



MCOM Clinical Education Manual

Last Updated July 2025

Contents

Contents	1
Introduction to Clinical Education.....	4
Honor Code	5
Mission Statement.....	5
Core Values	5
Program Learning Outcomes (PLOs)	6
(Patient Care).....	6
Course Learning Outcomes for all Clinical Education Clerkships.....	6
Student Eligibility for Clinical Clerkships	7
See the RVU Handbook/Catalog for exact credentialing requirements.	7
Preclinical Preparation.....	8
Notice of Health Records and Criminal Background Checks	8
Advanced Cardiovascular Life Support (ACLS) & Basic Life Support (BLS).....	8
Health Care Requirements.....	8
Distribution of Clerkship Assignments	8
Changing Student's Clerkships.....	9
Helpful Scheduling Information.....	9
Housing for OMS III and OMS IV Clinical Clerkship Training	9
Transportation	9
Student Doctor Identifier.....	10
Professional Liability and Workers' Compensation Insurance	10
Clinical Clerkship Degree Requirements	10
OMS III and OMS IV Course Requirements	10
OMS III Clinical Clerkships	11
Dress Code for Clinical Clerkships.....	14
Fundamentals of Clinical Osteopathic Medicine.....	14
Professional Career Development.....	14
OPP Clinical Integration.....	15
Medical Knowledge Application	15

Clinical Clerkship Outcomes	16
Overview.....	16
Clinical Competencies.....	16
Process for Skills Assessment	16
Student Eligibility for Promotion from OMS III to OMS IV.....	20
OMS IV Curriculum Requirements.....	21
OMS IV Clinical Clerkships	21
Non-Clinical Electives	21
Audition Clerkships.....	21
Research and Scholarly Activities Elective	21
Advanced OPP Clinical Integration	21
Steps for setting up OMS IV Audition Clerkships.....	22
Graduation Requirements	24
End-of-Clerkship Assessment.....	25
Clinical Career Advising.....	26
Student Responsibilities and Duties	27
Preceptor Responsibilities and Duties	27
Affiliation Agreements and Professional Behavior.....	28
Clinical Education Policies	29
Student Supervision Policy	29
Policies on History and Physicals	30
Number of Patients	31
Student Attendance	31
Vacation/Personal Time	32
Absence from Clerkship.....	32
Reporting Absences	32
Limitations of Accommodations for Religious Observance	34
Leave of Absence from College	34
Communication and Technology.....	34
Required Use of Student’s Official RVU Email Address.....	34
Technology Requirements	35
Evaluating Outcomes Across Clinical Sites.....	35
Affiliation Agreements	35

University Policies and Support	36
Preceptors and Professional Relations with Students.....	36
Conflicts of Interest & Student Confidentiality in the Clinical Setting Policy.....	37
Appendix A: Department of Clinical Education Contact Information	38
Office of Student Affairs Contact Information.....	40
Appendix B: Circle of Critical Feedback	41

Introduction to Clinical Education



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

RVU-MCOM retains 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, RVU-MCOM's Dean of Clinical Education 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 Montana College of Osteopathic Medicine, I will be ever vigilant in aiding in the general welfare of the community, sustaining its rules and organizations, and will not engage in practices which will in any way bring shame or discredit upon myself, my school, or my profession. (For a full explanation of the Honor Code Policy and Procedures, please see the current *RVU Handbook/Catalog*)

Mission Statement

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

RVU Montana College 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 Montana College of Osteopathic Medicine (MCOM) 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:

- Successfully complete the pre-clinical curriculum (OMS I and OMS II years);
- Updated background check on file with the Clinical Education Department and
- Updated and negative drug screening on file with the Clinical Education Department; and
- Documentation of all required personal and health records on file with the Clinical Education Department at least sixty (60) days prior to the start of clinical clerkships; and
- Good financial standing with the Office of Student Financial Services; and
- Achieve a passing score on COMLEX Level 1 by the July score release date;

See the RVU 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 *RVU Handbook/Catalog* for details.

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 Clinical Education Department 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 Handbook/Catalog* for current and detailed information.

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

See the *RVU Handbook/Catalog* for current and detailed 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.

Student Health Insurance

See the *RVU Handbook/Catalog* for current and detailed information.

Distribution of Clerkship Assignments

Clinical Clerkships are typically conducted within RVU-MCOM's core site regions (Montana, Wyoming, Idaho, North and South Dakota, Washington, and Alaska), which include hospitals, private offices, and clinics where RVU has established formal affiliation agreements. In addition, RVU-MCOM shares a nation-wide network of supplemental rotation sites with RVUCOM. Clerkship primary regions 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 lottery results are considered final, but students may be given the option to consider new and developing sites that become available after the lottery.

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

Changing Student's Clerkships

With more than 350 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* for additional information.

Housing for OMS III and OMS IV Clinical Clerkship Training

Students are responsible for securing their own housing during their clerkship years. The Department of Clinical Education may provide resources to assist students in obtaining housing. Housing scholarships may be provided for students assigned to OMS III clinical clerkship training in designated remote locations or to sites located 80 miles outside of their primary region. In addition, RVU-MCOM may provide coordinated housing options through training sites or through private organizations. The Clinical Education Department may not grant last-minute housing requests or cancellations.

Students are expected to care for any RVU-Coordinated housing property as if it belonged to them and will be responsible for any damage incurred during their stay. According to the *RVU Handbook/Catalog*, students will not be allowed to graduate until all outstanding debts, including any damage to housing, are paid. Housing is intended for student use only. Pets are not allowed in RVU-coordinated housing or the clinical site unless approved in advance in writing.

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

OMS III and OMS IV Course Requirements

Courses that Supplement Clinical Clerkship Rotation Activity

Item	Title	Credits
MMED 3001	Fundamentals of Clinical Osteopathic Medicine	4
MOST 4010	Advanced OPP Clinical Integration	2
MMED 3xxx	Professional Career Development I	1
MMED 4xxx/4xxx	Professional Career Development II & III	2

Core Clerkships

Item	Title	Credits
MFAM 3001	Family Medicine Core Clerkship	8
MINT 3001	General Internal Medicine Core Clerkship	4
MSRG 3001	General Surgery Core Clerkship	4
MPED 3001	Pediatrics Core Clerkship	4

Required Clerkships

Item	Title	Credits
MOBG 3001	Obstetrics and Gynecology Required Clerkship	4
MPSY 3001	Psychiatry Required Clerkship	4

OMS III Selectives needed for Graduation

Item	Title	Credits
MINT 3002	Medicine Selective Clerkship	4
MSRG 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 45 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)4 credit hours required for Emergency Medicine/Critical Care Selective (can be completed in OMS III or OMS IV)0-8 credit hours clinical research credit hours upon approval0-8 credit hours of individual learning preparation upon approval0-2 credit hours in approved Asynchronous Didactic Clinical Knowledge coursework	45

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 RVU-MCOM's core site regions (Montana, Wyoming, Idaho, North and South Dakota, Washington, and Alaska), which include hospitals, private offices, and clinics where RVU has established formal affiliation agreements. In addition, RVU-MCOM shares a nation-wide network of supplemental rotation sites with RVUCOM. 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 Clinical Faculty credentialing based on established RVU policies.

The Clinical Education Department 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.

While on core and required clerkships, students participate in discipline specific Engaged Learning Sessions (ELS) facilitated by the RVU Clerkship Directors, via virtual platforms. Weekly Engaged Learning Sessions (ELS) are crucial for helping students integrate and apply the core concepts learned during asynchronous didactic sessions. The virtual ELS are designed to foster case-based, active learning and to prepare students for the NBME subject exams at the end of each core rotation.

A prerequisite to clinical training, students will experience a course in Fundamentals in Clinical Osteopathic Medicine in which students will work with subject matter experts and simulation to develop critical thinking skills.

With more than 350 students on Clerkships at any one-time, clinical Clerkships involve many different sites, people, hospitals, clinics and physicians, thus requiring a complex scheduling process. RVU-MCOM's clinical locations span the mountain west region, with additional sites across the nation. 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-MCOM 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.

Despite apparent Clerkship openings, there will be little opportunity for change once a Clerkship has been scheduled. Clerkships may not be cancelled or changed within 45 days of the start date. The student may not attend a Clerkship that has not been 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.

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 reviewing Clinical Experience Learning Logs and 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 Osteopathic Medicine

A prerequisite to clinical training, students will experience a course in Fundamentals in Clinical Osteopathic Medicine (FCOM) in which students will work with subject matter experts and simulation to develop critical thinking skills, preparing 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.

Professional Career Development

Professional Career Development is course designed for OMS-III and OMS-IV osteopathic medical students. This course integrates both synchronous and asynchronous elements, equipping students with essential skills for career exploration and personal 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 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 and Career Development:** Students will engage in exercises and discussions aimed at forming their professional identity.

OPP Clinical Integration

OPP Clinical Integration is a required course for fourth-year osteopathic medical students. This course builds upon the principles and philosophies of osteopathic medicine established during the preclinical Osteopathic Principles and Practice (OPP) I-IV courses and reinforced through integration during the OMS-III core and required clerkships. 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. 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 and COMLEX Level 2. Prerequisite: Clinical Education department approval required.

Clinical Clerkship Outcomes

Overview

The clerkship outcomes are detailed in each discipline's course syllabus, 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 and on the University's Learning Management System. 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 materials reflect 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 clinical 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* and approved syllabi.

Process for Skills Assessment

Each core/required clinical rotation will provide a specialty-focused curriculum topic list that is mapped to the NBME shelf exam content. Students must demonstrate that patient care experiences while on clinical rotation are relevant and mapped to the curriculum. Clinical Experience Learning Logs (CELL) are experience-based curricular maps that are completed by students, mid-rotation and end-rotation. The logs will serve multiple purposes, including serving as a resource from which students create their SMART learning goals and documenting clinical skills from a curricular perspective. Each clerkship will provide students with opportunities to document participation and assessment of the above clinical skills. 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 Montana College of Osteopathic Medicine;
- Updated background check on file with the Clinical Education Department; 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. Clinical Coordinators will contact their students regarding their interests and identify in-network opportunities based on Preceptor availability.

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

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

Non-Clinical Electives

Fourth-year students may take up to two credit hours of didactic electives during their OMS IV year. A list of approved non-clinical electives is available through the Clinical Education Department.

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 Dean of Clinical Education.

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 designated faculty 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

Advanced OPP Clinical Integration is a required OMS IV course. 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 corresponding to OMS IV coursework.

Steps for setting up OMS IV Audition Clerkships

Students must submit the MCOM Clerkship Audition Clerkship Form to their Clinical Coordinator for all elective clerkships ninety (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 from the Clinical Education Department.

The Office of the Registrar can upload certain documents, including, but not limited to:

- Official transcript

The Clinical Education Department 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 Clinical Coordinator for non-audition elective clerkships. Students are not allowed to broker elective rotations on their own without the approval and guidance of their Clinical Coordinator.

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 their Clinical Coordinator. The Clinical Coordinators have an internal process that they will follow for in-network and out-of-network elective rotations requests.

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

Refer to the *RVU Handbook/Catalog*.

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.

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. Unprofessional behavior by preceptors should be reported Clinical Education Leadership.

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 (e.g., 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 (e.g., 15 minutes) on common conditions seen in your practice. These may occur at any time (e.g., 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.
14. Preceptors should demonstrate professional conduct with their students.

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 (amba-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.

Refer to the *RVU Handbook/Catalog* for Professionalism Policies.

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 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 MCOM 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.

Refer to the *RVU Handbook/Catalog*.

Leave of Absence from College

Refer to the *RVU Handbook/Catalog*.

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 the Registrar, and the Clinical Education Department 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 the Registrar and the Clinical Education Department 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

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

Evaluating Outcomes Across Clinical Sites

MCOM 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 professionalism. 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 clinical education learning logs. Continuous quality improvement occurs through the application of the Circle of Critical Feedback (see Appendix B) 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 a student's clinical training will involve additional preceptors and/or facilities (e.g., hospitals, surgical centers, nursing homes), they should notify their Clinical Coordinator to ensure appropriate Affiliation Agreements are in place.

University Policies and Support

Refer to the *RVU Handbook/Catalog* for a full list of policies including but not limited to:

- Legal Issues
- Unprofessional Conduct
- Student Complaints
- Impaired Student Policy
- Title IX Policy
- Sexual Misconduct and Nondiscrimination Policy
- Needle Stick and Disease Exposure Policy (The policy is available in Dynamic Policy and in New Innovations under Resources)
- 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

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
Montana College of Osteopathic Medicine
4130 Rocky Vista Way, Billings, MT 59106
(406) 901-2716 (Fax)
mcomclinedsupport@rvu.edu

MCOM CLINICAL EDUCATION ADMINISTRATION

Mark C. Lee, MD, FACP

Assistant Dean of Clinical Education & Graduate Medical Education
mlee@rvu.edu
(406) 901-2704

Amie Koenig

Clinical Education Manager
akoenig@rvu.edu
(406) 901-2773

Vanessa B. Lund, MHA

Clinical Education Administrative Coordinator
vlund@rvu.edu
(406) 901-2705

Christina Mackie

Clinical Education Administrative Assistant
cmackie@rvu.edu
(406) 901-2785

CLERKSHIP DIRECTORS

Kyla Carlson, DO

Obstetrics and Gynecology Clerkship
Director
kcarlson@rvu.edu

Johnny Cheng, DO

Internal Medicine Clerkship Director
jcheng@rvu.edu

Brandon, Douglass, MD

General Surgery Clerkship Director
bdouglass@rvu.edu

Elizabeth Ricciardi, DO

Psychiatry Clerkship Director
ericciardi@rvu.edu

Scott Stephens, DO

Pediatrics Clerkship Director
sstephens@rvu.edu

Anne Teerink, DO

Family Medicine Clerkship Director
ateerink@rvu.edu

REGIONAL DIRECTORS

Michael Bush, MD

Montana & Northern Wyoming Regional Director

Rage Geringer, MD

Southern/Central Wyoming Regional Director
rgeringer@rvu.edu

CLINICAL COORDINATORS

Nichole Bishop

nbishop@rvu.edu
(406) 901-2782

Katie Conver

kconver@rvu.edu
(406) 901-2737

Chelsea Dana

cdana@rvu.edu
(406) 901-2763

Amy Maupin

amapuin@rvu.edu
(406) 901-2783

Office of Student Affairs Contact Information

Mental Health & Wellness Counselor, Adviser to STIGMA and Peer Support

Kären Robinson, M.S., LPC

(720) 875-2896 / krobinson@rvu.edu

Disability Officer & Educational Learning Specialist

Karyn LaTurner

klaturner@rvu.edu

Appendix B: Circle of Critical Feedback

