

# Clinical Education Manual

Academic Year  
2023 – 2024



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## Introduction to Clinical Education

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This manual provides an overview of the current policies, procedures, and guidelines of Rocky Vista University Colleges of Osteopathic Medicine (RVU and MCOM) about Clinical Clerkships. The Colleges of Osteopathic Medicine (COM) reserves the right to make changes at any time to educational policies, scheduling, training sites, evaluation procedures, or any other aspects of the clinical training program. Every effort will be made to ensure that students are notified promptly when changes are implemented, and new or revised policies are instituted. The Dean will resolve any conflicts regarding the application or interpretation of the policies contained in this manual. The *RVU 2023-2024 Handbook/Catalog* is the primary handbook, and the *Clinical Education Manual* is a supplement for utilization by OMS III and OMS IV students while on clerkships.





## Honor Code

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As a student at Rocky Vista University Colleges of Osteopathic Medicine, I will be ever vigilant in aiding in the general welfare of the community, sustaining its rules and organizations, and will not engage in practices which will in any way bring shame or discredit upon myself, my school, or my profession. (For a full explanation of the Honor Code Policy and Procedures, please see the *RVU 2023-2024 Handbook/Catalog*)

## Mission Statement

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

**RVU Colleges of Osteopathic Medicine 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.

## Core Values

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

## Institutional Learning Outcomes (ILOs)

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### Rocky Vista University graduates will:

1. **Display** professional behaviors in a consistent manner.
2. **Demonstrate** respect for diverse populations.
3. **Exhibit** commitment to the community through acts of service.
4. **Implement** self-directed learning skills.
5. **Utilize** critical thinking skills and scientific literacy to solve problems.

## Program Learning Outcomes (PLOs)

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

### Graduates of the Doctor of Osteopathic Medicine Program will:

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

## Course Learning Outcomes for all Clinical Education Clerkships

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1. **Apply** clinical reasoning and judgment skills in the practice of medicine.
2. **Demonstrate** interpersonal communications and relationships skills with patients, care team members, and others.
3. **Conduct** patient and condition appropriate physical exams and procedures with compassion and empathy.
4. **Evaluate** systems-based practices to contribute to quality improvements.
5. **Act** in a professional manner that meets the standards of the osteopathic profession.

## Student Eligibility for Clinical Clerkships

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Students who have completed the following requirements will be eligible to be promoted to the rank of OMS III and begin clinical years clerkship:

- Successful completion of all required OMS I and OMS II curriculum.
- Meet all COMLEX Level 1 requirements as delineated by the RVU Handbook/Catalog.
- Have updated background check on file with the Office of the Registrar.
- Have updated and negative drug screening on file with the Office of the Registrar.
- Have documentation of all required health records on file.

*See the 2023-2024 RVU Catalog for exact credentialing requirements.*

In addition, to be eligible to participate in clinical clerkships, students must have current health insurance, and completed any clinical site or COM-mandated related training and testing, including RVU-approved background screening and drug testing. Documentation of this information must be on file with the Office of Clinical Education and the Office of the Registrar at least 60 days before clinical clerkships start.

## Notice of Health Records and Criminal Background Checks

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Students who have a background check that indicates prior criminal behavior may have difficulty obtaining clinical clerkship sites. Complete disclosure of *all* criminal activities (including alcohol-related, traffic violations, and all misdemeanors, etc.) is required, whether these activities occur before or during medical school training. This information must be disclosed to the Associate Dean of Student Affairs even if expunged or dismissed. Failure to do so may lead to immediate dismissal from the medical school.

RVU cannot be held responsible for the lack of clinical clerkships, based on another entity's decision to exclude students. Hospitals reserve the right to exclude any medical student from clinical clerkships based on perceived health risks or background check issues. The University cannot guarantee clinical student clerkships if a student has a current infectious disease that could potentially pose a health risk to patients.

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

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Before and throughout clinical clerkships (OMS III and OMS IV), students must maintain current certifications in 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.



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## Lottery and Clerkship Site Assignments

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Clinical clerkship sites are in urban and rural core sites in Colorado, Utah, Wyoming, Idaho, Kansas, Montana, South Dakota, and Arizona. Assignment of clerkship core sites is determined by lottery during the second year's Fall semester, and students are then notified which core site they are matched to. A student may request to change his or her matched site, however, there is no guarantee that the change will be possible. Any requests should be directed to the Department of Clinical Education with a final determination made by the appropriate Dean of Clinical Education.

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## Changing Student's Clerkships

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With more than 600 students on clerkships at any one-time, clinical clerkships involve many different sites, people, hospitals, clinics, and physicians, thus requiring a complex scheduling process. The number of students assigned to each clerkship is determined by mutual agreement of Hospital Administrators, Preceptors, and the Department of Clinical Education. Therefore, flexibility on assigned clerkships is limited. RVU reserves the right to change a student's clerkship, subjects, and schedule at any time as required due to preceptor and clerkship site availability. Those students so affected will be notified of any changes, and an appropriate replacement clerkship will be offered to the affected student, again typically within the student's clerkship site region. If the student must be assigned to a clerkship that is more than 60 miles from the student's core site, the student will be given a stipend for housing required during the clerkship.

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## Clinical Clerkship Degree Requirements

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### Class of 2024 and Class of 2025

Minimum Credit Hours to be completed in OMS III	
<i>MED 3001 Fundamentals of Clinical Medicine</i>	2 credit hours
Required Core Clerkships	
<i>FAM 3001 Family Medicine</i>	8 credit hours
<i>INT 3001 Internal Medicine</i>	8 credit hours
<i>WMH 3001 Women's Health</i>	4 credit hours
<i>PED 3001 Pediatrics</i>	4 credit hours
<i>BHM 3001 Behavioral Medicine</i>	4 credit hours
<i>SRG 3001 Surgery</i>	7 credit hours
<i>SRG 3000 Fundamentals of Surgery</i>	1 credit hours
<i>MED 3020 Critical Reflections and Professional Career Development I</i>	1 credit hour
<i>MED 3021 Critical Reflections and Professional Career Development II</i>	1 credit hour
<i>OST 3010 OPP Clinical Integration I</i>	1 credit hour
<i>OST 3011 OPP Clinical Integration II</i>	1 credit hour

OMS III Electives (Medical Knowledge Application may account for 4 credit hours)	8 credit hours
<b>Total OMS III Required Credit hours</b>	50 credit hours
<b>Minimum Credit Hours to be completed in OMS IV</b>	
<i>OST 4040 Advanced OPP Clinical Integration I</i>	1 credit hour
<i>OST 4011 Advanced OPP Clinical Integration II</i>	1 credit hour
Required Elective Clerkships <ul style="list-style-type: none"> <li>at least 36 credit hours in student-selected clinical rotation electives to complete preparation for residency training               <ul style="list-style-type: none"> <li>8 credit hours required in Audition Clerkships (more is encouraged)</li> <li>up to 8 credit hours may be substituted with approved clinical research credit hours</li> <li>8 credit hours which may be used to enhance individual lesson plans</li> </ul> </li> <li>2 credit hours may be in approved Asynchronous Didactic Clinical Knowledge coursework</li> </ul>	38 credit hours
<b>Total OMS IV Required Credit Hours</b>	40 credit hours
<b>Minimum number of hours to be completed in OMS III &amp; IV</b>	90 credit hours

## OMS III Curriculum Requirements

### Fundamentals of Clinical Medicine

Participation in Fundamentals of Clinical Medicine (FCM), a pre-clerkship seminar, before the start of third year clinical clerkship activity, is required to prepare students for clinical settings. The course provides information on the policies and procedures that will govern the clinical years; the rights, responsibilities, and duties of the students, faculty, and teaching facilities; the third-year curriculum; and skills needed to enter the clinical arena. The course also includes an introduction to the resources used in clinical education and expectations for professional conduct for direct patient care and telehealth venues.

Attendance is required. Non-compliance will result in delaying a student's participation in clerkships and may result in disciplinary action. Please see the syllabus for more information.



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### Core Clinical Clerkships

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Core clinical clerkships in core discipline areas take place as 35+ patient contact hours per week. Clerkships take place typically within the students' clerkship core site region at hospitals, private offices, and clinics where RVU has formal affiliation agreements. Students are assigned to supervising preceptors for each clerkship. Supervising preceptors are credentialed by the Department of Clinical Education and carry the rank of Clinical Assistant Professor and so on. The Department of Clinical Education receives credentialing information from prospective physicians, reviews this information and, if appropriate, will grant the physician's request to be a preceptor for the university at a clinical ranking established by established RVU policy. Credentialed faculty of a residency program that provides students with clerkships will also be credentialed as preceptors of RVU with the appropriate clinical ranking.

The Department of Clinical Education communicates with each clerkship supervising preceptor about the students who will rotate with the preceptor and the dates that each student will be at the preceptor's sites. This communication includes student and clerkship-specific information for the preceptor and their staff, including expectations of student-patient care interaction and preceptor assessment of student performance in such encounters. Preceptors are expected to give students formative feedback regularly during the clerkship, with a summative assessment given to them in writing at the clerkship's end.

While on core clerkships, students participate in discipline-specific didactics facilitated by the respective RVU Core Clerkship Director, via virtual platforms. Such didactics occur weekly and are designed to focus student learning on board-relevant topics and augment clinical preceptor-guided learning.

As part of their Family Medicine Core, students complete a 2-week intensive module in Ob/GYN and Pediatrics where they work with subject matter experts, high-fidelity mannequins, and virtual reality to develop critical thinking skills. Additionally, before the Surgery Core, they complete a week-long Fundamentals of Surgery course that gives students immersion in surgical skills, operating room etiquette, and application of professional behavior expected in various surgical settings.

Despite apparent clerkship openings, there will be little opportunity for change once a clerkship has been scheduled. Clerkships may not be canceled or changed within 30 days of the start date. The student may not attend a clerkship not approved by the Department of Clinical Education. Credit may not be earned for such a clerkship and the student will not be covered by malpractice insurance.

Students in clerkships in clinical settings shall be referred to as “Student Doctor \_\_\_\_.” **If students have a doctorate in any field, they cannot use that title in any settings related to their education.**

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### Critical Reflections and Professional Career Development

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Critical Reflections and Professional Career Development is a required year-long course divided into two semesters. The course includes both synchronous and asynchronous elements and provides students with skills for personal exploration and reflection. Students explore ways to critically reflect on their experiences in clinical education, write a personal statement, prepare for residency, work in interprofessional teams, and develop their professional identity. The spring semester of OMS III begins with a weeklong virtual synchronous intensive experience that focuses on Professional Identity Formation and Match Prep. The remainder of the semester is a series of asynchronous Units that focus on professional development, interprofessional collaboration, and audition prep.

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### Advanced OPP Clinical Integration

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Advanced OPP Clinical Integration is a required year-long course divided into two semesters. The course builds upon the foundation of the principles and philosophies of osteopathic medicine established during the preclinical 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 corresponding to core clerkships and interactive OPP sessions.

## Medical Knowledge Application

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The Medical Knowledge Application course is designed to support the student to prepare independently to retake the COMLEX Level 1, and/or NBME Subject Exams. Prerequisite: Clinical Education department approval required.

## Clinical Clerkship Objectives: Core Competencies

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### Overview

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The clerkship objectives are listed in each discipline's course guide. They reflect a minimal knowledge base and the competency level that students are expected to develop or achieve during their clinical training years. The course curriculum is found online in New Innovations > More > Resources > Curriculum. Students should not anticipate being exposed to all the listed objective topics through the patients that are encountered in various clerkships, since each student's case management exposure will vary. Students should self-direct their educational progress, under the direction of the Clerkship Director and preceptor so mastery of objectives does not solely rely on patient exposures. Course Guides represent the knowledge content that will be evaluated by the NBME Subject examinations for the six core clerkships.

### Clinical Competencies

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In addition to the specific core curricula, there are essential skills and attributes of clinical medicine that are common to all disciplines. The Entrustable Professional Activities (EPAs) have been developed as a learning guide of skills and attributes that every beginning resident should be capable of performing on the first day of residency. For this reason, RVU has adopted the EPAs as its set of competencies that a medical student needs to master during their clinical years before graduation. The preceptor will evaluate the EPAs on each clinical clerkship.

Refer to the *RVU 2023-2024 Handbook/Catalog*.

### Skills Assessed

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Each clerkship provides students with opportunities to learn and develop **key clinical skills** through their discharge of patient care activities. Performing these skills consistently and accurately is universally recognized as a requisite for a resident physician to be entrusted at an entry level into Graduate Medical Education. Each patient care experience must be tracked via a patient log and documented as either direct patient care or virtual telehealth patient care. In addition, Clinical skills within the sets of *Clinical Reasoning and Judgement Skills; Interpersonal Communications and Relationship Skills; Physical Exam and Procedural Skills; Systems-based Practice Thinking Skills; and Professional Behavior*, help both the student and preceptor assess student performance within the

usual activities of patient care. Thus, recognizing which aspects of patient care pertaining to and enhancing student-applied learning in these skill sets is vital to a successful clinical curriculum.

Telehealth patient-care delivery models, which can replace, or augment limited direct patient care opportunities whenever direct patient care activity is halted or curtailed, have been reviewed and approved for their service, educational, and assessment value. Telehealth rotations can position students to learn and contribute to patient care in all areas of patient care participation except physical exams and procedures. Some aspects of physical exams and procedures can be discussed and practiced virtually, or as self-teaching, but the assessment of these skills should include face-to-face checkoffs.

Skills deemed essential for each student to achieve are listed below. Those skills requiring direct-patient care to be assessed are signified by a “D.” Those skills that can be assessed by either direct-patient or telehealth are signified by a “D/T.”

<b>Skills</b>	<b>Family Medicine</b>	<b>Internal Medicine</b>	<b>Women's Health</b>	<b>Pediatrics</b>	<b>Behavioral Medicine</b>	<b>Surgery</b>
<b>History</b>						
Competent History Taking Including Motivational Interviewing	D/T	D/T	D/T	D/T	D/T	D/T
Domestic Abuse Screening	D/T		D/T	D/T		
Evaluate Health Determinants from the Perspective of Age and Gender			D/T			
Psycho-social History	D/T	D/T	D/T	D/T	D/T	D/T
Psychological Aspects of Care Appropriately				D/T		
Sexual Function Screening			D/T			
Gun Safety Screening and Counseling	D/T	D/T	D/T	D/T	D/T	
<b>Physical</b>						
Focused Physical Examination	D	D	D	D		D



Sex-, Gender and Age-Appropriate Physical Examination	D	D	D	D		D
Osteopathic Structural Examination	D	D	D	D	D	D
Diabetic Foot Exam	D	D				D
Digital Rectal Exam	D	D	D	D		D
Breast Exam	D	D	D	D		D
Complete Musculoskeletal Exam	D	D	D	D		
Complete Neurologic Exam	D	D		D		
Development Assessment (well-child exam)	D			D		
<b>Procedures</b>						
Basic ECG Interpretation	D	D				
Incorporate Images and Labs into Differential Discussion		D				D/T
Osteoporosis Screening			D/T			
Post-op Evaluation			D			D
Pre-op Evaluation			D			D
Airway Management	D	D		D		D
Bladder Catheterization		D				D
Cognitive Behavioral Therapy					D/T	
Contraception Counseling	D/T	D/T	D/T	D/T		
Subcutaneous and Intramuscular Injections (Immunization)	D	D	D	D		
Menopause Counseling			D/T			

NG Tube Placement		D				D
Osteopathic Manipulative Treatment	D	D	D	D	D	D
Peripheral Venous Access (capillary draw)	D	D		D		D
Scrub and Gown to Assist in Surgery			D			D
Laceration Repair with Tissue Glues, Staples, and/or Suture	D			D		D
Skin Staples and/or Suture Removal	D			D		D
Correctly Adhere to Universal Precaution Technique	D	D	D	D	D	D

### Student Eligibility for Promotion from OMS III to OMS IV

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 OMSIII core clinical clerkships.
- 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;

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

## OMS IV Curriculum Requirements

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### Elective Clinical Clerkships

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Elective clinical clerkships allow students to expand their medical education in areas directly related to their career path. When available, students may choose in-network clerkships in specialties to fulfill elective requirements (e.g., Internal Medicine, Surgery, Behavioral Medicine, etc.). Each Regional Coordinator will contact their students regarding their interests and identify in-network opportunities based on preceptor availability. Fulfilling a medical specialty interest may require students to leave their assigned region to augment students' preparation for residency training.

Elective clerkships range from one to eight weeks. Elective clerkships are requested by the student and arranged in conjunction with the 4th year clinical coordinators at the approval of the Department of Clinical Education.

### Non-Clinical Electives

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The Class of 2024 may take up to 2 didactic electives during their OMS IV year. These non-clinical electives are meant to supplement the student's knowledge in their area of interest. A list of approved non-clinical electives is in MyVista on the Gap Week page of Clinical Education.

### Audition Clerkships

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Students are required to complete clinical 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 audition clerkships at residency programs, though more are encouraged. The clerkships chosen must have the approval of the appropriate Dean of Clinical Education or designee.

### Research and Scholarly Activities Elective

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The research elective is designed for students wishing to engage in research during their OMS IV year under a faculty mentor's direction. Achievement of the Student Learning Outcomes will demonstrate that the student can correctly and professionally perform in a research environment. Research can be in various areas including biomedical, clinical, public health, educational, or translational research. Students wishing to enroll in this course must first meet with the Research Clerkship Director to discuss the type of research project, possible mentors, need for Institutional Review Board (IRB) or other approvals, methods, and expected outcomes of the project before preliminary approval for the elective will be given (see syllabus for full details).

## Advanced OPP Clinical Integration II

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Advanced OPP Clinical Integration II is a required year-long course divided into two semesters. This course builds upon the foundation of the principles and philosophies of osteopathic medicine established during prior OPP coursework. 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 corresponding to core OMS IV coursework.

### Overview of Medicine

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Each student will be allowed up to 8 credit hours of board preparation upon successful completion of required OMS III core clerkships (for COMLEX Level 2 CE). Students must provide a date for their schedule for their exam and submit the Clerkship Request Form, along with a study plan, to schedule a time for "Overview of Medicine."

### Steps for setting up OMS IV Clerkships

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The student must submit the Clerkship Request Form to their Regional Coordinator for all elective clerkships 90 days prior to the start of the elective clerkship.

Students are required to complete/upload many documents related to elective applications. The Office of the Registrar can upload certain documents including, but not limited to:

- Official transcript

The Department of Clinical Education can provide the following documents:

- Letters of Recommendation
- Liability and Worker's Compensation insurance documentation
- Letters of Good Standing

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.

- Note that some programs use AAMC's online Visiting Student Learning Opportunities program (VSLO), Clinician Nexus, MyClinicalExchange, and other programs may require individualized submitted applications directly to the program. Utilize the program website to apply appropriately.
- 90+ days prior to the requested start date, the student should contact the hospital, clinic, or preceptor to determine the availability of training and request the clerkship. The hospital, clinic, or preceptor may have a program-specific application form, which they will send.

- The student should complete and return the Clerkship Request Form (found in iNet) required by the Department of Clinical Education via email at least 90 days prior to the clerkship start day. Applications not submitted 90 days before the start of the clerkship may not be approved. In this situation, the student may be placed at an alternative clerkship site at the discretion of the Clinical Clerkship Coordinator.
- Upon approval of the clerkship, the Department of Clinical Education will send credentialing paperwork to the site. If the Clerkship is not approved, or the site informs the Department of Clinical Education that the clerkship is unavailable, the student will be notified.
- After the clerkship has been approved by the Department of Clinical Education, and before the start of the clerkship, the student must verify the clerkship approval with the site, make any necessary housing arrangements, and verify the clerkship starting time.
- If circumstances change with a clerkship or the preceptor, the student must contact the Department of Clinical Education immediately.
- Students are required to speak with their OMS IV Clinical Coordinator for non-audition elective clerkships. Students are not allowed to contact potential preceptors in CO, UT, MT without permission from the OMS IV Clinical Coordinator.

### Attestation of Eligibility to Take NBOME COMLEX Level 3 Exam

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The Dean of RVUCOM approves each graduate to take COMLEX Level 3 through the NBOME website, affirming the student's graduation and Osteopathic clinical skills. Requirements for taking this examination vary from state to state. Graduates should contact the osteopathic medical licensing board in the state where they will have post-graduate training for further information and their residency program director.

### Graduation Requirements

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

- Satisfactorily completed the curriculum and clerkships at a COCA-accredited college of osteopathic medicine, the last two years of which have been at RVU.
- Completed all academic requirements in no more than six years from the date of initial matriculation at a COCA-accredited college of osteopathic medicine.
- Complied with all the curricular, legal, and financial requirements of the University.
- Passed all RVU-required National Board of Osteopathic Medical Examiners Licensing Examinations.
- Reached at least 21 years of age.
- Demonstrated suitability for the practice of medicine as evidenced by conducting professional behavior, displaying responsibility for patient care, and exhibiting integrity in the conduct of clinical and academic activities.
- Demonstrated compliance with the conduct standards.

- Completed loan exit counseling, if applicable.
- Attended the compulsory portions of senior week, including graduation rehearsal and the graduation ceremony, at which time the degree is conferred, and he or she takes the osteopathic oath. Exceptions to the graduation attendance policy must be made in writing to the Associate Dean of Student Affairs. If an exception is granted the student must arrange another time to meet with the Dean of the COM, to have their degree conferred and to take the osteopathic oath; and
- Completed the AACOM Survey of Graduating Seniors.

Students must pass all course work, and pass COMLEX Level 2 CE, by May 1st of the senior year in order to be eligible for on-time conferral of their degree. Failure to meet the deadline may result in delayed graduation. Students must complete all the requirements for graduation, including the passing of required examinations within six (6) years of their initial matriculation into the COM, or they may be dismissed from the COM.

Degrees are not awarded solely upon the completion of any prescribed number of courses, or upon passing a prescribed number of examinations, but, in addition, when the faculty believes the student has attained sufficient maturity of thought and proficiency. Matriculation and enrollment do not guarantee the issuance of a degree without satisfactorily meeting the aforementioned curriculum and degree requirements. The process is as follows: 1) The list of graduates is sent to the faculty senate for conferral at their meeting; 2) the faculty senate sends the approved list of graduates to the Dean; 3) the Dean delivers a resolution to the Board of Trustees; 4) the Board of Trustees will vote and officially confer degrees.

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## Student Grading Policy

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### Core Clinical Clerkship Grading

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Grading for core clinical clerkships is based on the Preceptors' Assessment of the Student Doctor, Standardized Oral Presentation, Didactic Participation, and the NBME Subject Exam. Final course grades on the student's transcript will only be shown as an Honors ("H"), Pass ("P"), or Pass with Remediation ("Px") grade. Any student achieving a score  $\geq 72$  points will receive an Honors ("H") course grade on the transcript. Students scoring between 48.2-71.9 points receive Pass ("P") course grade on the transcript. Those receiving a score of  $< 48.2$  points will be required to remediate the course.



## NBME Subject Examinations

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The NBME subject examination is a critical component of the course grade. It is administered toward the end of the clerkship remotely via Zoom or another remote proctor platform. The Family Medicine, Internal Medicine, and Surgery exams will be taken after completing eight weeks of clerkships. The Women's Health, Pediatrics, and Behavioral Medicine exams will be taken after completing four weeks of the clerkship. Students are responsible for taking their exams on their own laptops and ensuring their laptops are compatible with the exams according to NBME regulations, criteria, or operating requirements. All additional information about where and when the exam will take place on the designated testing day will be sent to students two weeks in advance by the Clinical Data Coordinator.

Scores will be emailed to the student within one week after taking the exam.

In the event a student needs to retake an exam, the student's account will be charged the cost of the exam. This includes the NBME exam charge and/or any proctor or site fees.

## Clinical Clerkship Faculty Assessment of Student Doctors on Clinical Clerkships

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A Clinical Clerkship Faculty Assessment of Student Doctors on Clinical Clerkships must be completed and submitted by the Supervising Preceptor for each clerkship for Clerkship Director consideration.

The Supervising Preceptor is responsible for combining feedback and assessments from all members who oversaw the student's training and forwarding an overall assessment of the student to the Department of Clinical Education. In a circumstance where the preceptor is unable to produce a cumulative assessment for a student, the appropriate Site Director or Dean of Clinical Education will assume responsibility.

Regular assessments and meetings between the student and preceptor(s) during the clerkship are encouraged. Perceived weaknesses and strengths in the students' performance should be identified and directions given to them on how to improve in areas of deficiency, if needed.

Supervising preceptors will receive an email five days before the clerkship ends, stating that the assessment form is available to complete via New Innovations. The form is designed to be completed online but may be printed if necessary. A blank copy of each assessment form is on the homepage of New Innovations under forms if needed. (Also found in New Innovations -> More -> Resources -> Assessment Forms)

Assessment forms are due 14 days after a clerkship ends by the preceptor. Automatic assessment reminders are emailed to contacts with incomplete assessments every two weeks after a clerkship ends. However, it is contingent upon the student to ensure the preceptor completes the assessment form. The Department of Clinical Education will assist the student in this process if necessary. The

following suggestions are proactive measures that students may take to ensure that a preceptor returns the Faculty Assessment of Medical Student Performance in a timely manner:

- All assessment forms for a specific clerkship are sent at the same time. When a student receives the notification that the assessment form is available, they should check with the preceptor to ensure they receive it. If the preceptor did not receive the form, please contact the Department of Clinical Education Data Coordinator.
- If the student has not received notification (via email or Notifications) that their assessment has been completed by the preceptor a month after the clerkship ends, then the student should professionally follow-up with the preceptor's office. As mentioned above, automatic assessment reminders are emailed to contacts with incomplete assessments every two weeks after a clerkship ends.
- If a student has questions about the assessment responses by the preceptor, they should contact the Clerkship Director. Students *should not* reach out to the preceptor concerning assessment responses.

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### Core Clerkship Didactics

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Students must attend weekly virtual core clerkship didactics as assigned by the Clerkship Director. See the individual course syllabus for additional information.

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### Elective Clerkship Grading

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Elective clerkship grades are determined from the Faculty Evaluation of Medical Student Performance and additional grading components as outlined in the course syllabi.

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### Quality Points and Academic Rank

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Refer to the *RVU 2023-2024 Handbook/Catalog*.

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### ADA Accommodations

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Students who require ADA accommodation must contact the RVU Disability Officer directly. The school will determine whether any accommodation is warranted, decide what specific accommodations may be reasonable for a particular examinee, and bear all costs associated with any such accommodation. NBME will make a good faith effort to provide reasonable test accommodations that the school determines is warranted for the examinee. Accommodation provided by the University for subject exams does not guarantee that accommodation will be provided by the NBME for USMLE Step I or II. Students must contact the NBME directly for accommodations on the USMLE exams.

## Preparing for and Participating in Core Clinical Clerkships

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### One Week Prior to the Start of the Clerkship

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- The student should preview the course syllabi and course guide (located in New Innovations), including the general and specific clerkship objectives, and begin any required reading assignments.
- The student should review preceptor contact information and scheduling in New Innovations regarding their upcoming clerkship site.
- The student should contact the clerkship site's practice manager to confirm the location, start time, dress code and other details. The student is expected to be respectful and professional, especially when leaving a voicemail or sending an email.
- Students enrolled in core clerkships should start developing their SMART Goals for the clerkship.

### During the Clerkship

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- The student must be punctual when reporting to the preceptor's office.
- The student should bring a copy of the syllabus and course guide, personal medical equipment (i.e., a stethoscope), and any other notes/materials they feel would be useful.
- Smart phones may only be used after receiving affirmative permission from the student's preceptor. Furthermore, the use of a smart phone is strictly limited to work directly associated with the clerkship.
- The student must be aware of and follow all office protocol, including how the preceptor would like the student to be introduced to the patients (i.e., the student introduces self, or the preceptor introduces the student). In addition, some offices may have limited or no space available for storing belongings.
- The student must be prepared for the clerkship every day. Students are encouraged to read information relevant to the clerkship subject at least two hours each day. Whenever possible, the student should learn about patient cases that will be seen in the office or hospital the next day and preview literature regarding their illnesses/complaints beforehand. The student should ask the preceptor for supplemental material or assignments to be better prepared and informed.
- The exclusive use of board review books is inadequate for success in clinical clerkships. Refer to and use the required and suggested textbooks listed in the appropriate curriculum.
- The student is expected to follow the preceptor's schedule, including office hours, hospital rounds, clinic or nursing home visits, and call-schedule. At the preceptor's discretion, the student may be expected to work with the preceptor's partner(s).

- Didactic program attendance is required.
- All medical record entries, prescriptions, and orders **must be** countersigned by the physician. Nursing staff will not carry out any medical student orders until the physician cosigns them. Again, the student must confirm with the preceptor the protocol to be followed.
- The student should request feedback from the preceptor throughout the clerkship. If there are procedures or patient diagnoses with which the student needs more experience, this should be discussed with the preceptor.

### End of the Clerkship

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- The preceptor(s) must complete an assessment of the student so the student can receive credit for the clerkship.
- Students must complete their assessment forms at the end of each clerkship.
- Students who completed a clerkship specialty requiring a subject exam will be scheduled to take the exam towards the end of their clerkship and should refer to the special exam instructions that will be emailed from the Department of Clinical Education.
- In clerkships with scheduled subject exams, students are excused from clinical rotations on the day of their subject exam. The day before the scheduled subject exam is not allowed as a study day. All clerkships will end at 5:00 p.m. on the last calendar day of the clerkship.

### End-of-Clerkship Assessment

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The End-of-Clerkship assessment form for students to complete reflects students' opinions and observations regarding the quality of training experienced by each preceptor and training site. This assessment form is a critical component of assessing our clinical education program. The feedback students provide on the End-of-Clerkship Assessment will not be shared directly with a preceptor. Only preceptors who have worked with three or more students during an academic year will receive student feedback to maintain anonymity. These reports will only contain anonymous, aggregated feedback and will be emailed directly to the preceptor annually.

## On-Campus Events

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Although the OMS III and OMS IV years are designed to be on-site clinical experiences, there are times when students are required to be on campus or at a designated location in the Salt Lake City area. These include but are not limited to:

- Fundamentals of Surgery – 1-week at the beginning of the Surgery clerkship
- Ob/Peds Module – 3 days during the second week of the Family Medicine Core
- Advanced OPP Clinical Integration I and II – See the course syllabus for exact dates.

## Educational Support Services

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

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

### Workshops and Group Sessions

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

## Clinical Career Advising

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Clinical Career Advising, housed within the Department of Clinical Education, is designed to continue the process started in the preclinical years by providing students with career and residency planning information, advice, timelines, and resources. Career advising is available individually and through various programs, workshops, and specialty interest groups. Although students are encouraged to meet with Clinical Career Advisors multiple times throughout their third and fourth years, every student must meet with a Clinical Career Advisor during the first semester of their third year to

develop a strategy for competitiveness in the Match. These meetings may include discussions about collecting letters of recommendation and preceptor comments, refining a personal statement, and noteworthy characteristics, adding items to a CV, and discussing residency program options and specialties.

Career planning is an essential, exciting, and often anxiety-provoking aspect of being a medical student. Montana College of Osteopathic Medicine hopes to alleviate that anxiety by providing information, resources, and career guidance to students from admissions through all the years of medical school. Career Development is a developmental process that includes 4 steps:

- Understanding Yourself
- Exploring Options
- Choosing a Specialty
- Preparing for residency

MCOM Career Advisors offer a holistic approach to helping students prepare for fulfilling careers in Osteopathic Medicine. Career advisors work collaboratively with students to answer questions and concerns regarding the career decision-making process. Career-specific programing and individualized career counseling sessions help students understand their own preferences and interests, learn about the 160+ specialties, and create and build CVs in their preclinical years, and, during clinical years, understand competitiveness for specialties, prepare for audition externships, interviews, and residency. Students are directed to useful resources to achieve professional and personal goals and develop meaningful careers.





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### Student Responsibilities and Duties

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An RVU medical student is not a licensed physician; therefore, they are legally and ethically not permitted to practice medicine or assume responsibility for patient care. Students may be involved in assisting in the care of a patient, but only under the direct supervision of a licensed physician. The preceptor is responsible for the medical care of the patient and for the content and countersigning of all orders, progress notes, and other notes written by the student. Students may not administer therapy or perform procedures, except under the direct supervision of a licensed physician to whom they have been formally assigned.

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.

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

While on clerkship, students will always respect the personnel in charge of the unit involved. In addition, students will be expected to comply with the general rules and medical ethics established by the hospital, clinic, or facilities at which they are being trained. Appropriate professional appearance and conduct are always expected. All problems or difficulties should be communicated immediately to the preceptor and the Department of Clinical Education. Students must attend all assigned clinical site conferences, meetings, lectures, and other educational programs at or near the clerkship site. The preceptor must make any determinations for exemption, and the student must notify the Department of Clinical Education. A schedule of the site's educational programs may be obtained from the preceptor.

RVU does not own or operate affiliated teaching hospitals; instead, RVU has affiliation agreements with its educational partners and teaching sites. The hospitals are owned by public or private corporations. As a courtesy and advancement of public health and welfare, the hospitals allow medical students to train in their institutions. Many physician instructors are volunteer faculty. Students are guests and should always behave as courteous, responsible medical professionals. Demonstration of dignity, respect, and gratitude, along with ethical and professional behavior, is expected of all students.

### Student Supervision Policy

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#### Medical Students Years Three (3) and Four (4):

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1. May participate in care and management of the patient, including participation in history taking, physical examination, and critical data analysis, under the supervision (direct or indirect supervision with direct supervision immediately available) of a credentialed RVU clinical faculty physician (full-time, part-time, or credentialed preceptor) or another qualified medical care professional to whom that supervision has been assigned.
2. May assist in procedures under **direct supervision**, when the attending physician agrees that the student has achieved the required level of competence and permission is granted by the patient.
3. May perform the procedures listed below **under indirect supervision with direct supervision immediately available** once a medical student has been observed successfully performing the procedure by a faculty or qualified resident.
  - Blood collection: arterial, venous, or capillary
  - Injections: intramuscular, subcutaneous, intradermal, intravenous
  - Insert peripheral intravenous catheter.
  - EKG

- Foley catheter insertion (male and female)
  - Nasogastric tube insertion
  - Local anesthesia
  - Suture simple laceration
  - Suture or staple removal
  - Ventilation (ambu-bag)
4. May document the following in the patient's permanent medical record: history & physical notes, progress notes, procedure notes, operative notes, or discharge summaries provided that the note is **clearly** identified as a student note for educational purposes only.
    - All student charting in the medical record must be clearly indicated as a Medical Student Note. The supervising physician will remain directly responsible for all student documented notes and comply with CMS guidelines for student documentation in the medical record.
  5. May, under supervision (direct or indirect supervision with direct supervision immediately available), in consultation with the RVU clinical faculty physician or designee, develop a patient management plan.
  6. May **not** give any independent orders, written or verbal. Orders may be given only at the direction of the clinical faculty physician of record.

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## Clinical Education Policies

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### Policies on History and Physicals

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H&P is considered an essential component of every patient's evaluation and the cornerstone of medical treatment. Findings discovered during the H&P may often lead to further unknown existing problems, which will need to be relayed to the preceptor. Upon further testing and proper diagnosis, additional treatment for the patient may be required. When possible, students should be assigned on-service H&P's. The preceptor should critique H&P's and provide feedback to the student within an appropriate time frame. The student should have both the opportunity

and time for follow-up, regarding patient findings based upon the H&P, to advance their knowledge of the said patient and the pathology found while performing the H&P.

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### Number of Patients

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The number of patients seen by students depends on patient volume at the clinical site and the ability to see patients promptly. Clinical core clerkships require an average minimum of 4 out-patient or 2

in-patient experiences per shift to ensure competency in clinical skills. Clinical Electives require an average minimum of 6 out-patient or 3 in-patient experiences per shift. Ample time should be provided for patient care, procedures, and follow-up, all of which should be critiqued by the preceptor. At the same time, there should be timely feedback given to the student. Students should log all patient encounters in the New Innovations Logger.

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### Housing for Core Clerkship Training

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Housing options may be offered for students assigned to a core clerkship training site 60 miles or more away from their assigned core site. In some cases, RVU may have arranged with the training site or AHEC organizations to provide housing for students. Students may elect not to utilize the provided housing and secure their own housing for clerkships at their own expense as long as the student has communicated with their Regional Coordinator within a time frame that is acceptable to RVU's housing partners. In such cases, the student may be provided a 500.00-dollar stipend. Last-minute housing cancellations may not be granted by the Department of Clinical Education.

It should be noted that RVU, AHEC or a clinical site providing housing may, at times, offer males and females to share a two or three-bedroom apartment. Agreement to such arrangements is not mandatory. The student may accept a stipend of 500.00 and locate their own housing instead. Property should be cared for as if it belonged to the student. The student(s) assigned to the housing unit will be responsible for any damage that occurs while the student(s) is/are assigned to the housing. Per the *RVU 2023-2024 Handbook/Catalog*, students will not be allowed to graduate until all outstanding debts are paid, including any damage sustained to housing. Further, no pets are allowed in housing provided by RVU, the clinical site, or AHEC housing unless approved in advance in writing.

Housing is intended for student use only. However, students may have members of their family accompany them on their clerkships depending on space availability if it does not interfere with the housing of other students and is approved of in advance by the unit's owners. Students must assume all responsibility and additional costs associated with their family housing and travel. Additional or separate arrangements for family housing must be made on the student's own time. Students may elect to live with family rather than in the provided housing. The housing location must not interfere with arrival at assigned duties on time at the clerkship site.

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### Transportation

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Each student is responsible for obtaining their transportation arrangements while attending the College of Medicine.

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### Student Attendance

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## Report on Time

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The student's responsibility is to know the beginning and end dates for each clerkship as determined by the academic calendar. Students are to arrive on time every day at their clinical site and are expected to follow the preceptor's schedule, including office hours, hospital rounds, clinic or nursing home visits, and call schedule. At the preceptor's discretion, the student may be expected to work with the preceptor's partner(s). Any unexpected deviation from the schedule requires immediate notification to the clerkship site and the Regional Coordinator. Failure to do so may result in disciplinary action.

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## Departure

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Students should refer to the academic calendar provided by the Department of Clinical Education to determine clerkship departure dates. Students should expect to travel to any clerkship site in an RVU Region, depending on the clerkship placement.

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## Hours of Duty

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To provide educational continuity and patient care, RVU requires a minimum of 35 patient contact hours per clinical clerkship credit hour week. The preceptor's schedule average will determine the average workday, including office hours, hospital rounds, clinic or nursing home visits, and call-schedule. RVU recommends a maximum of 70 hours of service per week to maintain patient safety and allow for didactics and self-learning. Students shall be assigned activities on, or related to, their current service clerkship only. A physician licensed to practice medicine in that state will supervise any duties assigned to students. Whether students receive a holiday off is determined by the assigned preceptor. RVU does not exempt students from working on holidays. Students are excused from clinical clerkship on the day of their subject exam and during RVU required activities. The clerkship will end at 5:00 p.m. on the last calendar day of the clerkship.



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## Vacation/Personal Time

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All RVU students are provided vacation/personal time as follows:

OMS III: There is a semester break over Christmas/New Year Holiday break.

OMS IV: Students may take up to 5 weeks of personal time during the fourth year of clinical training. These weeks may be used for:

- Interviews
- Attending conferences
- Vacation

Students must notify their Clinical Clerkships Coordinator of planned vacation weeks at least 90 days in advance.

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### Absence from Clerkship

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The focus of the clinical experience in years 3 and 4 is patient care and interaction. One hundred percent attendance is, therefore, required to be sure that continuity of care is maintained.

Attendance at the following educational experiences is required:

- All quizzes and exams.
- All laboratory sessions (OPP labs, Simulation labs, etc.)
- All clerkship clinical experiences
- Any other sessions designated by the Course Director

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### Reporting Absences

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#### Clinical Clerkship Days

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The focus of the clinical experience in years 3 and 4 is patient care and interaction. One hundred percent attendance is, therefore, required to be sure that continuity of care is maintained. It is understood that certain situations may arise that will result in an absence from required daily participation. In such instances, the following policies will be observed:

- Absences for any reason must be approved by both the preceptor and appropriate Dean Clinical Education.
- Preplanned absences - Submit the Clinical Education Excused Absence Request form in iNet for preplanned absence as soon as event dates and details are known.
- Emergency absences - Submit the Clinical Education Excused Absence Request form in iNet the same day as any emergency absence.



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## Subject Exams

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The subject examination is a key component of the core clinical clerkship course grade and is administered toward the end of the clerkship. Any requests to take an exam at any time other than the originally scheduled time (initial attempt) or any requests to delay a confirmed retake exam attempt, must seek an excused absence request by completing the Clinical Education Excused Absence Request Form in iNet.

The absence is not excused until approved by the Clerkship Director. Examples of situations that would generally be approved for an excused absence from the exam include significant mental or physical illness (documentation from the treating licensed healthcare provider may be required), emergency, or presentation at a professional conference (if eligible). If a student believes that the basis for their excused absence request is eligible for consideration for ADA accommodation, the student should follow the procedure outlined in the Disabilities and Academic Accommodations section of this handbook.

If the absence is appropriately excused, a student will be allowed to make up the required exam. If the student is absent from an exam and does not request an excused absence in advance or if the request is not approved by the Clerkship Director, the student will receive a grade of zero for the exam.

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## Didactics and Simulations

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To gain knowledge and skills to complete the core clerkship and to show professionalism in your professional identity, consistent attendance and participation in didactic and simulation sessions (including OGP and Fundamentals of Surgery) is essential.

- Attendance is required unless approved by the Clerkship Director.
- Absences or partial attendance must be directly related to clinical clerkship direct patient care requirements, significant mental or physical illness (documentation from the treating licensed healthcare provider may be required), emergency, or presentation at a professional conference (if eligible) to be approved by the Clerkship Director.
- Requests for absences or partial attendance should be submitted directly to the Clerkship Director before the didactic/simulation session or as soon as possible after
- the session when prior notification is not practicable. The Clerkship Director may assign make-up assessments for approved absences only.

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## Limitations of Accommodations for Religious Observance

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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.

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## Leave of Absence from College

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Refer to the *RVU 2023-2024 Handbook/Catalog*.

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### Professional Liability and Workers' Compensation Insurance

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Students are covered by RVU's professional liability and workers' compensation insurance for all RVU-sponsored curricular and co-curricular activities, including rotations, shadowing, health fairs, medical mission trips, etc. Any student who is injured while on clinical rotation must notify the Associate Dean of Clinical Education for the College of Medicine or the Director of Clinical Education for the PA program and must contact **Human Resources** immediately for direction about workers' compensation. Students are not covered for non-RVU activities.

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### Communication and Technology

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#### Required Use of Student's Official RVU Email Address

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During OMSIII and OMSIV, the students' primary classroom will be off campus. As such email is the primary mode of communication between the student and the University. It is the student's responsibility to continue accessing their RVU email account regularly and keep it ready to accept new messages. Additionally, it is the student's responsibility to keep the Office of Student Education and the Department of Clinical Education current on their mailing address, phone number, and emergency contact information.

All students are required for FERPA reasons to utilize your RVU email address for all communications with any school official, and when accessing all curricular events, whether they be live or virtual. Failure to use your RVU address may result in delayed communications or no response from school officials, and the student being recorded as an unexcused absence for a curricular event. Either situation could result in a student failing a core clerkship.

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#### Technology Requirements

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Refer to the *RVU 2023-2024 Handbook/Catalog* for a full list of technology requirements.



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### Evaluating Outcomes Across Clinical Sites

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RVU COM Clinical Education organizes, and analyzes student performance of clinical curriculum individually, by student core site, and core clerkship. Evaluation of students within each core site is comprised of student performance of clinical clerkship duties, subject exams, and didactic work performance. Clinical clerkship duties are reported in a summative preceptor evaluation. Aggregate and individual evaluation data determine a comparative breadth and depth of clinical experiences and the quality of assessments done on each student at their core site. A graphic depiction of the process can be found in Appendix E. Student subject exam performance is compared by core clerkship discipline and then by the core site. The breadth and depth of student clinical curricular experiences are also compared using student patient encounter logs. Continuous quality improvement occurs through the application of the Circle of Critical Feedback (see Appendix F) that occurs with each 4-week block clerkship between student and preceptor.

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### Affiliation Agreements

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To ensure students have proper access to clinical training experiences, RVU must maintain current *Affiliation Agreements* with Preceptors and training facilities. If your clinical training will involve additional preceptors and/or facilities (hospitals, surgical centers, nursing homes, etc.) please notify Affiliation Agreements Administrator at RVU, and your designated Clinical Coordinator to assure appropriate Affiliation Agreements are in place.

## Policies and Support

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Refer to the *RVU 2023-2024 Handbook/Catalog* for a full list of policies including

- Legal Issues
- Unprofessional Conduct
- Student Complaints
- Impaired Student Policy
- Title IX Policy
- Sexual Misconduct and Nondiscrimination Policy
- Needle Stick and Disease Exposure Policy
- Background Check and Drug Screening
- Health Records and Immunization
- Vaccine Policy
- Universal Precautions
- Counseling and Support
- Academic Standards
- COMLEX and USMLE

## Preceptors and Professional Relations with Students

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As required by federal law:

The preceptor should maintain a professional relationship with the student and adhere to appropriate professional boundaries.

Definition of the Preceptor Role:

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 advance their clinical skills and perfect their professional behavior.

The Preceptor-Student Relationship:

The preceptor should maintain a professional relationship with the student and 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, Instagram) should be avoided until the student graduates. If the preceptor and student have an existing personal relationship prior to the rotation's start, a professional relationship must be maintained in the clinical setting. Please consult the Manager of Clinical Education regarding specific school or university policies regarding this issue.

## Conflicts of Interest & Student Confidentiality in the Clinical Setting Policy

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

## Health Care Requirements

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RVU students must have health insurance, all required immunizations, including influenza vaccine, COVID-19 vaccine protocol or antibody titers documented, be currently negative on PPD testing or have followed current RVU guidelines if a positive test is present, and completed any clerkship site or RVU mandated related testing, including background screening and drug testing. Documentation of this information must be on file with the Registrar before participating in any patient contact.

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### Student Health Insurance

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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 expires during the academic year, they must obtain a new waiver form with proof of new insurance at least 30 days before their old insurance expires. The current cost of the Student Health Insurance program may be obtained from the Office of Student Financial Services. Any student who has a lapse of health insurance coverage will be summarily removed from classes and/or clerkships and may be subject to dismissal.

## Dress Code

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The clinical training site best establishes student attire based on appropriate professional attire for the facility's expectations. All students are to wear proper identification for the site. Students should wear white coats and/or clean scrubs as appropriate. Students inappropriately dressed may be requested to leave the clinical site and not return until appropriately dressed. Questionable or disputed cases of attire shall be presented to the appropriate Dean of Clinical Education, whose decision will be final. Repeated violations will be considered unprofessional behavior and may result in disciplinary action.

## Appendix A: Department of Clinical Education Contact Information

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Rocky Vista University  
Colleges of Osteopathic Medicine  
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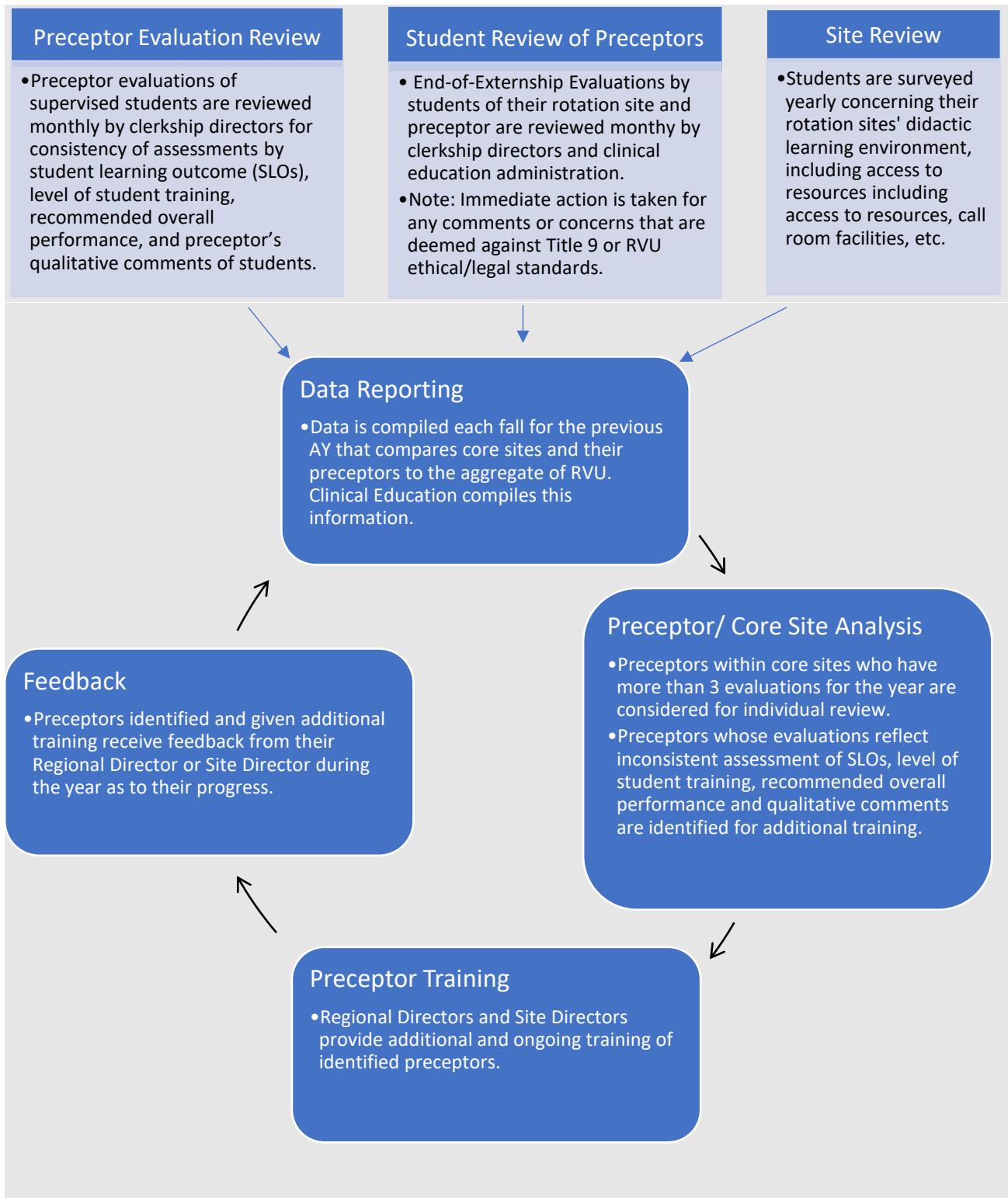
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## Appendix B: Evaluating Outcomes Across Clinical Sites Process



## Appendix C: Circle of Critical Feedback

