPEs) will be tracked for the following:

- Preventive, emergent, acute, and chronic patient encounters;
- Medical care across the life span—including infants, children, adolescents, adults, and the elderly;
- Women's health;
- Surgical management—including pre-operative, intra-operative, and post-operative care;
- Behavioral and mental health;
- Various Settings—outpatient, emergency department, inpatient, operating room.

All learners are expected to maintain a patient tracking log for each rotation. Learners log information into a clinical tracking system (Exxat) regarding patient demographics, chief complaints, CPT and ICD-10 codes, procedures, etc. Information is to be logged no later than 24 hours after the patient encounter. The data obtained follow HIPAA guidelines and no patient-specific identifying information is entered. These data are used to provide documentation of adherence to accreditation standards, as well as provide a synopsis of what was experienced during the clinical rotation. Clerkship directors review learner logs on a regular basis. Failure to log patients completely and in a timely fashion will result in an action by the clerkship director or Director of Clinical Education. Multiple infractions will result in review by the SAPC and may result in formal disciplinary action or failure of the rotation.

Learner Evaluations of Preceptors and Sites

Learners provide evaluations of clinical rotations using clinical education management software (Exxat). Constructive feedback is important in evaluation and continued use of clinical sites. Learners complete a preceptor evaluation form at the end of each rotation either via paper or electronic evaluation system (currently Exxat). Learners will have access to the rotation evaluation form shortly after the start of the rotation and are expected to have it completed prior to the end of the rotation. Learners are required to fill out an evaluation for each rotation/clinical site/SCPE on a monthly basis regardless of the length of the rotation. Failure of a learner to complete required evaluations may result in an at-risk status or a failure of the course.

Clinical Preceptor Responsibilities

- Provide student(s) with an orientation to the office on the first day of the rotation. This may include a tour, introduction to EHR system, and policies/procedures as applicable.
- Discuss rotation-specific expectations with student.
- Review learning objectives and guide students to assist them in the achievement of these objectives for the particular discipline.
- Establish student work hours and communicate those expectations to the student.
- Allow students to obtain patient histories, perform physical examinations, and perform procedures on patients based on the preceptor's comfort level.
- Allow student(s) the opportunity to present patient cases.
- Discuss diagnostics, assessment, plan, and patient education with student.
- Observe the student in patient interactions.
- Provide student(s) with regular feedback regarding their performance.
- Complete the rotation evaluations.
- Immediately remove a student from the premises who poses an immediate threat or danger to patients or to the quality of medical services.
- Annual completion of Preceptor Evaluation of the program within the first 60 days of a student rotating at the clinical site.

Preceptor Evaluation

Preceptors evaluate student performance during each clinical experience using the student evaluation form. The final evaluation will be factored into the final course grade. Each syllabus describes how the



evaluation factors into the final course grade assignment.

Mini-Clinical Examination (Mini-CEX)

Preceptors evaluate student performance by completion of one or more Mini-CEX exam. A Mini-CEX is a structured direct observation of learner skill that contributes to the evaluation of the student's competency. Refer to *Appendix VI* for a full description.

End-of-Rotations Examinations

End-of-rotation exams (EORs) are a means to measure student progress towards competence in the medical knowledge domain. Students will be required to take an end of rotation exam at the conclusion of the first rotation of each of the seven core clinical rotations. The End-of-Rotation exam will consist of approximately 50 multiple choice style items administered through ExamSoft. Items will target necessary knowledge for the evaluation and management of the common chief complaints outlined for each core specialty rotation.

Other PA Policies

Conflict of Interest

RVU has a Conflict of Interest policy that is reviewed with students during the didactic phase. Students must review this policy prior to (and during) clinical rotations to remind themselves of expectations regarding this policy.

Site Visits

A representative of the Program may be visiting the rotation site during the time a student is there. The purpose of a site visit is to monitor learning, ensure that the rotation is appropriate for RVU PA students, and identify areas for improvement. The site visit is intended to assess the learning environment and may be used as an opportunity to evaluate the student's knowledge, skills, or attitudes via a Mini-CEX. Students are encouraged to discuss any concerns they have about a site with the Clinical Team immediately.

Additional SCPE Costs

All expenses related to clinical experiences are the responsibility of the student (e.g. parking, use of scrubs, additional background checks, drug screens, rotation applications). These expenses should be anticipated and budgeted for prior to the beginning of the scheduled clinical experience.

Fingerprints

If required to have fingerprints for specific clinical experiences, the student must pay the additional fee for the police to provide this service.

Participating in Community Service

Outside of clinical rotations, the Program does not sanction or support students providing medical care or health screenings as healthcare providers. Students must be supervised in a clinical setting and are only covered by malpractice insurance and Workers' Compensation when in Program-Assigned clinical experience or testing. If the volunteer service is a part of the clinical experience and the student will be actively supervised, this should be discussed with the Director of Clinical Education.

RVU PA Graduation

The RVU PA Program Graduation Ceremony occurs each year in November. Attendance at this ceremony and taking the PA Oath are required of all Program graduates. Petitions to be excused from the ceremony must be submitted in writing to the SAPC and will be considered on an individual basis for extenuating circumstances only. All students may be required to complete an exit interview with the Program Director (or designee). The requirement to take the PA Oath and complete the exit interview will not be waived. Class members whose Program completion is delayed for any reason may be invited to participate in the convocation.

Expenses Related to Graduation

The Program assumes the costs for academic regalia, the graduation ceremony, and the sitting fee for the class photo.

Visitors and Guests

Non-RVU PA Students

Only enrolled physician assistant students may participate in the required courses. In some courses, RVU PA students and students from other professional schools are enrolled through a joint arrangement made by Course Directors and the PA Program.

Friends and Family

If a student has a friend or family member who wishes to visit a particular lecture or small group, that student must have the course director's permission before the visitor attends. In general, visiting is not encouraged.

Faculty-Provided Health Services

In the absence of emergent extenuating circumstances, the PA Program Director, principal faculty, and medical director may not participate as healthcare providers for students currently enrolled in the PA Program.

Preparation for Certification

The Program will forward the student's name and verification of the anticipated date of Program completion to National Commission on Certification of Physician Assistants (NCCPA). The student's graduation date is used to determine their eligibility to sit for the Physician



Assistant National Certifying Examination (PANCE). NCCPA will then send the student an application form, which they will need to complete and return to NCCPA. Students are not permitted to take this exam until they have graduated. The earliest the student may take this exam is seven (7) calendar days after their graduation date. The official graduation date is the Friday before Thanksgiving. All transactions with NCCPA are strictly the responsibility of the student. The student will need to authorize NCCPA to forward their numerical scores to the Colorado Board of Medical Examiners or the State in which they plan to practice for their licensure. See www.nccpa.net for more information and FAQs.

Preparation for Licensure

Colorado Licensure

All transactions with the Colorado Board of Medical Examiners are strictly the student's responsibility—not the Program's responsibility. The Program will inform the Colorado Board of Medical Examiners (BME) of who has graduated and provide the required form(s) and a copy of the student's diploma. Graduates will need to forward their Board scores and official transcripts directly to the Colorado BME for the application to be complete. See www.dora.state.co.us/Medical for more information.

Other State Licensure

For applications for licensure outside the state of Colorado, the student must provide the PA Program Coordinator with the required paperwork. See www.aapa.org for information related to licensure in other states.

Reference Request

Requests for a Program reference must be submitted in writing to the Program Director. Information about the student is obtained from the student's official academic file (e.g. course evaluations, letters from preceptors, official correspondence). The RVU PA letter is an historical summary and an evaluation of a graduate's overall potential capability as an employee. It is used in response to letters requesting a reference. Students must supply written permission to release these letters. The RVU PA Program Reference Letter or Requests will include:

- The date of graduation;
- An assessment of performance during the didactic and clinical years;
- Selected quotations from clinical rotation evaluations (all preceptors are quoted directly); and
- An overall evaluation of the student's potential based on the preceding data.

Credentialing and Privileges Request

Requests for credentialing and privileges following graduation should be directed to the RVU PA Program office. Requests will be provided within ten business days. Any requests requiring previous malpractice insurance information should be directed to RVU Human Resources Department. Please allow 30 days for a completed form.

Appendix I: PA Student Resources

Communication with the PA Program / Referral for Emotional Hardship

Open communication between the Program and students is essential to an amicable and successful learning and working environment for all. Students are encouraged to communicate with program faculty and staff regarding professional or academic help and advice at any time. RVU email is the official source of communication between the Program and students. Students are required to check their RVU email daily.

If a student experiences personal emotional hardship during his/her tenure at RVU, the student should seek professional outside counseling. The suggested initial contact for RVU 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 professions 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 Provost or their designee. If preferred, the student may contact the Office of Student Affairs for services and help available to students.

Colorado Physician Health Program

(303) 860-0122

899 Logan Street, Suite 410, Denver, CO

The Colorado Physician Health Program (CPHP) is a nonprofit organization, independent of other medical organizations and the government. CPHP provides peer assistance services for licensed physicians and physician assistants of Colorado. CPHP also has training program contracts to serve Residents, Medical Students, and Physician Assistant Students. CPHP clients have assured confidentiality as required by law or regulation. Peer assistance services aid individuals who have emotional, psychological, or medical problems. For example, CPHP assists its clients with medical and/or psychiatric conditions (e.g. Alzheimer's disease, HIV infection, depression, or substance abuse) as well as psychosocial conditions (e.g. family problems or stress related to work or professional liability difficulties). CPHP provides diagnostic evaluation, treatment referral, as well as treatment

monitoring and support services. CPHP believes that early intervention and evaluation offer the best opportunity for a successful outcome and preventing the health condition from needlessly interfering with medical practice.

Processing Student Grievances and Allegations of Harassment

The RVU PA Program is dedicated to a vibrant, robust, and enriching academic and clinical learning experience for all students. In the event a student feels their academic or clinical education is at-risk or encounters a problem with another student, program faculty, or staff, the student should first communicate with the relevant student, faculty, or staff member in an effort to resolve any and all grievances. Should such communication prove unsuccessful, or should the student feel such communication would further jeopardize the student's success in the program, the student shall then schedule an in-person meeting with the Program Director (or the Program Director's immediate supervisor, should the grievance be with the Program Director). The Program Director (or the Program Director's immediate supervisor) and the student shall formulate a plan that addresses and resolves the student's concerns. Should this plan prove unsuccessful, the student should then refer to the University-wide section of the *RVU Student Handbook and Catalog* for policies and procedures regarding processing student grievances.

Additionally, the RVU PA Program is dedicated to a safe learning environment. Students, faculty, staff, preceptors, and patients shall be treated with respect and dignity at all times. The Program expressly prohibits all conduct that interferes with the learning and working environment or otherwise creates a hostile, intimidating, or unsafe situation. Members of the RVU community have the right to remain free from sexual, physical, or mental harassment. If a student feels he/she has been exposed to a hostile or otherwise offensive situation or environment, the student should refer to the University-wide section of the *RVU Student Handbook and Catalog* for policies and procedures and immediately contact the Program Director or the University Title IX Coordinator.

Discrimination/Harassment/Title IX

It is the policy of Rocky Vista University and all of its affiliated colleges and organizations not to engage in discrimination or harassment against any person because of race, color, religion or creed, sex, gender, pregnancy, national or ethnic origin, non-dis-



qualifying 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.

Students may report allegations of discrimination or harassment to the Title IX Coordinator. Reports are confidential. Investigation reports may be forward to the SAPC to determine if other action needs to be taken.

Title IX Coordinator and Compliance Specialist
Department of Planning and Assessment
(720) 874-2481
President's Suite 104

Notice of Non-Discrimination

Rocky Vista University does not discriminate on the basis of race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender, identity, gender expression, veteran status, political affiliation, or political philosophy in admission and access to, and treatment and employment in, its educational programs and activities. The University takes affirmative action to increase ethnic, cultural, and gender diversity; to employ qualified disabled individuals; and to provide equal

opportunity to all students and employees.

Office of Student Affairs

(720) 874-2407

The Office of Student Affairs is responsible for student life at Rocky Vista University. Through services and co-curricular opportunities such as academic advising, career development, disability services, tutoring, activities, and student leadership, Student Affairs facilitates personal and professional development. Lastly, Student Affairs cultivates a positive climate and culture that is dedicated to excellence with a personal touch that is unique to our community.

Disability Services

The RVU Disability Officer is the designated individual that maintains disability-related records, provides advising in determining eligibility for academic accommodation/s and develops plans for the provision of such accommodations for students attending the university. To receive accommodations, students must provide appropriate documentation from a qualifying professional in support of their request for accommodation/s. Accommodation/s requested must be reasonable and approved by the ADA Committee.

The staff encourages academically qualified students with disabilities to utilize all appropriate accommodation services and resources. It is the policy of our institution of higher education not to discriminate against persons with disabilities in admissions policies and procedures or educational programs, services, and activities.

The RVU Disability Officer can be contacted at:

Director of Educational Support and
RVU Disability Officer
(720) 875-2857
RVUCOM-CO Campus Pod F

Tutoring

PA Program Advisors

All students are assigned a core PA faculty member as their Academic Advisor. Advisors are available as a resource for the student in the achievement of academic and professional goals throughout the Program.

Student Tutor Services

Should additional tutoring services be needed, the Office of Student Affairs provides access to student-led tutoring sessions (either individual or group, depending on student need and overall demand).

The PA Program Director of Curriculum or course director may recommend tutoring for students needing additional academic services. If tutoring is recommended, they will be directed to:

Director of Educational Support and
RVU Disability Officer
(720) 875-2857
RVUCOM-CO Campus Pod F

Mental Health

The RVU Counseling Center within the Office of Student Affairs provides a confidential, safe environment for students to explore issues of concern, resolve psychological distress, and maximize their potential as medical professionals. The Counseling Center seeks to offer a high standard of care, offering a wide range of services, including individual counseling, couple's counseling, group counseling, and brown bag discussions. The RVU Counseling Center also provides a list of emergency and other helpful resources.

Counselor
(720) 875-2896
RVUCOM-CO Campus Pod F

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. Mental Health Counseling is available for students through the Office of Student Affairs. When receiving services outside of

the University, the individual student and his/her personal health insurance are responsible for all fees that are incurred through the utilization of such services.

StudentLinc

StudentLinc is a service that provides all RVU students free, confidential access to a professional counselor 24 hours a day, 7 days a week. Students can speak to a professional counselor to discuss stress associated with school, problems with balancing work and personal life, financial matters, and any other issue. They are available by calling (888) 893-LINC (5462).

Diversity

One of the core values of Rocky Vista University is diversity. RVU defines this as an awareness of the dignity of all, regardless of culture, race, ethnicity, gender, religion, sexual orientation, physical ability, socioeconomic status, or individual life experiences. It is recognized that a more diverse student body leads to PA graduates more capable of understanding the current disparities in healthcare and delivering more equitable care to medically underserved areas. The RVU Office of Student Affairs offers regular celebrations of diversity over the course of the student experience. For more information about diversity and inclusion contact:

Director of Student Life
(720) 874-2471
RVUCOM-CO Campus Pod F

Appendix II: RVU PA Program Graduate Competencies and Entrustable Professional Activities

Graduate Competencies

- **Patient Care:** Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.
- **Medical Knowledge (“Knowledge for Practice”):** Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care.
- **Practice-Based Learning & Improvement:** Demonstrate the ability to investigate and evaluate one’s care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.
- **Interpersonal & Communication Skills:** Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.
- **Professionalism:** Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.
- **Systems-Based Practice:** Demonstrate an awareness of, and responsiveness to, the larger context and system of healthcare, as well as the ability to call effectively on other resources in the system to provide optimal healthcare.
- **Interprofessional Collaboration:** Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient and population centered care.
- **Personal & Professional Development:** Demonstrate the qualities required to sustain lifelong personal and professional growth.

Entrustable Professional Activities and Associated Competencies

- EPA 1: Gather a history and perform a physical examination
- EPA 2: Prioritize a differential diagnosis following a clinical encounter
- EPA 3: Recommend and interpret common diagnostic and screening tests
- EPA 4: Develop and implement patient orders and manage-

ment plans

- EPA 5: Document clinical encounters in the patient record
- EPA 6: Provide an oral presentation of a clinical encounter
- EPA 7: Formulate clinical questions and retrieve evidence to advance patient care
- EPA 8: Give or receive a patient handover to transition patient care responsibility
- EPA 9: Collaborate as a member of an interprofessional team
- EPA 10: Recognize a patient requiring urgent or emergent care and initiate evaluation and management
- EPA 11: Obtain informed consent for tests and/or procedures
- EPA 12: Perform general procedures
- EPA 13: Identify system failures and contribute to a culture of safety and improvement

EPA 1: Gather a History and Perform a Physical Examination

Competencies:

- Patient Care (PC) 2: Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and review of the medical record.
 - o PC 2.1 History-Taking
 - o PC 2.2 Physical Examination
 - o PC 2.3 Review of the Medical Record
- Medical Knowledge (MK) 1: Demonstrate an investigatory and analytic approach to clinical situations.
- Interpersonal Communication Skills (ICS) 1: Communicate effectively with patients, families, and the public, from various socioeconomic and cultural backgrounds.
- Interpersonal Communication Skills (ICS) 5: Demonstrate appropriate responses to human emotions.
- Professionalism (PRO) 1: Demonstrate behaviors that convey compassion, respect, integrity, and empathy for others.
- Professionalism (PRO) 3: Demonstrate respect for patient privacy
- Professionalism (PRO) 4: Demonstrate respect for patient

autonomy.

- Professionalism (PRO) 6: Demonstrate sensitivity and openness to a diverse patient population.

EPA 2: Prioritize a Differential Diagnosis Following a Clinical Encounter

Competencies:

- Patient Care (PC) 2: Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and review of the medical record.
 - o PC 2.1 History-Taking
 - o PC 2.2 Physical Examination
 - o PC 2.3 Review of the Medical Record
- Patient Care (PC) 3: Develop an appropriate patient assessment including diagnosis, differential diagnosis, and medical decision making.
- Patient Care (PC) 5: Select, justify, and interpret clinical tests and imaging.
- Medical Knowledge (MK) 1: Demonstrate an investigatory and analytic approach to clinical situations.
- Medical Knowledge (MK) 2: Apply principles of basic science to patient care.
- Medical Knowledge (MK) 3: Apply principles of clinical science to patient care.
- Medical Knowledge (MK) 4: Apply principles of epidemiology to patients and populations.
- Practice-Based Learning & Improvement (PBL) 1: Identify strengths, deficiencies, and limits in one's knowledge, skills, and attitudes (KSA).
- Interpersonal and Communication Skills (ICS) 2: Communicate effectively with healthcare professionals as part of a healthcare team.
- Personal and Professional Development (PPD) 6: Recognize and utilize resources in dealing with the ambiguity of clinical care.

EPA 3: Recommend and Interpret Common Diagnostic and Screening Tests

Competencies:

- Patient Care (PC) 5: Select, justify, and interpret clinical tests and imaging.
- Patient Care (PC) 7: Counsel and educate patients and their families.

- Patient Care (PC) 9: Provide preventative healthcare services to patients, families, and communities.
- Medical Knowledge (MK) 1: Demonstrate an investigatory and analytic approach to clinical situations.
- Medical Knowledge (MK) 4: Apply principles of epidemiology to patients and populations.
- Practice-Based Learning & Improvement (PBL) 7: Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes.
- Systems-Based Practice (SBP) 2: Incorporate considerations of cost awareness and risk benefit analysis in patient and/or population-based care.

EPA 4: Develop and Implement Patient Orders and Management Plans

Competencies:

- Patient Care (PC) 2: Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and review of the medical record.
 - o PC 2.1 History-Taking
 - o PC 2.2 Physical Examination
 - o PC 2.3 Review of the Medical Record
- Patient Care (PC) 6: Develop and carry out patient management plans.
- Patient Care (PC) 7: Counsel and educate patients and their families.
- Medical Knowledge (MK) 5: Apply cultural and behavioral principles to patient care.
- Practice-Based Learning & Improvement (PBL) 1: Identify strengths, deficiencies, and limits in one's knowledge, skills, and attitudes (KSA).
- Interpersonal and Communication Skills (ICS) 1: Communicate effectively with patients, families, and the public, from various socioeconomic and cultural backgrounds.
- Systems-Based Practice (SBP) 1: Work effectively in various healthcare delivery settings and systems to coordinate patient care.
- Systems-Based Practice (SBP) 4: Participate in identifying system errors and implementing potential systems solutions.



EPA 5: Document Clinical Encounters in the Patient Record

Competencies:

- Patient Care (PC) 4: Organize and prioritize responsibilities to provide care that is safe, effective, and efficient.
- Patient Care (PC) 5: Select, justify, and interpret clinical tests and imaging.
- Patient Care (PC) 6: Develop and carry out patient management plans.
- Interpersonal and Communication Skills (ICS) 1: Communicate effectively with patients, families, and the public, from various socioeconomic and cultural backgrounds.
- Interpersonal and Communication Skills (ICS) 2: Communicate effectively with healthcare professionals as part of a healthcare team.
- Interpersonal and Communication Skills (ICS) 3: Maintain clear, accurate, timely, and legible medical records.
- Professionalism (PRO) 4: Demonstrate respect for patient autonomy.
- Systems-Based Practice (SBP) 1: Work effectively in various healthcare delivery settings and systems to coordinate patient care.

EPA 6: Provide an Oral Presentation of a Clinical Encounter

Competencies:

- Patient Care (PC) 2: Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and review of the medical record.

mation about patients and their conditions through history-taking, physical examination, and review of the medical record.

- o PC 2.1 History-Taking
- o PC 2.2 Physical Examination
- o PC 2.3 Review of the Medical Record
- Patient Care (PC) 5: Select, justify, and interpret clinical tests and imaging.
- Practice-Based Learning & Improvement (PBL) 1: Identify strengths, deficiencies, and limits in one's knowledge, skills and attitudes (KSA).
- Interpersonal and Communication Skills (ICS) 1: Communicate effectively with patients, families, and the public, from various socioeconomic and cultural backgrounds.
- Interpersonal and Communication Skills (ICS) 2: Communicate effectively with healthcare professionals as part of a healthcare team.
- Professionalism (PRO) 1: Demonstrate behaviors that convey compassion, respect, integrity and empathy for others.
- Professionalism (PRO) 3: Demonstrate respect for patient privacy.
- Professionalism (PRO) 4: Demonstrate respect for patient autonomy.
- Personal and Professional Development (PPD) 3: Practice flexibility and maturity in adjusting to change.
- Personal and Professional Development (PPD) 5: Demonstrates self-confidence that puts patients, families, and members of the healthcare team at ease.

EPA 7: Formulate Clinical Questions and Retrieve Evidence to Advance Patient Care

Competencies:

- Medical Knowledge (MK) 3: Apply principles of clinical science to patient care.
- Medical Knowledge (MK) 4: Apply principles of epidemiology to patients and populations.
- Practice-Based Learning and Improvement (PBL) 1: Identify strengths, deficiencies, and limits in one's knowledge, skills and attitudes (KSA).
- Practice-Based Learning and Improvement (PBL) 3: Identify and perform learning activities that address one's learning and improvement goals.
- Practice-Based Learning and Improvement (PBL) 6: Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems.
- Practice-Based Learning and Improvement (PBL) 7: Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes.
- Interpersonal and Communication Skills (ICS) 2: Communicate effectively with healthcare professionals as part of a healthcare team.

EPA 8: Give or Receive a Patient Handover to Transition Care Responsibility

Competencies:

- Patient Care (PC) 8: Provide appropriate referral of patients, including ensuring continuity of care.
- Practice-Based Learning and Improvement (PBL) 5: Incorporate feedback into daily practice.
- Practice-Based Learning and Improvement (PBL) 7: Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes.
- Interpersonal and Communication Skills (ICS) 2: Communicate effectively with healthcare professionals as part of a healthcare team.
- Professionalism (PRO) 3: Demonstrate respect for patient privacy.
- Professionalism (PRO) 4: Demonstrate respect for patient autonomy.
- Interprofessional Collaboration (IPC) 3: Participate effectively in different team roles to provide population-based and patient-centered care.

EPA 9: Collaborate as a Member of an Interprofessional Team

Competencies:

- Interpersonal and Communication Skills (ICS) 2: Communicate effectively with healthcare professionals as part of a healthcare team.
- Interpersonal and Communication Skills (ICS) 5: Demonstrate appropriate responses to human emotions.
- Professionalism (PRO) 1: Demonstrate behaviors that convey compassion, respect, integrity, and empathy for others.
- Systems-Based Practice (SBP) 1: Work effectively in various healthcare delivery settings and systems to coordinate patient care.
- Interprofessional Collaboration (IPC) 1: Collaborate with other health professionals to promote a climate of mutual respect and trust.
- Interprofessional Collaboration (IPC) 2: Recognize the roles of various members of the interprofessional healthcare team and the scope of their practice.
- Interprofessional Collaboration (IPC) 3: Participate effectively in different team roles to provide population-based and patient-centered care.

EPA 10: Recognize a Patient Requiring Urgent or Emergent Care and Initiate Evaluation and Management

Competencies:

- Patient Care (PC) 1: Perform basic medical procedures required for patient care with assistance or direct supervision.
- Patient Care (PC) 2: Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and review of the medical record.
 - PC 2.1 History –Taking
 - PC 2.2 Physical Examination
- Patient Care (PC) 3: Develop an appropriate patient assessment including diagnosis, differential diagnosis, and medical decision making.
- Patient Care (PC) 4: Organize and prioritize responsibilities to provide care that is safe, effective, and efficient.
- Patient Care (PC) 5: Select, justify, and interpret clinical tests and imaging.
- Patient Care (PC) 6: Develop and carry out patient management plans.

- Practice-Based Learning and Improvement (PBL) 1: Identify strengths, deficiencies, and limits in one's knowledge, skills, and attitudes (KSA).
- Interpersonal and Communication Skills (ICS) 2: Communicate effectively with healthcare professionals as part of a healthcare team.
- Interpersonal and Communication Skills (ICS) 4: Demonstrate sensitivity, honesty, and compassion in difficult conversations.

EPA 11: Obtain Informed Consent for Tests and/or Procedures

Competencies:

- Patient Care (PC) 4: Organize and prioritize responsibilities to provide care that is safe, effective, and efficient.
- Patient Care (PC) 6: Develop and carry out patient management plans.
- Patient Care (PC) 7: Counsel and educate patients and their families.
- Interpersonal and Communication Skills (ICS) 1: Communicate effectively with patients, families, and the public, from various socioeconomic and cultural backgrounds.
- Interpersonal and Communication Skills (ICS) 3: Maintain clear, accurate, timely, and legible medical records.
- Interpersonal and Communication Skills (ICS) 5: Demonstrate appropriate responses to human emotions.
- Systems-Based Practice (SBP) 2: Incorporate considerations of cost awareness and risk benefit analysis in patient and/or population-based care.
- Personal & Professional Development (PPD) 5: Demonstrates self-confidence that puts patients, families, and members of the healthcare team at ease.

EPA 12: Perform General Procedures

Competencies:

- Patient Care (PC) 1: Perform basic medical procedures required for patient care with assistance or direct supervision.
- Patient Care (PC) 7: Counsel and educate patients and their families.
- Medical Knowledge (MK) 2: Apply principles of basic science to patient care.
- Interpersonal and Communication Skills (ICS) 3: Maintain clear, accurate, timely, and legible medical records.
- Interpersonal and Communication Skills (ICS) 4: Demonstrate sensitivity, honesty, and compassion in difficult con-

versations.

- Interpersonal and Communication Skills (ICS) 5: Demonstrate appropriate responses to human emotions.
- Professionalism (PRO) 7: Demonstrate a commitment to ethical principles.
- Systems-Based Practice (SBP) 2: Incorporate considerations of cost awareness and risk benefit analysis in patient and/or population-based care.
- Personal and Professional Development (PPD) 5: Demonstrates self-confidence that puts patients, families, and members of the healthcare team at ease.

EPA 13: Identify System Failures and Contribute to a Culture of Safety and Improvement

Competencies:

- Medical Knowledge (MK) 1: Demonstrate an investigatory and analytic approach to clinical situations.
- Practice-Based Learning and Improvement (PBL) 4: Systematically analyze practice using quality improvement methods and identify solutions with the goal of practice improvement.
- Practice-Based Learning and Improvement (PBL) 7: Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes.
- Interpersonal and Communication Skills (ICS) 2: Communicate effectively with healthcare professionals as part of a healthcare team.
- Professionalism (PRO) 4: Demonstrate respect for patient autonomy.
- Systems-Based Practice (SBP) 3: Advocate for quality patient care and optimal patient care systems
- Systems-Based Practice (SBP) 4: Participate in identifying system errors and implementing potential systems solutions.

Appendix III: Competency-Based Medical Education and the RVU PA Program

Competence is the ability, based on the integration of specific knowledge, skills, and attitude, to perform a professional task at a level sufficient for practice. The ability to measure competence in learners promotes confidence—for learners, program faculty, clinical preceptors, and the public.

The concern for patient safety is the driving force in the worldwide shift toward CBME. While many medical education programs have, or are, incorporating components of CBME, RVU PA program is currently the only PA program to design its entire curriculum in this model.

CBME offers the following additional benefits to learners:

- Takes learning from knowledge acquisition to knowledge application;
 - o Less memorization and more hands-on experiences
- Allows for multiple measures of performance;
 - o Frequent assessments with regular feedback regarding performance; fewer “high stakes” exams
- Measures learner performance against a fixed set of predetermined criteria.
 - o Expectations identified “up-front” through objectives and use of scoring rubrics

There are three major, interrelated components of CBME:

- Entrustable professional activities (EPAs);
 - o Tasks or responsibilities performed unsupervised once competence is attained
- Competencies; and,
 - o Knowledge, skills, and attitudes necessary to perform an EPA
- Milestones.
 - o Description of the developmental steps (levels) needed to reach competence
 - o Learners must reach level 3 or beyond, for each competency, by the time of graduation

Expectations for learner progress are identified in all course syllabi—didactic and clinical—with milestones for each level of competence serving as rubrics for assessment. Timeframes for achieving competence are delineated for each competency and EPA through a Milestones and Progress grid - or MAP. (*Refer to illustration at right.*)

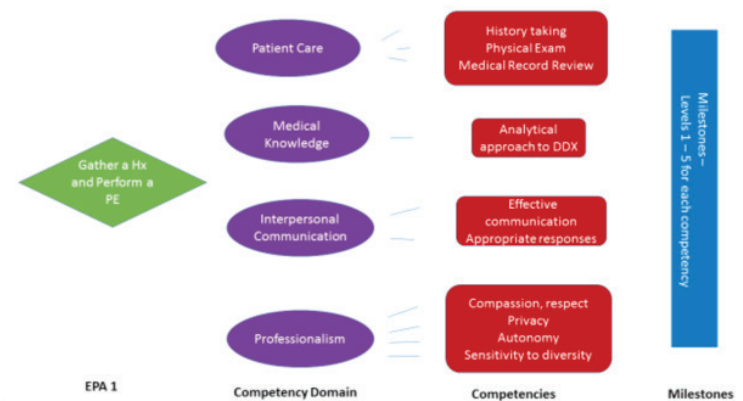


Figure 1. Example of EPA 1 – Gather a history and perform a physical exam - and its associated competencies.

Competency ↓	Sept-Oct	Nov-Dec	Jan-Feb	Mar-May	Jun-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-May	Jun-Aug	Sept-Nov
PC 2.1	1				2				3		
PC 2.2	1			2					3		
PC 2.3	1				2				3		
MK 1	1			2			3				
ICS 1	1		2						3		
ICS 5	1				2				3		
PRO 1	1	2					3				
PRO 3	1	2					3				
PRO 4	1	2							3		
PRO 6	1			2						3	
Assessment:	X	X		X	X		X		X	X	X
	Early Y1	Mid Y1		Late Y1	Early Y2		Mid Y2		Core	Summative	Exams

Table 1: Milestones and Progress (MAP) associated with EPA 1; includes assessment timeframe and expected level of competency achievement (levels 1 – 3).

The RVU PA program clinical curriculum supports CBME through its rotation offerings. The PA program offers both “traditional” and “non-traditional” rotation options.

The RVU PA program clinical curriculum supports CBME through its rotation offerings. The PA program offers both “traditional” and “non-traditional” rotation options.

Traditional Rotations

- Short-term clinical exposure (2, 4, 6 or 8 weeks in length)
- Single location/single setting type (e.g. family medicine, pediatrics, general surgery)
- Benefits:
 - o Option for those who need/wish to spend more time in a single area to improve skills
 - o Option if rotation change is necessary
 - o Option if long-term clinical rotation placement un-



available

- o Meets program and accreditation requirements
- Locations may include Denver-Metro, Arizona, South Dakota, Utah, Wyoming, and Kansas

Longitudinal Integrated Clerkships (LIC)

- Long-term clinical exposure (up to 48 weeks in length)
- Concurrent exposure to a variety of specialties housed in one or two locations within a single community
- Benefits:
 - o Patient-centered
 - Continuity of care
 - o Learner-centered
 - Fewer rotation changes lead to:
 - Improved relationship with preceptor(s)
 - More “hands-on” training
 - More direct observation of skills and feedback
 - More opportunity for active team participation
 - Ability to assist patients in navigating system of care
 - o Promotes teamwork, professional development, and communication skills
 - o Meets program and accreditation requirements
- Locations may include Arizona, South Dakota, and

Colorado

Learners will be offered the opportunity to participate in both traditional and LIC rotations.

All rotations are evaluated to ensure appropriate patient volume, preceptor training, and learner safety.

The goal of the RVU PA program is to support the development of clinically competent, collaborative, and compassionate physician assistants. The programs’ competency-based curriculum and its faculty provide the framework to achieve this goal, offering a learner-centered, innovative approach to medical training, promoting patient safety and primary care. Ultimately, it is the learners that make RVU a success.

Appendix IV: Professional Development Assessment

Professional Development Assessment Tool (PDAT)

Professionalism Rubric

Course:	Student Name:				Date:
Assessment Category	Always (4)	Usually (3)	Occasionally (2)	Seldom (1)	Never (0)
Does the student exhibit a positive and professional attitude?					
Does the student exhibit emotional stability, maturity, empathy, and mental stamina?					
Professional					
Does the student show respect for other students?					
Does the student show respect for faculty members?					
Does the student comply with the dress code?					
Is the student on time for classes?					
Is the student engaged in classroom and lab (no cell phone use)?					
Does the student exhibit professional behavior (including no unnecessary conversations in class, during lectures or laboratory sessions)?					
Is the student able to work cooperatively, promoting and preserving relationships with peers and faculty?					
Academic					
Does the student demonstrate ability to learn and function in a wide variety of didactic settings (including lab and other off campus activities)?					
Is there evidence that the student can communicate effectively, both verbally and written, using appropriate grammar, spelling and vocabulary?					
Does the student exhibit academic integrity?					
Does the student demonstrate adaptability relative to changing situations, environments and new information?					

Meets: 39-52 points

This grade accounts for a portion of the overall course grade.

Competency: Meets Expectations (Level 3 - PRO 9)

PRO 9 Demonstrates basic professional responsibility

Level 1

Learner seldom exhibits expected professional behaviors

Level 2

Learner inconsistently exhibits expected professional behaviors

Level 3

Learner consistently exhibits expected professional behaviors

Level 4

Learner anticipates and completes unassigned tasks in a professional manner

Appendix V: RVU PA Technical Standards and Safe Student Policy

Technical Standards

Medical schools and physician assistant programs adopted Technical Standards to ensure that candidates for admission and students accepted to these programs are able to successfully complete the training process. The Rocky Vista University Physician Assistant Program has formally adopted the following Technical Standards that apply to all candidates for admission and to all students at all times during training.

A. In order to be admitted as students in the Physician Assistant Program, candidates must meet the following Technical Standards:

1) The candidate must be able to observe lectures, demonstrations, experiments, computer-assisted instruction, and waveform readings, and must be able to use vision, hearing, and somatic senses to accurately observe patients, both near and at a distance.

2) The candidate must communicate effectively with patients, preceptors, faculty members, and other members of the healthcare team. Therefore, the candidate must be able to communicate accurately and clearly in spoken and written formats and must be able to use speech, hearing, reading, and writing to effectively elicit patient histories, record data, and interpret data related patient care.

3) The candidate must have sufficient motor and tactile skills to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. The candidate must be physically able to perform standard patient care activities, including but not limited to the suturing of skin and other tissues, the performance of lumbar puncture, and performance of retraction and instrument usage necessary to assist the primary surgeon during surgical operations.

4) The candidate must have sufficient intellectual, conceptual, reasoning, and problem-solving abilities to assimilate and integrate historical information, physical findings, diagnostic test results, and other patient-related data to form a diagnostic impression and a therapeutic plan for patients.

5) The candidate must have the capacity and willingness to develop sound clinical and personal judgment, mature professional relationships, and the ability to

tolerate physically and emotionally stressful situations and circumstances. Candidates must have and maintain a sufficient degree of physical and mental health to provide effective, compassionate, and safe healthcare and must be able to respond appropriately and effectively in emergency situations.

6) The candidate must have the capacity and willingness to recognize limitations of their skill, legal authority, and authorization and must be willing to seek appropriate supervision and direction.

7) The candidate must be able to develop and demonstrate ethical behaviors with respect to co-workers, preceptors, faculty members, patients, the families of patients, and other stakeholders in health-care training and delivery.

B. Reasonable accommodation for the Technical Standards may be requested.

For specific information, please see the University section on "Disabilities and Academic Accommodations" in the Student Support and Services section of this Handbook.

Safe Student Policy

If an RVU Physician Assistant Program student is suspected or determined to be unsafe due to a temporary or permanent inability to meet the Technical Standards, the Program's Student Assessment and Promotions Committee (SAPC) is required to act to ensure a safe environment for students, patients, and other personnel. It is the duty of all faculty, students, and staff to report to the Chair of the SAPC (or his/her designee) concerns that a student is acting in a manner that could jeopardize patient safety. These observations may occur within or outside of a clinical practice environment.

Upon receipt of a report of potential unsafe behavior, the Chair of the SAPC (or his/her designee) will investigate and determine whether immediate action is necessary to remove the student from a clinical and/or academic environment. Should removal from either the clinical or academic environment be deemed necessary, the Chair will convene a meeting of the SAPC to determine the most appropriate action. Actions may include, but are not limited to, external professional evaluation from a peer assistance group such as the Colorado Physician Health Program (CPHP), remediation, referral to the SAPC for consideration of

a professionalism violation, restriction of practice, removing/transferring a student from a clinical rotation, restricting a student from clinical rotations, and/or other actions necessary to address the unsafe situation or concerns. Professional evaluations may include the assessment of the student in question by a variety of professionals including healthcare providers, mental healthcare providers, drug and alcohol counselors, English as a Second Language instructors, the campus Disability Officer, and/or other professionals as deemed appropriate by the SAPC.

It is the student's responsibility to undergo evaluation if required. If the student does not complete the requirements, he or she will not be allowed to proceed in the curriculum and their refusal will be referred to the SAPC for review.

The SAPC in conjunction with the student's advisor will serve to assist the student in arranging for the appropriate evaluation (or ongoing evaluation) or any other remedial actions required. Other remedial actions may include, but are not limited to, taking no further action, modifying the student's educational plan, requiring mandatory changes in student behavior, requiring the student to take a leave of absence from the program in order to address specific concerns, or withdrawing the student from his/her educational experience.

For any issues arising out of the application of this policy, the student may request a review by the Provost by written request within ten business days of learning of the proposed action. During the appeals process, the Provost will not reconsider the facts and statements upon which the original decision was based but will consider only:

1. Whether new information regarding the status of the student has been discovered, previously unknown to the student or to the Program;
2. Whether there is an allegation of discrimination as determined by the appropriate Institutional Office;
3. Whether there is evidence of a procedural error in the SAPC's review that prejudiced the student's ability to receive a fair decision; or
4. Whether there is evidence that the SAPC acted in an arbitrary or capricious manner.

The Program Director, or designee, may affirm or reject the SAPC's decision or refer the matter back to the SAPC for further consideration. The Program Director's decision is final.

Appendix VI: Mini-Clinical Evaluation Exercise (Mini-CEX)

What is the Mini-CEX?

Mini-CEX is a structured assessment of an observed clinical encounter. This “snapshot” is designed to help students receive feedback on skills essential to the provision of good clinical care.

Rating Scale

Mini-CEX utilizes a five-point rating scale to monitor the development/progress of the learner.

How Should It Work?

The learner and preceptor should determine the focus (i.e. history, physical exam, management plan) of the clinical assessment being completed. It is the learner’s responsibility to assure that they are being assessed on at least two focus areas during each clinical rotation block. The observed process typically takes around twenty minutes; immediate feedback takes around five minutes. It may be necessary to allocate more time.

Feedback

In order to maximize the educational impact of using the mini-CEX, students and preceptors need to identify strengths, areas for development, and an action plan.

What is being assessed?

Depending on the clinical encounter being completed, students will be assessed in the domains of:

- Patient Care;
- Medical Knowledge;
- Interpersonal Communication Skills; and,
- Professionalism.

Definitions of Each Level

The results of the mini-CEX are used in conjunction with other assignments and assessment tools to determine the learner’s competency in each of the core clinical rotations. By graduation, all students are expected to demonstrate Level 3 behaviors (Competent).

Level 1 - Novice

- Learner not allowed to practice or observe without further training
- Learner may observe preceptor practice this EPA

Level 2 - Advanced Beginner

- Learner allowed to practice only under proactive, full supervision as a coactivity with preceptor
- Learner allowed to practice with supervisor observing and ready to step in

Level 3 - Competent

- Learner allowed to practice EPA under reactive/on-demand supervision with preceptor immediately available outside of room; preceptor double check all work
- Learner allowed to practice with preceptor double-checking key findings
- Learner allowed to practice with distant supervision (e.g. by phone)

Level 4/5 - Proficient/Expert

- Learner allowed to practice EPA unsupervised and without contact with preceptor

See attached rubrics for observable behaviors in each domain and competency area being assessed.

Evaluator: _____

Date: _____

Student: _____

Patient Problem/Dx: _____ Complexity: ☐ Low ☐ Moderate ☐ High

Setting: ☐ Outpatient ☐ Inpatient ☐ ED ☐ OR

Specialty: ☐ Behavioral Health ☐ Emergency ☐ Family Med ☐ Internal Med.

☐ Pediatrics ☐ Women's Health ☐ General Surg.

Patient: Age: _____ Sex: _____ ☐ New ☐ Follow-up

Focus: ☐ History taking ☐ Physical Exam ☐ Management ☐ Plan

1. *History Taking Skills (PC2.1):* (☐ Not observed)

Novice

Advanced Beginner

Competent

Proficient

1

2

3

4

2. *Physical Exam Skills (PC2.2):* (☐ Not observed)

Novice

Advanced Beginner

Competent

Proficient

1

2

3

4

3. *Developing an Assessment (PC-3):* (☐ Not observed)

Novice

Advanced Beginner

Competent

Proficient

1

2

3

4

4. *Organization/Efficiency (PC-4):*

Novice

Advanced Beginner

Competent

Proficient

1

2

3

4

5. *Demonstrate and carry out management plans (PC-6):* (☐ Not observed)

Novice

Advanced Beginner

Competent

Proficient

1

2

3

4

6. *Interpersonal & Communication Skills (ICS-1):*

Novice

Advanced Beginner

Competent

Proficient

1

2

3

4

7. *Professionalism (PRO-1):*

Novice

Advanced Beginner

Competent

Proficient

1

2

3

4

8. *Overall Clinical Competence (MK-3):*

Novice

Advanced Beginner

Competent

Proficient

1

2

3

4

Mini-CEX Time: Observing _____ Mins

Providing Feedback: _____ Mins

Strengths:	Suggestions for development:
------------	------------------------------

Student Signature _____

Evaluator Signature _____

Appendix VII: RVU PA Leave of Absence Request Form

Steps to complete:

- 1) If requesting a Leave of Absence, complete all information on page 1 of this document.
- 2) Submit the request for review by the PA Student Assessment and Promotions Committee (SAPC). The form may be submitted via your faculty advisor
- 3) If the request is approved, the student must garner signatures from the interdepartmental offices listed on page 2. This process is to ensure that the student and the appropriate institutional representatives understand and have discussed potential consequences of leave.
- 4) Complete the student signature area and return the form to the PA Program Director
- 5) Refer to the Student Handbook – Academic Policies for a review of RVU PA Leave of Absence Policy

Student Last Name _____ First _____ M.I. _____ Student ID _____ Date _____

Forwarding Address/Phone/Email _____

Current PAS Status: Year 1 ☐ Year 2 ☐ Year 3 ☐ Class of: 20____

Term/s LOA Requested: Summer ☐ Fall ☐ Spring ☐ 20____

Student is responsible for informing the Program, in writing, regarding intentions, within ten (10) days from the end of the term of the LOA. Student will automatically be withdrawn from the Program if the student does not communicate with the Program within this timeframe.

If you will be attending another school, which institution? _____

When do you intend to return to the PA Program? Summer ☐ Fall ☐ Spring ☐ 20____

Leave of Absence Information and Criteria

- Leaves are granted for a maximum of 1 year
- Reason for Leave of Absence: Non-Medical* ☐ Medical* ☐
- Attach a written statement containing an explanation for requesting an Official Leave of Absence

**If requesting an Official Non-Medical LOA, please indicate the reason (circle one):*

Research Educational Family Military Other

***If requesting an Official Medical LOA, include evidence from a licensed practitioner (MD/DO/PA/NP/mental health provider) that he/she is receiving care. The SAPC may request an independent evaluation.*

Research Educational Family Military Other

Have you been on a LOA during any other terms? Yes ☐ No ☐

If yes, please indicate term and year: Summer ☐ Fall ☐ Spring ☐ 20____

Are you registered for any class/es during the semester/s you are requesting a LOA? Yes ☐ No ☐

Interdepartmental Signatures

Financial Aid Coordinator (Please have Financial Aid sign off **FIRST**)

Date

Office of Student Affairs

Date

Student Signature Section

I understand that if I am registered for classes, it is my responsibility to officially drop these classes by completing a drop/add form* and return it to the RVU PA Program. I understand if I request a LOA after the designated drop/add period, I am responsible for full payment of tuition. Upon completion of this form, it is my responsibility to submit it to the Chair and PA Student Assessment and Promotions Committee for school records.

Student Signature _____ Date _____

Signature indicates an understanding of the contents of this document. Please make and retain a copy of the signed sheet for your records.

**Drop/add forms may be obtained from the RVU PA faculty*

For Program use only:

Date request reviewed: _____

Student Academic Standing: "not at risk" ☐ "at risk" ☐

Request Status: Approved ☐ Attendance to resume no later than: _____
Date
Not Approved ☐ *if not approved, please attach explanation*

Signature: _____ Date _____

Student Assessment and Promotions Committee Chair, or designee



Appendix VIII: The Physician Assistant Profession

The Physician Assistant Concept

In the early 1960s, it became obvious that there were declining numbers of general practitioners and maldistribution as physicians moved away from rural areas. Dr. Charles Hudson first conceptualized the physician assistant. In 1965, Dr. Eugene A. Stead, Jr., instituted a two-year education and training program for physician assistants at Duke University.

Physician Assistants (PAs) are healthcare professionals licensed to practice medicine with physician supervision. Within the physician/PA relationship, physician assistants exercise autonomy in medical decision-making and provide a broad range of diagnostic and therapeutic services. A PA's responsibilities may also include education, research, and administrative services.

PAs are educated and trained in intensive education programs accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The American Academy of Family Physicians, the American Academy of Pediatrics, the American Academy of Physician Assistants, the American College of Physicians, the American College of Surgeons, the American Medical Association, and the Physician Assistant Education Association all cooperate with the ARC-PA as collaborating organizations to establish, maintain, and promote appropriate standards of quality for entry level education of physician assistants.

PAs are educated in the medical model and work closely with physicians, augmenting and complementing the physician role. Education consists of classroom and laboratory instruction in

the basic medical and behavioral sciences (such as anatomy, pharmacology, pathophysiology, clinical medicine, and physical diagnosis), followed by clinical rotations in internal medicine, family medicine, surgery, pediatrics, obstetrics and gynecology, emergency medicine, and geriatric medicine.

Upon graduation, PAs take a national certification examination developed by the National Commission on Certification of Physician Assistants (NCCPA) in conjunction with the National Board of Medical Examiners. The Board of Directors of NCCPA includes members at large and representatives from American Academy of Family Physicians, American Academy of Pediatrics, American Academy of Physician Assistants, American College of Emergency Physicians, American College of Physicians, American College of Surgeons, American Hospital Association, American Medical Association, American Osteopathic Association, Association of American Medical Colleges, Physician Assistant Education Association, Federation of State Medical Boards of the U.S., U.S. Department of Defense, and U.S. Department of Veterans Affairs. Graduation from an accredited physician assistant program and passage of the national certifying exam are required for state licensure.

A number of postgraduate PA programs have also been established to provide practicing PAs with advanced education in medical specialties.

The responsibilities of a physician assistant depend on the practice setting, education, and experience of the PA, and on state laws and regulations. Physician assistants can take medical his-

tories, perform physical examinations, order and interpret laboratory tests, diagnose and treat illnesses, perform procedures, and counsel patients and families.

Certification of Physician Assistants

As the concepts of new health practitioners gained acceptance, state legislatures began to turn their attention to formulating statutes to incorporate these professionals into the framework of the healthcare delivery system. The development of a nationally standardized mechanism for evaluating PA proficiency became desirable, particularly in those states that mandated that healthcare providers could practice only after their credentials had been reviewed by the appropriate regulatory agency. With this in mind, and with the cooperation of the American Medical Association, the National Board of Medical Examiners began to develop a national certifying examination for physician assistants in 1972. The original members of the newly formed independent National Commission on Certification of Physician Assistants (NCCPA) included representatives from:

- American Academy of Family Physicians
- American Academy of Pediatrics
- American Academy of Physician Assistants
- American College of Emergency Physicians
- American College of Physicians
- American College of Surgeons
- American Hospital Association
- American Medical Association
- Association of American Medical Colleges
- Federation of State Medical Boards of the U.S.
- National Medical Association
- Physician Assistant Education Association (formerly APAP)
- U.S. Department of Defense

The NCCPA is charged with assuring the public that physician assistants are competent. This is accomplished through entry level and recertification examinations and acquisition of continuing medical education. Current certification requirements for physician assistants include:

1. Graduating from an accredited physician assistant program;
2. Obtaining a passing score on the Physician Assistant National Certifying Examination (PANCE);
3. Completing approved continuing medical education every two years;

4. Obtaining a passing score on the Physician Assistant National Recertification Examination every ten years.

In summary, the PA profession is committed to ensuring the highest quality of healthcare by following an organized plan of program accreditation, certification of graduate competency, and continuing medical education.

The Physician Assistant Code of Ethics

The American Academy of Physician Assistants recognizes its responsibility to aid the profession in maintaining high standards in the provision of quality and accessible healthcare services. The following principles delineate the standards governing the conduct of physician assistants in their professional interactions with patients, colleagues, other health professionals, and the public. Realizing that no code can encompass all ethical responsibilities of the physician assistant, this encumbrance of obligations in the Code of Ethics is not comprehensive and does not constitute a denial of the existence of other obligations, equally imperative, though not specifically mentioned.

Physician Assistants shall be committed to providing competent medical care, assuming as their responsibility the health, safety, welfare, and dignity of all humans.

Physician Assistants shall extend to each patient the full measure of their ability as dedicated, empathetic healthcare providers and shall assume responsibility for skillful and proficient transactions of their professional duties.

Physician Assistants shall deliver needed healthcare services to health consumers without regard to sex, age, race, creed, and socioeconomic and political status.

Physician Assistants shall adhere to all state and federal laws governing informed consent concerning the patients' healthcare.

Physician Assistants shall seek consultation with their supervising physician, other health providers, or qualified professionals having special skills, knowledge, or experience whenever the welfare of the patient will be safeguarded or advanced by such consultation. Supervision should include ongoing communication between the physician and physician assistant regarding the care of all patients.

Physician Assistants shall take personal responsibility for being familiar with and adhering to all federal/state laws applicable to the practice of their profession.

Physician Assistants shall provide only those services for which they are qualified via education and/or experiences and by pertinent legal regulatory process.

Physician Assistants shall not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identity, or services.

Physician Assistants shall uphold the doctrine of confidentiality regarding privileged patient information, unless required to release such information by law or such information becomes necessary to protect the welfare of the patient or the community.

Physician Assistants shall strive to maintain and increase the quality of individual healthcare service through individual study and continuing education.

Physician Assistants shall have the duty to respect the law, to uphold the dignity of the physician assistant profession, and to accept its ethical principles. The physician assistant shall not participate in or conceal any activity that will bring discredit or dishonor to the physician assistant profession and shall expose, without fear or favor, any illegal or unethical conduct in the medical profession.

Physician Assistants, ever cognizant of the needs of the community, shall use the knowledge and experience acquired as professionals to contribute to an improved community.

Physician Assistants shall place service before material gain and must carefully guard against conflicts of professional interest.

Physician Assistants shall strive to maintain a spirit of cooperation with their professional organizations and the public.

Physician Assistant Professional Oath

I pledge to perform the following duties with honesty and dedication:

- I will hold as my primary responsibility the health, safety, welfare, and dignity of all human beings.
- I will uphold the tenets of patient autonomy, beneficence, nonmaleficence, and justice.
- I will recognize and promote the value of diversity.
- I will treat equally all persons who seek my care.
- I will hold in confidence the information shared in the course of practicing medicine.
- I will assess my personal capabilities and limitations, striving always to improve my medical practice.
- I will actively seek to expand my knowledge and skills, keeping abreast of advances in medicine.
- I will work with other members of the healthcare team to provide compassionate and effective care of patients.

- I will use my knowledge and experience to contribute to an improved community.
- I will respect my professional relationship with the physician and all other healthcare professionals.
- I will share and expand knowledge within the profession.

These duties are pledged with sincerity and upon my honor.

Physician Assistant Professional Organizations

American Academy of Physician Assistants

950 N. Washington St.
Alexandria, VA 22314-1552
703/836-2272
<http://www.aapa.org/>

The American Academy of Physician Assistants is the largest professional organization of physician assistants in the United States of America. It was founded in 1968 and currently has approximately 39,000 members. The AAPA's mission is to promote quality, cost-effective, accessible healthcare, and to promote the professional and personal development of physician assistants. The Academy is the official organization of the physician assistant profession and is recognized as such by other medical associations and federal, state, and local governments. The Academy maintains liaison relationships with the American Academy of Family Physicians, American Medical Association, American Academy of Pediatrics, American Academy of Orthopedic Surgeons, and others.

Some of the activities and services of the AAPA provides are the following:

- Offer continuing medical education for PAs;
- Help ensure proper regulations, utilization, and reimbursement of physician assistants;
- Represent physician assistants and students in all specialties and employment situations;
- Strengthen and promote the PA profession, physician-PA team, national and international healthcare systems, constituent organizations (state and specialty organizations), and diversity and leadership within the PA profession;
- Provide liaisons with other medical profession organizations (AMA, AAP, ACOG, etc.);
- Provide a multitude of membership benefits including discounted conference fees; free journals and prescribing references; professional information includ-

ing salary profiles, census data, and profession entry information; scholarship opportunities; leadership and networking opportunities; membership benefits for insurance discounts, credit services and travel discounts.

The governing body of the AAPA is the House of Delegates. The AAPA House of Delegates meets annually to adopt legislation and policy proposed by ten standing committees, four councils, the constituent chapters, the Board of Directors, the Student Academy, the Physician Assistant Education Association, the Caucus Congress, and officially recognized specialty organizations. The Academy Board of Directors consists of thirteen officials. Other AAPA bodies include the Physician Assistant Foundation, which grants scholarships to deserving PA students; Society for the Preservation of PA History, which records PA history; and a Political Action Committee, which supports federal candidates friendly to the PA profession.

AAPA student membership dues are \$75. This one-time fee expires four months after graduation.

Student Academy of the American Academy of Physician Assistants

950 N. Washington St.
Alexandria, VA 22314-1552
(703) 836-2272
Email: students@aapa.org
<http://saaapa.aapa.org>

The Student Academy of the American Academy of Physician Assistants (SAAAPA) is a unique part of AAPA, as it was established in 1978 with its own bylaws, a Student Board of Directors, and a legislative and policy-making body. SAAAPA's members consist of the registered student society at each accredited PA program. The students' voices can be heard through their student society representative to the Student Academy's Assembly of Representatives (AOR), SAAAPA's legislative and policy-making body. The AOR meets for two days each year at the AAPA annual conference.

In addition to representing students at the regional and national level, SAAAPA is very involved with the community. Every year, SAAAPA, working with the PA Foundation, reaches out to the community through philanthropic projects to help needy populations and promote physician assistants and physician assistant students in a positive light. Every year, a charity is chosen in the AAPA conference host city for fundraising and volunteer projects. In addition to helping charities, some of the funds raised by students are donated to create a SAAAPA student scholarship each year. Student societies can also apply for grants through the Foundation to help continue their work on the cause of the year. This is a tremendous opportunity to interact with physician assistant students from across the country.

The Student Academy does not have individual members. Student members join AAPA. SAAAPA's members consist of the members of the registered student society at each accredited PA program.

Physician Assistant Specialty Organizations and Caucuses

PA Specialty organizations and caucuses consist of PAs, PA residents, and students, as well as individuals who share a common interest in individual specialties and interests. Many of these organizations offer student benefits, including scholarships. For more information and membership information for individual specialty organizations, visit the AAPA website at <https://members.aapa.org/extra/constituents/special-menu.cfm>.

Physician Assistant Education Association

The Physician Assistant Education Association (PAEA) is the only national organization in the United States representing physician assistant (PA) educational programs. As such, PAEA's core purpose is to improve the quality of healthcare for all people by fostering excellence in physician assistant education. Our mission fosters faculty development, advances the body of knowledge that defines quality education and patient-centered care, and promotes diversity in all aspects of physician assistant education.

PAEA represents all accredited PA programs across the United States. The Association also sponsors membership categories for individuals who are not currently employed at member PA programs, but who have an interest in PA education, and for institutions that may be in the process of becoming accredited programs or whose personnel may wish to stay informed about PAEA activities or PA education.

PAEA has developed a number of resources and services in line with its mission that provide opportunities for PA faculty and student development and help members stay abreast of activities within PAEA and the PA educational community. PAEA also created and maintains the Central Application Service for PAs (CASPA), by which prospective applicants complete one secure online application to be sent to the PA programs of their choice. This application service has been available to PA programs and prospective students since 2001.

PAEA, sometimes in conjunction with other PA organizations, supports grant programs for faculty and students, provides resources to its member programs for testing students (PACKRAT), and publishes aids to PAs who need to recertify (Comprehensive Review for the Certification and Recertification Examinations). Twice each year, PAEA sponsors educational sessions, some of

which offer continuing medical education credit for its faculty members, in addition to workshops for special categories of faculty that are presented in various regions throughout the country.

The Association dedicates itself to PA education and educators and is known as the voice for PA education. PAEA advocates for its member programs with the other PA organizations, networks with individuals and groups that are interested in PA education or that are considered to have a stakeholder interest in PAEA, and represents PA education and member programs on issues that range from accreditation to funding from the federal government.

Colorado Academy of Physician Assistants

P.O. Box 4834
Englewood, CO 80155
Phone: (303) 770-6048
Fax: (303) 771-2550
www.coloradopas.org

The Colorado Academy of Physician Assistants (CAPA) is a member organization representing Colorado PAs. CAPA is the AAPA constituent organization that represents Physician Assistants in Colorado. The Colorado Academy of Physician Assistants represents physician assistants in the state, promotes the physician assistant profession within the state, and furthers the education of its members.

The Colorado Academy of Physician Assistants (CAPA) was established in 1976 to promote the PA profession to Colorado's lay and medical community, offer community health education projects, offer continuing medical education for PAs, and to help ensure proper regulation and utilization of PAs in Colorado.

Today, CAPA represents Colorado PAs before the State Legislature and the Board of Medical Examiners, as well as monitoring their decisions and disseminating information. CAPA also provides information to the Colorado Medical Society, local medical societies, and insurance companies.

CAPA's membership includes more than 500 PAs who are widely distributed across the state, working in both primary care and specialty areas. A Board of Directors that acts on behalf of the membership governs the organization.

CAPA is a constituent chapter of the American Academy of Physician Assistants (AAPA), the nationally recognized organization representing the PA profession. The CAPA membership annually elects delegates to serve in the AAPA's House of Delegates and attend the AAPA Annual Convention.

CAPA offers members, including student members, a number of benefits. CAPA holds a summer and winter conference which, in addition to three days of speakers on a variety of health topics, offer a great opportunity to network with working PAs. CAPA dinners occur several times a year at restaurants around the Denver area and are free to all members. There are also leadership opportunities to work with the CAPA Board of Directors and CAPA committees on issues facing Colorado PAs.

Student Membership dues to CAPA are \$30/year. The membership application is available on their website at www.coloradopas.org.

The Physician Assistant Program section of the RVU Student Handbook and Catalog was adapted from the University of Colorado Child Health Associate/Physician Assistant Student Handbook and the A.T. Still University Physician Assistant Program Clinical Handbook.



Program Administration

Cathy Ruff, MS, PA-C

Program Director for Physician Assistant Program
Associate Professor of Physician Assistant Studies

- PA-C, University of Colorado Health Sciences Center, 1996
- MS, University of Denver, 1989
- BS, Ft. Lewis College, 1986

Joseph Stasio, DO, FACOFP

Medical Director, PA Program

- DO, Southeastern University of Health Sciences College of Osteopathic Medicine, 1991
- BA, State University of New York, 1977
- BMS, Emory University, 1980

David Eckhardt, MS, PA-C

Director of Simulation

Associate Professor of Physician Assistant Studies

- MS, University of Colorado, 2005
- BA, University of Colorado Boulder, 2000

Lise Johnson, PhD

Director of Basic Science Curriculum

Assistant Professor of Physician Assistant Studies

- PhD, University of Arizona, 2010
- BS, University of Oklahoma, 2003

Sarah Neguse, MPAS, PA-C

Director of Physician Assistant Program Admissions

Assistant Professor, Physician Assistant Studies

- MPAS, University of Colorado, 2011
- BS, University of Colorado Boulder, 2007

Allison Poole, PA-C, MPAS, MEd

Director of Clinical Education

Assistant Professor of Physician Assistant Studies

- MPAS, University of Colorado, 2011
- BS, MEd, Lesley College, 2000

Darcy Solanyk, MS, PA-C

Associate Program Director/Director of Curriculum

Associate Professor, Physician Assistant Studies

- PA-C, University of Colorado, 2007
- MS, Colorado State University, 1999
- BS, Colorado State University, 1997



ROCKY VISTA UNIVERSITY
COLLEGE OF OSTEOPATHIC MEDICINE



RVU Student Handbook and Catalog | 2020-2021

Rocky Vista University

Course Descriptions

Course Code Prefix Guide

Subject Area	Course Prefix
Academic Medicine and Leadership	AML
Anatomy	ANT
Anesthesiology	ANE
Biomedical Sciences	BMS
Critical Care	CRT
Dermatology	DRM
Emergency Medicine	EMR
Family Medicine	FAM
Global Health	GLB
Humanities	HUM
Integrative Medicine Training	IMT
Internal Medicine	INT
Interprofessional Education	IPE
Long Term Care	LTC
Medicine - General	MED
Military	MIL
Neurology	NEU
Ophthalmology	OPH
Orthopedics	ORT
Osteopathic Medicine	OM
Osteopathic Manipulative Medicine	OMM
Osteopathic Principles and Practice	OST
Pathology	PTH
Pediatrics	PED
Physician Assistant	PAS
Physician Science	PHY
Psychiatry	PSY
Radiology	RAD
Research	RSH
Rural and Wilderness Medicine	RWM
Surgery	SRG
Trauma	TRM
Urban Underserved Medicine	URB
Urgent Care	URG
Urology	URO
Women's Health	WMN
Wound Care	WND



Course Descriptions

ACADEMIC MEDICINE AND LEADERSHIP (AML)

SU Campus Only

AML 4001: Clinical Academic Elective (*variable credits*)

This course provides students with an opportunity to study healthcare and medicine in relation to academia. Prerequisite: acceptance and enrollment in the Academic Medicine and Leadership Track and Department of Clinical Education approval required.

AML 5010: Academic Medicine and Leadership I (*2 credits*)

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

be in addition to the required core curriculum. Prerequisite: acceptance into the Academic Medicine and Leadership Track.

AML 5020: Academic Medicine and Leadership II (*2 credits*)

A continuation of AML 5010, this course will continue to build on the understanding that with the expansion of medical schools and residency programs in the United States, there is a growing demand for well-trained academicians and faculty. Students in this enrichment track will learn about the various, multi-faceted topics in academics, medical education, organized medicine, health policy, and leadership development. Skills necessary to become an effective public speaker, educator, and physician leader will be addressed. Prerequisite: AML5010.

ANATOMY (ANT)

ANT 4001: Anatomy Elective (*variable credit*)

Students will have the opportunity to develop and refine skills related to human anatomy. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

ANT 4901: RVU Predoctoral Anatomy Fellowship *(variable credit)*

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

ANESTHESIOLOGY (ANE)

ANE 4001: Anesthesiology Elective *(variable credit)*

Anesthesiology is the practice of medicine dedicated to the relief of pain and total care of the surgical patient before, during, and after surgery. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

BIOMEDICAL SCIENCES (BMS)

BMS 5002: Biomedical Pharmacology *(3 credits)*

Biomedical pharmacology presents an overview of the basic concepts and principles of pharmacology complemented by selected topics in pharmacotherapeutics. Students explore mechanisms of drug action, pharmacokinetics, pharmacodynamics, pharmacogenomics, and toxicology. Additional classroom sessions highlight the basic and clinical pharmacology of agents that exert effects on a variety of physiologic systems. Students will be required to complete an innovative new drug capstone project demonstrating their ability to provide peer-feedback, work on a team, appropriately review and synthesize recent medical literature, and conduct an oral presentation. Successful completion of the course will prepare students for doctoral level study of pharmacology. Prerequisite: none.

BMS 5008: Medical Humanities *(1 credit)*

The Medical Humanities course examines the relationships between the humanities and biomedical sciences. Topics vary by year and include, but are not limited to, communication, implicit bias mitigation, human subject research history and ethics, professional identity formation, illness narratives. This course is grounded in a variety of literary and textual sources and involves small and large group discussions, collaboration, written analyses, service-learning, and critical reflection, all of which are intended to foster self-examination and compassionate behavior. Prerequisite: none.

BMS 5010: Journal Club *(2 credits)*

The course aims to provide MSBS students the opportunity to evaluate and investigate evidence through critically reading, interpreting, and presenting primary literature for peers, RVUCOM students, and faculty. This course helps students stay abreast of current knowledge in the field, develop presentation skills, and create solutions to real-world issues through applying knowledge from the biomedical sciences. Topics will include advances across biomedical research and inter-professional teamwork. Emphasis is placed on developing presentation and teaching skills and in communicating scientific studies in seminar. The format of the course includes: 1) an introduction to and guided research of issues from national health initiatives (NIH, CDC, HHS and/or HRSA); 2) critical appraisal and formal presentation of biomedical research. Prerequisite: none.

BMS 5011: Evidence-Based Medicine *(2 credits)*

The role of Evidence-Based Medicine (EBM) is to foster students' information literacy and develop understanding of the process of evidence-based medicine in order to leverage, create, use, and connect information to scenarios. The course is organized around the five elements of evidence-based medicine: ASK, ACQUIRE, APPRAISE, APPLY, ASSESS. Each of those components will be explored in depth to increase the awareness, understanding, and skills of the students. Students will learn to identify and understand various research methodologies, research designs, and bio-statistical concepts as elements of developing their understanding of medical and scientific information. Prerequisite: none.

BMS 5021: Molecular Basis of Medicine I *(2 credits)*

This course is a two-semester course that incorporates a case-based approach to investigative fundamental biomedical concepts. The objective of the course is to promote student learning of the biochemical, molecular, and cellular mechanisms underlying normal physiology and metabolism, thus providing a foundation for understanding disease processes. The course provides a foundation in cellular and molecular biology, including cell structure, cellular macromolecules, DNA and RNA structure and function, protein synthesis, and regulation of gene expression, energetics, metabolism, regulation, organization and function of cellular organelles, flow of genetic information, and the regulation of selected cell activities. Prerequisite: none.

BMS 5022: Molecular Basis of Medicine II *(2 credits)*

A continuation of BMS 5021, Molecular Basis of Medicine II, incorporates a case-based approach to investigative fundamen-

tal biomedical concepts. The objective of the course is to promote student learning of the biochemical, molecular, and cellular mechanisms underlying normal physiology and metabolism, thus providing a foundation for understanding disease processes. The course provides a foundation in cellular and molecular biology, including cell structure, cellular macromolecules, DNA and RNA structure and function, protein synthesis, and regulation of gene expression, energetics, metabolism, regulation, organization and function of cellular organelles, flow of genetic information, and the regulation of selected cell activities. Prerequisite: none.

BMS 5041: Physiology I (4 credits)

These two one-semester courses together provide a systems-based curriculum that provides the student an opportunity to build a cognitive framework and knowledge base necessary to understand and apply normal human physiology to medical physiology and pathophysiology. Systems covered in the first semester include cellular physiology, homeostatic mechanisms, basic neurophysiology, the cardiovascular system, the respiratory system, and the renal system. Systems covered in the second semester include gastrointestinal, endocrine, and reproductive; neurophysiology, introduction to biomedical ethics, and multisystem physiology and pathophysiology processes are also covered. Basic clinical skills, clinical reasoning, physical exam skills are also integrated throughout. This curriculum combines lecture with clinical correlations, case studies, independent study, projects, and simulation activities. Prerequisite: none.

BMS 5042: Physiology II (4 credits)

A continuation of BMS5042 Physiology I, this course provides a systems-based curriculum that provides the student an opportunity to build a cognitive framework and knowledge base necessary to understand and apply normal human physiology to medical physiology and pathophysiology. Systems covered in the first semester include cellular physiology, homeostatic mechanisms, basic neurophysiology, the cardiovascular system, the respiratory system, and the renal system. Systems covered in the second semester include gastrointestinal, endocrine, and reproductive; neurophysiology, introduction to biomedical ethics, and multisystem physiology and pathophysiology processes are also covered. Basic clinical skills, clinical reasoning, physical exam skills are also integrated throughout. This curriculum combines lecture with clinical correlations, case studies, independent study, projects, and simulation activities. Prerequisite: none.

BMS 5051: Human Anatomy I (2 credits)

This is the first of a two-semester course encompassing all aspects of human functional anatomy and clinical gross anatomy. This course will cover embryonic development and focus on the

gross anatomy of all systems in the human body. In addition, imaging techniques such as x-ray radiography, CT scans, and MRI emphasizing structural relationships will introduce students to a clinical perspective of the structure of the human body. Course objectives include the acquisition of anatomical structural knowledge, the development of oral presentation and written communication skills, as well as the development of critical assessment of biomedical literature. Students will experience hands on learning with cadavers dissection. Learning is facilitated through lecture, team problem based learning, and clinical case presentations. Prerequisite: none.

BMS 5052: Human Anatomy II (2 credits)

This is the second of a two-semester course encompassing all aspects of human functional anatomy and clinical gross anatomy. This course will cover embryonic development and focus on the gross anatomy of all systems in the human body. In addition, imaging techniques such as x-ray radiography, CT scans, and MRI emphasizing structural relationships will introduce students to a clinical perspective of the structure of the human body. Course objectives include the acquisition of anatomical structural knowledge, the development of oral presentation and written communication skills, as well as the development of critical assessment of biomedical literature. Students will experience hands on learning with cadavers dissection. Learning is facilitated through lecture, team problem based learning, and clinical case presentations. Prerequisite: none.

BMS 5060: Microbiology and Infectious Diseases (3 credits)

This course introduces graduate students to fundamental principles of microbiology including microbial structure/diversity, microbial metabolism and pathogenicity, and classes and actions of antimicrobial drugs. This overview includes discussions of the interaction between pathogen and host during the infectious process and adaptations by the pathogens to overcome or evade the immune system and cause human disease. Representative microorganisms belonging to each class of pathogen (bacterial, viral, fungal, and parasitic) are discussed. Other topics will include emerging diseases, public health epidemiology, vaccines, antimicrobial resistance, and eradication of disease. A combination of methods will be used to deliver material including, but not limited to, didactic lectures, small group work, and case studies/applications. Prerequisite: none.

BMS 5070: Immunology (3 credits)

This course is designed to introduce students to the foundational knowledge necessary to understand the normal and abnormal functions of the immune system. Immunological principles involving innate and adaptive immunity, host responses to patho-

gens, blood groups, immunopathology, immunodeficiencies, autoimmunity, vaccines, transplantation, classes and actions of immunologically active drugs, and targeted immunotherapies will be discussed. Didactic lectures, small group discussions, clinical case studies, designated reading assignments, and application sessions will be utilized in this course. In addition, there will be an interdisciplinary component to this course as students will also write critical reflections regarding team service-learning projects. Prerequisite: none.

CRITICAL CARE (CRT)

CRT 4001: Critical Care/ICU Elective (*variable credit*)

Intensive care medicine or critical care medicine is a branch of medicine concerned with the diagnosis and management of life-threatening conditions that may require sophisticated organ support and invasive monitoring. Intensive care is usually only offered to those whose condition is potentially reversible and who have a good chance of surviving with intensive care support. Prerequisite: Successful completion of all pre-clinical coursework and passing score on COMLEX Level 1.

CRT 4100: Critical Care Medicine Pediatric Elective (*variable credit*)

Pediatric Critical Care focuses on children from birth through the teen years who are critically ill and require careful monitoring in a pediatric intensive care unit (PICU). Treatment is generally provided for, but not restricted to children with unstable, life-threatening conditions; children on respirators; children with severe heart and lung disease; and children with brain trauma. Prerequisite: Successful completion of all pre-clinical coursework and passing score on COMLEX Level 1.

DERMATOLOGY (DRM)

DRM 4001: Dermatology Elective (*variable credit*)

Dermatology is the branch of medicine dealing with the skin, nails, hair, and its diseases. It is a specialty with both medical and surgical aspects. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

DRM 4100: Dermatopathology Elective (*variable credit*)

Dermatopathology is a joint subspecialty of dermatology and pa-

thology and to a lesser extent of surgical pathology that focuses on the study of cutaneous diseases at a microscopic and molecular level. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

EMERGENCY MEDICINE (EMR)

EMR 4001: Emergency Medicine Elective (*variable credit*)

Emergency medicine, also known as accident and emergency medicine, is the medical specialty concerned with caring for undifferentiated, unscheduled patients with illnesses or injuries requiring immediate medical attention. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

FAMILY MEDICINE (FAM)

FAM 3001: Family Medicine Core I (*140+ Hours / 4 Credits*)

The Family Medicine Externship will provide clinical exposure to various aspects of general ambulatory medicine. Students will gain knowledge and experience and demonstrate competence in the diagnosis and management of various acute and chronic medical conditions in the outpatient clinical setting. Students will also become competent in a broad spectrum of primary care preventive and diagnostic challenges within patients of various ages, genders, and cultures. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

FAM 3002: Family Medicine Core II (*140+ Hours / 4 Credits*)

The Family Medicine Externship will provide clinical exposure to various aspects of general ambulatory medicine. Students will gain knowledge and experience and demonstrate competence in the diagnosis and management of various acute and chronic medical conditions in the outpatient clinical setting. Students will also become competent in a broad spectrum of primary care preventive and diagnostic challenges within patients of various ages, genders, and cultures. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

FAM 4001: Family Medicine Elective (*variable credit*)

Family medicine is a medical specialty devoted to comprehensive healthcare for people of all ages. The aim of family medicine is to provide personal, comprehensive, and continuing care for the individual in the context of the family and the community. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

FAM 4200: Occupational Medicine (*variable credit*)

Occupational medicine (formerly industrial medicine) is the branch of medicine concerned with the maintenance of health in the workplace, including prevention and treatment of diseases and injuries, with secondary objectives of maintaining and increasing productivity and social adjustment in the workplace. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

FAM 4210: Sports Medicine Elective (*variable credit*)

Sports medicine, also known as sport and exercise medicine, is a branch of medicine that deals with physical fitness and the treatment and prevention of injuries related to sports and exercise. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

GLOBAL HEALTH (GLB)

GLB 4001: Global Health Medicine Elective (*variable credit*)

Global Health Medicine provides opportunities for medical students to better understand the depth, breadth, and interdisciplinary nature of global health challenges. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

GLB 4100: Global Health Emergency Medicine Elective (*variable credit*)

Internationally-focused emergency medicine clerkship focusing on the care of undifferentiated, unscheduled patients with illnesses or injuries requiring immediate medical attention. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

GLB 4110: Global Health Family Medicine Elective (*variable credit*)

International clerkship focused on providing healthcare to vulnerable populations worldwide. Careful attention may be given to the use of resources, knowledge, and experience of diverse societies to address health challenges as well as combining population-based health promotion and disease prevention with individual-led care. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

GLB 4120: Global Health Internal Medicine Elective (*variable credit*)

Students can supplement their domestic clerkship experiences by traveling abroad. Opportunities to strengthen diagnostic skills, shift dependency on diagnostic tests, build a further sense of global health needs, provide a service to a community in need, and address the challenges of healthcare within an ethnically and culturally diverse area may occur when focusing on global health. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

GLB 4130: Global Health OBGYN Elective (*variable credit*)

Global Health OBGYN clerkship will focus on engaging healthcare providers interested in the care of women in under-served communities internationally. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

GLB 4140: Global Health Pediatric Elective (*variable credit*)

International clerkship focused on healthcare for children from birth through adolescence. Students may experience how diverse socio-cultural determinants affect healthcare and diseases in children that are uncommon in resource-rich areas. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

GLB 4150: Global Health Psychiatry Elective (*variable credit*)

Clerkship experience aiming to increase awareness of global mental health issues and social disparities. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.



GLB 4160: Global Health Surgery Elective (*variable credit*)

Surgery has not always been considered a global health priority, but the global health community has recently recognized that surgical conditions form a significant burden of disease and have cost-effective interventions. Students may experience/discuss first-hand the global burden of surgical disease, surgery in resource-poor settings, surgical workforce and task shifting, as well as the ethics of surgical care in resource-poor settings. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

GLB 4200: Global Health OMM Elective (*variable credit*)

Internationally-focused clerkship involving the using of hands to diagnose, treat, and prevent illness or injury. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

GLB 5031: Global Medicine I (*2 credits*)

According to the American Academy of Family Practice, Global Medicine is the new Family Medicine. The American population has been and continues to be a mixture of peoples from all over the world. Whether students work here or overseas, they must have a better understanding of how their patient's health is affected by not only where they live, but also factors such as socioeconomic status, type of government and healthcare system available to them, and culture. The major goals of this course are to provide an intensive survey, exposure, and clinical education

surrounding these multiple aspects of global medicine over three semesters and 90+ hours of classroom activity. It is hoped that these students who have applied, been accepted, and succeed in this program continue to serve in this capacity. This is just one component of the Global Medicine Track, which is designed to span 3.5 years of formal osteopathic education and will include required international medical education experiences abroad and mixed cultural/public health experiences here in the United States. Prerequisite: acceptance into the Global Medicine Track.

GLB 5032: Global Medicine II (*2 credits*)

This course is a continuation of GLB 5030 and will focus on furthering students understanding of the global burden of disease in both developing and already developed countries. Students will learn about various global diseases and what program criteria are required in the successful elimination and/or eradication of diseases, through interactive group discussions and faculty/guest presentations. Medical diseases to be covered during this course will focus on pertinent communicable and non-communicable diseases such as Malaria, TB, HIV, parasitic and helminthis and arthropod diseases common in the developing world. Prerequisite: successful completion of GLB 5031.

GLB 5033: Global Medicine III (*2 credits*)

The focus of this course is to further strengthen students understanding of the global burden of disease in both developing and already developed countries through the use of a variety of didactic presentations and clinical experiences. During this course, guests will present specific diseases and their specific clinical experience in the global arena, and areas will be covered to ensure

a well-rounded and comprehensive exposure of global health. Emphasis will be on those topics not already covered in the normal curriculum and all will be presented from a global health perspective. Prerequisite: successful completion of GLB 5032.

GLB 5050: Global Medical Outreach (2 credits)

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

Students will be provided the opportunity to provide diagnostic and patient care services, participate in preventive and public health events, and work in areas such as minor surgery, pharmacy, triage, and clinical laboratory settings. Prerequisite: Students must be currently in good academic standing. Course may be repeated up to 2 times (4 credits maximum).

HUMANITIES (HUM)

HUM 5001: Graphic Novels and Medicine (1 credit)

Open to all RVU programs: This course is designed to stimulate robust discussion and examination of human emotion surrounding illness and how non-clinical forces impact the medical system experience. Students are encouraged to participate in discussion and reflection on their own experiences as well as those of their peers using graphic novels as the springboard. This course has four different sections, so it is fresh every time it is offered. Prerequisite: none.

HUM 5011: History of Medicine (1 credit)

Open to all RVU programs, this course seeks to examine the role of doctors, patients, diseases and society's reaction to them over time and asks how medicine, disease and health have been motors for change. Each session encourages its participants to understand how contemporary medicine differs from, but is indelibly marked by its past. It is only available in Colorado at this time. Prerequisite: None.

HUM 5013: Medical Spanish III (UT Only) (1 credit)

Open to all programs: The knowledge and effective use of medical Spanish is paramount for any new physician. This course takes a student's remedial Spanish and turns it into a useful tool for bilingual clinical experiences. Prerequisite: MED 5011 or basic knowledge of Spanish; course director approval.

HUM 5021: Medicine in Film (1 credit)

Open to all RVU programs, this course will use film as a medium for discussion of ethical, humanitarian, and professional topics relevant to healthcare professionals. It is only available in Colorado at this time. Prerequisite: None.

INTEGRATIVE MEDICINE TRAINING (IMT)

IMT-1001: Acupuncture and Oriental Medicine I (1 credit)

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

INTERNAL MEDICINE (INT)

INT 3001: Internal Medicine Core I (140+ Hours / 4 Credits)

The Internal Medicine Externship will provide clinical exposure to breadth and diversity of disease. Students will gain knowledge, experience, and competence in the diagnosis and management of various acute and chronic medical conditions in the outpatient and inpatient settings. Students will also become competent in their history and physical diagnosis skills, develop the ability to prioritize patient problems and generate a differential diagnosis,

and implement patient management strategies and observe their effects. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 3002: Internal Medicine Core II (140+ Hours / 4 Credits)

The Internal Medicine Externship will provide clinical exposure to breadth and diversity of disease. Students will gain knowledge, experience, and competence in the diagnosis and management of various acute and chronic medical conditions in the outpatient and inpatient settings. Students will also become competent in their history and physical diagnosis skills, develop the ability to prioritize patient problems and generate a differential diagnosis, and implement patient management strategies and observe their effects. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4001: Internal Medicine Elective (variable credit)

Internal medicine is the medical specialty dealing with the prevention, diagnosis, and treatment of adult diseases. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4200: Nephrology Elective (variable credit)

Nephrology is a specialty of medicine and pediatrics that concerns itself with the kidneys: the study of normal kidney function and kidney problems, the preservation of kidney health, and the treatment of kidney problems, from diet and medication to renal replacement therapy (dialysis and kidney transplantation). Systemic conditions that affect the kidneys (such as diabetes and autoimmune disease) and systemic problems that occur as a result of kidney problems (such as renal osteodystrophy and hypertension) are also studied in nephrology. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4210: Infectious Disease Elective (variable credit)

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

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

INT 4220: Rheumatology Elective (variable credit)

Rheumatology is a branch of medicine devoted to the diagnosis and therapy of rheumatic diseases. Rheumatologists deal mainly with immune-mediated disorders of the musculoskeletal system, soft tissues, autoimmune diseases, vasculitides, and heritable connective tissue disorders. Many of these diseases are now known to be disorders of the immune system. Rheumatology is considered to be the study and practice of medical immunology. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4230: Cardiology Elective (variable credit)

Cardiology is a branch of medicine dealing with disorders of the heart as well as parts of the circulatory system. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4240: Hematology (variable credit)

Hematology is the branch of medicine concerned with the study of the cause, prognosis, treatment, and prevention of diseases related to blood. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4250: Hematology/Oncology Elective (variable credit)

The diagnosis, treatment, and prevention of blood diseases (hematology) and cancer (oncology) and research into them. Hematology-oncology includes such diseases as iron deficiency, anemia, hemophilia, sickle cell disease, the thalassemias, leukemias, and lymphomas, as well as cancers of other organs. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4260: Oncology Elective (variable credit)

Oncology is a branch of medicine that deals with the prevention, diagnosis, and treatment of cancer. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4270: Pulmonology Elective (variable credit)

Pulmonology is a medical specialty that deals with diseases involving the respiratory tract. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing

score on COMLEX Level 1.

INT 4280: Endocrinology Elective *(variable credit)*

Endocrinology is a branch of biology and medicine dealing with the endocrine system, its diseases, and its specific secretions known as hormones. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4290: Gastroenterology Elective *(variable credit)*

Gastroenterology is the branch of medicine focused on the digestive system and its disorders. Diseases affecting the gastrointestinal tract, which include the organs from mouth into anus, along the alimentary canal, are the focus of this specialty. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4300: Geriatrics Elective *(variable credit)*

Geriatrics, or geriatric medicine, is a specialty that focuses on healthcare of elderly people. It aims to promote health by preventing and treating diseases and disabilities in older adults. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INT 4310: Allergy/Immunology Elective *(variable credit)*

Allergy and immunology involves the management of disorders related to the immune system. These conditions range from the very common to the very rare, spanning all ages and encompassing various organ systems. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

INTERPROFESSIONAL EDUCATION (IPE)

IPE 1901: Introduction to Interprofessional Education Seminar I *(1 Credit)*

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

other health profession programs within RVU and in collaboration with extramural programs, as available. Prerequisite: none.

IPE 1902: Introduction to Interprofessional Education Seminar II *(1 Credit)*

This two-semester course introduces the fundamental principles of interprofessional education including roles and responsibilities, contributions of individual team members, communication skills that ensure smooth transition of care to other team members, and the impact of teams on population health and quality of care. As part of the course design, learners from the Doctor of Osteopathic Medicine program will interact with students from other health profession programs within RVU and in collaboration with extramural programs, as available. Prerequisite: none.

IPE 2011: Grand Rounds *(1 Credit)*

This course engages second-year RVUCOM students and faculty with area (and occasionally remote) healthcare professionals representing diverse healthcare professions in interprofessional discussions of case studies consistent with primary care. The IPE Grand Rounds sessions are preceded by two foundational sessions in which students are taught how to compare healthcare professions on the basis of scope of practice and professional philosophies/values and compare healthcare practices (including prevention, therapeutics, diagnostics, and practice management) on the basis of benefit, safety, economy, and evidence. The IPE Grand Rounds sessions are 90-minute, moderated panel discussions of case studies in which healthcare providers from diverse healthcare professions discuss their respective approaches to diagnosing, treating, or preventing the condition(s) contained in the case. At the conclusion of this two semester course, students will have an enhanced understanding of how diverse healthcare professionals can collaborate in the delivery of coordinated, integrated, and cost effective primary care. Guest healthcare experts serving as panelists may participate face-to-face or via Skype. Student participation in the discussions is expected. Prerequisite: successful completion of Year 1 coursework.

IPE 5030: Comparative Healthcare Professions and Practices *(1 Credit)*

This investigational course will engage students and faculty from multiple higher education institutions representing diverse health science professions in asynchronous, online presentations and discussions of clinical case studies. Students will learn how to compare diverse healthcare professions on the basis of practice scope and professional philosophies. Students will also learn how diverse healthcare professions prevent, treat, and diagnose common health conditions. At the conclusion of this course, students will have an enhanced understanding of how diverse healthcare professionals can collaborate in the delivery of co-

ordinated, integrated, and cost effective primary care. Additionally, at the conclusion of this course, the participating higher education institutions will be able to anticipate the institutional requirement for inter-institutional online learning. Participants may include osteopathic, allopathic, naturopathic, Eastern Medicine, pharmacy, physician assistant, nursing, and other health-care professions representatives. Special permission required.

LONG TERM CARE (LTC)

Utah Campus Only

LTC 5010: Long Term Care I (2 credits)

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

LTC 5020: Long Term Care II (2 credits)

A continuation of LTC5010, Long Term Care II is an enrichment course that will provide students with specialized training and experience in longitudinal medical care. With the rapidly growing aging population and increasing needs for long term care resources, there is a growing demand for physicians to lead in quality management of longitudinal care services. Students in this track will learn various, multi-faceted topics in continuity of Post-Acute, Long Term, End of Life, Palliative, and Hospice Care; be assigned to a carefully selected resident in these areas; and will actively participate in the care of his/her assigned patient. Students will develop a relationship with their patient, serving as health advocates for wellness, and in turn, help their patients achieve the highest quality of life possible in their current stage of life. Ultimately, students will be familiar with and able to incorporate and demonstrate their knowledge and skills to care for the elderly through the interactions with their patient,

as well as in a future Primary Care practice or other specialty involving Geriatric, Palliative, Nursing Home, or Hospice Care. Prerequisite: acceptance into the Long Term Care Track.

MEDICINE – GENERAL (MED)

MED 3001: Fundamentals of Clinical Medicine (2 credits)

The Fundamentals of Clinical Medicine course is designed to prepare third-year students for success in the clinical years of medical education. This course will guide students to successfully navigate the processes and protocols of the Clinical Education Department. Expected professional behavior and conduct will be reviewed and emphasized. The course will introduce and give an overview of the six core clinical courses in the third year: Pediatrics, Internal Medicine, Family Medicine, Surgery, Behavioral Medicine, and Women's Health. Fundamental clinical concepts and skills will be reviewed to refresh the students' knowledge base. Clinical simulation cases will engage on-demand clinical thinking skills. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework.

MED 4200: Pain Management Elective (variable credit)

Pain management can be simple or complex, depending on the cause of the pain. This elective provides an opportunity for students to learn various, multi-faceted approaches to pain management: interventional procedures, medication management, physical therapy or chiropractic therapy, psychological counseling and support, acupuncture and other alternative therapies, and referral to other medical specialists. All of these skills and services are necessary because pain can involve many aspects of a person's daily life. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4210: Disaster Medicine Elective (variable credit)

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



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

MED 4220: Nutrition Elective (*variable credit*)

Focus during this course will be on the development of skills in assessing, planning, implementing, and evaluating nutritional care for patients. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4230: Physical Medicine and Rehabilitation Elective (*variable credit*)

Physical medicine and rehabilitation, also known as physiatry, is a branch of medicine that aims to enhance and restore functional ability and quality of life to those with physical impairments or disabilities. Physiatrists specialize in restoring optimal function to people with injuries to the muscles, bones, ligaments, or nervous system. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4240: Sleep Study Elective (*variable credit*)

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

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

MED 4250: EKG Elective (*variable credit*)

Students will be given the opportunity to expand their understanding of electrocardiograms (EKG or ECG). EKG/ECG reviewing, analyzing, and reporting will be covered. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4260: Alternative Medicine Elective (*variable credit*)

Alternative medicine is a term that describes medical treatments that are used instead of traditional (mainstream) therapies. Some examples of alternative medicine include acupuncture, chiropractic medicine, energy therapies, magnetic field therapy, therapeutic touch, herbal medicine, and ayurvedic medicine. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4270: Integrative Medicine Elective (*variable credit*)

Integrative Medicine is healing-oriented medicine that takes account of the whole person, including all aspects of lifestyle. It emphasizes the therapeutic relationship between practitioner and patient, is informed by evidence, and makes use of all appropriate therapies. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4280: Hospice/Palliative Care Elective (*variable credit*)

Palliative care is specialized medical care for people with serious illness. This type of care is focused on providing relief from the symptoms and stress of a serious illness. The goal is to improve quality of life for both the patient and the family. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4290: Pharmacology Elective (*variable credit*)

Pharmacology is the branch of biology concerned with the study of drug action, where a drug can be broadly defined as any man-made, natural, or endogenous (from within body) molecule that exerts a biochemical or physiological effect on the cell, tissue, organ, or organism. More specifically, it is the study of the interactions that occur between a living organism and chemicals that affect normal or abnormal biochemical function. If substances have medicinal properties, they are considered pharmaceuticals. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4300: Podiatry Elective (*variable credit*)

Podiatry is a branch of medicine devoted to the study, diagnosis, and medical and surgical treatment of disorders of the foot, ankle, and lower extremity. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4310: Public Health Elective (*variable credit*)

Public health is the science and art of preventing disease, prolonging life, and promoting human health through organized efforts and informed choices of society, public and private organizations, communities, and individuals. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4320: Aerospace Medicine Elective (*variable credit*)

Aviation medicine, also called flight medicine or aerospace medicine, is a preventive or occupational medicine in which the patients/subjects are pilots, aircrews, or astronauts. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4500: Overview of Medicine (*variable credit*)

This course is designed to provide the student with the oppor-

tunity to prepare independently for COMLEX Level 1 and/or COMLEX Level 2 examinations. Prerequisite: Clinical Education department approval required.

MED 4510: Healthcare Quality Improvement Elective (*variable credit*)

Students have the opportunity to complete a externship focusing on healthcare quality, patient safety, and population medicine. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4520: Lifestyle Medicine Elective (*variable credit*)

Lifestyle medicine is a scientific approach to decreasing disease risk and illness burden by utilizing lifestyle interventions such as nutrition, physical activity, stress reduction, rest, smoking cessation, and avoidance of alcohol abuse. Lifestyle medicine is the recommended foundational approach to preventing and treating many chronic diseases. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4530: Medical Spanish Elective (*variable credit*)

Students will participate in Spanish language immersion programs with a specific focus on medical Spanish. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 4540: Business in Medicine Elective (*variable credit*)

Students will focus on the integration of business practices within the medical community. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

MED 5011: Medical Spanish (Both Campuses) (*1 credit*)

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

MED 5012: Medical Spanish II (Utah Only) (*1 credit*)

Open to all programs: The knowledge and effective use of medi-

cal Spanish is paramount for any new physician. This course takes a student's remedial Spanish and turns it into a useful tool for bilingual clinical experiences. Prerequisite: MED 5011 or basic knowledge of Spanish; course director approval.

MED 5013: Medical Spanish III (1 credit)

This course will introduce the practical language skills used in clinical settings to assist with the interaction of Spanish-speaking patients. Emphasis will be placed on an advanced level of common medical vocabulary that healthcare workers may encounter in the workplace. Prerequisite: successful completion of one semester in current degree program and fluency placement exam.

MILITARY (MIL)

MIL 4001: Military Training Elective (variable credit)

Students with a military affiliation that requires training during the clinical years will be provided the opportunity to participate, as needed. Prerequisite: Department of Clinical Education approval required.

MIL 5041: Military Medicine I (1 credit)

Military Medicine I will incorporate immersion-based reality training, surgical simulation, information sessions, and experiences related to Medical Corps Officer military obligations, leadership/discipline, harsh military environments/field exercises, disaster stabilization/evacuation, and triage in combat environments on land, sea, and air. This course will also function in conjunction with COM enrichment pathway courses where synergies are evident and possible.

Students may also have the opportunity to liaison with leaders/military officers at U.S. posts, bases, medical centers, hospitals, and other sites in order to achieve the goals and objectives of the track. Expert guests, military officers, and appropriate civilian physician/teachers will be engaged and hosted both on and off campus.

MIL 5042: Military Medicine II (1 credit)

A continuation of MIL 5041 Military Medicine I. Prerequisite: Military Medicine Program member.

MIL 5043: Military Medicine III (1 credit)

A continuation of MIL 5042 Military Medicine II. Prerequisite: Military Medicine Program member.

NEUROLOGY (NEU)

NEU 4001: Neurology Elective (variable credit)

Neurology is a branch of medicine focusing on disorders of the nervous system. Neurology deals with the diagnosis and treatment of all categories of conditions and disease involving the central and peripheral nervous systems, including their coverings, blood vessels, and all effector tissue, such as muscle. Neurological practice relies heavily on the field of neuroscience, which is the scientific study of the nervous system. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

NEU 4100: Neurosurgery Elective (variable credit)

Neurosurgery, or neurological surgery is the medical specialty concerned with the prevention, diagnosis, surgical treatment, and rehabilitation of disorders that affect any portion of the nervous system including the brain, spinal cord, peripheral nerves, and cerebrovascular system. Neurosurgery is often colloquially referred to as "brain surgery" though neurosurgeons often operate on the spinal cord and peripheral nervous system as well. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

NEU 4200: Critical Care Medicine Neurology Elective (variable credit)

Neurological Intensive Care is one of the newest and fastest-growing specialties in medicine today. Neuro-ICUs uniquely bring together specially trained physicians and nurses armed with advanced technology to perform clinical and basic science research on patients in a critical care setting to gain better understanding of their critical illnesses and to develop improved and innovative treatments for these conditions. Advanced monitoring techniques used in neuro-ICUs allow the identification of critical problems before permanent neurologic injury occurs. A neuro-ICU also provides many specialized therapeutic options for patients with serious neurologic illness. Management of patients in a neuro-ICU is essential to achieve a favorable outcome. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

NEU 4210: Alzheimer's/Dementia Elective (variable credit)

Students will evaluate patients with dementia and other geriatric neurological issues. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

OPHTHALMOLOGY (OPH)

OPH 4001: Ophthalmology Elective (*variable credit*)

Ophthalmology is the branch of medicine that deals with the anatomy, physiology, and diseases of the eyeball and orbit. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

ORTHOPEDICS (ORT)

ORT 4100: Orthopedic Surgery Elective (*variable credit*)

Orthopedic surgery or orthopedics is the branch of surgery concerned with conditions involving the musculoskeletal system. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

ORT 4110: Pediatric Orthopedic Surgery Elective (*variable credit*)

Pediatric Orthopedic surgery focuses on the diagnostic, treatment, and management of children's musculoskeletal programs including, but not limited to, limb and spine deformities, gait abnormalities, broken bones, and bone or joint infections and tumors. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

ORT 4120: Orthopedic Trauma Surgery Elective (*variable credit*)

Orthopedic trauma is a branch of orthopedic surgery specializing in problems related to the bones, joints, and soft tissues (muscles, tendons, ligaments) of the entire body following trauma. The main goal of this specialized area in orthopedics is the healing of the fractured bones, as well as restoring the anatomic alignment of the joint surfaces to allow for recovery and return to maximum function of the injured body part. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

OSTEOPATHIC MEDICINE (OM)

OM 1003: Cardiovascular System I (3 Credits)

The Cardiovascular System is an intensive, multidisciplinary course structured with the goal of enabling the student to ob-

tain 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). Prerequisite: none.

OM 1004: Respiratory System I (2 Credits)

The Respiratory System I course encompasses the macro and micro-structure of the respiratory system and the basics of respiratory function, including Perfusion and Diffusion, Ventilation, Gas Transport, Mechanics of Breathing, Acid/Base Balance, Control of Breathing, and Pulmonary Defense Mechanisms. Each topic area is examined individually then integrated into case studies to illustrate pulmonary function. By the conclusion of the course, the student will be able to relate how the lung and chest function to control oxygen delivery to organs and carbon dioxide elimination, and will be able to identify common respiratory diseases based on laboratory findings and lung function. Prerequisite: none.

OM 1006: Endocrine/Reproductive System I (4 Credits)

The Endocrine/Reproductive System I course is designed to teach the basic principles of hormone secretion and action related to the major endocrine structures and reproductive and systemic tissues. Students are expected to be familiar with the structure and function of the major endocrine glands and the action of the major hormones secreted. This course will focus on the anatomy, histology, and physiology of endocrine and reproductive systems as a basis for understanding the pathological conditions resulting from endocrine dysfunction. Prerequisite: none.

OM 1007: Gastrointestinal System I (3 Credits)

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

the nervous and hormonal mechanisms regulating control of secretion in the digestive organs; and absorption and elimination of food. The goal of this course is to provide the students with knowledge of how GI structure (embryology, histology, microscopic, and gross anatomy) integrates with function (physiologic mechanisms of GI motility, digestion and absorption, and liver and pancreatic function). Students will then be able to describe the mechanisms contributing to absorption of nutrients into the body and apply their basic medical science knowledge to clinical problem-solving. Prerequisite: none.

OM 1012: Molecular and Cellular Mechanisms (4 Credits)

This course is a trans-disciplinary course that incorporates the fundamental aspects of biochemistry, molecular biology, cell biology, and genetics. It is presented using lectures, clinical correlations, medical vignettes, directed assignments, and integrated learning sessions. The objective of the course is to promote student learning of the biochemical, molecular, and cellular mechanisms underlying normal physiology and metabolism, thus providing a foundation for understanding disease processes. The course provides a foundation in cellular and molecular biology, including cell structure, cellular macromolecules, DNA and RNA structure and function, protein synthesis, and regulation of gene expression, energetics, metabolism, regulation, organization and function of cellular organelles, flow of genetic information, and the regulation of selected cell activities. Prerequisite: none.

OM 1013: Musculoskeletal System I (7 Credits)

The Musculoskeletal System course is multidisciplinary in nature. It is structured to enable the student to obtain the requisite knowledge necessary to understand the normal structure and function of the musculoskeletal system, as well as the biomedical science that underlies disorders associated with skeletal muscle, bone, joints, and peripheral nerves. The course utilizes lectures, human cadaver dissection laboratories, reading assignments, Designated Student Assignments (DSA), Basic Science Correlations (BSC), and Clinical Integrative Sessions (CIS). Prerequisite: none.

OM 1014: Neuroscience System I (8 Credits)

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 distrib-

ute throughout the head and neck. Concepts in this course are presented utilizing traditional/clinical lectures, human cadaver/brain dissection laboratories, and reading assignments. These concepts are reinforced by numerous clinically-based lectures and Clinical Integrative Sessions (CIS), which emphasize the importance of integrating basic neuroanatomical knowledge with the clinical symptoms presented by a neurological deficit. Prerequisite: none.

OM 1015: Osteopathic Principles and Practice I (3 credits)

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

All seven core competencies of the Osteopathic Profession are addressed in a variety of ways in the course. In addition, medical knowledge, patient care, interpersonal communication skills, and professionalism are woven into the labs during hands on interactions with faculty members and fellow students. The course is designed to be foundational in knowledge, with clinical application emphasized when appropriate, to help the students learn not only the lexicon of OMM but also its application in medical care. The students are allowed time during and after lab to practice and master what has been taught and demonstrated. Prerequisite: successful completion of all Year 1 coursework.

OM 1016: Osteopathic Principles and Practice II (2 credits)

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

All seven core competencies of the Osteopathic Profession are addressed in a variety of ways in the course. In addition, medical knowledge, patient care, interpersonal communication skills, and professionalism are woven into the labs during hands on interactions with faculty members and fellow students. The course



is designed to be foundational in knowledge, with clinical application emphasized when appropriate, to help the students learn not only the lexicon of OMM but also its application in medical care. The students are allowed time during and after lab to practice and master what has been taught and demonstrated. Prerequisite: successful completion of all Year 1 coursework.

OM 1019: Principles of Clinical Medicine I (3 credits)

The course is the first of four PCM courses designed to provide the student with the knowledge and educational experiences that will allow the student to develop active clinical thinking skills, acquire medical and social knowledge, develop the skills needed to complete a comprehensive or focused history and physical examination, demonstrate documentation and order-writing skills, demonstrate competency and the clinical application of basic medical procedures, and develop critical clinical thinking. The course content will be divided into several areas that include history and physical exam, skills laboratories and small group discussions, basic medical procedures, doctor-patient relationship skills, ethics, community medicine, clinical thinking and problem solving, and standardized patient experiences. Prerequisite: none.

OM 1020: Principles of Clinical Medicine II (3 credits)

The course is the second of four PCM courses designed to provide the student with the knowledge and educational experiences that will allow the student to develop active clinical thinking skills, acquire medical and social knowledge, develop

the skills needed to complete a comprehensive or focused history and physical examination, demonstrate documentation and order-writing skills, demonstrate competency and the clinical application of basic medical procedures, and develop critical clinical thinking. The course content will be divided into several areas that include history and physical exam, skills laboratories and small group discussions, basic medical procedures, doctor-patient relationship skills, ethics, community medicine, clinical thinking and problem solving, and standardized patient experiences. Prerequisite: none.

OM 1021: Renal System I (2 credits)

This course utilizes a multidisciplinary approach to prepare students with a foundational understanding of the normal structure and function of the renal system. In addition to instruction relating to the basic functional principles of the organs of urine production and excretion, this course integrates the principle, relevant clinical correlations. It includes the gross anatomy, histology, and embryology of the kidney and urinary tract. A thorough investigation of the essential physiology of kidney function will include the primary renal processes, urine formation, and renal blood flow. In addition, the renal system's role in ion regulation, acid-base balance, fluid volume, and salt-water balance will be examined along with the regulatory control mechanisms of these functions. An understanding of the renal system will be accomplished through student involvement in lectures, directed student assignments, and clinical interactive sessions. Prerequisite: none.

OM 1023: Hematology and Immunology I (3 credits)

This course is multidisciplinary, emphasizing the foundational knowledge necessary to understand the normal function of the immune system, the red cell, and coagulation. It is designed to provide the student with an overview of the human immune system, including the aberrant immunological processes that lead to immunopathogenesis. This course will utilize lectures, designated reading assignments, and clinical integrative case discussions. Prerequisite: none.

OM 1040: Medical Ethics (1 Credit)

Medical Ethics is a yearlong competency-based course that applies ethical principles to medical practice, healthcare policy, and biomedical research. Participants learn to recognize ethical issues; engage in moral reasoning; and make decisions that respect the rights of patients, fulfill the obligations of physicians, and increase the quality, safety, and availability of healthcare. The emphasis of this course centers around the philosophy and principles underlying medical ethics, medical decision making, research ethics, physician-patient relationships and end-of life ethical issues. Graded pass/fail/honors. Prerequisite: none.

OM 1070: Introduction to Evidence-Based Medicine (1 Credit)

Introduction to Evidence-Based Medicine is a yearlong competency-based course that fosters information literacy and evidence-based practice. This course develops student doctors' skills and abilities to determine a need for, locate, access, evaluate, and present medical information. Designated student assignments and clinical integration sessions introduce standards, resources, strategies, and technologies that are then applied by small groups in developing and presenting a clinical case in a capstone activity. Graded pass/fail. Prerequisite: none.

OM 1080: Transition to Clinical Medicine (4 Credits)

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. Prerequisite: none.

OM 1090: Microbes and Infectious Diseases (3 Credits)

This course is a foundational introduction to pathogens, pathogenic mechanisms, and infectious diseases (and some therapy). This course covers bacteria, viruses, fungi, parasites, and prions in their roles as infectious agents. The course requires, and builds on, previous knowledge of immunology and how it relates to the body's reactions to pathogens. It will serve as a means to migrate from acquisition of basic scientific knowledge of pathogens to utilization of such knowledge in understanding infectious disease processes. We will start with basic concepts of infections, progress to learning the microbiology of specific pathogens, learn how to identify and test for these pathogens, and conclude with the clinical implications of the discussed pathogens. The course consists variably of live and video lectures, student designated (and scheduled) self-study (DSA), clinical contextual integrations, and case-based interactive learning sessions (CIS). Students will understand the structure, pathogenicity, laboratory findings, and clinical aspects of numerous pathogens. Throughout the course, the language of medicine is emphasized in conjunction with etiologic mechanisms, clinical features, differential diagnoses, and morphology. This course includes introductory pharmacology of antimicrobials in order to facilitate discussion of infectious disease diagnosis and treatment. In addition, important aspects of clinical laboratory involvement and data utilization in the diagnosis of disease are discussed as appropriate. It is expected that students in this course will function as mature adult learners and will seek all the knowledge necessary from any and all sources available. Prerequisite: none.

OM 2001: Musculoskeletal System II (3 Credits)

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. Prerequisite: successful completion of all Year 1 coursework.

OM 2002: Neuroscience System II (5 Credits)

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 externships. Relevant and necessary neurohistology, neuroembryology, and neuroradiology are discussed. Prerequisite: successful completion of all Year 1 coursework.

OM 2003: Hematologic/Lymphatic System II (3 Credits)

This course is designed to provide the student with a comprehensive overview of hematology and hematopathology. All blood cell lines will be discussed in the context of the pathophysiology and pathology of both non-neoplastic and neoplastic diseases. Specifically, the course will begin with sessions on hematopoiesis, followed by discussions of red cell disorders and the clinical work-up of anemia. Common diagnostic tests and their interpretation will be integrated into this initial content. Information regarding white cell disorders then will be presented, including non-neoplastic disorders and neoplastic disorders such as leukemias, non-Hodgkin lymphomas, and Hodgkin lymphoma. An in-depth treatment of bleeding and hypercoagulable disorders will be provided. In addition, students will be exposed to concepts related to solid organs of the hematologic/lymphatic system, the spleen and thymus, transfusion medicine, the molecular biology of red cells, and pertinent pharmacologic information related to the treatment of anemia and the use of pharmacologic agents aimed at modulating the immune system, coagulation, fibrinolysis, and neoplastic diseases. Prerequisite: successful completion of all Year 1 coursework.

OM 2005: Cardiovascular System II (5 Credits)

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

be presented, with special emphasis on interpretation of EKGs. Prerequisite: successful completion of all Year 1 coursework.

OM 2006: Respiratory System II (4 Credits)

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. Prerequisite: successful completion of all Year 1 coursework.

OM 2008: Endocrine System II (3 Credits)

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 hypo-functioning 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. Prerequisite: successful completion of all Year 1 coursework.

OM 2009: Gastrointestinal System II (4 Credits)

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. Pre-requisite: successful completion of all Year 1 coursework.

OM 2013: Renal System II (5 Credits)

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. Prerequisite: successful completion of all Year 1 coursework.

OM 2014: Reproductive System II (3 Credits)

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 externships and throughout their medical career. Prerequisite: successful completion of all Year 1 coursework.

OM 2016: Osteopathic Principles and Practice III (3 Credits)

This course is a continuation of OM 1016 Osteopathic Principles and Practice II and is designed to provide the student with a fundamental understanding of the principles and philosophies of os-

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

All seven core competencies of the Osteopathic Profession are addressed in a variety of ways in the course. In addition, medical knowledge, patient care, interpersonal communication skills, and professionalism are woven into the labs during hands on interactions with faculty members and fellow students. The course is designed to be foundational in knowledge, with clinical application emphasized when appropriate, to help the students learn not only the lexicon of OMM but also its application in medical care. The students are allowed time during and after lab to practice and master what has been taught and demonstrated. Prerequisite: successful completion of all Year 1 coursework.

OM 2017: Osteopathic Principles and Practice IV (2 Credits)

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

All seven core competencies of the Osteopathic Profession are addressed in a variety of ways in the course. In addition, medical knowledge, patient care, interpersonal communication skills, and professionalism are woven into the labs during hands on interactions with faculty members and fellow students. The course is designed to be foundational in knowledge, with clinical application emphasized when appropriate, to help the students learn not only the lexicon of OMM but also its application in medical care. The students are allowed time during and after lab to practice and master what has been taught and demonstrated. Prerequisite: successful completion of all Year 1 coursework.

OM 2018: Principles of Clinical Medicine III (4 credits)

The course is the third of four PCM courses designed to provide the student with the knowledge and educational experiences that will allow the student to develop active clinical thinking skills, acquire medical and social knowledge, develop the skills needed

to complete a comprehensive or focused history and physical examination, demonstrate documentation and order-writing skills, demonstrate competency and the clinical application of basic medical procedures, and develop critical clinical thinking. The course content will be divided into several areas that include history and physical exam, skills laboratories and small group discussions, basic medical procedures, doctor-patient relationship skills, ethics, community medicine, clinical thinking and problem solving, and standardized patient experiences. Prerequisite: successful completion of all Year 1 coursework.

OM 2019: Principles of Clinical Medicine IV (3 Credits)

The course is the final PCM course in the four-course series designed to provide the student with the knowledge and educational experiences that will allow the student to develop active clinical thinking skills, acquire medical and social knowledge, develop the skills needed to complete a comprehensive or focused history and physical examination, demonstrate documentation and order-writing skills, demonstrate competency and the clinical application of basic medical procedures, and develop critical clinical thinking. The course content will be divided into several areas that include history and physical exam, skills laboratories and small group discussions, basic medical procedures, doctor-patient relationship skills, ethics, community medicine, clinical thinking and problem solving, and standardized patient experiences. Prerequisite: successful completion of all Year 1 coursework.

OM 2020: Psychiatry System (2 Credits)

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. Prerequisite: successful completion of all Year 1 coursework.

OM 2040: Advanced Medical Ethics (1 Credit)

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

are cross-cultural ethics, transplantation ethics, ethics in medical economics, ethical issues in the specialties of surgery, pediatrics, OB/GYN, psychiatry and genomic medicine, ethical issues in public health and healthcare information, and ethical issues that students and house staff face during their clinical externships. Graded pass/fail/honors. Prerequisite: successful completion of all Year 1 coursework.

OM 2070: Pre-Clinical Capstone (2 credits)

The Pre-Clinical Capstone course is a required, structured course that provides an opportunity for student synthesis and integration of all pre-clinical content and concepts. It is designed to facilitate student self-assessment of key concepts in biomedical disciplines and development of knowledge in areas of weakness. This is accomplished through a required full-length practice board exam at the beginning of the course that allows for student identification of knowledge gaps. Subsequently, students develop and submit a required study plan aimed at addressing content/subject deficits. After identification of areas of concentration for study, students complete required practice item banks with concentration on those areas identified for improvement and then complete a required full-length practice board exam to gauge their progress. Prerequisite: successful completion of all Year 1 and 2 coursework.

OSTEOPATHIC MANIPULATIVE MEDICINE (OMM)

OMM 4001: Osteopathic Manipulative Medicine Elective (variable credit)

Osteopathic manipulative treatment, or OMT, is hands-on care that involves using the hands to diagnose, treat, and prevent illness or injury. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

OMM 4901: Pre-Doctoral Osteopathic Principles and Practice Fellowship (variable credit)

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



site: Acceptance into the program.

coursework and passing score on COMLEX Level 1.

OSTEOPATHIC PRINCIPLES AND PRACTICE (OST)

OST 3010: OPP Clinical Integration (1 credit)

This course builds upon the foundation of the principles and philosophies of osteopathic medicine established during the Osteopathic Principles and Practice I-IV courses. The goal of this course is to expand students' osteopathic knowledge base and apply new and previously learned techniques to the overall care of patients. The format will include online modules and associated quizzes that correspond to core externships as well as interactive OPP sessions. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1

OST 4010: Advanced OPP Clinical Integration (1 credit)

This course builds upon the foundation of the principles and philosophies of osteopathic medicine established during the first three years of OPP courses. This course will teach students how to apply osteopathic techniques to treat specific patient presentations and disease processes. The format will include modules that review the integration of osteopathic principles and practices into the general practice of medicine. Each module will consist of an online PowerPoint presentation, pertinent osteopathic manipulative techniques, and a five-question quiz. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2)

PATHOLOGY (PTH)

PTH 4001: Pathology Elective (variable credit)

Pathology is a significant field in modern medical diagnosis and medical research, concerned mainly with the causal study of disease, whether caused by pathogens or non-infectious physiological disorder. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PTH 4200: Pathology Blood Banking Elective (variable credit)

Blood banking, the process of collecting, testing, processing, and storing blood for later use, is a cornerstone of emergency and surgical medicine and is dependent on the clinical laboratory for ensuring the safe use of blood and its components. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PTH 4210: Pathology Forensic Elective (variable credit)

Forensic pathology is pathology that focuses on determining the cause of death by examining a corpse. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PEDIATRICS (PED)

PED 3001: Pediatrics Core (140+ Hours / 4 Credits)

The Pediatrics Externship will provide clinical exposure to various aspects of pediatric issues. Students will gain knowledge, experience, and competency in the diagnosis and management of neonatal to adolescent patients. Students will also become competent in the complexities of working with minors who, in most jurisdictions, cannot make decisions for themselves. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4001: Pediatric Elective (variable credit)

General clerkship focused on the branch of medicine that involves the medical care of infants, children, and adolescents. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4100: Pediatric Anesthesiology Elective (variable credit)

Pediatric anesthesiology focuses on the general anesthesia, sedation, and pain management needs of infants and children. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4110: Pediatric Dermatology Elective (variable credit)

Pediatric Dermatology focuses on care for children (newborns through adolescents) with skin disorders. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4120: Pediatric Emergency Medicine Elective (variable credit)

Pediatric emergency medicine is a medical subspecialty of both pediatrics and emergency medicine. It involves the care of undifferentiated, unscheduled children with acute illnesses or injuries that require immediate medical attention. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4130: Pediatric Gynecology Elective (variable credit)

Pediatric and Adolescent Gynecology focuses on conditions of the uterus, ovaries, vagina, and vulva. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework

and passing score on COMLEX Level 1.

PED 4140: Pediatric Internal Medicine Elective (variable credit)

Pediatric internal medicine is a medical specialty in which doctors train to be board certified in both internal medicine and pediatrics. Med-peds physicians are given more training in order to become more proficient at treating and diagnosing more complex diseases, including more emphasis on critical care medicine. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4150: Pediatric Neurology Elective (variable credit)

Pediatric neurology or child neurology refers to a specialized branch of medicine that deals with the diagnosis and management of neurological conditions in neonates (newborns), infants, children, and adolescents. The discipline of child neurology encompasses diseases and disorders of the spinal cord, brain, peripheral nervous system, autonomic nervous system, muscles, and blood vessels that affect individuals in these age groups. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4160: Pediatric Pathology Elective (variable credit)

Pediatric pathology is a sub-specialty of surgical pathology that deals with the diagnosis and characterization of neoplastic and non-neoplastic diseases of children. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4170: Pediatric Psychiatric Elective (variable credit)

Pediatric psychiatry is a branch of psychiatry that focuses on the diagnosis, treatment, and prevention of mental disorders in children, adolescents, and their families. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4180: Pediatric Surgery Elective (variable credit)

Pediatric surgery is a subspecialty of surgery involving the surgery of fetuses, infants, children, adolescents, and young adults. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4190: Pediatric Urology Elective *(variable credit)*

Pediatric urology is a surgical subspecialty of medicine dealing with the disorders of children's genitourinary systems. Pediatric urologists provide care for both boys and girls ranging from birth to early adult age. The most common problems are those involving disorders of urination, reproductive organs, and testes. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4200: Pediatric Cardiology Elective *(variable credit)*

A pediatric cardiologist is a pediatrician who has received extensive training in diagnosing and treating children's cardiac problems. Evaluation and treatment may begin with the fetus since heart problems can now be detected before birth. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4220: Pediatric Developmental Elective *(variable credit)*

Developmental Pediatrics allows for the opportunity to become familiar with typical and abnormal development in childhood, behavior management techniques, various aspects of developmental assessment, and referral sources/patterns in the community for children with developmental disabilities. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4230: Pediatric Ear, Nose, and Throat Elective *(variable credit)*

Pediatric Otolaryngology (Ear, Nose, and Throat) focuses on the medical and surgical treatment of ear, nose, and throat diseases in children. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4240: Pediatric Endocrinology Elective *(variable credit)*

Pediatric endocrinology is a medical subspecialty dealing with disorders of the endocrine glands, such as variations of physical growth and sexual development in childhood, diabetes, and many more. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4250: Pediatric Gastroenterology Elective *(variable credit)*

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

PED 4260: Pediatric Hematology-Oncology Elective *(variable credit)*

Pediatric Hematology-Oncology focuses on the medical needs of a child or adolescent diagnosed with a blood disease and/or cancer. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4270: Pediatric Infectious Disease Elective *(variable credit)*

The focus during a Pediatric Infectious Disease externship is providing medical care for recurring or persistent disease caused by an infectious agent such as bacteria, a fungus, a parasite, or other rare infection in children from birth through the teen years. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4280: Pediatric Intensive Care Elective *(variable credit)*

Pediatric Intensive Care focuses on the treatment of very sick and injured infants and children with a wide range of health problems, including congenital heart defects, trauma, childhood cancer, medical emergencies, and post-operative care following complex operations (such as a kidney transplant). Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4290: Pediatric Neonatal Elective *(variable credit)*

Neonatology is a subspecialty of pediatrics that consists of the medical care of newborn infants, especially the ill or premature newborn. It is a hospital-based specialty, and is usually practiced in neonatal intensive care units (NICUs). Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PED 4300: Pediatric Nephrology Elective *(variable credit)*

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

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

PED 4310: Pediatric Pulmonology Elective (*variable credit*)

Pediatric pulmonology is a medical specialty that deal with diseases in children and adolescents involving the respiratory tract. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PHYSICIAN ASSISTANT (PAS)

PAS 5001: Interprofessional Education Seminar I (*1 credit*)

This two-semester course introduces the fundamental principles of interprofessional education including roles, responsibilities, and contributions of individual team members, communication skills that ensure smooth transition of care to other team members, and the impact of teams on population health and quality of care. Learners will interact with students from the physician assistant, master of science in biomedical sciences, and doctor of osteopathic medicine programs, in addition to nursing students. Prerequisite: None.

PAS 5002: Interprofessional Education Seminar II (*1 credit*)

This course is a continuation of PAS 5001. Prerequisite: PAS 5001.

PAS 5011: Normal Human Development (*2 credits*)

This core course introduces the fundamental principles of normal physical, social, and psychological development and function across the lifespan. Self-care for the student professional will be an integral part of this course. Pre-requisite: none.

PAS 5113: Molecular and Cellular Concepts I (*4 credits*)

This core course introduces the fundamental principles of biochemistry, cell biology, microbiology, genetics, physiology, and pharmacology in order to understand the pathophysiology of illness and disease and the rationale for therapeutic intervention. Prerequisite: none.

PAS 5114: Molecular and Cellular Concepts II (*5 credits*)

This course is a continuation of PAS 5113. Prerequisite: PAS

5113.

PAS 5115: Anatomy I (*4 credits*)

This core course introduces the fundamental principles of human anatomy, allowing the learner to correlate structure, function, and the clinical assessment of pathology. Prerequisite: none.

PAS 5116: Anatomy II (*4 credits*)

This course is a continuation of PAS 5115. Prerequisite: PAS 5115.

PAS 5131: Professional Seminar I (*3 credits*)

This two-semester core course introduces the learner to issues related to professional practice by exploring both micro and macro approaches to healthcare and its delivery, including the principals of public health, cultural competency, communication, social determinants of health, patient advocacy, biomedical ethics, informed consent, patient safety, the impaired provider, and healthcare financing. Central to each of these discussions will be the role of the Physician Assistant and the Physician Assistant profession. Prerequisite: none.

PAS 5132: Professional Seminar II (*3 credits*)

This course is a continuation of PAS 5131. Prerequisite: PAS 5131.

PAS 5133: Illness and Disease I (*4 credits*)

This two-semester core course introduces the learner to clinical medicine topics and includes presenting signs and symptoms, pathophysiology, appropriate diagnostic techniques, and management options, including prevention. Prerequisite: none.

PAS 5134: Illness and Disease II (*6 credits*)

This course is a continuation of PAS 5133. Prerequisite: PAS 5133.

PAS 5135: Evidence-Based Practice I (*2 credits*)

This two-semester core course introduces the learner to principles of evidence-based medicine, including reviewing and evaluating the medical literature, formulating research questions, and designing a capstone project. Prerequisite: none.

PAS 5136: Evidence-Based Practice II (*2 credits*)

This course is a continuation of PAS 5135. Prerequisite: PAS 5135.

PAS 5137: Clinical Medicine: Skills and Assessment I (4 credits)

This two-semester course introduces the fundamental principles of clinical practice including history-taking, performing physical examinations, ordering and interpreting diagnostic and screening tests, documentation using the SOAP format, and best practices in transitioning care. Prerequisite: none.

PAS 5138: Clinical Medicine: Skills and Assessment II (5 credits)

This course is a continuation of PAS 5137. Prerequisite: PAS 5137.

PAS 5139: Reasoning and Application I (3 credits)

This two-semester course introduces the fundamental principles of clinical reasoning and decision making through developing clinical hypothesis and differential diagnosis. Problem-based learning will provide the foundation for patient scenarios. Prerequisite: none.

PAS 5140: Reasoning and Application II (3 credits)

This course is a continuation of PAS 5139. Prerequisite: PAS 5139.

PAS 5150: Introduction to Supervised Clinical Practice Experiences (1 credit)

This core course serves as orientation to supervised clinical practice experience (SCPEs). The learner will gain an understanding of the expectations associated with participating in clinical experiences. This includes a review of the EPAs, types of clinical presentations, skills and procedures learners will likely participate in, the clinical assessment rubrics and assessment schedule, and portfolio requirements. Additionally, workshops to learn the clinical tracking (patient logging) system, aseptic technique, and advanced cardiac life support (ACLS) will be held. Learners will complete requirements to enter supervised clinical practice (HIPAA, Blood Borne Pathogens), if not already completed. Prerequisite: none.

PAS 5251: Clinical Seminar I (1 credit)

This four-semester core course integrates advanced level content in diagnostic reasoning, pharmacotherapeutics, and therapeutic/diagnostic procedures. These courses signal the formal transition to practice, incorporating topics such as the business of medicine, licensure, lifelong learning, and job selection.

PAS 5252: Clinical Seminar II (1 credit)

This course is a continuation of PAS 5251. Prerequisite: PAS 5251.

PAS 5253: Clinical Seminar III (1 credit)

This course is a continuation of PAS 5252. Prerequisite: PAS 5252.

PAS 5254: Clinical Seminar IV (1 credit)

This course is a continuation of PAS 5253. Prerequisite: PAS 5253.

PAS 5261: Supervised Clinical Practice I (10 credits)

The learner will participate in supervised clinical practice experiences (SCPEs) across a variety of settings including in-patient, emergency department, and operating room. The learner will be exposed to patients across the lifespan and provide preventative, emergent, acute, and chronic care to diverse populations requiring a wide range of healthcare. This course serves as a prerequisite to PAS 5262 and is the first of four supervised clinical practice experiences. Prerequisite: PAS 5261.

PAS 5262: Supervised Clinical Practice II (14 credits)

The learner will participate in supervised clinical practice experiences (SCPEs) across a variety of settings including in-patient, emergency department, and operating room. The learner will be exposed to patients across the lifespan and provide preventative, emergent, acute, and chronic care to diverse populations requiring a wide range of healthcare. This course serves as a prerequisite to PAS 5263 and is the second of four supervised clinical practice experiences. The learner must successfully complete requirements of PAS 5262 before participating in PAS 5263. Prerequisite: PAS 5261

PAS 5263: Supervised Clinical Practice III (14 credits)

The learner will participate in supervised clinical practice experiences (SCPEs) across a variety of settings including in-patient, emergency department, and operating room. The learner will be exposed to patients across the lifespan and provide preventative, emergent, acute, and chronic care to diverse populations requiring a wide range of healthcare. This course serves as a prerequisite to PAS 5264 and is the third of four supervised clinical practice experiences. The learner must successfully complete requirements of PAS 5263 before participating in PAS 5264. Pre-



requisite: PAS 5262

PAS 5264: Supervised Clinical Practice IV (10 credits)

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

PAS 5271: Research Proposal (1 credit)

This course is a four-week, self-directed period in which learners will develop the graduate research project. Upon completion of the course, the learner will have a viable research proposal, serving as the foundation for the capstone project. The proposal must receive program and Institutional Review Board (IRB) approval prior to implementation. Prerequisite: none.

PAS 5272: Capstone (12 credits)

This core course represents a culmination of learner progress through the RVU PA program. The learner will demonstrate readiness for entry to the profession through reaching competence in each of the 13 entrustable professional activities (EPAs) measured across the curriculum and illustrated in completed learner portfolios. Learners will present individual research projects in the form of an oral and poster presentation. Prerequisite:

PAS 5271.

PAS 5391: Independent Study (variable 1-16 credits)

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

PHYSICIAN SCIENCE (PHY)

PHY 5051: Physician-Scientist I (1 credit)

This course provides students with exposure to the scientific method and the many aspects of conducting independent research, exploring the key components at each step in the scientific process. The types of research highlighted in this course may include basic science, clinical, translational, and medical education research. Students should have a strong desire to understand what is required to be a successful principal investigator and may pursue supervised research during class time as part of their career development. Prerequisite: acceptance into the Physician-Scientist Track.

PHY 5052: Physician-Scientist II (1 credit)

This course is a continuation of PHY 5051 Physician Science I. Prerequisite: acceptance into the Physician-Scientist Track.

PHY 5053: Physician-Scientist III *(1 credit)*

This course is a continuation of PHY 5052 Physician Science II. Prerequisite: acceptance into the Physician-Scientist Track.

PSYCHIATRY (PSY)

BHM 3001: Behavioral Medicine Core *(140+ Hours / 4 credits)*

The Behavioral Medicine Externship will provide clinical exposure to various aspects of mental health issues. Students will gain knowledge, experience, and competency in the diagnosis, classification, and treatment planning of psychiatric patients in the clinical setting. Students will also become competent in interviewing, diagnostic testing, and identifying and managing psychiatric emergencies. Prerequisite: (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PSY 4001: Psychiatry Elective *(variable credit)*

Psychiatry is the medical specialty devoted to the diagnosis, prevention, study, and treatment of mental disorders. These include various maladaptations related to mood, behavior, cognition, and perceptions. See glossary of psychiatry. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PSY 4200: Psychopathology Elective *(variable credit)*

Psychopathology is the scientific study of mental disorders, including efforts to understand their genetic, biological, psychological, and social causes; effective classification schemes; course across all stages of development; manifestations; and treatment. The term may also refer to the manifestation of behaviors that indicate the presence of a mental disorder. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

PSY 4210: Psychopharmacology *(variable credit)*

Psychopharmacology is the scientific study of the effects drugs have on mood, sensation, thinking, and behavior. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

RADIOLOGY (RAD)

RAD 4001: Radiology Elective *(variable credit)*

Radiology is the science of dealing with X-rays and other high-energy radiation, especially the use of such radiation for the diagnosis and treatment of disease. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

RAD 4100: Neuroradiology Elective *(variable credit)*

Neuroradiology is a subspecialty of radiology, which focuses on the diagnosis of abnormalities of the brain, spine, and head and neck. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

RAD 4200: Radiology Diagnostic Elective *(variable credit)*

Diagnostic radiology is the field of medicine that uses imaging exams and procedures to diagnose a patient. In any form of medical care, diagnostic radiology plays an integral part in the diagnosis of disease or injury. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

RAD 4210 Radiology: Interventional Elective *(variable credit)*

Interventional radiology, sometimes known as vascular and interventional radiology, is a medical specialty that provides minimally invasive image-guided diagnosis and treatment of disease. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

RESEARCH (RSH)

RSH 4001: Research Elective *(variable credit)*

Opportunities to supplement the core curriculum with research are available to currently-enrolled students. For more information and to discuss options, contact the Office of Clinical Education.

RURAL AND WILDERNESS MEDICINE (RWM)

RWM 4001: Rural and Wilderness Medicine Elective (*variable credit*)

Rural and Wilderness Medicine is the branch of medicine that addresses prevention, assessment, and treatment of accidents and illness where rapid access to the national 911 systems is not an option. It has been defined as the practice of medicine with limited resources in austere environments and ranges from the initial treatment and evacuation of patients with acute injuries to the management of illnesses experienced by patients on long term expeditions. Its broad scope includes but is not limited to Trauma and Emergency Medicine, Sports Medicine, Rescue and Evacuation, Diving and Hyperbaric Medicine, Disaster Medicine, Tropical and Travel Medicine, Expedition Medicine, High-Altitude/Mountaineering Medicine, Survival Medicine, and Tactical Medicine. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

RWM 5021: Rural and Wilderness Medicine I (*1 Credit*)

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

RWM 5022: Rural and Wilderness Medicine II (*1 Credit*)

This course is a continuation of RWM 5021 Rural and Wilderness Medicine I. Prerequisite: acceptance into the Rural and Wilderness Medicine Track.

RWM 5023: Rural and Wilderness Medicine III (*1 Credit*)

This course is a continuation of RWM 5022 Rural and Wilderness Medicine II. Prerequisite: acceptance into the Rural and Wilderness Medicine Track.

SURGERY (SRG)

SRG 3000: Fundamentals of Surgery (*1 Credit*)

This course provides students with initial exposure to their surgery clerkship on the RVU campus at the surgical simulation center for one week. Students will be expected to take call in the evenings. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 3001: Surgery Core I (*140+ Hours / 4 Credits*)

The Surgery Externship will provide clinical exposure to various aspects of surgery. Students will gain knowledge, experience, and competency in the diagnosis and management of surgical patients in the inpatient and outpatient clinical settings. Students will also become competent in basic surgical procedures including, but not limited to suturing techniques and wound management. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework, passing score on COMLEX Level 1, and successful completion of SRG3000.

SRG 3002: Surgery Core II (*140+ Hours / 4 Credits*)

The Surgery Externship will provide clinical exposure to various aspects of surgery. Students will gain knowledge, experience, and competency in the diagnosis and management of surgical patients in the inpatient and outpatient clinical settings. Students will also become competent in basic surgical procedures including, but not limited to suturing techniques and wound management. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework, passing score on COMLEX Level 1, and successful completion of SRG3000 Fundamentals of Surgery.

SRG 4001: General Surgery Elective (*variable credit*)

General Surgery is a discipline of surgery having a central core of knowledge embracing anatomy, physiology, metabolism, immunology, nutrition, pathology, wound healing, shock and resuscitation, intensive care, and neoplasia, which are common to all surgical specialties. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 4100: Urogynecologic Surgery Elective (*variable credit*)

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

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

SRG 4200: Bariatric Surgery Elective *(variable credit)*

Bariatric surgery includes a variety of procedures performed on people who have obesity. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 4210: Plastic Surgery Elective *(variable credit)*

Plastic surgery is a surgical specialty involving the restoration, reconstruction, or alteration of the human body. It can be divided into two categories. The first is reconstructive surgery which includes craniofacial surgery, hand surgery, microsurgery, and the treatment of burns. The other is cosmetic or aesthetic surgery. While reconstructive surgery aims to reconstruct a part of the body or improve its functioning, cosmetic surgery aims at improving the appearance of it. Both of these techniques are used throughout the world. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 4220: Oral Surgery Elective *(variable credit)*

Oral and maxillofacial surgery specializes in treating many diseases, injuries, and defects in the head, neck, face, jaws and the hard and soft tissues of the oral (mouth) and maxillofacial (jaws and face) region. It is an internationally recognized surgical specialty. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 4230: Thoracic Surgery Elective *(variable credit)*

Cardiothoracic surgery (also known as thoracic surgery) is the field of medicine involved in surgical treatment of organs inside the thorax (the chest)—generally treatment of conditions of the heart (heart disease) and lungs (lung disease). In most countries, cardiac surgery (involving the heart and the great vessels) and general thoracic surgery (involving the lungs, esophagus, thymus, etc.) are separate surgical specialties; the exceptions are the United States, Australia, New Zealand, and some EU countries, such as the United Kingdom and Portugal. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 4240: Transplant Surgery Elective *(variable credit)*

Transplant surgery is the surgical removal of an organ(s), tissue, or blood products from a donor and surgically placing or infusing them into a recipient. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 4250: Trauma Surgery Elective *(variable credit)*

Trauma surgery is a surgical specialty that utilizes both operative and non-operative management to treat traumatic injuries, typically in an acute setting. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

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

Otorhinolaryngology is a surgical subspecialty within medicine that deals with conditions of the ear, nose, and throat (ENT) and related structures of the head and neck. Patients seek treatment from an otorhinolaryngologist for diseases of the ear, nose, throat, base of the skull, and for the surgical management of cancers and benign tumors of the head and neck. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 4270: Podiatric Surgery Elective *(variable credit)*

Podiatric surgery is a specialist field in the podiatry profession. Podiatric surgery is the surgical treatment of conditions affecting the foot, ankle, and related lower extremity structures by accredited and qualified specialist podiatrists. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 4280: Gastrointestinal Surgery Elective *(variable credit)*

Includes both upper gastrointestinal surgery (upper GI surgery), which focuses on the upper parts of the gastrointestinal tract including Liver resection, Esophagectomy, and Pancreaticoduodenectomy, and lower gastrointestinal surgery (or colorectal surgery) and surgery of the small intestine. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

SRG 4290: Perioperative Care Elective (*variable credit*)

Perioperative Care focuses on patient necessities before, during, and after a surgical procedure. Key elements may include patient preparation prior to the day of surgery, a standardized approach to patient monitoring and education on the day of surgery, and careful postoperative monitoring. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

TRAUMA (TRM)

TRM 4200: Trauma Elective (*variable credit*)

Trauma surgery is a surgical specialty that utilizes both operative and non-operative management to treat traumatic injuries, typically in an acute setting. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

URBAN UNDERSERVED MEDICINE (URB)

Colorado Campus Only

URB 5011: Urban Underserved Medicine I (*2 credits*)

Racial and ethnic disparities in healthcare and lack of qualified manpower have created a serious need for physicians in America's urban areas. Members of racial and ethnic minority groups, who make up the majority of inner-city residents, are less likely than others to receive needed services than those from wealthier communities; this includes treatment for HIV infection, mental health problems, cardiovascular disease, and cancer. This track will teach students about healthcare inequities and disparities within different populations of patients in urban areas. It will also serve to inform and educate young physicians about the suffering of asylum seekers and refugees in the United States and the disparity between international humanitarian obligations and the government's current treatment of people in these situations. At its core, the program will also give students knowledge and foresight into providing for with patients who may have a different cultural, literacy, or socio-economic backgrounds and teach them how to become effective health care providers. Prerequisite: acceptance into the Urban Underserved Track.

URB 5012: Urban Underserved Medicine II (*2 credits*)

This course is a continuation of URB 5011 Urban Underserved Medicine I. Prerequisite: acceptance into the Urban Underserved Track and successful completion of URB 5011. Prerequisite: acceptance into the Urban Underserved track.

URGENT CARE (URG)

URG 4001: Urgent Care Elective (*variable credit*)

Urgent care is a category of walk-in clinic focused on the delivery of ambulatory care in a dedicated medical facility outside of a traditional emergency room. Urgent care centers primarily treat injuries or illnesses requiring immediate care, but not serious enough to require an ER visit. Urgent care centers are distinguished from similar ambulatory healthcare centers such as emergency departments and convenient care clinics by their scope of conditions treated and available facilities on-site. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

UROLOGY (URO)

UTO 4001: Urology Elective (*variable credit*)

Urology, also known as genitourinary surgery, is the branch of medicine that focuses on surgical and medical diseases of the male and female urinary-tract system and the male reproductive organs. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

WMN WOMEN'S HEALTH

WMN 3001: Women's Health Core (*140+ Hours / 4 credits*)

The Women's Health Externship will provide clinical exposure to the various aspects of women's health issues. Students will gain knowledge, experience, and competence in the diagnosis and management of gynecologic and obstetric patients in inpatient and outpatient clinical settings. Students will also become competent in their knowledge of the physiologic adaptations of pregnancy and the process of normal and abnormal labor and delivery as well as general reproductive health. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

WMN 4001: Women's Health Elective (*variable credit*)

Women's health refers to the health of women, which differs from that of men in many unique ways. Women's health is an example of population health, where health is defined by the World Health Organization as "a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity". Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

WMN 4100: Gynecology Elective (*variable credit*)

Gynecology is the medical practice dealing with the health of the female reproductive systems and the breasts. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

WMN 4110: OBGYN Elective (*variable credit*)

Obstetrics and gynecology is the medical specialty that deals with pregnancy, childbirth, and the postpartum period and the health of the female reproductive systems and the breasts. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

WMN 4120: Gynecologic Oncology Elective (*variable credit*)

Gynecologic oncology is a specialized field of medicine that focuses on cancers of the female reproductive system, including ovarian cancer, uterine cancer, vaginal cancer, cervical cancer, and vulvar cancer. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

WMN 4130: Gynecological Surgery Elective (*variable credit*)

Gynecological surgery refers to surgery on the female reproductive system and is usually performed by gynecologists. It includes procedures for benign conditions, cancer, infertility, and incontinence. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.

WMN 4200: Maternal/Fetal Medicine Elective (*variable credit*)

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

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

WOUND CARE (WND)

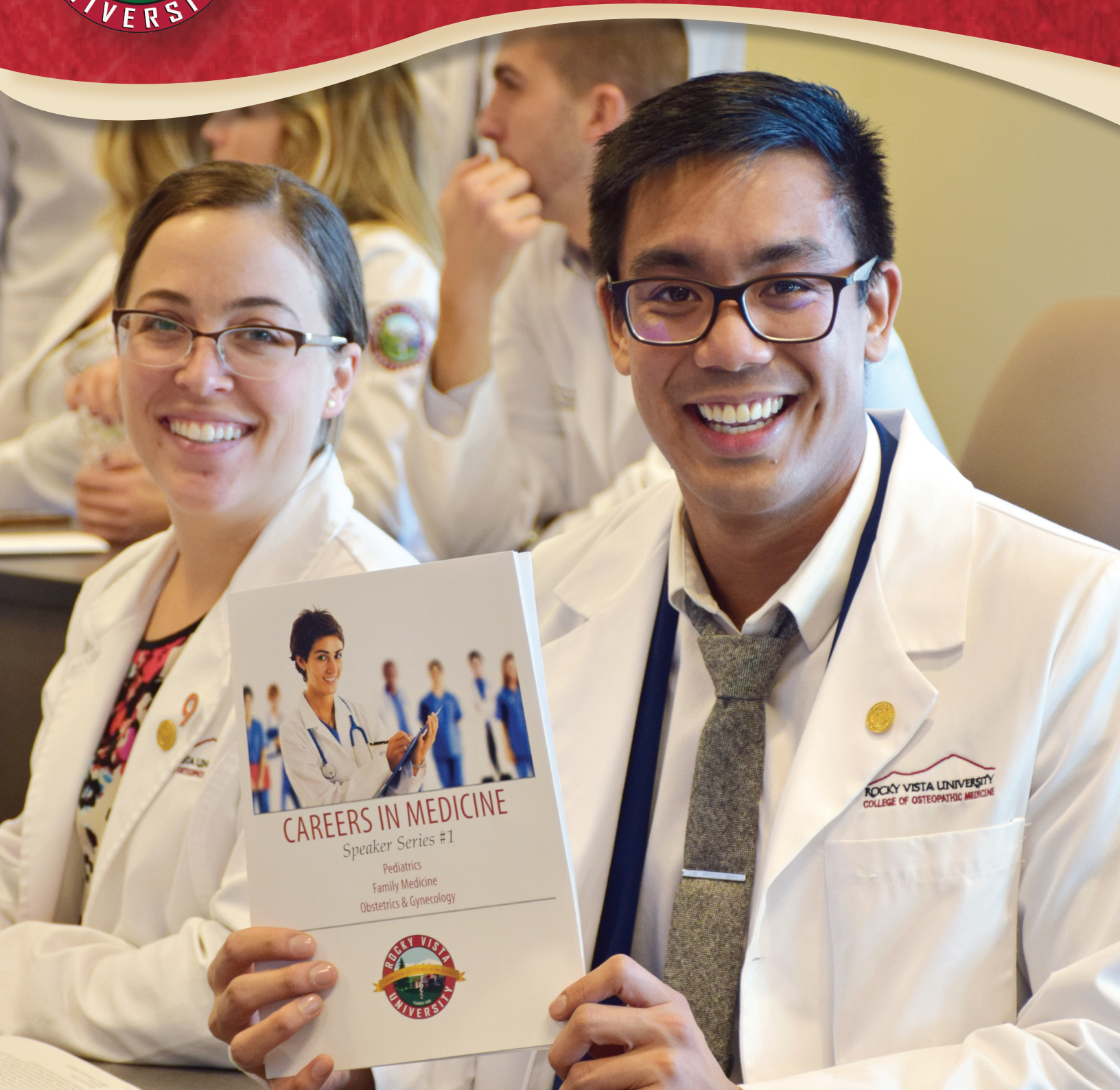
WND 4001: Wound Care Elective (*variable credit*)

Wound healing is an intricate process in which the skin repairs itself after injury. Wound healing is depicted in a discrete timeline of physical attributes constituting the post-trauma repairing process. Prerequisite: successful completion of all pre-clinical (Year 1 and Year 2) coursework and passing score on COMLEX Level 1.



ROCKY VISTA UNIVERSITY

COLLEGE OF OSTEOPATHIC MEDICINE



Rocky Vista University

Student Resources and References

Student Services Quick-Reference Guide

Questions or concerns regarding...

Refer to...

Academic Standing/Class Rank/GPA

Director of Preclinical Education (DO); Program Director
(MSBS and PA); Registrar (all programs)

ADA Accommodations

Educational Support/Student Affairs

Background Checks/Drug Screening/Health Records

Registrar

Career Advising

Advisor/Student Affairs

Clinical Externships/Clerkships

Clinical Rotation Coordinator/Clinical Education

Coursework Grades

Course Director/Faculty

Enrollment Verification/Letter of Good Standing

Registrar

ExamSoft

Office of Testing

Financial Aid

Student Financial Services

Health Insurance (student)

Student Financial Services

Leave of Absence

Associate Dean of Student Affairs (DO); Program Director
(MSBS and PA)

Library Holdings/Databases/Collections

Library

Medical School Performance Evaluation (MSPE)

Registrar

Mental Health Counseling

Counselor/Student Affairs

MyVista Student Portal

IT Help Desk

Name Changes (legal)

Registrar

Organizing Events

Student Life/Student Affairs

Parking Pass

Security

Peer Mentors

Student Life/Student Affairs

Printing on Campus

Print Center

Scholarships

Student Financial Services

Student Clubs/Organizations

Student Life/Student Affairs

Student ID

Security

Transcripts

Registrar

Tuition and Fees

Student Financial Services

Tutoring/Study Resources

Educational Support/Student Affairs

VSLO/ERAS

Registrar or Faculty Advisor

Wireless Internet Access

IT Help Desk

Withdrawals

Associate Dean of Student Affairs (DO); Program Director
(MSBS and PA)

Frequently Used Terms

Acronym or Term	Meaning
AAMC	Association of American Medical Colleges
ACLS	Advanced Cardiovascular Life Support (certification)
AACOM	American Association of Colleges of Osteopathic Medicine
AACOMAS	The centralized online application service for US colleges of osteopathic medicine
AOA	American Osteopathic Association
ARC-PA	Accreditation Review Commission on Education for the Physician Assistant
BSL	Basic Life Support (certification)
Basic Science Curriculum (BSC)	A required classroom session in which faculty stress application of previous basic science material to clinical case scenarios. The emphasis is on application, integration, and interaction between faculty and students versus passive learning.
Careers in Medicine	AAMC program that provides students with access to information about medical specialties, preparation for residency and practice options to maximize career potential.
Class Rank	A measure of how a student's performance compares to other students in the same class/program. Class rank is calculated based on total number of quality points earned.
Clinical Integration Session (CIS)	A required classroom session in which faculty stress application of previous material to clinical case scenarios. The emphasis is on application, integration, and interaction between faculty and students versus passive learning.
Clinical Externship	A clinical clerkship in a hospital or outpatient clinic.
COCA	Commission on Osteopathic College Accreditation; RVUCOM's current programmatic accreditor.
COMLEX	Comprehensive Osteopathic Medical Licensing Examination
CV	Curriculum Vitae; a short account of one's career and qualifications
DSA	Designated Student Assignment; a "self-study" assignment created by an identified faculty member consisting of a specific reading assignment, learning objectives, and examination questions that will not be accompanied by a lecture of laboratory session. Students are held responsible for DSA assignments during a CIS, quizzes, and examinations.
ECE	Early Clinical Experience
ERAS	The Electronic Residency Application System is an AAMC application that offers a centralized online application service used to apply to residency programs.
Examination	A summative evaluation of student learning outcomes delivered via proctored written format, computerized format, or practical format.
ExamSoft/Exemplify	Exam software used to provide a secure and stable testing environment for students.
Exxat	New software portal used to manage clinical clerkship rotations throughout the PA program and externships through the third and fourth years of the DO program.
Fellowship	The fellowship program is a 12-month training program integrated within the DO student's third and fourth clinical clerkship years. An additional year is added to the student's osteopathic medical training to accommodate his/her clinical clerkship and fellowship obligations. The fellowship program affords students the opportunity to teach the science and art of <u>osteopathic principles and practice or anatomy</u> .
FERPA	Family Educational Rights and Privacy Act of 1974, which is a federal law that protects the privacy of and access to personal student educational information.
Global Block Schedule (GBS)	Basic schedule of when courses in the DO program run each semester. This schedule does not provide detailed information regarding start and end times or assigned classroom.
GME	Graduate Medical Education
Grade Point Average (GPA)	An indication of a student's academic achievement while enrolled at RVU. GPA is calculated as the total number of quality points received over a given period divided by the total number of credits attempted.
HIPAA	Health Insurance Portability and Accountability Act of 1996 is United States legislation that provides data privacy and security provisions for safeguarding medical information.

Acronym or Term	Meaning
HLC	The Higher Learning Commission; RVU's current institutional accreditor
IPE	Interprofessional Education; occasions when two or more professions learn with, from and about each other to improve collaboration and the quality of care
IRB	Institutional Review Board for Human Subjects Research
Laboratory	A minimum 50-60-minute session in a laboratory or clinical setting that requires "hands on" instruction.
Lecture	A standard didactic presentation involving direct faculty instruction in a classroom setting, lasting a minimum of 50 minutes. Each hour of lecture (50 minutes) assumes a minimum of two (2) hours of out-of-class student work.
LMS	Learning Management System; a software application for the administration, documentation, tracking, reporting and delivery of educational courses. RVU currently utilizes an integrated LMS that can be accessed directly through MyVista.
LOR	Letter of Recommendation, typically written by a faculty member or preceptor (author). Used when applying for clinical clerkship externships and/or residency applications.
Lottery	Managed by the Department of Clinical Education, the Lottery is the Distribution of Clerkship Assignments process in which current OMS II student doctors are assigned a geographical region to complete core clinical externships during OMS III and, if necessary, OMS IV.
MODS	The Medical Operational Data System used to complete the initial electronic portion of the Military GME application.
MSPE	Medical School Performance Evaluation; can also be referred to as a Dean's Letter. Honest and objective document summarizes a student's personal attributes, experiences, academic accomplishments, and summative evaluation. All fourth-year medical students will have their MSPE composed and finalized before October 1st of each year and uploaded into ERAS by the Office of the Registrar.
MyVista	RVU's online portal where students, faculty, and staff can log into and access important program, financial, campus, and educational information, as needed.
NBME	National Board of Medical Examiners (administers the USMLE exams)
NBOME	National Board of Osteopathic Medical Examiners (administers the COMLEX exams)
New Innovations	System used to manage clinical clerkship externships throughout the third and fourth years of the DO program.
NMS	National Matching Services; service that manages the osteopathic match (among others)
NRMP	National Resident Matching Program; service that manages the allopathic match
OMM	Osteopathic Manipulative Medicine
OPP	Osteopathic Principles and Practice
OSCE	Objective Structured Clinical Examination
Post-Exam Review (PER)	Faculty-led review of examination questions and results following a major examination.
Preceptor	A practicing physician who gives personal instruction, training, and supervision to a medical student or young physician (assigned for each clinical clerkship externship).
Quality Points	The cumulative points earned in a given program for coursework completed and grade(s) earned. Points are calculated by multiplying the numeric grade (in the DO program) or the assigned quality points based on the letter grade (MSBS program) by the number of credit hours for the course.
Remediation	The opportunity to remedy a previously-failed attempt
Rocky the Fighting Prairie Dog	RVU's mascot for the Colorado campus
Rocky the Roadrunner	RVU's mascot for the Southern Utah campus
RVUCOM	Rocky Vista University College of Osteopathic Medicine
RVUCOM-SU	Rocky Vista University College of Osteopathic Medicine - Southern Utah
San Francisco Match	Residency and Fellowship matching service for select specialties.
Semester Credit Hour (SCH)	A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximate no less than 45 hours of instructional/non-instructional time for every one (1) credit.
Shadowing	Opportunity available to students to observe the daily life of a doctor and obtain insight from professionals about their experiences and how they view their field

Acronym or Term	Meaning
Shelf Exam	Required exam administered by the Office of Clinical Education after the completion of each Core Externship.
SOAP Notes	An acronym for subjective, objective, assessment, and plan, a SOAP note is a method of documentation employed by healthcare providers to write out notes in a patient's chart.
Standardized Patient (SP)	Someone who has been trained to portray, in a consistent, standardized manner, a patient in a medical situation.
Titer/Titer Lab Report	A titer (pronounced TIE-der) is a laboratory test that measures the presence and amount of antibodies in blood. If the test is positive (above a particular known value) the individual has immunity. If the test is negative (no immunity) or equivocal (not enough immunity) you need to be vaccinated. A Titer Lab Report is generated by the lab that tested the blood sample. The Titer Lab Report must include the test type, exact values (reference range), signature, and date to be acceptable.
Tracks	Extracurricular admission-based concentrations within the DO program that invite students to explore and experience a particular area of medicine closely.
Transcript	An official record of a student's work, showing courses taken and grades achieved.
Urology Match	Residency match program for medical students seeking residency in Urology
USMLE	United States Medical Licensing Examination
Visiting Student Learning Opportunities (VSLO)	The AAMC VSLO program merged two existing visiting student programs: the Visiting Student Application Service (VSAS [®]) program that focused exclusively on U.S. domestic (formerly VSAS) away electives and the Global Health Learning Opportunities (GHLO [®]) program that facilitated international mobility into the U.S., from the U.S. to electives abroad, and from one non-U.S. location to another.



RVU Faculty

Andrew W. Ambler, DO, FACOI

Assistant Professor of OPP

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

Randal Anderson, MD

Assistant Professor of Radiology

- MD, University of Iowa College of Medicine
- BS, Brigham Young University

Brooks Beal, DO, MS

Assistant Professor of Primary Care

- DO, Touro University College of Osteopathic Medicine, 2015
- MS, Touro University College of Osteopathic Medicine, 2011
- BS, Utah Valley University, 2010

Camille Z. Bentley, DO, MPH, FACP

Chair of Tracks and Special Programs

Director of Global Medicine Track and Global Externships

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

Thomas Bigham, DO, MA

Assistant Professor of Family Medicine

- DO, University of New England College of Osteopathic Medicine, 2001
- MA, Purdue University, 1990
- BA, Purdue University, 1988

Keith Bodrero, DO, PhD

Assistant Professor of OMM

- DO, Kirksville College of Osteopathic Medicine, 1991
- PhD, Michigan State University, 1976
- BS, Utah State University, 1970

Jean M. Bouquet, DO

Assistant Professor of Family Medicine

Co-Director of Urban Underserved Track

- DO, Kirksville College of Osteopathic Medicine, 1989
- BA, University of Colorado, 1984

Duane T. Brandau, DO, PhD

Assistant Dean of Clinical Education and Research

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

Benjamin Brooks, PhD, MBA

Assistant Program Director of MSBS Program

Assistant Professor of Biomedical Sciences

- PhD, University of Wyoming, 2009
- MBA, University of Wyoming, 2003
- BS, University of Wyoming, 2000

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

Chair Emeritus, Structural Medicine Department

Professor of Structural Medicine

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

Susan Carter, MD, FACOG, FACS

Director of Simulation in Medicine and Surgery

- MD, University of Texas Medical Branch, 1982
- BA, University of Texas, 1978

Qamrul Choudhury, PhD

Associate Professor of Physiology

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

Michele Coleman, DO

Assistant Professor of OPP

- DO, Kansas City University of Medicine and Biosciences, 2004
- BS, University of California Los Angeles, 1979

David Crimin, DO

Assistant Professor of Primary Care

Director of Long Term Care Track

Director of Medical Education at SUVH

- DO, University of Osteopathic Medicine and Health Sciences, 1987
- BA, Weber State University, 1983

Jason Curtis, MLIS

Assistant Director of Library Services (RVUCOM-SU)

Instructor of Medical Humanities

- MLIS, San Jose State University, 2008
- BA, Brigham Young University, 2001

An Dang, PhD

Post-Doctoral Anatomy Fellow

Assistant Professor of Clinical Anatomy

- PhD, Colorado State University, 2017
- BA, Colorado College, 2009

David Eckhardt, MS, PA-C

Associate Program Director, PA Program

Director of Assessment, PA Program

Associate Professor of PA Studies

- MS, University of Colorado, 2005
- BA, University of Colorado Boulder, 2000

Chris Edwards, DO

Assistant Professor of OPP

- DO, Des Moines University College of Osteopathic Medicine, 2015
- BS, Brigham Young University, 2009

Heather Ferrill, DO, MS, MEdL

Associate Dean of Preclinical Education

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

Jenifer Fisher, MLIS

Reference Librarian

Instructor of Medical Humanities

Co-Director of Urban Underserved Track

- MLIS, University of Denver, 2015
- BA, Metropolitan State College of Denver, 2011

Jing Gao, MD

Associate Professor of Ultrasound

Director of Ultrasound

- MD, Dalian Medical College, 1976

Ian George, PhD

Assistant Professor of Structural Medicine

Director of Graphic Novels and Medicine Elective

- PhD, University of Missouri, 2015
- MA, Florida Atlantic University, 2009
- MS, Florida Atlantic University, 2008
- BA, University of Florida, 2004

Fernando Gomez, MD, FACP

Professor of Pathology

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

Melissa Henderson, PhD

Vice Chair, Department of Biomedical Sciences

Associate Professor of Biomedical Sciences

- PhD, East Carolina University, 2009
- BS, Northern Arizona University, 2003

Dwight J. Hertz, MD

Professor of Pathology

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

Greg Hicks, MD

Director of Internal Medicine Residency Program at Sky Ridge Medical Center

Assistant Professor of Internal Medicine

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

Alexis Horst, MA

Instructor of Medical Humanities

Writing Center Coordinator

- MA, University of Colorado Denver, 2013
- BA, San Diego University, 2008

Teodor Huzij, DO

Assistant Professor of OPP

- DO, Kirksville College of Osteopathic Medicine, 2000
- BA, Duquesne University, 1994

Clyde Jensen, PhD

Professor of Pharmacology

- PhD, University of North Dakota, 1974
- MS, University of North Dakota, 1973
- BS, Brigham Young University, 1970

Lise Johnson, PhD

Assistant Professor of PA Studies

Director of Basic Science Curriculum (PA Program)

- PhD, University of Arizona, 2010
- BS, University of Oklahoma, 2003

Michael Jorgensen, PhD

Assistant Professor of Structural Medicine

Director of Gross Anatomy

Director of Predoctoral Anatomy Fellowship Program

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

Julie Kasperski, MSc, MAT, BHSc-PA (CCPA)

Assistant Professor of PA Studies

- BS, McMaster University, 2012
- MA, The Citadel, 2003
- MS, Medical University of South Carolina, 1999
- BHS-PA, Lakehead University, 1996

Dennis Kinder, MD

Associate Professor of Internal Medicine

Medical Director for Rocky Vista Health Center

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

Christopher LaFontano, DO

Chair of Clinical Anatomy and Osteopathic Principles and Practice (CA-OPP) Department

Assistant Professor of OPP

- DO, University of New England College of Osteopathic Medicine, 1996
- BS, University of New England, 1992

Whitney Lambarri, MS, PA-C

Assistant Professor of PA Studies

- MS, Baylor College of Medicine, 2009
- BS, Baylor University, 2006

Anthony J. LaPorta, MD, FACS

Professor of Clinical Surgery

Course Director for Military Medicine

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

Rachel M.A. Linger, PhD

Associate Professor of Pharmacology

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

Matthew Linton, PhD

Director of Preclinical Education (RVUCOM-SU)

Professor of Physiology

- PhD, University of California Los Angeles, 1999
- BA, University of Utah, 1995

Nena Mason, PhD

Associate Professor of Anatomy, Physiology, and Ultrasound

Director of Gross Anatomy (RVUCOM-SU)

Co-Director of Anatomy Fellowship (RVUCOM-SU)

- PhD, Brigham Young University, 2015
- BS, Brigham Young University, 2012

Nicole M. Michels, PhD

Chair, Department of Medical Humanities

Associate Professor of Physiology

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

Elizabeth Moffett, PhD

Assistant Professor of Structural Medicine

Co-Director of History of Medicine Elective

- PhD, University of Missouri, 2017
- BA, Louisiana State University, 2011

Jennifer Montemayor, PhD

Director of Preclinical Education (RVUCOM-CO)

Associate Professor of Physiology

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

Sarah Neguse, MPAS, PA-C

Assistant Professor of Physician Assistant Studies

- MPAS, University of Colorado, 2011
- BS, University of Colorado Boulder, 2007

Andrew Nigh, MD, FACS

Assistant Professor of Specialty Medicine

Co-Director of Rural and Wilderness Medicine Track

- MD, Indiana University, 1980
- BS, Butler University, 1976

Mark Payton, PhD, MS

Chair of Biomedical Sciences Department

Professor of Biomedical Sciences

- PhD, Oklahoma State University
- MS, Oklahoma State University
- BS, Missouri State University

Seth Peacock, MD

Assistant Professor of Emergency Medicine

- MD, University of Colorado Health Sciences Center, 2006
- BA, University of Colorado, 2000

Jill Pitcher, DO, FACP

Professor of Family Medicine

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

Allison Poole, MEd, MPAS, PA-C

Director of Clinical Education (PA Program)

Assistant Professor of PA Studies

- MPAS, University of Colorado, 2011
- BS, MEd, Lesley College, 2000

Jacqueline Powell, PhD

Associate Professor of Physiology

- PhD, Morehouse School of Medicine, 2004
- BSc, McMaster University, 1995

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

Vice Chair, Department of OPP

Professor of OPP

Co-Director of Global Medicine Track

- MPH, University of Hawaii at Manoa, 1993
- DO, College of Osteopathic Medicine of the Pacific, 1983
- BA, University of California at Los Angeles, 1978

Kristin Putnam, DO

Assistant Professor of OPP

Co-Director of OPP Fellowship

- DO, University of New England College of Osteopathic Medicine, 2015
- BA, Colby College, 2005

Kenneth Ramey, DO, FACP

Associate Professor of OPP

Program Director of ONMM2 Residency and Osteopathic-Focused Track

Director of OMM Clerkship

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

Joel Roberts, MD

Assistant Program Director of MSBS Program

Assistant Professor of Physiology

- MD, University of Colorado, 2015
- BS, Azusa Pacific University, 2009

Brigitta Robinson, MD

Course Director for Surgical Skills Week

- MD, Indiana University, 1994
- BS, Ball State University, 1989

Vickie Roettger, PhD, MS

Associate Professor of Physiology

- PhD, Wright State University, 1991
- MS, University of Iowa, 1985
- BS, University of Iowa, 1980

David Ross, DO, FACEP

Associate Professor of Specialty Medicine

Associate Professor of SIMS

Course Director for Rural and Wilderness Medicine Track

Associate Director of Military Medicine

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

Cathy Ruff, MS, PA-C

Program Director of Physician Assistant Studies

Associate Professor of Physician Assistant Studies

- PA-C, University of Colorado Health Sciences Center, 1996
- MS, University of Denver, 1989
- BS, Ft. Lewis College, 1986

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, PhD, MLIS

Director of Library Services

Associate Professor of Medical Humanities

- PhD, Emporia State University, 2017
- MLIS, University of Denver, 2004
- BA, University of Kansas, 1995

James Small, MD, PhD, FCAP

Associate Professor of Pathology

- MD, Duke University, 1983
- PhD, Duke University, 1983
- BA, Colorado College, 1976

Amanda Smolinsky, PhD

Post-Doctoral Anatomy Fellow

Instructor of Structural Medicine

- PhD, University of Missouri, 2018
- MA, University of Cambridge, 2010
- BS, Roanoke College, 2008

Darcy Solanyk, MS, PA-C

Associate Program Director for PA Program

Associate Professor of Physician Assistant Studies

- PA-C, University of Colorado Health Sciences Center, 2007
- MS, Colorado State University, 1999
- BS, Colorado State University, 1997

Joseph M. Stasio, DO, FACP

Chair of Department of Primary Care

Professor of Family Medicine

Medical Director of PA Program

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

Regan Stiegmann, DO

Co-Director of Digital Health Track

- DO, Rocky Vista University College of Osteopathic Medicine, 2014

Brandon Thomas, FNP-C

Instructor of Primary Care

- FNP-C, Maryville University, 2016
- BSN, Dixie State University, 2013
- BA, Southern Utah University, 2013

Bradley Thornock, PhD

Assistant Professor of Medical Humanities

- PhD, St. Louis University, 2015
- MPH, University of Michigan, 2009
- BS, Brigham Young University, 2007

Michael E. Tieman, MD, FACS

Chair Emeritus, Department of Specialty Medicine

Professor of Specialty Medicine

Director of Student Advisory Program

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

Francina Towne, PhD

Director of MSBS Program

Associate Professor of Immunology

- PhD, University of Colorado Denver, 2011
- BS, University of Arizona, 2000

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

Peter Tsvivis, MD, MBA

Associate Professor of Pathology

- MD, State University of New York, 1979
- MBA, University of Massachusetts, 2007
- BS, Massachusetts Institute of Technology, 1974

Lon Van Winkle, PhD

Professor of Medical Humanities

- PhD, Wayne State University, 1975
- BA, Eastern Michigan University, 1968

Jacquelyn Waller, PharmD

Associate Professor of Pharmacology

- PharmD, University of Montana, 2013

Mark Wardle, DO

Assistant Professor of Primary Care

Co-Director of Global Medicine Track

Director of Medical Spanish Elective

- DO, Touro University College of Osteopathic Medicine, 2005
- BS, Brigham Young University, 2000

Benjamin Wilde, DO

Vice Chair, Department of Primary Care Medicine

Assistant Professor of Primary Care

Assistant Professor of Osteopathic Principles and Practice

- DO, Midwestern University Arizona College of Osteopathic Medicine, 2008
- BS, University of Wyoming, 2003

Dale Woodbury, PhD

Associate Professor of Structural Medicine

- PhD, Rutgers University, 1994
- MS, University of Connecticut, 1981

Cole Zanetti, DO, MPH

Co-Director of Digital Health Track

- DO, University of North Texas Health Science Center Texas College of Osteopathic Medicine, 2011
- MPH, Geisel School of Medicine at Dartmouth, 2016
- BA, University of Buffalo, 2007

Isain Zapata, PhD

Assistant Professor of Research and Statistics

- PhD, Ohio State University
- MS, University of Chihuahua
- BS, University of Ciudad Juarez

Qing Zhong, MD, PhD

Associate Professor of Structural Medicine

- MD, Guang Dong Medical College, 1992
- PhD, Wayne State University, 2008

Disclaimer for COVID-19 Pandemic

Due to the special circumstances caused by the COVID-19 Pandemic, certain student requirements and/or policies may change for the duration of the 2020-2021 academic year. While some changes may be addressed on this and subsequent pages, there may be circumstances in which other parts of this *RVU Student Handbook and Catalog* may change without prior notice. Students should continue to monitor their RVU email account for the most current information about policy or requirement changes.

Addendum

Revised 7/28/20:

Graduation Requirements for the Doctorate in Osteopathic Medicine

Students must complete all the requirements for graduation, including the passing of required examinations within six (6) years of their initial matriculation into the COM, or they will be dismissed from the COM. ~~Any exceptions to the six-year rule may be appealed to the Office of the Dean.~~

Revised 8/7/20:

RVUCOM Academic Calendar

Fall 2020 Semester

OMS IV Clinical Externships:

June 22, 2020 - December 4 ~~14~~, 2020

Other Dates:

- Labor Day (*no classes*): September 7, 2020
- Thanksgiving Break (*no classes*): November 26-27, 2020
- Winter Break (*no classes*): December 11, 2020-January 1, ~~2021~~ 2020

Spring 2021 Semester

OMS IV Clinical Externships:

December 7, ~~2020~~ 2021 - May 14, 2021

Revised 8/25/20:

DO Student Financial Services

Tuition and Fees

Tuition for RVUCOM for 2020-2021 is \$58,330.00. The

following annual fees will also apply to all COM students:

Student Fees	OMS I	OMS II	OMS III	OMS IV
Student Services	\$200	\$200	\$80	\$80
Student Health Insurance	\$3,688	\$3,688	\$3,688	\$3,688

Revised 8/25/20:

MSBS Student Financial Services

Tuition and Fees

Tuition for MSBS for 2020-2021 is \$885 per credit hour. The following annual fees will also apply to all MSBS students:

Student Fees

Student Services Fees	\$200
Health Insurance	\$3,688

Revised 8/25/20:

PA Student Financial Services

Tuition and Fees

Tuition for PA for 2020-2021 is as follows:

- Year 1: \$738 per credit hour
- Year 2: \$697 per credit hour
- Year 3: \$697 per credit hour

The following annual fees will also apply to all PA students:

Student Fees

Student Services Fees (PA 1)	\$200
Student Services Fee (PA 2)	\$80
Student Services Fee (PA 3)	\$40
Student Health Insurance (PA 1)	\$3,384
Student Health Insurance (PA 2)	\$3,688
Student Health Insurance (PA 3)	\$1,232

Addendum

Revised 9/18/20:

RVU has implemented a "No Shadowing" rule for all preclinical PA and COM students at both campus locations. PA and COM are **not** to directly contact a hospital or physician anywhere in the United States to seek shadowing opportunities. Failure to adhere to this rule will be considered a breach of professional conduct and will be dealt with accordingly.

Added 9/29/20:

Absence Protocol for Lab-Based Courses During COVID-19

The faculty of RVUCOM are dedicated to the full education of our students. In the current climate of the COVID-19 pandemic, we recognize that students will be honoring the RVU policies related to reporting potential exposures and/or symptoms through the Screening and Attestation form required for each entry onto campus. Additionally, all positive COVID-19 cases will be subject to the RVU contact tracing program. As a result of both of these safety measures, the potential for students to be placed into quarantine or isolation is high, thereby affecting their ability to attend mandatory labs and impacting their ability to master the procedures taught therein. In light of this, the faculty of the lab-based courses have re-evaluated the lab absence policies in a way to ensure maximum support for students affected by the RVU COVID-19 quarantine and isolation policies and expanding absence protocols while, at the same time, preserving the academic experience.

The skills acquired during lab-based courses (PCM and OPP) apply to the practice of medicine, no matter what specialty is eventually chosen. The palpatory skills gained in these courses are critical as they inform students as to what they are doing in practice and why. Primary Care and Osteopathic Manipulative Techniques learned during years I & II can be applied to all future clinical practice, from 3rd and 4th year clerkships through to the clinical practice of all medical specialties. Because of this, all PCM and OPP labs at RVUCOM are mandatory, as are certain lectures, both of which are reflected as such on the student calendar.

Prior to the current Pandemic conditions, students were allowed 2 absences from mandatory sessions, only one (1) of which could be unexcused. After the third absence, the student was asked to meet with the Course Director, Chair/Vice-Chair, and campus DPCE to discuss the reason for their absences and potential

outcomes. Potential outcomes from this meeting could include, but were not limited to: continuation in the course with required make-up material and assignments to be completed by the student (as determined by the Course Director), an Incomplete in the course, Failure of the course, or possible recommendation of a Leave of Absence to be discussed with the Associate Dean of Student Affairs.

To accommodate the potential of increased absences as a result of isolation due to illness or quarantine due to exposure, the OPP and PCM departments have modified this absence policy in terms of the numbers of absences allowed, with particular attention to how those absences will be addressed in order to assure student competence to continue in the longitudinal course. At all times, the conditions under which the absences occurred will be taken into consideration in terms of the students' ability to progress in the longitudinal curriculum, and determinations will be made accordingly.

During the COVID-19 pandemic, RVUCOM is modifying the absence policy in the following ways:

- Students may have a maximum of three (3) absences from a mandatory on-campus lab or lecture during the term, only one (1) of which can be unexcused
- After the fourth absence, the student will meet with the Course Director, Chair/Vice-Chair, and campus DPCE to determine the nature of absences, and the best course of action for the student.

Potential outcomes from this meeting include, but are not limited to:

- Continuation in the course with a required Lab Skills Review on material and assignments to be completed by the student, as determined by the Course Director
- An Incomplete in the course
- Failure of the course
- Possible recommendation of a Leave of Absence to be discussed with the Associate Dean of Student Affairs

A Lab Skills Review has been established to assure that students who have missed a significant portion of the haptic curriculum have the opportunity for additional hands-on training to attain competence. Guidelines for the Lab Skills Review will be made clear to the student physicians ahead of the sessions (1st Years: November 2 and 9th 2nd Years: November 16th and 30th).

Addendum

- The Lab Skills Review will be scheduled time between students and faculty that will be organized through the OPP and PCM departments. It will be designed acknowledging the mitigation measures put forth by the RVU CRT.
- The Lab Skills Review is a required opportunity for students to make up missed lab material. It will also be an opportunity for students to get further skills enhancement in the absence of the availability of tutoring during the Blue Phase of Reintegration as defined by the RVU COVID Response Team.
- Students who are present as part of the lab make-up opportunity due to absences will come to the Lab Skills Review prepared to the level of a lab experience. Please refer to department recommendations as to how to prepare for the individual student experience.
- Students present for skills enhancement will come to the experience with clear objectives and goals for their own needs to communicate with their table trainer.



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05/2020