

ROSEMAN UNIVERSITY OF HEALTH SCIENCES
COLLEGE OF MEDICINE
Doctor of Medicine Program



MEDICAL STUDENT HANDBOOK
2026-2027

Summerlin Campus
10530 Discovery Drive
Las Vegas, Nevada 89135

Medical Student Handbook and Student Catalog Notice

The *Roseman University College of Medicine (RUCOM) Medical Student Handbook* and the *Roseman University Student Catalog* provide information for current students. Both are available on the Roseman University of Health Sciences (RUHS) website under the “Current Students” tab, which you may find [here](#).

University policies and procedures are included in the University Catalog and may be found [here](#). This includes the University’s [Non-Discrimination Policy](#). The policies and procedures in the *Medical Student Handbook* are specific to RUCOM and are supplementary to university policies. If a Roseman University policy conflicts with a College of Medicine policy, the more restrictive policy will apply.

Students will be provided with instructions on how to access a digital copy of the *Medical Student Handbook* during the orientation period. All students will be required to sign an acknowledgment that they have read the *Roseman University Student Catalog* and the *Medical Student Handbook* and have had the opportunity to ask questions or request clarification. The *Medical Student Handbook* is posted electronically. You may click [here](#) or visit <https://www.roseman.edu/about/university-service-units/registrar/student-catalogs-handbooks>.

The *Medical Student Handbook* is designed to serve as a resource for issues such as academic performance standards, assessment and remediation, standards of academic integrity and professional and social behavior, student rights and responsibilities, academic and disciplinary grievance procedures, and general information pertaining to the College and/or University.

Please note that the University cannot possibly list all required student behavior in the Catalog and/or Student Handbooks, so whenever in doubt, students are strongly encouraged to contact the Dean, Associate/Assistant Deans, or Directors responsible for the issue in question for clarification.

This Medical Student Handbook is effective for Academic Year 2026-2027.

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I. WELCOME TO RUCOM

A. Dean's Welcome

Dear Medical Students,

It is with immense pleasure and enthusiasm that I extend a warm welcome to each and every one of you as you embark on your journey toward becoming a healthcare professional. As the Dean of Roseman University College of Medicine, I am honored to guide you through this transformative phase of your education.

At Roseman University College of Medicine, we are committed to a mission of social accountability and community service. We believe that the practice of medicine extends far beyond the confines of hospital walls and clinical settings. It encompasses a deep-rooted commitment to serving the communities in which we live and work, addressing the healthcare needs of the underserved, and advocating for health equity and justice.

As you commence your medical education here, I want to emphasize the importance of embracing this mission and integrating it into every aspect of your learning experience. Our curriculum is designed to instill in you not only the scientific knowledge and clinical skills necessary for medical practice but also a strong sense of social responsibility and empathy towards those in need.

Here are some expectations I have for you as future healthcare professionals:

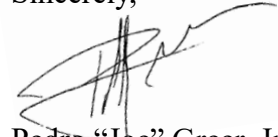
1. **Commitment to Excellence:** Strive for academic excellence in your studies, clinical rotations, and research endeavors. Embrace every learning opportunity with enthusiasm and dedication.
2. **Compassionate Patient Care:** Treat every patient with dignity, respect, and compassion. Listen attentively to their concerns and advocate for their well-being with empathy and understanding.
3. **Community Dependent:** Engage actively in community service initiatives and outreach programs aimed at addressing the healthcare needs of underserved populations. Take an active role in promoting health education and disease prevention in the community.
4. **Cultural Humility:** Recognize and respect all cultures, beliefs, and backgrounds among patients and colleagues. Cultivate cultural competence to provide culturally sensitive and responsive care.
5. **Ethical Integrity:** Uphold the highest standards of professional ethics and integrity in all your interactions with patients, colleagues, and the community. Adhere to the principles of medical ethics and strive to maintain patient confidentiality and trust.

6. Lifelong Learning: Embrace a commitment to lifelong learning and professional development. Stay updated with the latest advancements in medicine and healthcare delivery and continuously seek opportunities for self-improvement and growth.

As you embark on this noble profession, remember that being a physician is not just a career but a calling - a calling to serve humanity with humility, compassion, and integrity. Together, let us work towards building a healthier, more equitable world for all.

Once again, welcome to Roseman University College of Medicine. I look forward to witnessing your growth and accomplishments as you embark on this remarkable journey.

Sincerely,

A handwritten signature in black ink, appearing to read 'Pedro Greer', with a stylized flourish extending to the right.

Pedro “Joe” Greer, Jr., MD
Founding Dean, Roseman University College of Medicine

B. About the College of Medicine

The Roseman University College of Medicine (RUCOM) is committed to producing the healthcare workforce of the future, developing clinically excellent, community-based, socially accountable, humble, compassionate, and inclusive physicians, and to decreasing the health disparities in Nevada. This is accomplished by innovative teaching, emphasizing not only clinical excellence, but also ethics, humility, empathy, critical and creative thinking, and real-world experience. Graduates of RUCOM will understand the complexities of communities and how the Social Determinants of Health impact both individual and population health. The communities we serve are valued partners in our teaching and learning process.

i. Mission, Vision, and Values

Mission: To empower students, educators, and the community in designing and delivering a flourishing, collaborative environment for innovative learning, healthcare, and research.

Vision: Diverse professionals improving the health of the region's rural and urban communities.

Values:

Humility
Excellence
Respect

ii. RUCOM Administrative Offices

- **Office of the Dean:** The Dean of RUCOM is the senior leader responsible and accountable for providing leadership for the college's medical education and research missions, and for all RUCOM strategic planning initiatives.
 - Pedro "Joe" Greer Jr., MD – *Founding Dean*
- **Office of Academic Affairs:** The Office of Academic Affairs comprises the Office of Medical Education; the Office of Student Affairs; and the Office of Institutional Effectiveness; with responsibility for accreditation, curriculum development and delivery, admissions, student services, and student success.
 - Karin Esposito, MD, PhD – *Senior Executive Dean for Academic Affairs; Chief Academic Officer*
- **Office of Faculty Affairs and Learning Innovation:** The Office of Faculty Affairs and Learning Innovation (OFALI) is the central faculty affairs and instructor development office at RUCOM. Some key areas of responsibility and oversight include faculty appointments, promotions, and academic career development.
 - Marin Gillis, PhD, LPh – *Senior Executive Dean, Faculty Affairs and Learning Innovation*
- **Office of Community Health Innovation:** The Office of Community Health Innovation (OCHI) is responsible for developing innovative approaches to leveraging community relationships that will facilitate high-quality curricular activities, clinical care, and research. OCHI's aim is to positively impact land, people, and economies in a way that will contribute to the improvement of community health.
 - Luther Brewster, PhD, MS – *Senior Executive Dean, Community Health Innovation*
- **Office of Finance and Operations:** The Office of Finance and Operations manages financial operations and selected support services, develops the annual operating budget in collaboration with the Dean and his executive team for RUCOM and Roseman Medical Group (RMG).
 - Kristina Connolly, MS – *Senior Executive Dean, Finance and Operations*
- **Office of Access, Opportunity, and Collaboration:** The Office of Access, Opportunity, and Collaboration works to foster a community of faculty, staff, and students to enrich the educational environment and expand the knowledge base for our students.
 - Cheryl Brewster, EdD, MA – *Senior Executive Dean, Access, Opportunity, and Collaboration*

iii. RUCOM Departments

- **Department of Basic Sciences:** The Department of Basic Sciences is a fast-growing community of over thirty faculty members, educators, professional researchers, administrative personnel and community partners. Faculty members have terminal degrees in the fields of genetics, microbiology/immunology, pharmacology, informatics/data sciences, epidemiology/public health, physiology, anatomy, pathology, biochemistry, or related biomedical sciences areas.
 - Roger Diltz, Jr., PhD – *Interim Chair, Basic Sciences*

Click [here](#) to learn more about the Department of Basic Sciences.

- **Department of Bioethics, Humanism, and Policy:** The Department of Bioethics, Humanism, and Policy aims to clarify, study, teach, and disseminate issues of moral, social, environmental, legal, and policy importance in academic medicine, health care, population health, and biomedical research that respond to the needs of our community
 - Andria Peterson, PharmD – *Chair, Bioethics, Humanism, and Policy*

To learn more about the Department of Bioethics, Humanism, and Policy, click [here](#).

- **Department of Clinical Sciences:** The mission of the Department of Clinical Sciences is to educate students and practice medicine with the goal of developing clinically proficient, community-focused, socially responsible, humble, compassionate, and inclusive physicians. In addition to teaching and practicing medicine, our department offers opportunities to participate in research with a special emphasis on teaching methodologies in medicine. We are dedicated to the professional growth of our faculty and to the creation and implementation of an innovative, multidisciplinary, and integrated curriculum.
 - Thomas Swoboda, MD – *Chair, Clinical Sciences*

Click [here](#) to learn more about the Department of Clinical Sciences.

iv. Accreditation

The Liaison Committee on Medical Education (LCME) is the accrediting body for medical schools in the United States and solely determines the accreditation status of every medical program leading to the Doctor of Medicine degree. To be accredited, a medical program must meet comprehensive standards that answer to the quality, integrity, and educational objectives required by the LCME. These standards align with the values of RUCOM.

RUCOM received *preliminary accreditation* from the LCME in 2025, allowing RUCOM to recruit and admit medical students. The next step in LCME accreditation is *provisional accreditation*, followed by *full accreditation*. Students play a central role in the accreditation process by participating in a variety of ways, including through college-wide student surveys and in student evaluations of courses and clerkships, which are reviewed and considered by LCME in their determination of compliance with LCME standards; through independent student analysis of the medical education, student services, the learning environment, and the educational resources available to students; and through face-to-face meetings with LCME survey teams. Additional information regarding accreditation can be found [here](#).

RUCOM's medical degree program is also accredited through Roseman University of Health Sciences by the Northwest Commission on Colleges and Universities and by the Nevada Commission on Postsecondary Education.

II. ACADEMICS AND PROFESSIONALISM

A. RUCOM Academic Calendar – Class of 2030

Academic Year 2026-2027	
Orientation Week	July 20 – July 23, 2026
White Coat Ceremony	July 24, 2026
First Day of Class – Foundational Phase 1	July 27, 2026
Labor Day	September 7, 2026
Thanksgiving Break	November 25 – 27, 2026
Last Day of Class – Foundational Phase 1	December 18, 2026
Winter Break	December 21, 2026 - January 1, 2027
First Day of Class – Foundational Phase 2	January 4, 2027
Independent Study Week	March 29 – April 2, 2027
Memorial Day	May 31, 2027
Last Day of Class – Foundational Phase 2	June 25, 2027
Summer Break	June 28 – July 23, 2027
Academic Year 2027-2028	
First Day of Class – Foundational Phase 3	July 26, 2027
Labor Day	September 6, 2027
Thanksgiving Break	November 24 – 26, 2027
Last day of Class – Foundational Phase 3	December 17, 2027
Winter Break	December 20, 2027 – December 31, 2028
Clerkship Orientation Week	January 3 – 7 2028
First Day of Class – Clerkship Phase	January 10, 2028
Memorial Day**	May 29, 2028
Academic Year 2028-2029	
Independence Day**	July 4, 2028
Labor Day**	September 4, 2028
Thanksgiving Day	November 23, 2028
Friday after Thanksgiving**	November 24, 2028
Winter Break	December 18 – 29, 2028
Last Day of Class – Clerkship Phase	January 19, 2029
First Day of Class – Advanced Phase	January 22, 2029
Memorial Day**	May 28, 2029
Academic Year 2029-2030	
Independence Day**	July 4, 2029
Labor Day**	September 3, 2029
Thanksgiving Day	November 22, 2029
Friday after Thanksgiving**	November 23, 2029
Winter Break	December 24, 2029 – January 4, 2030
MATCH Day	March 15, 2030
Last Day of Class – Advanced Phase	TBD
Graduation	TBD

****Dates are subject to change.***

*****Holiday observation depends on the clerkship and clinical rotation site.***

RUCOM Academic Calendar – Class of 2029

Academic Year 2026-2027	
First Day of Class – Foundational Phase 3	July 27, 2026
Labor Day	September 7, 2026
Thanksgiving Break	November 23 – 27, 2026
Last day of Class – Foundational Phase 3	December 18, 2026
Winter Break	December 21, 2026 – January 1, 2027
Clerkship Orientation Week	January 4 – 8, 2027
First Day of Rotations – Clerkship Phase	January 11, 2027
Memorial Day**	May 31, 2027
Academic Year 2027- 2028	
Independence Day**	July 5, 2027
Labor Day**	September 6, 2027
Thanksgiving Day	November 25, 2027
Friday after Thanksgiving**	November 26, 2027
Winter Break	December 20 – 31, 2027
Last Day of Class – Clerkship Phase	January 14, 2028
First Day of Class – Advanced Phase	January 28, 2028
Memorial Day**	May 29, 2028
Academic Year 2028 - 2029	
Independence Day**	July 3, 2028
Labor Day**	September 4, 2028
Thanksgiving Day	November 23, 2028
Friday after Thanksgiving**	November 24, 2028
Winter Break	December 25, 2028 – January 5, 2029
MATCH Day	March 16, 2029
Last Day of Class – Advanced Phase	TBD
Graduation	TBD

****Dates are subject to change.***

*****Holiday observation depends on the clerkship and clinical rotation site.***

****Dates are subject to change.***

*****Holiday observation depends on the clerkship and clinical rotation site.***

B. Roseman Readiness Curriculum

The RUCOM curriculum consists of three phases: the foundational phase, the clerkship phase, and the advanced phase.

i. Foundational Phase

The foundational phase spans the first 18-months of the four-year program and consists of 10 required courses in three foundational phase blocks (Foundational Phase 1, Foundational Phase 2, and Foundational Phase 3). These courses are offered in a predefined sequence; successful completion of each course in a foundational phase is required to advance to the following foundational phase. Clinical Practice courses are a longitudinal series of courses that span the foundational phase and are designed to bridge the foundational, clinical, and health systems sciences. GENESIS Roadrunner activities within the RUCOM Clinical Practice courses will provide students with a required curricular service-learning experience that encourages interprofessional collaboration and teamwork, facilitates the development of cultural humility through longitudinal patient interactions with people of diverse cultures and belief systems, and emphasizes the value of preventive medicine and primary care.

ii. Clerkship Phase

The clerkship phase of the curriculum spans 53 weeks and consists of six required core clinical clerkship rotations. The core clinical clerkship courses are scheduled by the Office of Medical Education and will occur in different sequences. Within the clerkship phase, students are also required to complete a longitudinal Advanced Clinical Practice course and two elective weeks. Students are provided with the opportunity to take up to three additional elective weeks.

iii. Advanced Phase

The advanced phase curriculum consists of mandatory and elective rotations that will be selected by students from available course options. Within the advanced phase, some of the mandatory courses that students are required to complete include a longitudinal Advanced Clinical Practice course, a sub-internship, a neuroscience selective, and a Residency Readiness course.

C. Assessment and Grading Policies

The RUCOM Curriculum Committee designates grading scales and grading methods and monitors course grading. Course directors establish performance standards, assess student knowledge and achievement, and assign grades. The associate dean for foundational education, the associate dean for clinical education, and the associate dean for institutional effectiveness monitor grading schemes and review assessment outcomes. RUCOM requires that grading schemes are clearly described in course syllabi and include grading scale, required assessments and assignments, assessment formats, and assessment weights. Furthermore, students must be provided with formative assessment opportunities.

RUCOM provides a Medical Student Performance Evaluation (MSPE) as part of each student's residency process, which includes a summary of academic performance that may provide comparative information to help residency programs understand a student's academic history and achievements.

Class rank and quartile calculations are determined using established academic performance measures that vary by graduating class and may include clerkship performance and course examination outcomes. RUCOM MSPEs will report if students are in the top quartile or top half of the class. No other quartile or rank information will be reported.

Additional information regarding the RUCOM MSPE Class Rank and Quartiles Policy can be found [here](#).

i. Exam Scores

Students receive exam results in a timely manner, including general class performance and information that allows them to evaluate their performance relative to the cohort.

ii. Course Grades

RUCOM courses in the foundational and advanced phases are graded as pass/fail. RUCOM courses in the clerkship phase are graded as Honors/High Pass/Pass/Fail. Course grades are based on achievement of competency on designated assessments as well as on instructor-developed or nationally standardized exams designed to prepare students for National Board of Medical Examiners (NBME) licensing exams. RUCOM's Assessment Grades and Course Designations Policy can be found [here](#).

iii. Foundational Phase and Advanced Phase Course Grades

The following course grade grades are utilized and reported on the transcript:

- **P:** Pass grade indicates a passing course grade.
- **F:** Fail grade indicates a failing course grade in a pass/fail course.
- **F/P:** Fail/Pass grade indicates successful remediation of an initially failed pass/fail course.
- **I:** Incomplete grade is temporary and indicates that a student has not completed all course requirements and has received permission from the faculty course director to complete the work within an allotted time. The "I" becomes a "W" if the student withdraws or is asked to repeat a year prior to making up the work. Students who have completed all course requirements cannot receive an "I" grade.
- **W:** Withdrawal grade indicates student withdrawal from a course after the start date and before the end date.

iv. Clerkship Course Grades

The six required clerkships (family medicine, internal medicine, obstetrics and gynecology, pediatrics, psychiatry, and surgery) are reported as follows:

- **H:** Honors designations are reserved for students whose performance in a clerkship is clearly outstanding and who meet the designated threshold on the NBME subject exam.
- **HP:** High Pass designations are reserved for students whose performance in a clerkship is significantly above expectations and who meet the designated threshold on the NBME subject exam.
- **P:** Pass grade indicates students have met the criteria to receive a passing clerkship grade.
- **F:** Fail grade indicates students have not met the minimal criteria expected and have received a failing course grade in a pass/fail clerkship.
- **F/P:** Fail/Pass grade indicates successful remediation of an initially failed pass/fail clerkship.
- **I:** Incomplete grade is temporary and indicates that a student has not completed all course requirements and has received permission from the faculty course director to complete the work within an allotted time. The “I” becomes a “W” if the student withdraws or is asked to repeat a year prior to making up the work. Students who have completed all clerkship requirements cannot receive an “I” grade.
- **W:** Withdrawal grade indicates student withdrawal from a clerkship after the start date and before the end date.

D. Graduation Competencies and Requirements

The four-year course of study leading to the Doctor of Medicine (MD) degree at RUCOM is based on the development of competencies in eight domains:

- Patient care
- Knowledge for practice
- Self-assessment and adaptive learning
- Interpersonal and communication skills
- Professionalism
- Systems-based practice
- Interprofessional collaboration
- Professional identity formation

These competency domains were derived from the Association of American Medical Colleges Physician Competency Reference Set and the Accreditation Council for Graduate Medical Education competencies and modified by RUCOM’s Curriculum Committee to guide the development and implementation of the curriculum. The competency domains contain the RUCOM Educational Program Objectives (EPOs), which expand upon the domains by explaining the knowledge, skills, attitudes, and behaviors that medical students are expected to attain prior to graduation.

To graduate from Roseman College of Medicine with a Doctor of Medicine (MD) degree, a student must successfully complete a minimum of 194 credits, pass all required courses, meet all Educational Program Objectives, pass promotional Objective Structured Clinical Examinations (OSCEs), and meet all professionalism and technical standards. Students must also pass the USMLE Step 1 and Step 2 CK examinations of the National Board of Medical Examiners as specified within the policy [Core Standards for Advancement and Graduation](#). Any student who has been required to repeat Foundational Phase 1, Foundational Phase 1 and 2, or Foundational Phase 3 is not eligible to repeat any subsequent academic phase.

Student behavior that does not meet the professionalism expectations as detailed in the RUCOM Student Handbook may result in the submission of a professionalism incident report and may trigger review by the Medical Student Promotion and Review Committee (MedSPARC). MedSPARC may recommend adverse actions up to and including dismissal, for either professionalism or academic issues. Students have the right to appeal adverse actions. If MedSPARC dismisses a student from the program, and the student appeals the dismissal, the student will be removed from the curriculum pending the outcome of the appeals process.

E. RUCOM Educational Program Objectives

<i>Patient Care (PC): Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems, prevention of disease, and the promotion of health. RUCOM graduates will be able to:</i>	
PC 1	Perform all technical procedures-medical, diagnostic, and surgical-considered essential.
PC 2	Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests.
PC 3	Apply the concepts and principles of patient safety science in the delivery of clinical care.
PC 4	Appropriately interpret laboratory data, imaging studies, and other tests required for the area of practice.
PC 5	Formulate diagnostic evaluation, therapeutic interventions, and patient management plans based on patient information and preferences, up-to-date scientific evidence, and clinical judgement.
PC 6	Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making.
PC 7	Understand the need, value, and processes of consultations and referrals in the delivery of health care, the monitoring of patient progress and outcomes, and the management of continuity of care.
PC 8	Apply preventive and health maintenance principles and techniques as appropriate to the clinical context in the delivery of healthcare.
PC 9	Exhibit appropriate role modeling and provide supervisory responsibilities commensurate with one's level, abilities, and qualifications.

<i>Knowledge for Practice (KP): Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care. RUCOM graduates will be able to:</i>	
KP 1	Demonstrate an investigative and analytic approach to clinical situations.
KP 2	Apply established and emerging biomedical scientific principles fundamental to health care for patients and populations.
KP 3	Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care.
KP 4	Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations.
KP 5	Apply principles of social-behavioral sciences to the provision of patient care, including assessment of the impact of psychosocial-cultural influences on health, disease, care-seeking, care compliance, and barriers to and attitudes toward care.
KP 6	Demonstrate an understanding of the creation, dissemination, and translation of new healthcare knowledge and practices.

<i>Self-assessment and Adaptive Learning (SAL): Demonstrate the ability to identify knowledge gaps, to develop a personal learning plan, to evaluate one's care of patients, and to appraise and assimilate scientific evidence. RUCOM graduates will be able to:</i>	
SAL 1	Identify strengths, deficiencies, and limits in their knowledge and expertise.
SAL 2	Set short-term and intermediate learning and improvement goals.
SAL 3	Identify and act upon their gaps in knowledge, skills, or attitudes.
SAL 4	Systematically analyze clinical scenarios using quality-improvement methods and recommend changes with the goal of practice improvement.
SAL 5	Seek and incorporate formative feedback.
SAL 6	Locate, appraise, and assimilate evidence from relevant and current scientific studies to inform clinical decisions.
SAL 7	Use information technology to optimize learning and improve patient care.
SAL 8	Participate in the education of patients, families, students, trainees, peers, and other health professionals.
SAL 9	Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care.

<i>Interpersonal and Communication Skills (ICS): Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families and support networks, and health professionals. RUCOM graduates will be able to:</i>	
ICS 1	Engage in practices that promote inclusive and collaborative communication with patients, families, and others as appropriate across a broad range of backgrounds and experiences.
ICS 2	Communicate effectively with colleagues within their profession or specialty, other health professionals, and health-related agencies.
ICS 3	Work effectively with diverse individuals as a member of a healthcare team or other professional group.
ICS 4	Act in a consultative role to other health professionals.
ICS 5	Demonstrate the ability to produce professional, comprehensive, timely, and legible medical documentation.
ICS 6	Demonstrate sensitivity, honesty, and compassion in difficult conversations, (e.g., about death/end-of-life, other “bad” news, adverse events, disclosure of errors, sexuality, substance use, mental and behavioral health, and other sensitive topics).
ICS 7	Demonstrate insight and understanding about emotions and human responses to emotions that allow them to develop and manage interpersonal interactions.

<i>Professionalism (P): Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. RUCOM graduates will be able to:</i>	
P 1	Demonstrate compassion, integrity, and respect for persons.
P 2	Demonstrate responsiveness to patient needs that supersedes self-interest.
P 3	Demonstrate respect for human dignity, confidentiality, privacy, autonomy, and informed choice.
P 4	Fulfill obligations to fellow students, patients, society, and the profession.
P 5	Demonstrate awareness of and responsiveness to diverse patient populations, including but not limited to diversity in gender, sex, socioeconomic status, age, culture, race, religion, disability, and sexual orientation.
P 6	Demonstrate a commitment to ethical principles pertaining to provision or withholding of care; public health; research; and business practices, including compliance with relevant laws, policies, and regulations.

<i>Systems-Based Practice (SBP): Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care. RUCOM graduates will be able to:</i>	
SBP 1	Work effectively in various healthcare delivery settings and systems.
SBP 2	Participate in the coordination of patient care within the health care system.
SBP 3	Incorporate consideration of cost-awareness and risk-benefit analysis in patient and/or population-based care.
SBP 4	Advocate for quality patient care and optimal patient care systems.
SBP 5	Participate in identifying system errors and implementing potential systems solutions.
SBP 6	Participate in administrative and practice management activities commensurate with one's role.

<i>Interprofessional Collaboration (IPC): Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care. RUCOM graduates will be able to:</i>	
IPC 1	Work with other health professionals to establish and maintain a climate of mutual respect, dignity, ethical integrity, and trust.
IPC 2	Use the knowledge of their own role and the roles of other health professionals to appropriately assess and address the health care needs of the patients and populations served.
IPC 3	Communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations.
IPC 4	Participate in interprofessional teams to establish, develop, and continuously enhance patient- and population-centered care that is safe, timely, efficient, effective, and equitable.

<i>Professional Identity Formation (PIF): Demonstrate the qualities required to sustain lifelong personal and professional growth as a physician. RUCOM graduates will be able to:</i>	
PIF 1	Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors.
PIF 2	Demonstrate knowledge of healthy coping mechanisms to respond to stress.
PIF 3	Demonstrate awareness of the potential for conflicts between personal and professional responsibilities and knowledge of support resources.
PIF 4	Demonstrate responsiveness to feedback in a professional manner.
PIF 5	Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients.
PIF 6	Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system.
PIF 7	Demonstrate appropriate self-confidence that puts patients, families, and members of the health care team at ease.
PIF 8	Recognize that ambiguity is part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty.

F. Professionalism Expectations

i. Professional Behavior

To be entrusted to care for patients, whether as medical students under direct supervision or later as residents, under indirect supervision, trainees must demonstrate professionalism at all levels of medical education. At RUCOM, the following professional behaviors are assessed for all medical students:

Respect: Demonstrates regard for others, including patients, families, peers, interprofessional collaborators, faculty, staff, and self in all teaching and professional environments. Embraces shared decision-making, considering patient preferences, values, and experiences.

Curiosity: Shows a commitment to proactively gather information from diverse sources. Perceives details and patterns; experiments creatively with different solutions, approaches, or frameworks towards innovative solutions.

Compassion: Actively listens and responds with empathy and equanimity to the emotions of others facing profound human experiences. Demonstrates emotional regulation, non-judgmental support, and setting healthy boundaries that prioritize self-compassion.

Beneficence: Prioritizes the health, well-being, and interests of others in the practice of medicine. Addresses others' needs promptly and effectively in roles as trainee, collaborator, scholar/educator, advocate, communicator, and leader.

Discernment: Recognizes personal and professional responsibilities, as well as the limits of their knowledge and skills. Engages in self-reflection to apply skills appropriately, balancing the needs of self and others.

Conscientiousness: Shows thoroughness in data collection, dependability in task completion, and sets realistic, specific goals and actionable plans to achieve them. Practices civility, self-discipline, and accountability.

Critical Thinking: Approaches problems with analytical and investigative skills. Utilizes sound and valid scientific and statistical reasoning, logical evaluation, and inference.

Integrity: Commits to the study and practice of medicine with honesty, transparency, and trust-building. Demonstrates truthfulness and self-awareness in roles as a trainee, collaborator, scholar/educator, advocate, communicator, and leader.

Humility: Maintains confidence appropriate to level of training, balanced with a willingness to learn from others and respect for evidence and truth. Actively sets their own learning goals and is open to giving, receiving, and acting on fair feedback.

Adaptability: Demonstrates flexibility, resilience, and teamwork to remain effective in response to interpersonal, systemic, institutional, and structural changes. Manages ambiguity and uncertainty with emotional regulation and courage.

Fairmindedness: Practices positive regard and open-mindedness toward others. Demonstrates impartiality, respect, and hospitality in roles as a trainee, collaborator, scholar/educator, advocate, communicator, and leader.

Excellence: Strives to actualize full potential across all roles, including trainee, collaborator, scholar/educator, advocate, communicator, leader, and medical expert. Shows grit, determination, and tenacity in achieving goals.

RUCOM takes a developmental approach toward professional identity formation as students' progress through medical school. Students are expected to be familiar with the RUCOM Academic Integrity Guidelines at matriculation. The Guidelines can be found [here](#).

ii. Teacher-Learner Expectations

RUCOM has affiliation agreements with clinical partners such as hospitals and ambulatory care settings to provide clinical training for students. Each affiliation agreement incorporates the [Teacher-Learner Expectations](#) set by the Association of American Medical Colleges.

iii. Code of Conduct

The RUCOM Code of Conduct for the Learning Environment policy establishes shared expectations for maintaining a respectful, inclusive, and professional learning environment that supports academic excellence, professional identity formation, and high-quality patient care. All members of the RUCOM community, including students, faculty, staff, and clinical partners, are expected to uphold core values such as respect, integrity, compassion, and accountability, while fostering a culture of psychological safety and mutual respect. This policy outlines standards of conduct, defines prohibited behaviors, and provides clear processes for reporting concerns, review, and accountability to ensure the integrity of the learning environment. More information regarding the Code of Conduct for the Learning Environment policy can be found [here](#).

iv. Medical Student Promotion and Review Planning Committee (MedSPARC)

The Medical Student Promotion and Review Committee (MedSPARC) is responsible for issues related to medical student assessment, promotion, graduation, and any disciplinary action. The committee is charged with evaluating and making decisions concerning promotion, remediation, probation, leaves of absence, expanded curriculum plans, suspension, dismissal, and graduation.

The MedSPARC monitors student progress in the curriculum and ensures adherence to RUCOM policies and procedures on professionalism, academic advancement, repeating curriculum, remediation, dismissal, and technical standards. The committee imposes corrective or adverse actions in response to deficiencies in medical student performance.

The committee is responsible for:

- Reviewing students on an ad hoc basis in cases of poor academic performance, lapses in professional behavior, or inability to meet technical standards.
- Reviewing the progress of all students during and between each curricular phase.
- Determining corrective or disciplinary actions based on college of medicine policy.
- Reviewing and recommending policies regarding student advancement, dismissal, and graduation to the curriculum committee.
- Developing and maintaining policies and procedures for equitable decision-making on student progress.
- Ensuring that all policies and procedures of RUHS and RUCOM related to due process, student progress, and graduation are followed.
- Recommending students for dismissal or graduation.

Policies and procedures for MedSPARC are outlined in the RUCOM Medical Student Review and Due Process Policy and Procedure, which can be reviewed [here](#).

G. Academic Policies

i. Attendance

RUCOM students are expected to attend all required curricular activities, as attendance is essential to academic success, professional development, and participation in the learning environment. Students are responsible for reporting absences through the Office of Student Affairs (OSA) via the [RUCOM Incident Tracker](#), communicating with faculty, and completing any missed work. Certain activities, including examinations, clinical experiences, and other designated core educational activities, require attendance and may only be missed with approval or approved extenuating circumstances.

Students are expected to arrive on time, remain for the full duration of required activities, and maintain professional responsibility regarding attendance. Repeated tardiness, unexcused absences, or exceeding course absence thresholds may result in academic or professionalism consequences, including remediation, course failure, or referral for further review. Students may request accommodations or excused absences in accordance with university processes and should review the full policy for reporting procedures and attendance requirements.

Additional details are included in the [RUCOM Attendance and Excused Absence Policy](#).

ii. Graded Exam Challenge and Course Grade Appeal Policies

Exam challenges for institutionally developed graded exams are warranted under very specific circumstances which are outlined in the [RUCOM Graded Exam Challenge Policy](#).

Exam challenges that meet the criteria are submitted through a designated student representative from the Medical Student Council (MSC). Students may individually appeal a course grade, following the steps outlined in the [RUCOM Course Grade Appeal Policy](#).

iii. Reporting Incidents of Mistreatment, Harassment, or Acts of Discrimination

RUCOM is committed to maintaining a culture of integrity, accountability, and ethical conduct, to providing safe places, and to supporting a comprehensive reporting mechanism for incidents of inappropriate behavior so that we may better understand our campus climate and continue to improve it. Students are encouraged to report all forms of mistreatment. Examples of mistreatment may include situations where a medical student is:

- Publicly embarrassed or humiliated
- Subjected to offensive, racist, or sexist remarks or names
- Threatened with physical harm
- Physically harmed
- Required to perform personal services

- Subjected to unwanted sexual advances
- Asked to exchange sexual favors for grades or other rewards
- Grade or evaluation does not reflect student performance
- Subjected to adverse action based on membership in a protected class

If the mistreatment involves sexual harassment or misconduct, the impacted student or anyone else that becomes aware of the mistreatment, should report the matter through the [RUCOM Incident Tracker](#). The RUCOM Zero Tolerance of Mistreatment Policy can be found [here](#).

Individuals who prefer to report concerns anonymously may contact the Compliance Helpline at **(702) 464-8892**. The Compliance Helpline is administered by an independent third-party vendor. Reports may be submitted anonymously, and all information will be handled confidentially to the extent permitted by law and university policy. Retaliation against any individual who, in good faith, reports a concern or participates in an investigation is strictly prohibited.

iv. Workload

The total workload in the pre-clerkship and clinical phases of the curriculum is outlined in these two policies:

- [RUCOM Pre-Clerkship Instructional Hours Policy](#)
- [RUCOM Clinical Duty Hours Policy](#)

v. Notice of Requirement to Check Student Email on Daily Basis

University and College administration, faculty, staff, and preceptors rely on email to share information with students about policies, procedures, appropriate deadlines, class materials, and activities. Students must check Roseman-provided email accounts at least once a day while enrolled (excluding holidays) to be aware of current notices and information.

If a student experiences a chronic problem accessing their email account (i.e., inability to access the account for longer than two business days), the [Roseman University Technology Services Help Desk](#) must be contacted to resolve the situation. Students who have trouble accessing email accounts or do not read notices sent via email promptly are not exempt from complying with appropriate University and College rules, regulations, and deadlines. The Notice of Requirement to Check Student Email on a Daily Basis policy can be found [here](#).

vi. Technical Standards

The MD Program educates physicians who are capable of entering residency training (graduate medical education) and meeting all requirements for medical licensure. All candidates are evaluated according to the same standards and criteria. Delineation of technical standards is required for the accreditation of U.S. medical schools by the LCME. The technical standards describe the essential abilities required of all candidates.

RUCOM is committed to the full and equitable inclusion of qualified learners with disabilities. Reasonable accommodation in achievement of the standards is defined under federal statutes applied to individuals with disabilities. Such accommodations are intended to support the successful completion of all components of the MD degree.

The technical standards for the MD degree are applied in concert with other policies of the university, including academic policies, academic standards established by the faculty, and student conduct policies.

The technical standards include recognition of the following:

- The MD Program supports a broad, undifferentiated degree attesting to the acquisition of general knowledge in all fields of medicine and the basic skills requisite for the practice of medicine.
- The guidelines for admission as set forth by LCME must continue to govern the decisions of medical school faculties.
- The medical education process, which focuses on the safety and well-being of patients, differs markedly from post-secondary education in fields outside the health sciences.
- The primary responsibility for the selection of students and the content of the curriculum rests with the medical school and its faculty.
- All candidates in the MD Program must possess physical, cognitive, and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty.
- Candidates who meet the academic criteria and who demonstrate the ability to meet the technical standards listed in this document are eligible for consideration for admission, progression, and graduation.

Admission to the MD Program is conditional based on the ability to meet these technical standards, with or without reasonable accommodation. Candidates are asked to certify that they have received the technical standards for their review.

Standards in five areas must be met by all candidates: Observation, Communication, Motor Function, Cognitive and Professional.

○ **Observation**

Candidates are reasonably expected to:

- observe demonstrations and participate in experiments in the basic sciences.
- observe patients at a distance and close at hand.
- demonstrate sufficient use of the senses of vision, hearing, and touch necessary to perform a physical examination.
- integrate findings based on these observations and to develop an appropriate diagnostic and treatment plan.

○ **Communication**

Candidates are reasonably expected to:

- communicate in verbal and written form with health care professionals and patients/families, including eliciting a comprehensive medical history and recording information regarding patients' conditions.
- perceive relevant non-verbal communications such as changes in mood, activity, and posture as part of a physical examination of a patient.
- establish therapeutic relationships with patients/families.
- demonstrate reading skills at a level sufficient to individually accomplish curricular requirements and provide clinical care for patients using written information.

Accommodation through use of a trained intermediary or other communications aid may be appropriate when this intermediary functions as an information conduit.

○ **Motor Function**

Candidates' motor and sensory functions must be sufficient to diagnose and deliver effective patient care by consistently, quickly, and accurately integrating all data gathered through whatever sense(s) employed.

Candidates are reasonably expected to:

- perform physical examinations and diagnostic procedures, using such techniques as palpation, auscultation, and percussion while maintaining patient safety.
- complete routine invasive procedures as part of training, using universal precautions without substantial risk of infection to patients.
- perform basic laboratory tests and evaluate routine diagnostic tools such as EKGs, Ultrasounds and X-rays.
- respond in emergency situations to provide the level of care reasonably required of physicians.
- participate effectively in physically taxing duties over long hours and complete timed demonstrations of skills.

○ **Cognitive**

Candidates must have sufficient cognitive abilities and effective learning techniques to assimilate the detailed and complex information presented in the medical curriculum.

They are reasonably expected to:

- measure, calculate, analyze, synthesize, extrapolate, and reach diagnostic and therapeutic judgments.
- recognize and draw conclusions about three-dimensional spatial relationships and logical sequential relationships among events.
- formulate and test hypotheses that enable effective and timely problem-solving in diagnosis and treatment of patients in a variety of clinical modalities.
- understand the legal and ethical aspects of the practice of medicine.
- remain fully alert and attentive at all times in clinical settings.

Problem-solving, the critical skill demanded of physicians, requires all of these intellectual abilities.

○ **Professional**

Candidates are expected to demonstrate behavior and social attributes that enable the effective practice of medicine.

Candidates are reasonably expected to:

- demonstrate the judgment and emotional stability required for full use of their intellectual abilities.
- possess the perseverance, diligence, and consistency to complete the medical college curriculum and prepare to enter the independent practice of medicine.
- exercise good judgment in the diagnosis and treatment of patients.
- complete all responsibilities attendant to the diagnosis and care of patients within established timelines.
- function within both the law and ethical standards of the medical profession.
- work effectively and professionally as part of the health care team.
- relate to patients, their families, and health care personnel in a sensitive and professional manner.
- participate effectively in physically taxing duties over long work hours, function effectively under stress, and display flexibility and adaptability to changing and uncertain environments.
- maintain regular, reliable, and punctual attendance for classes and clinical responsibilities.
- contribute to collaborative, constructive learning environments, accept constructive feedback from others, and respond with appropriate modification.

Compassion, integrity, interpersonal skills, interest, and motivation are all personal qualities that are assessed during the admission and educational processes.

Access the RUCOM Technical Standards policy [here](#).

All candidates are responsible for meeting acceptable standards for behavior and intellectual functioning with reasonable accommodation. Students must submit ADA accommodation requests and accompanying documentation through the Roseman University Office of Student Disability Services.

III. RUCOM STUDENT SERVICES

RUCOM uses a holistic approach to medical student development by providing students a wide array of supportive resources that maximize their educational experience and enhances both their professional and personal growth as future physicians.

A. Academic Advising

The Office of Academic and Career Advising (OACA) seeks to empower medical students to achieve academic excellence, develop professional skills, and navigate the challenges of medical education, fostering a supportive and inclusive environment for their holistic success. Academic support services include:

- Individualized tutoring and academic coaching across all disciplines.
- Workshops on study skills, time management, and test-taking strategies.
- Access to online resources and learning platforms.
- Peer-assisted learning programs and study groups.
- Guidance regarding policies and services of the school.
- Discussing career plans.

Academic advisors have a dual role providing both academic advising and academic counseling. Additionally, academic advisors can discuss career plans. Each academic advisor will have primary responsibility for students in the six Roadrunner Learning Communities. Students can request help directly or be contacted by their academic advisor if they demonstrate suboptimal performance. Faculty members may also refer students to their academic advisors. All students must meet with their academic advisors at least once per curricular phase to review progress and assess gaps that will allow them to develop individualized study plans.

B. Career and Professional Development

RUCOM offers a variety of formal and informal career and professional guidance services to assist medical students. These services are designed to:

- Help students identify and achieve personal and professional goals.
- Assist students in the process of selecting a career.
- Support students in the residency matching process.
- Guide students in the transition from undergraduate medical education to residency training.

Career and professional guidance are provided by RUCOM faculty, including deans, department chairs, course and clerkship directors, and academic advisors. A list of clinical faculty members with specialty-specific expertise is also disseminated to students annually. Students are encouraged to seek career guidance from these faculty members.

The Office of Student Affairs provides a series of formal career and professional guidance programs for all students. These programs aid students in meeting their requirements as professionals, and guide students in the residency application process. Student interest groups and Roadrunner Learning Communities also provide guidance to students regarding career choices. Numerous online and print resources are available to RUCOM students to support their career investigations, including the Association of American Medical Colleges (AAMC) Careers in Medicine Program website, recordings of RUCOM town hall meetings, and other career activities. Career and Professional Guidance staff members in the Office of Student Affairs are available to facilitate student access to career advising resources.

C. Personal Counseling and Wellness

RUCOM students may utilize counseling and wellness services available at the Medical Student Counseling and Wellness Center (MSCWC). The MSCWC offers free and confidential personal counseling services and wellness programs. Services are provided by licensed clinicians who maintain the highest standards of ethical, competent, and confidential care. These professionals are dedicated to promoting student wellness and facilitating students' adjustment to the physical and emotional demands of medical education.

Content of evaluation and treatment is confidential. Unless a student signs a release of information form, information about the student, including whether or not they seek or participate in therapy, is not released to anyone. Clinicians providing services through the MSCWC have no involvement in the academic evaluation or promotion of RUCOM medical students.

Roseman University Student Services Office also offers an array of services to enhance the wellness of Roseman students. Wellness programs are designed to improve the quality of campus life and to improve students' success in achieving their academic goals. To see a more comprehensive list of services, please click [here](#).

D. Office of Financial Aid

The Office of Financial Aid, located in the RUCOM Office of Student Affairs, provides support to help students achieve their educational aspirations while successfully managing their finances. Financial aid staff are committed to providing students with the best possible financial resources, counseling, and customer service throughout their medical education. Services include counseling to guide students through the financial aid application process; assistance in identifying availability of federal, private, and institutional funds; debt management counseling; and coordination of student travel. Students can meet with staff in the Office of Financial Aid from Monday through Friday during regular business hours. Extended office hours are also available upon request to accommodate students' schedules and needs.

E. Bursar

The Bursar's Office is committed to providing the most professional, responsive, and efficient customer service to the students of Roseman University of Health Sciences and have the determination to seek new and improved ways to meet this commitment. In addition to general University cashiering operations, this office processes and receives payments on student accounts and distributes revenue to appropriate categories. This office also processes refunds on student accounts. Annually, the Bursar's Office prepares 1098-T statements for students. The Bursar's Office is responsible for student loan, grant, and scholarship disbursement to student accounts and distributing remaining financial aid to students. The office oversees credit card processing for the University, petty cash funds, returned checks, and other banking requirements.

For questions concerning financial resources and services, click [here](#).

F. Registrar and Student Records Policy

RUCOM maintains all student academic records in accordance with federal, state, and university requirements and Association of American Medical Colleges (AAMC) guidelines. The Family Educational Rights and Privacy Act (FERPA) provides students with access to and other rights over their education records. Roseman University is the records custodian for records originating within RUCOM.

The Registrar's Office is responsible for maintaining the security and integrity of the university's academic records, ensuring both accuracy and confidentiality. For the protection of student's rights, the Registrar's Office ensures the University's compliance with the Family Educational Rights and Privacy Act (FERPA).

We strive to efficiently manage changes to students' records, registration of classes, recording of grades, issuing of transcripts, diplomas, enrollment verifications, and graduation verifications. We provide responsive, considerate, and knowledgeable service to all students, faculty, staff, and alumni, while upholding and maintaining the policies and procedures of the university.

RUCOM follows the Roseman University FERPA policy, which can be found [here](#).

IV. STUDENT LIFE

A. Student Organizations

Student organizations are a great means for personal and professional growth in the medical field. RUCOM student organizations may include, but not limited to, professional organizations (American Medical Association (AMA), American Medical Student Association (AMSA), American Medical Woman's Association (AMWA), and Student National Medical Association (SNMA), specialty interest groups, and other social organizations. For information on starting or joining a student organization, contact the Director of Student Programs at RUCOM.

B. Medical Student Council

The Medical Student Council (MSC) is the governing body for students in the College of Medicine. MSC provides a forum through which students may express ideas, opinions, and concerns related to their medical education and take an active role in shaping the future of medical education at RUCOM. MSC is led by a President, Vice President, Treasurer, and Secretary as elected by their classmates. There will also be representatives from each class (M1 through M4) and committee appointees. Students must be in good academic standing to hold office. Elections are held each year after the end of the Foundations 1A course.

V. COMPLIANCE, HEALTH, and SAFETY

The health and safety of medical students are of paramount importance. This section outlines the measures in place to ensure a safe, healthy, and supportive environment for all students during their academic and clinical training.

Responsibilities

- **University Responsibilities:** The university is committed to providing a safe learning environment, including well-maintained facilities, proper safety equipment, and accessible health resources.
- **Student Responsibilities:** Students are required to comply with all health and safety regulations, report hazards or incidents promptly, and actively participate in health and safety training.
- **Clinical Placement Providers:** Affiliated hospitals and clinics must adhere to established health and safety standards to protect students during clinical placements.
- **Pandemic and Outbreak Preparedness:** In the event of a public health crisis, students must adhere to university and public health guidelines. This may include:
 - Participating in remote learning if necessary.
 - Complying with vaccination, testing, and isolation requirements.
 - Using PPE as directed.

A. Background Checks

RUCOM is committed to protecting the health and well-being of all members of the community, including its students, faculty, and staff, as well as patients and the general public. All students are required to undergo at least three Level 2 criminal background checks throughout their time at RUCOM: prior to matriculation, prior to starting clerkships, and prior to the advanced clinical phase.

Additional background checks may be required by RUCOM or its clinical affiliates. RUCOM will report the results of a criminal background check to clinical affiliates, state licensing agencies, and other entities to comply with federal, state, or university policies. Findings in a criminal background check may affect a student's admission and ability to participate in clinical experiences, complete the medical degree program, or obtain a medical license. RUCOM reserves the right to rescind an offer of admission to a prematriculant who fails to complete a background check, who misreports a history of criminal activity, who is arrested after admission and prior to matriculation, or whose Level 2 criminal background checks identify a disqualifying offense.

An enrolled student who fails to complete a required criminal background check is subject to dismissal from RUCOM. Results of criminal background checks are reviewed by the Associate Dean for Student Affairs and/or the Senior Executive Dean for Academic Affairs. Potential violations of Professionalism Standards arising out of criminal background checks may be referred to the MedSPARC in accordance with the provisions of this RUCOM Medical Student Handbook. The RUCOM Background Check Policy can be found [here](#).

B. Immunization and Health Evaluation Requirements

Prematriculation health evaluations will be required for all students to allow for the detection and prevention of communicable diseases that may be a threat to others. All medical students will be required to provide documentation of immunity, either by providing evidence of the appropriate vaccinations or positive blood antibody titers. A completed immunization documentation form must be submitted prior to enrollment. Applicants will learn about these requirements during the admissions process. A physical examination, including tuberculosis skin testing, also must be performed by a licensed healthcare provider within one year of starting classes.

Medical students must maintain compliance with immunization requirements throughout the educational program. RUCOM will follow immunization guidelines issued by the Centers for Disease Control and Prevention (CDC) and regulations issued by the State of Nevada Board of Governors that apply to all undergraduate, graduate, and professional students attending public universities in the state. Immunization requirements are summarized below. Students who are not meeting immunization requirements may be unable to meet curriculum requirements and are subject to adverse action up to and including dismissal from the program.

Measles, Mumps, and Rubella. As a prerequisite to matriculation or registration, Roseman University of Health Sciences will require all students born after 1956 to present documented proof of immunity to measles, mumps, and rubella. Acceptable proof of immunity includes:

- Documentation of immunization (month/day/year) with two doses of measles virus vaccine (the first dose administered on or after the first birthday and in 1969 or later, the second dose administered at least 28 days after the first dose).
- Measles, mumps, and rubella blood antibody titers verifying immunity.

Tetanus/Diphtheria Immunization. Based on guidelines published by the CDC, matriculating students who have not had a tetanus booster within the past two years should receive the tetanus, diphtheria, and pertussis (Tdap) vaccine. A single dose of Tdap must be administered for adults aged 19 through 64 years who have not received a dose of Tdap previously. After initial Tdap vaccination, adults should receive a tetanus/diphtheria (Td) booster every 10 years.

Hepatitis B Immunization Series. Students must provide documented proof of vaccination and immunity to Hepatitis B, as described below:

- A total of three doses of hepatitis B vaccine and a positive quantitative hepatitis B serum surface antibody titer.
- A second series of hepatitis B vaccinations administered, and the antibody titer repeated (if the hepatitis B surface antibody titer is negative).
- Proof of completion of the hepatitis B immunization series prior to clearance for direct patient contact.
- Students who have negative hepatitis B surface antibody titers will receive individual counseling on how best to protect themselves, prevent infecting others, and follow special procedures after a needlestick injury.

Chickenpox (varicella). Students must show proof of positive varicella antibody titer verifying immunity.

Tuberculosis (TB) screening. Students will be required to undergo a tuberculin skin test (TST) prior to orientation, and annually thereafter. The TST can be administered during a student's required prematriculation physical examination. RUCOM follows CDC guidelines for TB screening:

- A student who has not been screened for *Mycobacterium tuberculosis* infection in the past 12 months must undergo a two-step test that consists of intracutaneous Mantoux injections administered a minimum of one to three weeks apart.
- TB skin testing will be required prior to orientation and annually thereafter. Follow-up includes:
 - A positive TST must be assessed by a health care provider. Students must provide evidence of a chest radiograph that reveals no acute cardiopulmonary process and/or documentation of a complete symptom screening by a physician prior to matriculation and annually thereafter.
 - A chest radiograph will be mandatory for a student with a new or previous positive reaction; if positive, the student must document proof of receiving appropriate treatment.
 - Students vaccinated with Bacille Calmette–Guérin (BCG) more than 18 months prior to orientation are required to undergo a TST.

Influenza Vaccine: By November of each year of enrollment at RUCOM, all medical students will be required to receive the annual influenza vaccine and upload documentation to health records stored confidentially in their personal [American DataBank/Complio online account](#).

Medical students will be required to maintain compliance with background checks and immunization requirements throughout their enrollment at RUCOM. Compliance management tools provided by American DataBank will ensure confidentiality of student health records while allowing administrators to monitor student compliance with immunization requirements. Each medical student will be required to create an American DataBank account for compliance management, as student data are stored separately from applicant data. Each student will scan and upload health history information, physical examination results, insurance verification, and immunization forms directly to a personal American DataBank account. American DataBank will provide the initial screening and notify the Office of Student Affairs if a student is not compliant.

Students who fail to prove compliance with immunization requirements will not be eligible to attend clinical rotations until all requirements are met and are subject to adverse action up to and including dismissal. Exceptions may be granted in the event of valid medical contraindications, for religious reasons, or if a student is in the process of receiving the complete vaccine series (e.g., hepatitis B, varicella).

Medical students may be required to receive additional vaccines and undergo scheduled or random drug testing or other medical tests prior to starting classes or clinical clerkships, as required by RUCOM and its affiliated clinical education sites. Additional periodic evaluations or tests may be required as indicated, or if exposure to an infected patient or infectious pathogen occurs.

C. Communicable Diseases

RUCOM's Communicable Diseases Policy follows guidelines established by the Centers for Disease Control for health care personnel and can be found [here](#). No RUCOM student with a communicable disease or condition will be permitted to engage in patient contact until such conditions have been resolved as documented by a designated student health provider at Roseman Medical Group (RMG) in consultation with the student's physician(s). This restriction is necessary to protect the health and safety of patients and staff.

Persons with any of these conditions are prohibited from engaging in patient contact unless they obtain medical clearance: (1) active chickenpox, measles, German measles, herpes zoster (shingles), acute hepatitis, and tuberculosis; (2) oral herpes with draining lesions; (3) group A streptococcal disease (i.e., strep throat) until 24 hours after treatment has been received; (4) draining or infected skin lesions (e.g., Methicillin resistant *Staphylococcus aureus* (MRSA)). A student unsure whether they should participate in patient care should consult with their personal health provider or with RMG.

Any student with a communicable disease must obtain written medical clearance from RMG or the student's health care provider to return to curricular activities. It is the responsibility of the medical student to notify the Office of Student Affairs of any inability to perform clinical work; appropriate documentation from RMG is required. (See the [RUCOM Attendance and Excused Absence Policy](#).)

D. Drug Testing and Alcohol Screening(s)

Upon acceptance to RUCOM, and prior to clerkship and advanced phase, students must undergo 10-panel drug testing. These tests are ordered online. Students are responsible for all fees and costs associated with this process.

Additional testing may be required by RUCOM or its clinical affiliates at any time. RUCOM reserves the right to rescind an offer of admission to a prematriculant who fails to complete a required drug test or who has a positive finding. Drug test results may affect a student's admission or eligibility to participate in clinical experiences, to complete the medical degree program, or to obtain a medical license.

An enrolled student who fails to undergo a required 10-panel drug or alcohol test is subject to adverse action up to and including dismissal from RUCOM. Findings on any drug test are reviewed by the Associate Dean for Student Affairs and discussed with the student. A student with a positive drug test may be referred to the MedSPARC, the Medical Student Counseling and Wellness Center, and/or Mental Health Services, or other health care agencies or organizations as deemed appropriate when they are in violation of RUCOM Professionalism Expectations. Students with positive findings may be unable to participate in educational experiences, including clinical rotations, and may be subject to adverse actions up to and including dismissal.

Drug screen test results that are deemed "dilute" will require a subsequent test. Students are responsible for additional fees at the time of testing.

RUCOM will report drug testing results to clinical affiliates, state licensing agencies, and other entities to comply with federal or state laws or university policies.

Find more information on RUCOM's Substance Use and Drug Screening Policy [here](#).

E. Biosafety and Needlestick Policy and Procedure

RUCOM follows Occupational Safety and Health Administration (OSHA) standards regarding exposure to infectious and environmental hazards on campus, and the institutional policies of its clinical affiliates, as specified in affiliation agreements, regarding exposure to infectious and environmental hazards at clinical sites.

Educating Students about Methods of Prevention. Ultimately, each student is responsible for his or her health and safety in the clinical/educational setting. Therefore, it is the goal of RUCOM that all students learn appropriate policies and procedures to follow if they are injured or potentially exposed to bloodborne pathogens or other communicable diseases. RUCOM medical students receive information about the prevention of airborne and bloodborne pathogens several times during their medical school education, beginning in the foundational phase.

Procedures for Post-Exposure Care and Treatment, including Needlestick Injuries. A student who becomes exposed to airborne or bloodborne biohazardous materials, including needlestick injuries and respiratory pathogens, must follow established protocols at RUCOM to receive timely diagnostic and therapeutic care. Students who experience needlesticks and other types of injuries at any location (i.e., on campus, hospitals, ambulatory clinics, or neighborhood households) must immediately notify their clinical instructor or attending physician. Any student exposed to biohazardous material should receive immediate first aid and initial care at the site where the injury occurred. Students will also be required to submit an incident report through the [RUCOM Incident Tracker](#), the online reporting system. Students are responsible for filing claims with their health insurance providers. They will be responsible for the payment of fees not covered by their insurance, including fees for diagnostic and therapeutic services associated with airborne exposures, needlesticks, and other types of injuries. Roseman University has a student accident insurance policy which may help with students' out-of-pocket expenses. Students must apply for this assistance.

The RUCOM Biosafety Policy is linked [here](#).

F. Health and Disability Insurance

Medical students are required to have and maintain health insurance while actively enrolled in RUCOM. Students may have their own health insurance or may purchase health insurance coverage for themselves and their dependents through Roseman University. Students are enrolled in disability insurance through Roseman University.

All RUCOM student policies and guidelines are available on the [RUCOM Office of Student Affairs Canvas page](#).

VI. AVAILABLE HEALTH SERVICES

To ensure that individuals who provide psychiatric, psychological, medical care and/or other health services to a medical student have no involvement in the academic assessment or promotion of the medical student receiving those services, RUCOM has a policy of Non-Involvement of Treating Faculty, which you can learn more about [here](#). Providers available to students at Roseman Medical Group (RMG) include primary care nurse practitioners who have no role in teaching or assessing medical students. The Roseman Medical Group (RMG) helps students achieve optimal health and wellness while they are at RUCOM. Primary care services are available to all currently enrolled students, and each of our clinics is open every weekday. Clinic visits can be scheduled Monday through Friday from 9:00 AM to 5:00 PM, and same day walk in appointments are often available. For more information regarding RMG, click [here](#).

Emergency Care near the Summerlin Campus

- Dignity Health – St. Rose Dominican Hospital, Sahara Campus Emergency Room
4980 W. Sahara Avenue, Las Vegas, NV 89102
(702) 216-7365
- Southern Hills Hospital and Medical Center Emergency Room
9300 W. Sunset Road, Las Vegas, NV 89148
(702) 916-5000
- Spring Valley Hospital Medical Center
5400 S. Rainbow Boulevard, Las Vegas, NV 89118
(702) 853-3000
- Summerlin Hospital Medical Center Emergency Room
657 N. Town Center Drive, Las Vegas, NV 89144
(702) 233-7000

Urgent Care near the Summerlin Campus

- CareNow Urgent Care – Sahara and Hualapai
Open 8:00 AM – 9:00 PM, M-F; 8:00 AM – 8:00 PM, Sa-Su
10030 W. Sahara Avenue, Las Vegas, NV 89117
(702) 570-8105
- CareNow Urgent Care – Durango and Flamingo
Open 8:00 AM – 8:00 PM, 7 days a week
4075 S. Durango Drive, Suite 108-110, Las Vegas, NV 89147
(702) 701-9509
- CareNow Urgent Care – Arby and Durango
Open 8:00 AM – 9:00 PM, M-F; 8:00 AM – 8:00 PM, Sa-Su
7040 S. Durango Drive, Las Vegas, NV 89113
(702) 260-1261
- UMC Quick Care – Spring Valley
Open 8:00 AM – 8:00 PM, 7 days a week
4180 S. Rainbow Boulevard, # 810, Las Vegas, NV 89103
(702) 383-3645

VII. CAMPUS PROCEDURES

A. RUCOM Emergency Contact Information

For all on-campus RUCOM emergencies:

24 Hour Security: (702) 249-1960 or (702) 239-9708

Discovery Building Security: (702) 802-2840

Innovation Building Security: (702) 378-3308

Breakthrough Building Security: (702) 802-2899

Off-campus Emergencies: 911

Non-Emergency Line: 311

LINK TO ROSEMAN's EMERGENCY OPERATIONS PLAN:

<https://www.roseman.edu/app/uploads/2022/08/Emergency-Operations-Plan-October-2022.pdf>

Roseman Now

Roseman Now is an app that was developed by Roseman University Security under its mandate to develop policies, programs, services, and informational resources to promote and address student safety. It can be found in the Apple or Android app store.

B. Study Room Use

There are designated study rooms available for students around campus. Study rooms can be accessed with the students' Roseman Access Badge. RUCOM students have access to designated College of Medicine study spaces for their exclusive use. To ensure fair use of the study rooms, the following guidelines have been set:

- Rooms are available on a first-come first-served basis.
- Rooms may only be used for studying, instruction, formal tutoring, group meeting, or club meeting.
- Multi-user rooms are a shared resource and must be treated as such. Rooms must be left clean: garbage tossed, chairs pushed in, whiteboard cleaned.
- Rooms left unoccupied with unattended items will be considered open for use.

C. Parking

All parking on the Roseman University Campus is free to students, faculty, staff, and visitors. Because of this, parking can get congested at times – particularly during fall and winter semesters. Students are encouraged to arrive early, locate a parking spot, and have ample time to walk to class. Student should not park in spaces that are designated for Roseman University tenants.

D. Access Badges

All students are required to obtain and wear their university-issued Access Badges while on campus. Access badges must be worn and visible at all times. This is a matter of security, as well as allowing access to restricted educational spaces. Lost or stolen badges must be reported to the Facilities Management Unit immediately. Lost or stolen badges may be replaced at the Bursar's Office for \$15. The Roseman University Access Badge Policy can be found [here](#).

E. Library

The Roseman University Library supports the College of Medicine with access to a variety of online resources and services detailed in the [College of Medicine Library Guide](#). Library staff are available to assist students in person, via phone, email, and chat during staffed service desk hours from 8:00 AM to 7:00 PM on Monday through Thursday, and 8:00 AM to 5:00 PM on Friday. Students can also access the building after hours via keycard access and get 24/7 help from a global cooperative of librarians via the online library chat. For more information, visit the [library website](#). The Medical Library is located on the first floor of Innovation Hall.

F. Lockers

RUCOM provides lockers for medical students. The University and RUCOM reserve the right to inspect lockers at any time. Students must use RUCOM locks. Any other lock will be removed. If the original lock is lost, replacement locks will be issued at the student's expense. When possible, students will be notified in advance of locker inspections. Emergency situations do not require prior notification. Students are expected to periodically clean their lockers. Lockers must be emptied and cleaned on or before the last day of classes. Any items left in lockers after the last day of classes will be discarded.

G. Printing and Photocopying

Students have access to printing and photocopying in the Tech Services area on the second floor of Innovation Hall.

H. Guidelines for Use of RUCOM Facilities

Guidelines have been established to ensure that the personal, social, and safety needs of all medical students are met in a fair manner.

- **Identification.** Students are required to wear their university-issued Access Badge at all times while on campus. Students using RUCOM facilities without possession of their Access Badge may be asked to leave the premises.
- **Guests.** Students must obtain approval from the RUCOM Office of Student Affairs before bringing guests to campus. All guests must be accompanied by a Roseman medical student at all times while on campus. The Roseman University Student's Guest Policy can be found [here](#).

- **Lockers.** Personal lockers are located in Innovation Hall near the Roadrunner Learning Community suites and provide storage space for students' laptops, medical equipment, white coats, and other items.
- **Common Amenities.** The use of televisions, microwaves, furniture, games, videos, books, journals, copy machines, fax machines, vending machines, and other community amenities is mutually decided on a first-come, first-served basis. When conflicts arise, it is expected that students will work together and come to a compromise or consensus. If an agreement cannot be reached, the issue should be taken to the Office of Student Affairs.
- **Refrigerators.** Refrigerators are provided for short-term storage of perishable foods. To ensure sufficient space for all, medical students may store food of a quantity sufficient only for a two-day period. This includes frozen food. All food must be removed weekly. All food remaining in refrigerators after 6:00 PM on Fridays may be discarded.
- **Secure Access.** RUCOM facilities are properly secured to safeguard property. Only faculty, staff, and students with proper identification and university-issued Access Badges are admitted after hours. Students must not circumvent safety and security measures. Students should not prop open secure doors or provide unauthorized individuals access to secure areas. Students who fail to comply with this policy may be asked to leave the premises and are subject to review and disciplinary action by the MedSPARC.