



**College of  
Medicine**

**RESEARCH  
MENTOR  
HANDBOOK  
2017-18**

*“Focused Inquiry & Research Experience”*

**“FIRE” MODULE  
YEAR 1 (I-1)**

## Welcome to the FIRE Module for Year 1!

Thank you for being a Research Mentor to our medical students. We greatly appreciate your time, talents, efforts, and willingness to help guide the next generations of medical students at the UCF College of Medicine.

This Handbook outlines the expectations of Research Mentors and provides useful information about the FIRE Module and medical student research requirements for the College of Medicine at the University of Central Florida. If you have questions or concerns about anything related to the FIRE Module or medical student research at the UCF College of Medicine, please feel free to contact us anytime!

Sincerely,

The FIRE Team

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## FIRE MODULE GENERAL OVERVIEW 2017-2018

The central purpose of this two-year sequence is to allow each student to experience the research process and develop skills of intellectual inquiry that are transferable to the practice of medicine. Research mentors will oversee the creation (Year 1) and completion (Year 2) of a rigorous, independent, and scholarly research project. A research project may be in any area of interest related to medicine where a research mentor can be identified.

### Year 1 (I-1)

The curriculum includes training and tools to foster the development of a *habit of inquiry* that will guide the pursuit of the selected area of interest. For the 2017-2018 academic year, the I-1 students will achieve specific milestones to facilitate development of a scholarly research proposal in collaboration with an approved Research Mentor.

Students who have the desire and experience to move faster than the milestone deadlines are encouraged to complete milestones earlier and submit on the given due dates. Although some students work on their research during the summer between first and second year, students are not required to work.

### Year 2 (I-2)

Students will complete the projects initiated during Year 1 and present them to faculty and peers during the FIRE conference. The conference is scheduled so that both first-year and second-year students attend, providing opportunity for second year students to serve as role models for their fellow students. In addition to this scholarly presentation the research could result in presentations at scientific meetings or publication.

Some students may complete their projects early and might continue to work with their mentors on additional research. Indeed, many of them elect to continue working on research into their third and fourth years. Some students will have papers accepted in peer-reviewed journals.

*Although FIRE module faculty and staff are available to advise students, it is very important that students be able to consult with their research mentors regularly to ensure they are making satisfactory progress and acquire the necessary intellectual and research skills to gain a meaningful experience.*

*One difference between this research course and those offered in traditional academic departments is the time constraint on medical students. Medical students carry a heavy course load and must be able to integrate the research into a demanding curriculum schedule. Time is allocated for FIRE module research throughout the first two years, but there are no long contiguous stretches of time such as those available to traditional research students. Some medical students devote all or part of the summer to their research, but many do not. UCF College of Medicine expects to continue the practice of providing a research allowance of up to \$2500 for each student to help defray research costs.*

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## ELIGIBILITY CRITERIA AND SELECTION PROCESS FOR RESEARCH MENTORS

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Research Mentors must meet the following criteria to be eligible to mentor in the I-1 and I-2 Modules:

### Education, Training and Experience

1. Terminal degree: M.D., D.O., Ph.D., J.D., or equivalent\*.
2. For practicing physicians, certification by the American Board or foreign equivalent certifying body in their basic medical specialty is required. Only a physician whose role is in education, research and/or service without a patient care component will be exempt from seeking certification. The requirement for certification may also be temporarily waived if the subspecialty requires a year of clinical practice before being eligible for the Board Certification.
3. For community leaders, at least 5 years in a leadership role.

\*Terminal degree is desired, but not necessarily required. In cases where the potential Research Mentor does not have a doctorate or equivalent terminal degree, a mentor must demonstrate their capability to serve as a Research Mentor (see Selection and Approval Process).

### Selection and approval process

All interested persons should apply to [Shaheen.Miller@ucf.edu](mailto:Shaheen.Miller@ucf.edu) for instructions on documenting education and experience. This will typically involve completing a short electronic form, curriculum vitae, and a brief description of potential research project(s). Qualifications of candidate Research Mentors will be reviewed by the FIRE Module Directors. Once a Research Mentor has successfully served as a candidate Research Mentor for a UCF medical student research project for two years (i.e., has mentored a student through successful completion of the I-1 and I-2 Modules) and has received Satisfactory reviews from the FIRE Committee, then that candidate Research Mentor will be thereafter considered an “approved” Research Mentor. All active Research Mentors will be reviewed by the FIRE Committee on an annual basis. The FIRE Committee can pre-approve or reject candidate Research Mentors at any time. A candidate or approved Research Mentor that is rejected by the FIRE Committee will not be permitted to serve or continue serving as a Research Mentor for medical student research\*\*.

\*\*If an approved or candidate Research Mentor feels that he or she has been unfairly excluded from participating in this capacity, then he or she may appeal the FIRE Committee decision to the Associate Dean for Faculty and Academic Affairs of the UCF College of Medicine for reconsideration.

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## RELATIONSHIP OF RESEARCH MENTOR AND STUDENT

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### Role of the Research Mentor

- Provide opportunity for a medical student research project
  - Promote and nurture a scholarly environment for a medical student research project
  - Assist in formulating a research question
  - Assist in identifying important variables to consider
  - Advise on recruitment/selection process of target population or samples
  - Advise on data and data analysis
  - Serve as sponsor for Institutional Review Board (IRB) application, if applicable
  - Advise on preparation of study closure reports and assist with study closure
  - Contribute, collaborate and co-author presentations/publications
  - Submit student assessment to the FIRE Module(once for I-1, once for I-2)
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### Role of Medical Student

- Function as project leader
  - Collect and discuss research topics with Research Mentor to formulate a research question
  - Consult with Mentor and Academic Advisor as needed for progress
  - Develop and/or learn research methods needed for the project
  - Submit drafts of all work to mentor for review
  - Submit IRB application to Research Mentor for pre-approval before submission to IRB (if applicable)
  - Implement study as designed
  - Lead dissemination efforts (presentations/publications)
  - Attend (I-1) FIRE Research Conference to learn about and support I-2 projects
  - Present research findings (I-2) at the FIRE Research Conference
  - Remind mentor to Close study
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## COMMITMENT OF RESEARCH MENTOR

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- I am committed to serving as the primary RESEARCH MENTOR as part of the Focused Inquiry & Research Experience (“FIRE”) Module at the UCF College of Medicine. In this role, I am committed to the education and training of the student as a future member of the medical and scientific community.
- I am committed to helping the student complete a scientific research project during their first two years of medical school at UCF. I will help to plan and direct the medical student’s project, set reasonable and attainable goals, and establish a timeline for completion of the project.
- I am committed to meeting one-on-one with the student on a regular basis to discuss his/her research project.
- I will lead by example and facilitate the training of the medical student in skills needed to be a successful researcher. These skills may include oral and written communication, ethical conduct of research, and scientific professionalism.
- I will ensure full compliance with all IRB, IACUC and/or other regulatory requirements associated with conducting the research project, and I will assist the student in gaining the necessary training/approval for this.
- I will not require the medical student to perform tasks that are unrelated to his/her research project.
- I will discuss authorship policies regarding papers with the medical student prior to submitting any work involving the student for publication. Further, I will acknowledge the medical student’s scientific contributions to the research project, and I will work with the student to publish meritorious work in a timely manner.
- I will discuss intellectual policy issues pertaining to the research project with the student with regard to disclosure, patent rights, and opportunities for commercialization if such exist.
- I recognize the possibility of conflicts between the interests of externally funded research programs and those of the medical student, and will not let these interfere with the student’s pursuit of his/her research project.
- I will encourage the medical student to attend and participate in scientific/professional conferences.
- I will provide an environment for the student that is conducive to the proper conduct of research, intellectually stimulating, emotionally supportive, safe, and free of harassment.
- Throughout the medical student’s time under my supervision, I will be supportive, equitable, accessible, encouraging, and respectful in a manner that fosters the student’s professional development.

Adapted from the Compact between Biomedical Graduate Students and Their Research Advisors, American Association of Medical Colleges [www.aamc.org](http://www.aamc.org)

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## COMMITMENT OF MEDICAL STUDENT

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- I acknowledge that I have the primary responsibility for the successful completion of my research project. I will be committed to my medical education and will demonstrate this by my efforts in the classroom as well as the research environment. In these efforts, I will maintain a high level of professionalism, self-motivation, engagement, scientific curiosity, and ethical standards.
- I will work with my Research Mentor to develop a research project. This will include establishing a timeline for each phase of my work, and I will strive to the best of my abilities to meet the established deadlines.
- I will meet regularly with my Research Mentor and provide him/her with updates on the progress and results of my activities and experiments.
- I will be knowledgeable of the policies and requirements of the UCF COM I-1 and I-2 Modules, and I am committed to successfully completing these requirements in a timely and professional manner.
- I will attend and participate in research project meetings, seminars, workshops, and/or journal clubs that are part of my educational program.
- I will comply with all institutional policies, including module milestones. I will comply with both the letter and spirit of all applicable institutional safe research practices. This includes full compliance with all IRB, IACUC and/or other regulatory requirements associated with conducting my research project.
- I will be a *good citizen* in the conduct of my research project. I will agree to take part in shared responsibilities of the research team, and will use resources carefully. I will maintain a safe and clean research space, and be respectful, tolerant of, and work collegially with all personnel associated with my research project.
- I will maintain detailed, organized, and accurate research project data files and/or notebook. I am aware that all tangible research data and my original notebook are the property of UCF.
- I will discuss policies on work hours, sick leave, and vacation time with my Research Mentor. I will consult with my Research Mentor and notify fellow research team members well in advance of planned absences, and as soon as feasibly possible in the case of unplanned absences.
- I will discuss policies on authorship and attendance/participation at professional research meetings with my Research Mentor. Specifically, I will not submit my research work for publication without express written consent from my research mentor and all other co-authors involved in the study. This applies to all forms of publication including UCF-based publications such as FLAGSHIP.

Adapted from the Compact between Biomedical Graduate Students and Their Research Advisors, American Association of Medical Colleges [www.aamc.org](http://www.aamc.org)

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## TIPS FOR EFFECTIVE MENTORING

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Having a mentor can be very helpful for a young physician's development. The mentor acts as senior professional, providing development opportunities, and an overview of what it takes to become a leader in a field. Typically, the mentor is a senior level person. The mentor must have broader experience and the ability to place mentees into assignments that will help with their professional growth and development. The mentor provides guidance and opportunities for practice.

A critical element in the mentoring relationship is a mutual respect between mentor and mentee. No matter how much education and training one receives, and no matter how excellent that instruction may be, the incorporation of new skills and knowledge into work takes time, practice, and feedback. A good mentor asks good questions, leading the mentee through explorations of their own interests, goals, and professional development plans.

***Build a climate of trust:*** The mentor achieves this by asking open-ended questions and listening carefully. Finding common ground and understanding perceptions are the goals.

***Gather pertinent information:*** The mentor needs to have accurate and sufficient knowledge of the mentee to be able to offer assistance. The mentor should ask questions to learn details about the mentee's background and career goals, and encourage the use facts as the basis of the decision-making process.

***Facilitate exploration:*** The mentor can assist the mentee in considering various professional options. Strategies could include asking about the reasons for choices and thinking creatively about alternative means of accomplishing goals.

***Confront difficult issues:*** In a developing mentor-mentee relationship, the mentor can be useful in helping the mentee identify unproductive strategies and take steps toward changing them. Mentors should use the least amount of carefully stated feedback necessary for impact, and the focus should be on the most likely strategies for change.

***Serve as a role model:*** By occasionally sharing their own story, mentors can motivate the mentee to take risks and make decisions without certainty of successful results. The conversations could also include learning from difficult experiences and developing the qualities needed to pursuit and persist in achieving one's goals.

***Develop the mentee's vision:*** The mentor can be useful in helping the mentee develop processes for managing personal and professional change. Strategies might include assessing options and resources and making independent choices.

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## MENTORING LANGUAGE

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These questions may be useful in beginning and continuing conversations between the mentor and mentee.

***Problem-Solving:***

- What do you think about this idea?
- What do you think is important?
- How would you solve this?
- If you were in my shoes, what would you do?
- What other factors should we be considering?
- Why is this approach going to work?
- What do you see as the obstacles we face?

***Global:***

- How are things going?
- What are your goals?
- What are you trying to accomplish?

***Problem Identification:***

- What results have you achieved so far?
- Where are you stuck?
- What kinds of problems are you encountering?
- Why do you think that happened?
- What can we do to address the situation?

***Options and Solutions:***

- What solutions have you attempted?
- What do you see as our options?
- Do you want input or suggestions from me?
- How can I support your goal?

***Planning:***

- What is your favorite “go forward” plan?
- How can you apply what you have learned in this situation?
- Who else would benefit from knowing this?
- What are important deadlines we need to keep in mind?
- How can I support your upcoming deadlines?

***Support:***

- What can I do to support you in this?
- Whose support do you need?
- Would it be helpful to talk about this again?

# **FIRE MODULE YEAR 2 (I-1) SYLLABUS**

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The central purpose of this module is to allow each student to experience the research process and develop skills of intellectual inquiry that are transferable to the practice of medicine. A research project may be in any area of interest related to medicine where a Research Mentor can be identified. The curriculum will include training and tools to foster a habit of inquiry that will guide the pursuit of the selected area of interest. Research mentors will oversee the creation (Year 1) and completion (Year 2) of a rigorous, independent, and scholarly research project.

Students will complete their projects initiated during Year 1, and present them to faculty and peers during the *FIRE Research Conference*. The conference is scheduled so that both first-year and second-year students participate, providing opportunity for second year students to serve as role models for their classmates. This module provides students with a strong foundation for life-long exploration and evaluation of research so that they can advance knowledge/technology/methods relevant to biomedicine, employ evidence-based medicine practices effectively, and ultimately improve clinical outcomes.

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## **MODULE OBJECTIVES**

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At the end of I-1, students will be able to:

- Retrieve, synthesize and critique scholarly literature in an identified area of interest of personal interest/passion in the broad fields of health and medicine
- Generate a scholarly research question derived from careful critical analysis of the scientific literature
- Describe and use the scientific method to develop a research proposal written in a clear, concise, convincing, and logical manner that is strongly supported by appropriate citations and references
- Demonstrate an understanding of ethical standards and safety/regulatory issues when working with human subjects, animal subjects, and hazardous materials
- Demonstrate professional interpersonal communication skills and attitudes during interactions with research mentors, teammates, peers, faculty, staff, and others involved while conducting research
- Demonstrate fundamental understanding of basic statistical methods commonly used in medical research and how to apply them effectively to answer the research question(s) in the proposed plan

**\*Specific learning objectives for knowledge and application of statistical methods in medical research:**

1. Define and calculate the probability of events
2. Understand that hypothesis testing comes under the domain of “inferential” statistics
3. Name the two types of hypotheses involved in hypothesis testing and write their notation 4. Define “p-value”
5. Define Type I error, Type II error, and power
6. Name the only two decisions that may be made in hypothesis testing
7. State the criteria for making each of the two decisions in hypothesis testing
8. Define what is meant by “statistically significant”
9. List conventional levels associated with Type I error
10. Define the concept of a 95% confidence interval
11. Interpret 95% confidence intervals for differences between two means 12. Define and differentiate between or among:
  - a. Populations and samples
  - b. Parameters and statistics
  - c. Independent and dependent variables
  - d. Treatment and control, comparison, or placebo groups
  - e. Random and non-random assignment
  - f. Blinded and open trials
  - g. Experiments, quasi-experiments, and non-experiments
  - h. Causation and association
  - i. Prospective and retrospective study designs
  - j. Randomized controlled trials, cohort studies, and case-control studies
12. Define characteristics of randomized controlled trials
13. Define characteristics of case-control, cohort, and cross-sectional studies
14. Define and calculate the probability of events
15. Define and calculate odds
16. Define, calculate, and interpret odds ratios
17. Calculate absolute risk, absolute risk reduction/increase, number needed to treat/harm, relative risk, and relative risk reduction/increase, as applicable
18. Define absolute risk, absolute risk reduction/increase, number needed to treat/harm, relative risk, and relative risk reduction/increase using plain English
19. Identify synonyms for absolute risk reduction/increase and relative risk
20. Interpret 95% confidence intervals for odds ratios and relative risks
21. Characterize distribution shape based on symmetry, modality, and skew
22. Identify appropriate descriptive statistics to report based on distribution shape
23. Describe the properties of the normal curve
24. Define the empirical rule associated with the normal curve
25. Identify types of research questions and scales of measurement to which the following tests apply:
  - a. Chi-square

- b. Independent samples t-test
- c. Analysis of variance
- d. Dependent samples t-test
- e. Pearson's correlation
- f. Simple and multiple linear regression
- g. Simple and multiple logistic regression

## ASSIGNMENTS AND ASSESSMENT PLAN

Due Date	Assignment	Mode/Assessment
Oct 20, 2017	<b>Milestone 1:</b> Complete online CITI (IRB) Training	<b>Mandatory (Certificate)</b>
Oct 30, 2017	<b>Milestone 2:</b> A. Research Mentor Agreement/Signature B. Student Research Agreement/Signature C. One-page project outline	<b>Mandatory</b>
Dec 15, 2017	<b>ABSTRACT SUBMISSION DEADLINE</b> for the FIRE CONFERENCE (Must submit abstract if you want to be considered for an oral presentation and HONORS criterion – see below)	<b>Optional (Required for Honors Criterion)</b>
Jan 19, 2018	<b>Milestone 3:</b> Complete draft of research proposal	<b>Formative*</b>
Feb 22-23, 2018	<b>Milestone 4:</b> <u><b>FIRE CONFERENCE</b></u>	<b>Mandatory Participation/Peer review</b>
Mar 15, 2018	<b>Milestone 5:</b> Complete and submit 1-pg form indicating whether you will need IRB or IACUC review	<b>Mandatory</b>
April 6 2018	<b>Milestone 6:</b> Complete (revised) final proposal	<b>Summative*</b>
April 13, 2018	<b>Milestone 7:</b> Deadline to complete online statistical exam (Note: Students must achieve 100% mastery of the exam, but may re- take as many times as needed)	<b>WC Mandatory</b>
May 4, 2018	<b>Milestone 8:</b> Submit for research regulatory approvals (IRB, IACUC, etc.)	<b>WC Formative/Honors</b>
May 4, 2018	<b>Milestone 9:</b> Submit research mentor evaluation	<b>WC Mandatory</b>

## **Final Grades**

Final grades for this module are based on an Honors/Pass/Fail (“HPF”) system.

To “Pass” the module, students will need to satisfactorily complete all items listed in the Assignment Table above in a timely and professional manner. This includes participation in all F2F class sessions.

To achieve “Honors”\*, students must meet the “Pass” requirements, have no serious lapses in professionalism, and achieve at least 3 of the following 5 criteria:

1. *All assignments completed on time (see due dates from the Assignment and Assessment table above)*
2. *Student received predominantly “Outstanding” reviews (on average) for their final research proposal*
3. *Research mentor submits completed evaluation of the student and nominates the student for “Honors”*
4. *Student gives oral presentation at the FIRE Conference based on quality of submitted abstract*
5. *Student scores 90% or better overall on the statistical exercises, quizzes, and exams*

***\*Automatic Honors:*** *If student meets all pass requirements and gets their FIRE research project published as first author in a peer-reviewed scientific journal external to UCF with an impact factor of 1.0 or greater, then this student will automatically receive Honors. (Must verify that manuscript has been accepted for publication prior to completion of the I-2 Module)*

## **Professionalism**

Professional behavior will be assessed by student interactions with faculty, staff and peers during all scheduled activities, as well as by mentors during times spent in mentor’s unit.

Students are expected to adhere to the UCF Honor Code and Guidelines of Professional Conduct and uphold the values of Integrity, commitment to self-improvement and respect as evidenced by demonstrating any of the positive professional characteristics appropriate to the module from the following matrix:

### **Student is reliable**

- Fulfillment of responsibilities to patients and team
- Completion of tasks
- Representation of actions and information

### **Improves and adapts**

- Accepts criticism
- Aware of limitations
- Receptive to change
- Accepts responsibility for errors
- Response during stressful situations

### **Demonstrates positive interpersonal skills**

Subordinates their own interest to others  
Establishes rapport Sensitive to needs of others  
Appropriate boundary setting  
Relates well to staff in learning environment  
Relates well to faculty in learning environment Sense of self assurance

**Upholds medical student principles**

Is honest  
Contributes to learning environment  
Respects diversity  
Resolves conflicts in a respectful manner Professional language and mindfulness Protects patient confidentiality  
Professional dress

**Demonstrates positive relations with health care team**

Working relationship with health care team  
Sensitive to needs, feelings and wishes of health care team members

**Shows commitment to scholarship and advancing the field**

Utilizes evidence in the care of patients Investigates and suggests novel ideas

Any substantial lapse in these standards, will be brought to the attention of each student. If uncorrected, such lapses could result in a report to the Student Evaluation and Promotion Committee. Exemplary demonstration of these competencies will be considered toward the designation of Honors.

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## ADDITIONAL POLICIES

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### UCF Creed

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

- **Integrity:** I will practice and defend academic and personal honesty.
- **Scholarship:** I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

- **Community:** I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
- **Creativity:** I will use my talents to enrich the human experience.
- **Excellence:** I will strive toward the highest standards of performance in any endeavor I undertake.

## Academic Integrity

The University of Central Florida is committed to a policy of honesty in academic affairs. Examples of conduct for which students may be subject to academic and/or disciplinary penalties including expulsion are:

- **Cheating:** whereby non-permissible written, visual, or oral assistance including that obtained from another student is utilized on examinations, course assignments or projects. The unauthorized possession or use of examination or course related material may also constitute cheating.
- **Plagiarism:** whereby another's work is deliberately used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own. Any student failing to properly credit ideas or materials taken from another has plagiarized.
- **Unauthorized assistance:** communication to another through written, visual or oral means. The presentation of material which has not been studied or learned, but rather was obtained solely through someone else's efforts and used as part of an examination, course assignment or project. The unauthorized possession or use of examination or course related material may also constitute cheating.
- **Commercial Use of Academic Material:** Selling notes, handouts, etc. without authorization or using them for any commercial purpose without the express written permission of the university and the Instructor is a violation of this rule.

NOTE: A student who has assisted another in any aforementioned breaches of standards shall be considered equally culpable. In cases of cheating or plagiarism, the instructor may take appropriate academic action ranging from loss of credit for a specific assignment, examination, or project to removal from the course with a grade of "F." In addition, the instructor may request disciplinary action through the office of student rights and responsibilities as outlined in *The Golden Rule*.

Please note: M.D. students are also subject to all College of Medicine policies as reflected in the *M.D. Program Student Handbook*.

## Ethics Statement

UCF faculty members support the UCF Creed. Integrity - practicing and defending academic and personal honesty - is the first tenet of the UCF Creed. This is in part a reflection of the second tenet, Scholarship: - I will cherish and honor learning as a fundamental purpose of membership in the UCF community. - Course assignments and tests are designed to have educational value; the process of preparing for and completing these exercises will help improve your skills and knowledge. Material

presented to satisfy course requirements is therefore expected to be the result of your own original scholarly efforts.

Plagiarism and cheating - presenting another's ideas, arguments, words or images as your own, using unauthorized material, or giving or accepting unauthorized help on assignments or tests - contradict the educational value of these exercises. Students who attempt to obtain unearned academic credentials that do not reflect their skills and knowledge can also undermine the value of the UCF degrees earned by their more honest peers. **Please note that all proposals and reports for this module will be subjected to verification for originality using Turnitin.com or similar authentication tools.**

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the module, or suspension or expulsion from the university. See <http://www.osc.sdes.ucf.edu/> for more information about UCF's Rules of Conduct.

## Other Policies

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. The Associate Dean for Students will work in association with Student Disability Services to review the student's disability and recommend accommodations. This may include interviewing the student to explore reasonable accommodations to provide the student with the best opportunity for success. It is the responsibility of the applicant to provide appropriate professional documentation showing the nature of their disability and request accommodations. Students with known disabilities must meet the same standards of academic performance as other students being considered for admission. Accepted students who have disabilities will be expected to achieve a comparable level of competency to that required of other students for progression and graduation.