



Clinical Education Manual

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Introduction to Clinical Education



Welcome to the Clinical Education Manual for third and fourth-year osteopathic medical students at Rocky Vista University Colleges of Osteopathic Medicine (RVUCOM and MCOM). This manual provides a comprehensive overview of the current policies, procedures, and guidelines governing Clinical Clerkships.

The Colleges of Osteopathic Medicine (COMs) retain the right to modify any

aspect of the clinical training program, including educational policies, scheduling, training sites, and evaluation procedures, at any time. While every effort will be made to notify students promptly of any changes or newly instituted policies, students are expected to stay informed and adhere to all updates.

In the event of any conflicts or questions regarding the application or interpretation of the policies within this manual, the Dean of the respective COM will serve as the final authority.

The RVU Handbook/Catalog serves as the primary handbook for all students. This Clinical Education Manual is intended as a supplemental resource specifically for OMS III and OMS IV students during their clerkship rotations.

Honor Code

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 Elevate Policy Repository) at: <https://institutionalrepository.rvu.edu/record/186?ln=en&v=pdf>

Mission Statement

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

■ 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.

Program Learning Outcomes (PLOs)

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

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

Students who have completed the following requirements will be eligible to be promoted to the third year (OMS III) and begin clinical clerkship rotations:

- Successful completion of all required OMS I and OMS II curriculum; and
- Updated background check on file with the Office of the Registrar; and
- Updated and negative drug screening on file with the Office of the Registrar; and
- Documentation of all required health records on file; and
- Good financial standing with the Office of Student Financial Services; and
- Students must sit for COMLEX Level 1 prior to when their first rotation begins; and
- Students must pass the COMLEX Level 1 before they can advance to their third clerkship.

See the Handbook/Catalog for exact credentialing requirements.

All students are required to obtain health insurance prior to matriculation and to maintain health insurance throughout their time of enrollment at the University. See the Policy Repository for more information:

<https://institutionalrepository.rvu.edu/record/174?ln=en&v=pdf>

In addition, to be eligible to participate in clinical clerkships, students must have completed any clinical site or COM-mandated 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.

All students must have approved credentialing before participating in any clinical rotation. Credentialing is a prerequisite to ensure that students meet the necessary qualifications and are compliant with hospital, clinic, and institutional requirements.

Preclinical Preparation

Notice of Health Records and Criminal Background Checks

See the RVU Catalog for more information.

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

See the RVU Catalog for more information.

Health Care Requirements

RVU students must have health insurance, and all required immunizations documented, including the influenza vaccine, COVID-19 vaccine protocol or antibody titers, a current negative PPD test or adherence to RVU guidelines if a positive test is present, and completion of 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.

Distribution of Clerkship Assignments

Clinical clerkship sites are in Colorado, Utah, Wyoming, Idaho, and Arizona. Clerkship core sites are determined by lottery during the second year. The clerkship core site lottery results are issued to students in the Fall semester of their OMS II year. All clerkship core sites' lottery results are considered final.

Students may request a change to their assigned core site, although there is no guarantee that such requests will be accommodated. Any requests for changes should be directed to the Department of Clinical Education. The final decision regarding site changes will be made by the appropriate Dean of Clinical Education.

Changing Student's Clerkships

With more than 700 students participating in clinical clerkships at any given time, the process involves coordination across numerous sites, individuals, hospitals, clinics, and physicians, necessitating a complex scheduling system. The number of students assigned to each clerkship is determined through mutual agreement between Hospital Administrators, Preceptors, and the Department of Clinical Education. Consequently, flexibility regarding assigned clerkships is limited.

RVU reserves the right to alter a student's clerkship assignments, subjects, and schedules at any time as necessary, based on the availability of preceptors and clerkship sites.

Helpful Scheduling Information

See the RVU Handbook/Catalog - <https://catalog.rvu.edu/rvucom/clinical-clerkships>

Housing for OMS III Clinical Clerkship Training

Housing options may be provided for students assigned to OMS III clinical clerkship training sites located 60 miles or more away from their assigned core site hub. RVU may arrange housing through training sites or AHEC organizations. Students can choose not to use the housing provided and secure their own, at their expense, provided they communicate with their Regional Coordinator within an acceptable time to RVU's housing partners. In such cases, students may receive a \$500 stipend. The Department of Clinical Education may not grant last-minute housing cancellations.

RVU, AHEC, or a clinical site providing housing may, at times, offer shared housing arrangements with males and females in a two or three-bedroom apartment. Agreement to such arrangements is not mandatory. Students can opt to take the \$500 stipend and find their own housing. Students are expected to care for the property as if it belonged to them and will be responsible for any damage incurred during their stay. According to the Handbook/Catalog, students will not be allowed to graduate until all outstanding debts, including any damage to housing, are paid. Pets are not allowed in housing provided by RVU, the clinical site, or AHEC unless approved in advance in writing.

Housing is intended for student use only. However, students may have family members accompany them, depending on space availability and if it does not interfere with other students' housing. Approval must be obtained in advance from RVU, AHEC, and the clinical site. Students are responsible for any additional costs associated with family housing and travel. Arrangements for family housing must be made by the student and must not interfere with their arrival at assigned duties on time at the clerkship site.

Transportation

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

Student Doctor Identifier

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.**

Professional Liability and Workers' Compensation Insurance

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

Clinical Clerkship Degree Requirements

RVUCOM- Class of 2025 OMS III and OMS IV Course Requirements

Semester-long Courses that Supplement Clinical Clerkship Rotation Activity

Item	Title	Credits
MED 3001	Fundamentals of Clinical Medicine	2
OST 3010/OST 3011	Advanced OPP Clinical Integration	2
OST 4010/OST 4011	Advanced OPP Clinical Integration II	2
MED 3020	Critical Reflection and Professional Career Development I	1
MED 3021	Critical Reflection and Professional Career Development II	1

Core Clerkships

Item	Title	Credits
FAM 3001	Family Medicine Core	8
INT 3001/3002	Internal Medicine Core	8
PED 3001	Pediatrics Core	4
BHM 3001	Behavioral Medicine Core	4

SRG 3000	Fundamentals of Surgery	1
SRG 3001/3002	Surgery Core	7
WMN 3001	Women's Health Core	4

Elective Clerkships needed for Graduation

Item	Title	Credits
Electives	Elective Clerkships (change options) <ul style="list-style-type: none"> At least 32 of the 46 credit hours must be in Clinical Electives <ul style="list-style-type: none"> 8 credit hours required in Audition Clerkships (up to 4 credit hours equivalent Clinical Electives may be substituted) 0-8 credit hours clinical research credit hours upon approval 0-8 credit hours of individual learning preparation upon approval 0-2 credit hours in approved Asynchronous Didactic Clinical Knowledge coursework 	46

Note: The Critical Care /Emergency Medicine requirements for the Class of 2025 will be tracked and met through their OMS IV Clinical Curriculum.

Total Credits – 90

RVUCOM Class of 2026 OMS III and OMS IV Course Requirements

Semester-long Courses that Supplement Clinical Clerkship Rotation Activity

Item	Title	Credits
MED 3001	Fundamentals of Clinical Medicine	2
OST 3010/OST 3011	OPP Clinical Integration	2
OST 4010/OST 4011	Advanced OPP Clinical Integration II	2
MED 3020	Critical Reflection and Professional Career Development I	1
MED 3021	Critical Reflection and Professional Career Development II	1

Core Clerkships

Item	Title	Credits
FAM 3001	Family Medicine Core Clerkship	8
INT 3001	General Internal Medicine Core Clerkship	4
SRG 3001	General Surgery Core Clerkship	4
PED 3001	Pediatrics Core Clerkship	4

Required Clerkships

Item	Title	Credits
OBG 3001	Obstetrics and Gynecology Required Clerkship	4
PSY 3001	Psychiatry Required Clerkship	4
CCE 4001	Critical Care/Emergency Medicine Required Clerkship	4

OMS III Selectives needed for Graduation

Item	Title	Credits
INT 3002	Medicine Selective Clerkship	4
SRG 3002	Surgery Selective Clerkship	4

Elective Clerkships needed for Graduation

Item	Title	Credits
Electives	<p>Elective Clerkships (change options)</p> <ul style="list-style-type: none"> At least 28 of the 42 credit hours must be in Clinical Electives <ul style="list-style-type: none"> 8 credit hours required in Audition Clerkships (up to 4 credit hours equivalent Clinical Electives may be substituted) 0-8 credit hours clinical research credit hours upon approval 0-8 credit hours of individual learning preparation upon approval 0-2 credit hours in approved Asynchronous Didactic Clinical Knowledge coursework 	42

Total Credits – 90

OMS III Clinical Clerkships

OMS III Clinical Clerkships in Clinical discipline areas consist of at least 35 patient contact hours per week. These clerkships are typically conducted within the students' core site regions, which include hospitals, private offices, and clinics where RVU has established formal affiliation agreements. Each student is assigned to a supervising preceptor for each clerkship. These preceptors are credentialed by the Department of Clinical Education and hold ranks such as Clinical Assistant Professor. The Department of Clinical Education reviews and approves credentialing information from prospective physicians, granting preceptorship based on established RVU policies. Additionally, faculty members from residency programs providing clerkships are credentialed as RVU preceptors with appropriate clinical rankings.

The Department of Clinical Education maintains communication with each supervising preceptor regarding the students rotating with them and the corresponding dates. This communication

includes student and clerkship-specific information, expectations for student-patient interactions, and guidelines for preceptor assessments of student performance. Preceptors are expected to provide regular formative feedback to students during the clerkship, culminating in a summative assessment at the end of the clerkship.

During clinical clerkships, students engage in discipline-specific didactic sessions facilitated by RVU Clerkship Directors via virtual platforms. These weekly sessions focus on board-relevant topics and enhance the clinical learning provided by preceptors.

As part of the Family Medicine Core Clerkship, students participate in a two-week intensive module in Obstetrics/Gynecology and Pediatrics. This module involves working with subject matter experts, high-fidelity mannequins, and virtual reality tools to develop critical thinking skills. Additionally, prior to the General Surgery Core Clerkship, students complete a week-long Fundamentals of Surgery course, which immerses them in surgical skills, operating room etiquette, and the professional behavior expected in various surgical settings.

Despite apparent clerkship openings, opportunities for changes are minimal once a clerkship has been scheduled. Clerkships cannot be canceled or changed within 30 days of the start date. Students are not allowed to attend a clerkship that is not approved by the Department of Clinical Education. Credit will not be granted for unapproved clerkships, and students will not be covered by malpractice insurance.

Preparing for and Participating in OMS III Clinical Clerkships

One Week Prior to the Start of the Clerkship

Students should:

- Preview the course syllabi and course guide (available in New Innovations), including the general and specific clerkship objectives, and begin any required reading assignments.
- Review preceptor's contact information and scheduling details in New Innovations for their upcoming clerkship site.
- Contact the clerkship site's practice manager to confirm the location, start time, dress code, and other pertinent details. Communication should be respectful and professional, whether by voicemail or email.
- Start developing SMART Goals for the OMS III clinical clerkship if enrolled.

During the Clerkship

Students must:

- Be punctual when reporting to the preceptor's office.
- Bring a copy of the syllabus and course guide, personal medical equipment (e.g., stethoscope), and any other useful notes/materials.

- Use smartphones, only after receiving explicit permission from the preceptor, and strictly for work directly associated with the clerkship.
- Follow all office protocols, including how to be introduced to patients (e.g., self-introduction or preceptor introduction) and manage personal belongings if space is limited.
- Be prepared daily by reading relevant clerkship subject information for at least two hours each day. Learn about the patient cases scheduled for the next day and review the literature regarding their illnesses/complaints. Ask the preceptor for supplemental material or assignments to be better prepared.
- Utilize required and suggested textbooks from the curriculum, as board review books alone are insufficient.
- Adhere to the preceptor's schedule, including office hours, hospital rounds, clinic or nursing home visits, and call schedules. If needed, the preceptor may expect the student to collaborate with their partner(s).
- Attending all didactic program sessions.
- Ensure all medical record entries, prescriptions, and orders are countersigned by the physician, as nursing staff will not conduct any orders until cosigned. Confirm the protocol with the preceptor.
- Request feedback from the preceptor throughout the clerkship. Discuss with the preceptor if there are procedures or patient diagnoses that need more experience.

End of the Clerkship

Students must ensure:

- The preceptor(s) completes an assessment of the student so credit can be received for the clerkship.
- They complete their assessment forms at the end of each clerkship.
- If a clerkship specialty requires a subject exam, students will be scheduled to take the exam towards the end of the clerkship. Refer to the special exam instructions 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. Note that 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.

Dress Code for Clinical Clerkships

The clinical training site best establishes student attire based on the facility's expectations for appropriate professional attire. All students must wear proper identification for the site and appropriate attire, such as white coats and/or clean scrubs. Students who are inappropriately

dressed may be requested to leave the clinical site and not return until appropriately attired. Any questionable or disputed cases of attire will 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.

When on location at clinical training sites, students must adhere to the training site's dress code. Students must contact each of their training sites one week before the beginning of each clerkship rotation to learn the appropriate attire.

Fundamentals of Clinical Medicine

Participation in Fundamentals of Clinical Medicine (FCM) 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.

Critical Reflections and Professional Career Development

Critical Reflections and Professional Career Development is a mandatory, 2-semester course designed for third-year osteopathic medical students. Divided into two semesters, this course integrates both synchronous and asynchronous elements, equipping students with essential skills for personal exploration and reflection. This course is structured to support students in their transition from medical school to residency, ensuring they are well-prepared for the next steps in their professional careers. Key components of the course include:

- **Personal Exploration and Reflection:** Students will engage in activities that encourage critical reflection on their clinical education experiences.
- **Professional Writing:** Students will develop a personal statement and other professional documents in preparation for residency applications.
- **Residency Preparation:** The course offers guidance on preparing for residency, including the application process and strategies for success.
- **Interprofessional Teamwork:** Emphasis is placed on working effectively within interprofessional teams, a crucial skill for future medical professionals.
- **Professional Identity Development:** Students will engage in exercises and discussions aimed at forming their professional identity.

The spring semester of the Critical Reflections and Professional Career Development course commences with a week-long, virtual synchronous intensive experience that focuses on

Professional Identity Formation and Match Preparation. Following this intensive, the semester continues with a series of asynchronous units dedicated to professional development, interprofessional collaboration, and preparation for audition rotations.

OPP Clinical Integration

OPP Clinical Integration is a mandatory, two semester courses for third-year osteopathic medical students, divided into two semesters. This course builds upon the principles and philosophies of osteopathic medicine established during the preclinical Osteopathic Principles and Practice (OPP) I-IV courses. This course's main objective is to expand students' osteopathic knowledge base and apply new and previously learned techniques to the comprehensive care of patients.

Key components of the course include:

- **Online Modules:** Students will complete online modules that correspond to their clinical clerkships. These modules are designed to reinforce osteopathic principles and practices in the context of clinical scenarios.
- **Quizzes:** Associated quizzes will assess students' understanding and application of osteopathic techniques in various clinical situations.
- **Interactive OPP Sessions:** These sessions will provide firsthand opportunities for students to practice and refine their osteopathic manipulative treatment (OMT) skills. These interactive sessions are crucial for integrating osteopathic principles into everyday patient care.

The course format ensures that students continuously integrate osteopathic principles into their clinical practice, enhancing their ability to provide holistic and patient-centered care.

Medical Knowledge Application

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

Clinical Clerkship Outcomes

Overview

The clerkship outcomes are detailed in each discipline's course guide, reflecting the minimal knowledge base and competency level that students are expected to develop or achieve during their clinical training years. The course curriculum is accessible online through New Innovations > More > Resources > Curriculum. Students should not anticipate encountering all the listed topics

solely through patient interactions during various clerkships, as individual case management exposure will vary. Therefore, students are encouraged to self-direct their educational progress under the guidance of the Clerkship Director and preceptor to ensure mastery of topics is not dependent solely on patient exposures. Course Guides outline the knowledge content evaluated by the NBME Subject Examinations for OMS III Clerkships.

Clinical Competencies

In addition to clinical skill sets specific to each clinical clerkship, there are essential skills and attributes of clinical medicine common to all disciplines. The Entrustable Professional Activities (EPAs) serve as a learning guide for **the development of** these skills and attributes that every beginning resident should be capable of performing on the first day of residency. Consequently, RVU has adopted the EPAs as its set of competencies that a medical student must master during their clinical years before graduation. The preceptor will evaluate the EPAs during each clinical clerkship.

Refer to the *RVU Handbook/Catalog*.

Process for Skills Assessment

Each clerkship will provide students with opportunities to document participation and assessment of the above clinical skills. Each patient care experience must be tracked via a patient log and documented as either direct patient care or virtual telehealth patient care. Clinical skills within the domains of Clinical Reasoning and Judgment 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. Recognizing which aspects of patient care enhance 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 position students to learn and contribute to patient care in all areas 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.

Essential Skills

Listed below are the essential skills each student must achieve. Skills requiring direct patient care for assessment are indicated by a "D." Skills that can be assessed through either direct patient care or telehealth are indicated by a "D/T."

1. Clinical Reasoning and Judgment Skills

- Formulating differential diagnoses (D/T)
- Developing treatment plans (D/T)
- Interpreting diagnostic tests (D/T)

2. Interpersonal Communications and Relationship Skills

- Communicating effectively with patients and families (D/T)
- Collaborating with healthcare team members (D/T)

3. Physical Exam and Procedural Skills

- Conducting comprehensive physical exams (D)
- Performing common clinical procedures (D)

4. Systems-based Practice Thinking Skills

- Navigating healthcare systems (D/T)
- Utilizing health information technology (D/T)

5. Professional Behavior

- Demonstrating ethical and professional behavior (D/T)
- Reflecting on personal performance and development (D/T)

By mastering these competencies and skills, students will be well-prepared for the challenges of residency and beyond, ensuring they provide high-quality, patient-centered care.

Skills	Family Medicine	Internal Medicine	Women's Health	Pediatrics	Behavioral Medicine	Surgery
History						
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	
Physical						
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		
Procedures						
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

Students who have completed the following requirements will be promoted to OMS IV. All OMS III clinical clerkships must be successfully completed by the first day of the OMS IV calendar year. Any exceptions to this requirement must receive explicit approval of the Dean of the College of Osteopathic Medicine:

- Updated background check on file with the Office of the Registrar; and
- Updated and negative drug screening on file with the Office of the Registrar; and
- Documentation of all required health records (including current PPD) on file with the Office of the Registrar; and
- Good financial standing with the Office of Student Financial Services; and
- 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 promoted to the rank of OMS IV.

OMS IV Curriculum Requirements

OMS IV Clinical Clerkships

OMS IV clinical clerkships are done through electives that allow students to expand their medical education in areas related to their career path. Students may choose in-network clerkships in specialties to fulfill elective requirements (e.g., Internal Medicine, Surgery, Psychiatry, etc.) when available. 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 their preparation for residency training.

Elective clerkships last one to eight weeks. The student requests them, and they are arranged in conjunction with the fourth-year clinical coordinators with the approval of the Office of Clinical Education.

Students must complete, sign, and upload any attestation form via the MyVista platform on the first day of rotation. If students are not able to complete this form, they must contact Clinical Education on the same day.

Fourth-year students must complete at least eight credit hours of clerkships at ACGME-approved residency programs, though more are encouraged.

Non-Clinical Electives

The Class of 2025 may take up to two didactic electives during their OMS IV year. A list of approved non-clinical electives is available on MyVista on the Gap Week page of Clinical Education.

Audition Clerkships

Students are required to complete clinical training that best prepares them for residency. During the OMS IV academic year students must complete a minimum of two audition clerkships at residency programs, though more are encouraged. The chosen clerkships must have the approval of the appropriate Senior Associate Dean of Clinical Education or designee.

Research and Scholarly Activities Elective

The research elective is designed for students wishing to engage in research during their OMS IV year under a faculty mentor's direction. Research can span various areas, including biomedical, clinical, public health, educational, or translational research. Students interested in this course must meet with the Research Clerkship Director to discuss the research project type, potential mentors, the need for Institutional Review Board (IRB) or other approvals, methods, and expected outcomes of the project before preliminary approval for the elective is granted (refer to the syllabus for full details).

Advanced OPP Clinical Integration II

Advanced OPP Clinical Integration II is a required year-long course divided into two semesters. This course builds upon the principles and philosophies of osteopathic medicine established during previous OPP coursework. The goal is to expand students' osteopathic knowledge base

and apply both new and previously learned techniques to the overall care of patients. The course format includes online modules and associated quizzes corresponding to OMS IV coursework.

Steps for setting up OMS IV Clerkships

Students must submit the Clerkship Elective Request Form to their Coordinator for all elective clerkships 90 days before the start of the elective clerkship.

Students are required to complete and upload various documents related to elective applications.

- 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.

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

Note that some programs use AAMC's online Visiting Student Learning Opportunities program (VSLO), Clinician Nexus, MyClinicalExchange, and other programs that require individualized application submissions directly to the program. Utilize the program website to apply appropriately.

Audition Clerkship Request Process

Students are responsible for researching and applying for audition rotations that fit their academic and professional goals. Depending on the program the student is interested in, the application platform may be Visiting Student Learning Opportunities program (VSLO), Clinician Nexus, MyClinicalExchange, or an individualized application submission directly to the program. Coordinators can assist students with gathering the required documentation; however, the student will apply for the auditions independently.

Non-Audition Elective Clerkship Request Process

Students must speak with their OMS IV Clinical Coordinator for non-audition elective clerkships. Students are not allowed to contact potential preceptors in Colorado; Utah; Montana; Tucson, AZ; Idaho; Washington; Oregon; Wyoming; South Dakota; North Dakota; Alaska; or Palm Springs, CA without prior permission from the OMS IV Clinical Coordinator.

- Please email your coordinator the preceptors name or group of who you would like to contact for an elective. Your coordinator will check to see if they are part of our preceptor network.

By following these guidelines, students ensure their elective clerkships are properly documented and approved, facilitating a smooth and beneficial educational experience. For more guidance, students are encouraged to contact the Department of Clinical Education or their Coordinator.

If the preceptor is not in our network, please follow the steps below to request the elective:

- **90+ Days Prior:** 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.
- **Submit Forms:** Complete and return the Clerkship Request Form required by the Department of Clinical Education 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 such cases, the student may be placed at an alternative clerkship site at the discretion of the Clinical Clerkship Coordinator.
- **Approval and Credentialing:** 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. There may be documentation the site requires the students to submit. Coordinators will send this to the student and need it completed within 48 hours.
- **Pre-Clerkship Preparation:** 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.
- **Changes and Communication:** If circumstances change with a clerkship or the preceptor, the student must contact the Department of Clinical Education immediately.

If the preceptor is in our network, please follow the steps below to request the elective:

- **90+ Days Prior:** Complete and return the Clerkship Request Form required by the Department of Clinical Education 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.
- **Rotation Offer:** Coordinators will review request forms in the order they are received. Coordinators will request the preceptor/rotation requested on behalf of the student. When approved by the preceptor for a rotation, the coordinator will notify the student. Students can deny the rotation being offered but an alternative clinical elective may not be available.
- **Approval and Credentialing:** 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. There may be documentation the site requires the students to submit. Coordinators will send this to the student and need it completed within 48 hours.

- **Pre-Clerkship Preparation:** 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.
- **Changes and Communication:** If circumstances change with a clerkship or the preceptor, the student must contact the Department of Clinical Education immediately.

Preparing for and Participating in OMS IV Clinical Clerkships

One Week Prior to the Start of the Clerkship

Students should:

- Preview the course syllabi (available in New Innovations), including the general and specific clerkship objectives, and begin any required reading assignments.
- Contact the clerkship site's practice manager or program coordinator to confirm the location, start time, dress code, and other pertinent details. Communication should be respectful and professional, whether by voicemail or email.
- During the Clerkship
- Students must:
 - Be punctual when reporting to the preceptor's office.
 - Bring a copy of the syllabus, personal medical equipment (e.g., stethoscope), preceptor assessment, and any other useful notes/materials.
 - Use smartphones, only after receiving explicit permission from the preceptor, and strictly for work directly associated with the clerkship.
 - Follow all office protocols, including how to be introduced to patients (e.g., self-introduction or preceptor introduction) and managing personal belongings if space is limited.
 - Be prepared daily by reading relevant clerkship subject information for at least two hours each day. Learn about the patient cases scheduled for the next day and review literature regarding their illnesses/complaints. Ask the preceptor for supplemental material or assignments to be better prepared.
 - Utilize required and suggested textbooks from the curriculum, as board review books alone are insufficient.
 - Adhere to the preceptor's schedule, including office hours, hospital rounds, clinic or nursing home visits, and call schedules. If needed, the preceptor may expect the student to collaborate with their partner(s).
 - Ensure all medical record entries, prescriptions, and orders are countersigned by the physician, as nursing staff will not conduct any orders until cosigned. Confirm the protocol with the preceptor.

- Request feedback from the preceptor throughout the clerkship. Discuss with the preceptor if there are procedures or patient diagnoses needing more experience.

End of the Clerkship

Students must ensure:

- The preceptor(s) completes an assessment of the student so credit can be received for the clerkship.
- They complete their assessment forms at the end of each clerkship.
- They complete all patient encounter logs in New Innovations.

Graduation Requirements

See the Elevate Policy Repository for more information:

<https://institutionalrepository.rvu.edu/record/299?ln=en&v=pdf>

Preparing for and Participating in OMS III Clinical Clerkships

One Week Prior to the Start of the Clerkship

Students should:

- Preview the course syllabi and course guide (available in New Innovations), including the general and specific clerkship objectives, and begin any required reading assignments.
- Review preceptors contact information and scheduling details in New Innovations for their upcoming clerkship site.
- Contact the clerkship site's practice manager to confirm the location, start time, dress code, and other pertinent details. Communication should be respectful and professional, whether by voicemail or email.
- Start developing SMART Goals for the OMS III clinical clerkship if enrolled.

During the Clerkship

Students must:

- Be punctual when reporting to the preceptor's office.
- Bring a copy of the syllabus and course guide, personal medical equipment (e.g., stethoscope), and any other useful notes/materials.

- Use smartphones only after receiving explicit permission from the preceptor, and strictly for work directly associated with the clerkship.
- Follow all office protocols, including how to be introduced to patients (e.g., self-introduction or preceptor introduction) and manage personal belongings if space is limited.
- Be prepared daily by reading relevant clerkship subject information for at least two hours each day. Learn about the patient cases scheduled for the next day and review literature regarding their illnesses/complaints. Ask the preceptor for supplemental material or assignments to be better prepared.
- Utilize required and suggested textbooks from the curriculum, as board review books alone are insufficient.
- Adhere to the preceptor's schedule, including office hours, hospital rounds, clinic or nursing home visits, and call schedules. If needed, the preceptor may expect the student to collaborate with their partner(s).
- Attending all didactic program sessions.
- Ensure all medical record entries, prescriptions, and orders are countersigned by the physician, as nursing staff will not conduct any orders until cosigned. Confirm the protocol with the preceptor.
- Request feedback from the preceptor throughout the clerkship. Discuss with the preceptor if there are procedures or patient diagnoses needing more experience.

End of the Clerkship

Students must ensure:

- The preceptor(s) completes an assessment of the student so credit can be received for the clerkship.
- They complete their assessment forms at the end of each clerkship.
- If a clerkship specialty requires a subject exam, students will be scheduled to take the exam towards the end of the clerkship. Refer to the special exam instructions 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. Note that 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



The End-of-Clerkship assessment form, completed by students, captures their opinions and observations regarding the quality of training experienced with each preceptor and training site. This feedback is critical for assessing the clinical education program. The feedback provided will not be shared directly with preceptors. Only preceptors who have worked with three or more students during an academic year will

receive student feedback to maintain anonymity. These reports will contain anonymous, aggregated feedback and will be emailed directly to the preceptor annually.

On-Campus Events

Although the OMS III and OMS IV years are primarily designed for on-site clinical experiences, there are occasions when students must be on campus. These requirements include, but are not limited to:

- **Fundamentals of Surgery:** A one-week session at the beginning of the Surgery clerkship.
- **Ob/Peds Module:** Several sessions during the second week of the Family Medicine Core Clerkship.
- **OPP Clinical Integration I and II:** Refer to the course syllabus for exact dates and details.

Preparation and Participation

- Students must ensure they are prepared for these on-campus sessions by reviewing the relevant course materials and syllabus in advance. Participation in these sessions is critical for meeting the educational objectives and competencies required for successful completion of the clerkship.

Additional Information

- For detailed schedules and specific requirements, students should consult the course syllabi available in New Innovations. For any questions or assistance, students are encouraged to contact the Department of Clinical Education or their Regional Coordinators.

- By adhering to these guidelines and preparing accordingly, students can maximize their learning experiences both on-site and during required on-campus sessions, ensuring a well-rounded and comprehensive clinical education.

Clinical Career Advising

Clinical Career Advising, housed within the Department of Clinical Education, is designed to extend the career and residency planning support that begins in the preclinical years. This service provides students with comprehensive career and residency planning information, advice, timelines, and resources. Career advising is available through individual consultations, various programs, workshops, and specialty interest groups.

Students are encouraged to meet with Clinical Career Advisors multiple times throughout their third and fourth years with meetings tailored to individual student needs. However, 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.

The Clinical Career Advising team assists clinical students in refining specialty career pathways to attain successful residency program matching.

Career Planning Process

Career development is a process that includes four key steps:

1. **Understanding Yourself:** Identifying personal strengths, preferences, and interests.
2. **Exploring Options:** Learning about the 160+ medical specialties.
3. **Choosing a Specialty:** Making informed decisions about the best fit for a fulfilling career.
4. **Preparing for Residency:** Getting ready for audition clerkships, interviews, and the residency application process.



Student Responsibilities and Duties

An RVU medical student is not a licensed physician and therefore is legally and ethically not permitted to practice medicine or assume responsibility for patient care independently. Students may assist in patient care but only under the direct supervision of a licensed physician. The preceptor is responsible for the patient's medical care and the content and countersigning of all orders, progress notes, and other documentation written by the student. Students are prohibited from administering therapy or performing procedures without direct supervision from their assigned licensed physician.

Preceptor Responsibilities and Duties

The Clinical Preceptor plays a vital role in the 3rd and 4th year medical student educational process. The Preceptor acts as an expert resource for patient encounters during clinical externship rotations.

Preceptor responsibilities:

1. Overall supervision of the student for the duration of the clinical externship rotation.

2. Provide opportunities for real patient clinical experiences.
3. Know the syllabus and student learning objectives.
4. Hold students accountable for their self-directed learning of medical knowledge (eg. ask the students to teach you what they read last night).
5. Give honest criticism and constructive feedback to the student, which is critical to academic and professional development.
6. Give honest criticism and constructive feedback to the Clinical Education Department (Clinical Coordinators) if improvements are needed in any areas.
7. Immediately contact the Clinical Education Department (Regional Director or Site Director) if you see anything concerning about the student's behavior, lack of professionalism, or major knowledge deficiencies.

Preceptor Expectations:

1. Have an orientation for the student on the first day and clearly state your expectations. Providing an orientation document is recommended.
2. Introduce the student to others on your team (staff, other providers, etc).
3. Determine the student's schedule. Students may work during days, nights, and weekends as determined by the preceptor 35 to 75 hours a week on average.
4. Allow one weekday afternoon for dedicated didactic education time.
5. 3rd year students should see an average of at least 4 outpatients or 2 inpatients per day.
6. 4th year students should see an average of at least 6 outpatients or 3 inpatients per day.
7. Have students write medical notes in the SOAP format (allowing students access to your EHR is up to you or your employer).
8. Frequently ask students questions to gauge their medical knowledge.
9. Give at least 2 short discussions (eg. 15 minutes) on common conditions seen in your practice. These may occur at any time (eg. during lunch, enroute to see patients, etc).
10. Have a 10 minute mid-rotation bi-directional feedback session.
11. Have a 15 minute exit interview for final bi-directional feedback.
12. Sign-off/verify student's patient encounter logs at the end of their externship.
13. Complete student evaluation online in the RVU New Innovations system.

Affiliation Agreements and Professional Behavior

RVU does not own or operate affiliated teaching hospitals; instead, it has affiliation agreements with educational partners and teaching sites, which are owned by public or private corporations. These hospitals allow medical students to train as a courtesy and to advance public health and welfare. Many physician instructors are volunteer faculty. Students, therefore, are guests and should always function as courteous, responsible medical professionals. Demonstrating dignity, respect, and gratitude, along with ethical and professional behavior, is expected of all students.

Clinical Education Policies

Student Supervision Policy

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

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 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.



The History and Physical Examination (H&P) is considered an essential component of every patient's evaluation and the cornerstone of medical treatment. Findings discovered during the H&P can often reveal further unknown existing problems that need to be relayed to the preceptor. Following further testing and proper diagnosis, additional treatment for the patient may be required.

Whenever possible, students should be assigned on-service H&Ps. The preceptor

should critique these H&Ps and provide feedback to the student within an appropriate time. This feedback is crucial for the student's learning and development. Additionally, students should be given the opportunity and time for follow-up regarding patient findings based on the H&P. This follow-up allows students to advance their knowledge of the patient, and the pathology identified during the H&P.

Key Points for Students:

- **Assignment of H&Ps:** Students should seek out opportunities to perform H&Ps during their clerkships.
- **Preceptor Feedback:** Expect and request timely feedback from preceptors on H&Ps to improve clinical skills.
- **Follow-Up:** Take the time to follow up on patient findings to deepen understanding of patient care and pathology.

Expectations and Professionalism

Students must remember that they are guests in the hospitals and clinics where they train. They are expected to act with the utmost professionalism, demonstrating respect, courtesy, and gratitude to all medical personnel and patients. Ethical behavior and adherence to professional standards are paramount.

RVU is committed to providing a robust clinical education experience, supported by clear guidelines and expectations. By adhering to these standards, students can maximize their learning opportunities and contribute positively to their clinical training environments.

Number of Patients

The number of patients seen by students depends on the patient volume at the clinical site and the student's ability to see patients promptly. Clinical Clerkships (Core, Required, and Selectives) require an average minimum of four outpatient or two inpatient experiences per shift to ensure competency in clinical skills. OMS IV Clinical electives require an average minimum of six outpatient or three inpatient experiences per shift. Students should have ample time for patient care, procedures, and follow-up, all of which should be critiqued by the preceptor, with timely feedback provided. All patient encounters must be logged in to the New Innovations Logger in a deidentified way.

Student Attendance

Report on Time

Students are responsible for knowing the beginning and end dates for each clerkship as determined by the academic calendar. They must arrive on time every day at their clinical site and are expected to adhere to the preceptor's schedule, including office hours, hospital rounds, clinic or nursing home visits, and call schedules. At the preceptor's discretion, students may be expected to collaborate with the preceptor's partner(s). Any unexpected deviation from the schedule must be immediately communicated to both the clerkship site and the Regional Coordinator. Failure to do so may result in disciplinary action.

Professionalism and Expectations

Maintaining professionalism and adhering to the established schedules and guidelines are paramount for a successful clerkship experience. Students are expected to:

- **Communicate Effectively:** Notify the clerkship site and Regional Coordinator of any schedule deviations promptly.
- **Prepare Thoroughly:** Be aware of all responsibilities and schedules and arrive prepared for each day.
- **Demonstrate Professional Conduct:** Exhibit professional behavior, respecting the clerkship site's rules and protocols.

By following these guidelines, students can ensure they meet the expectations of their clinical training and maintain the ambitious standards set by RVU.

See the Elevate Policy Repository for more information:

<https://institutionalrepository.rvu.edu/record/186?ln=en&v=pdf>

Clinical Hours and Workload

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



Vacation/Personal Time

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

- **OMS III:** Semester break over the Christmas/New Year holiday.
- **OMS IV:** Up to 5 weeks of personal time during the fourth year of clinical training, which may be used for interviews, attending conferences, or vacation.

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

Absence from Clerkship

The focus of the clinical experience in years 3 and 4 is patient care and interaction; hence, 100% attendance is required to maintain continuity of care. Attendance is required for all quizzes, exams, laboratory sessions (e.g., OPP labs, Simulation labs), all clerkship clinical experiences, and any other sessions designated by the Course Director.

Reporting Absences

Absences for any reason must be approved by both the preceptor and the appropriate Dean of Clinical Education.

- **Preplanned Absences:** Submit the Clinical Education Excused Absence Request form on the iNet as soon as event dates and details are known.
- **Emergency Absences:** Submit the Clinical Education Excused Absence Request form on iNet on the same day as the emergency absence.

Subject Exams

- The subject examination is a key component of the OMS III Clinical Clerkship course grade and is administered toward the end of the clerkship. Any requests to take an exam at a time other than the originally scheduled time (initial attempt) or to delay a confirmed retake exam attempt must be made by completing the Clinical Education Excused Absence Request Form in iNet. The absence is not excused until approved by the Clerkship Director. Situations approved for an excused absence include significant mental or physical illness (documentation from a treating licensed healthcare provider may be required), emergency, or presentation at a professional conference (if eligible). If a student believes their excused absence request is eligible for ADA accommodation, they should follow the procedure outlined in the Disabilities and Academic Accommodations section of this handbook.
- If the absence is appropriately excused, the 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.

Didactics and Simulations

- Consistent attendance and participation in didactic and simulation sessions (including OGP and Fundamentals of Surgery) are essential for gaining the knowledge and skills required to complete the OMS III clinical clerkship and demonstrate professionalism. Attendance is required unless approved by the Clerkship Director. Absences or partial attendance must be related to clinical clerkship direct patient care requirements, significant mental or physical illness (documentation from a 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 afterward when prior notification is not practicable. The Clerkship Director may assign make-up assessments for approved absences only.

Limitations of Accommodations for Religious Observance

See the Elevate Policy Repository for more information:

<https://institutionalrepository.rvu.edu/record/232?ln=en&v=pdf>

Leave of Absence from College

See the Elevate Policy Repository for more information.

<https://institutionalrepository.rvu.edu/record/165?ln=en&v=pdf>

Communication and Technology

Required Use of Student's Official RVU Email Address

During OMS III and OMS IV, students' primary classrooms will be off campus. Therefore, email is the primary mode of communication between students and the University. Students are responsible for regularly accessing their RVU email account and ensuring it is ready to accept new messages. Additionally, students must keep the Office of Student Education, and the Department of Clinical Education updated with their current mailing address, phone number, and emergency contact information.

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

Professionalism in Communication



Maintaining professionalism in communication is crucial for the successful completion of clinical training. Students are expected to:

Regularly Check Email: Ensure the RVU email account is frequently checked and capable of receiving new messages.

Update Contact Information: Keep the Office of Student

Education and the Department of Clinical Education informed of any changes to contact details.

Use RVU Email for Official Communications: Utilize the RVU email address for all interactions with school officials and during curricular activities.

Consequences of Non-Compliance

Failure to adhere to these communication protocols may lead to:

- Delayed responses or no responses from school officials.
- Being marked as unexcused for curricular events.
- Potential failure of a clinical clerkship due to unexcused absences or missed communications.

Technology Requirements

See the RVU Catalog for more information.

Evaluating Outcomes Across Clinical Sites

RVU COM Clinical Education organizes and analyzes student performance of clinical curriculum individually, by student core site, and clinical 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. Student subject exam performance is compared by clinical 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 with each 4-week block clerkship between student and preceptor.

Affiliation Agreements

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 (e.g., hospitals, surgical centers, nursing homes), please notify the Regional Coordinator at RVU and your designated Clinical Coordinator to ensure appropriate Affiliation Agreements are in place.

University Policies and Support

See the Elevate Policy Repository for more information.

- Legal Issues <https://institutionalrepository.rvu.edu/record/226?ln=en&v=pdf>
- Unprofessional Conduct <https://institutionalrepository.rvu.edu/record/186?ln=en&v=pdf>
- Student Complaints <https://institutionalrepository.rvu.edu/record/221?ln=en&v=pdf>
- Impaired Student Policy <https://institutionalrepository.rvu.edu/record/37?ln=en&v=pdf>
- Title IX Policy <https://institutionalrepository.rvu.edu/record/243?ln=en&v=pdf>
- Sexual Misconduct and Nondiscrimination Policy
<https://institutionalrepository.rvu.edu/record/210?ln=en&v=pdf>
- Needlestick and Disease Exposure Policy
<https://institutionalrepository.rvu.edu/record/128?ln=en&v=pdf>
and in New Innovations under Resources
- Background Check and Drug Screening
<https://institutionalrepository.rvu.edu/record/41?ln=en&v=pdf>
- Health Records and Immunization <https://institutionalrepository.rvu.edu/record/23?ln=en&v=pdf>
- Vaccine Policy <https://institutionalrepository.rvu.edu/record/23?ln=en&v=pdf>
- Universal Precautions <https://institutionalrepository.rvu.edu/record/132?ln=en&v=pdf>
- Counseling and Support <https://institutionalrepository.rvu.edu/record/124?ln=en&v=pdf>
- Academic Standards <https://institutionalrepository.rvu.edu/record/111?ln=en&v=pdf>
- COMLEX and USMLE <https://institutionalrepository.rvu.edu/record/299?ln=en&v=pdf>

Preceptors and Professional Relations with Students

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 Assistant Dean of Clinical Education Resources regarding specific school or university policies regarding this issue.

Conflicts of Interest & Student Confidentiality in the Clinical Setting Policy

In compliance with the COCA, HLC (Higher Learning Commission), 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.

Appendix A: Department of Clinical Education Contact Information

Rocky Vista University
Colleges of Osteopathic Medicine
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Appendix B: Circle of Critical Feedback

