UCF | College of Medicine

RESEARCH MENTOR HANDBOOK

2018-19

"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 2018-2019

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 2018-2019 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.

Revised 8.16.2018

ELIGIBILITY CRITERIA AND SELECTION PROCESS FOR RESEARCH MENTORS

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 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.

RELATIONSHIP OF RESEARCH MENTOR AND STUDENT

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)

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

COMMITMENT OF RESEARCH MENTOR

- 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

COMMITMENT OF MEDICAL STUDENT

- 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

Revised 8.16.2018

TIPS FOR EFFECTIVE MENTORING

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.

MENTORING LANGUAGE

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 1 (I-1) SYLLABUS

The central purpose of this module is to provide and facilitate opportunities for each student to directly experience and participate in scientific research that will enable them to develop skills of intellectual inquiry applicable to the practice of medicine. A research project may be in any area of interest related to medicine where a qualified faculty Research Mentor can be identified. The curriculum will include training and tools to successfully develop a rigorous, independent, and scholarly research project. Research Mentors will oversee the creation (Year 1) and completion (Year 2) of the research project. Effective engagement in scholarly research is a defining characteristic of UCF medical students enabling them better appreciate and practice evidence-based medicine throughout their careers.

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.

MODULE OBJECTIVES

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 knowledge and application 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 knowledge and application 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 enabling 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
13. Define characteristics of randomized controlled trials
14. Define characteristics of case-control, cohort, and cross-sectional studies
15. Define and calculate the probability of events
16. Define and calculate odds
17. Define, calculate, and interpret odds ratios
18. Calculate absolute risk, absolute risk reduction/increase, number needed to treat/harm, relative risk, and relative risk reduction/increase, as applicable
19. Define absolute risk, absolute risk reduction/increase, number needed to treat/harm, relative risk, and relative risk reduction/increase using plain English
20. Identify synonyms for absolute risk reduction/increase and relative risk
21. Interpret 95% confidence intervals for odds ratios and relative risks
22, Characterize distribution shape based on symmetry, modality, and skew
23. Identify appropriate descriptive statistics to report based on distribution shape
24, Describe the properties of the normal curve
25. Define the empirical rule associated with the normal curve
26. 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
Sept 14, 2018	**Milestone 1**: Complete online CITI (IRB) Training and submit screenshot for verification	***WC*** ***Mandatory (Certificate)***
Oct 29, 2018	**Milestone 2**: A. Research Mentor Agreement/Signature B. Student Research Agreement/Signature C. One-page project outline	***WC*** ***Mandatory***
Dec 14, 2018	**DEADLINE TO SUBMIT ABSTRACT** for the FIRE CONFERENCE	***WC*** ***Optional (Required for Honors Criterion)***
Jan 18, 2019	**Milestone 3**: Complete and submit draft of research proposal	***ES*** ***Mandatory*** ***Formative****
Feb 21-22, 2019	**Milestone 4**: **FIRE CONFERENCE**	***F2F/ES*** ***Mandatory*** ***Participation/Peer review***
Feb 28, 2019	**Milestone 5:** Bio-Statistics Exam	***ES*** ***Mandatory*** ***Summative****
Mar 21, 2019	**Milestone 6**: Complete and submit 1-pg form indicating whether you will need IRB, IACUC, and/or EH&S review	***WC*** ***Mandatory***
April 12 2019	**Milestone 7**: Complete and submit (revised) final proposal	***ES*** ***Mandatory*** ***Summative****
May 3, 2019	**Milestone 8**: Deadline to submit protocols for research regulatory approvals (IRB, IACUC, EH&S)	***WC*** ***Mandatory*** ***Formative/Honors***
May 3, 2019	**Milestone 9**: Submit research mentor evaluation	***WC*** ***Mandatory***

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 Assignments (Milestones) and Assessment Plan above in a scholarly and professional manner prior to the end of the I-1 Module. This includes participation in all F2F class sessions, achieving an overall passing score on the biostatistics quizzes of ≥ 70%, and predominantly satisfactory or better marks on the summative evaluation of the research proposal (Milestone 6). The scores for the summative evaluation of the research proposal will include combined faculty (90% weighting) and peer (10% weighting) scores.

To achieve "Honors"*, students must meet the "Pass" requirements, have no serious lapses in professionalism, and achieve at least 3 of the following 6 criteria:

1. *Student received predominantly "Outstanding" reviews (90% or better on rubric) for their final research proposal*
2. *Student scores 90% or higher on the summative Biostatistics exam*
3. *Research Mentor recommends the student for "Honors" (Survey evaluations will be sent to Mentors at end of I-1)*
4. *Student gives oral presentation at the FIRE Conference based on quality of submitted abstract (top 5% of class)*
5. *Student submits FIRE research proposal with Research Mentor for competitive external grant or fellowship funding.*
6. *Student submits abstract to present FIRE research at a legitimate scientific medical conference outside of UCF. Student must be listed as the first and/or presenting author and the Research Mentor must also be included. Verification of abstract submission must be completed before the end of the I-1 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.

ADDITIONAL POLICIES

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

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

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.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Deployed Active Duty Military Students

A deployed active duty military student who feels the need for a special accommodation due to that unique status should contact their instructor to discuss the circumstances.

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.