RESEARCH MENTOR HANDBOOK
2020-21

"Focused Inquiry & Research Experience"
"FIRE" MODULE
YEAR 2 (I-2)

Welcome to the FIRE Module for Year 2!

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 2020-2021

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.

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 2020-2021 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.

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 property policy issues pertaining to the research project with the student with regard to disclosure (including conference presentations and publications), 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.

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, intellectual property, 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. Further, I understand that publication may be delayed in some cases to protect intellectual property, where applicable.

Updated 09.03.20

ASSESSMENTS (Surveys sent out to mentors and students at the end of each year)

i.   Of Students by Research Mentors

Copy of FIRE Mentor Evaluation of Student Performance, Honors Recommendation:

Q1: Please enter YOUR name below:
    Last Name _____
    First Name _____
Q2: Please enter your STUDENT'S name below:
    Last Name _____
    First Name _____
Q3: I reviewed research documents (e.g., proposal, data, tables/figures, poster) prior to submission to the Module?
    Yes
    No
Q4: Please provide feedback about your experience with the student in context of the FIRE Module.

Q5: Did the student communicate with you in a timely manner about important dates and deliverables?
    Yes
    No
Q6: Please use the following space to comment on and/or qualify your response to this question:

Q7: Did the student behave in a professional and courteous manner while working with you and/or your team?
    Yes
    No
Q8: Please use the following space to comment on and/or qualify your response to this question:

Q9: Did the student demonstrate basic competency with their research project, including proposal development, literature review, writing skills, generation and analysis of data, interpretation of results and presentation of the work (e.g. poster presentation)?
    Yes
    No
Q10: Please use the following space to comment on and/or qualify your response to this question:

Q11: Based on your knowledge of this student and the project, would you recommend the student for an "Honors" grade? (Note: Your recommendation here is one of several criteria that students can use to get Honors).
    Yes
    No
Q12: Please use the following space to comment on and/or qualify your response to this question:

ii.   Of Research Mentors by Students

Copy of the survey sent to students to evaluate their Research Mentors at the end of each year:

Research Mentor Survey

Research Mentor Name: _____   _____
                                                         Last   **First**

Please rate your Research Mentor on the following areas (from the FIRE Research Mentor Agreement)*

Research Mentor Effectiveness

When requested by the mentee, how effective was your research mentor in the following areas: (Response options of Very Effective, Effective, Neutral, Ineffective, Very Ineffective, and Not Applicable unless otherwise stated)

1. Assisting in formulating a research question.
2. Assisting in identifying important variables to consider.
3. Advising on recruitment/selection process of target population or samples
4. Advising on data and data analysis.
5. Advising on Institutional Review Board (IRB) or IACUC applications.
6. Advising on the preparation of study closure reports and study closure.
7. Contributing, collaborating, and co-authoring presentations/publications.
8. Providing constructive feedback.
9. Additional comments on the effectiveness of your research mentor in the aforementioned areas.

Research Mentor Availability

10. My research mentor was available for explanation and consultation. (Response options of Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, and Not Applicable)
11. Additional comments on the availability of your research mentor.

Overall

12. I would recommend my research mentor as a FIRE Mentor for future UCF medical students. (Yes or No)
13. Additional comments on your research mentor:

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 2 (I-2) SYLLABUS

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.

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MODULE OBJECTIVES

At the end of I-2, students will be able to:

- Acquire regulatory approvals to conduct research with human data (Institutional Review Board, IRB), animals (Institutional Animal Care and Use Committee, IACUC), and/or hazardous materials (Environmental Health and Safety, EH&S)

- Conduct ethical research by adhering to all applicable regulatory rules and avoiding unacceptable practices such as falsification or misrepresentation of data, plagiarism, undisclosed conflicts of interest, and related ethical issues as described below under the heading of "Academic Integrity" (pg. 11).

- Collect data to answer a question, test a hypothesis, solve a problem, assess the efficacy of a project, and/or provide a scholarly review of the scientific literature on the chosen research topic

- Analyze and synthesize collected data/evidence using appropriate statistical and scientific methods

- Demonstrate strong project management skills through periodic assessment and monitoring of project progress

- Demonstrate effective communication skills through professional interactions with research mentors and associates, including faculty, staff, and other students involved with the research project

- Perform critical peer review of research project presentations in a professional and timely manner

- Produce and present a scholarly research poster in a clear, concise, and logical manner

- Assign appropriate authorship and adhere to all applicable editorial policies for publications including journals, video, abstracts, posters, conference proceedings, etc. For example, please refer to the Editorial Policies for *The New England Journal of Medicine*: https://www.nejm.org/about-nejm/editorial-policies

ASSIGNMENTS AND ASSESSMENT PLAN

Due Date	Assignment	Mode/Grading
Aug 6, 2020	**Introduction to I-2 (FIRE II):** **"How to Complete Your Research Project"** *Thurs 10-11:50 am*	***Zoom (Live)*** ***Mandatory***
Aug 31, 2020	**Complete online survey to verify/update project**	***WC*** ***Mandatory***
Sep 3, 2020	**FIRE Help Session I:** **"How to process and analyze data"**	***Zoom (Live)*** ***Recommended***
Sep 17, 2020	**IRB Help Session** *Thurs 10-11:50 am* *Mandatory for all students who require but have not yet received IRB approval for their FIRE project*	***Zoom (Live)*** ***Conditional Mandatory*** *(only applies to students who require IRB)*
Oct 30, 2020	**FINAL REGULATORY (IRB/IACUC/EH&S) APPROVAL DUE**	***WC*** ***Mandatory***
Nov 5, 2020	**FIRE Help Session II:** **"Poster Production + Results & Discussion"** *Thurs 10-11:50 am*	***Zoom (Live)*** ***Recommended***

Updated 09.03.20

Dec 4, 2020	**Deadline to submit completed Poster for <u>Formative</u> Review**	*ES* *Mandatory*
Dec 11, 2020	**ABSTRACT submission deadline** to be considered for oral presentation at the FIRE Conference	*WC* *Optional (Required for Honors Criterion)*
Jan 21, 2021	**FIRE Help Session III:** **"How to present and publish your research"** *Thurs 10-11:50 am*	*Zoom (Live)* *Recommended*
Feb 19, 2021	**Deadline to submit final completed Poster for <u>Summative</u> Review**	*ES* *Mandatory*
Mar 5, 2021	**FIRE CONFERENCE** **Virtual 8:00 am – 5:00 pm**	*Zoom (Live)* *Mandatory* Poster + Participation

<u>**Abbreviations:**</u> ES, ExamSoft; F2F, Face-to-Face; WC, WebCourses; ***Dates are subject to change.***

<u>Final Grades</u>

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

To "Pass" the module, students need to satisfactorily complete all items listed in the Assignment Table above in a professional manner that includes completing assignments fully by the indicated deadline dates. Students must achieve predominantly satisfactory or better marks on the summative evaluation of the research poster. The scores for the summative evaluation of the research poster will include combined faculty (80% weighting) and peer (20% weighting) scores from the FIRE Conference.

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

1. *Student received predominantly "Outstanding" reviews (90% or better on scoring rubric) from summative evaluation of their FIRE poster.*
2. *Research mentor submits completed evaluation of the student and nominates the student for "Honors"*
3. *Student is selected for an oral presentation at the annual FIRE Research Conference based on quality of abstract submission.*

4. *Student is selected 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 acceptance must be completed before the end of the I-2 Module (March 5, 2021).*
5. *Student receives external grant or fellowship funding following competitive review of their FIRE research proposal by an external funding agency such as the National Institutes of Health (NIH), National Science Foundation (NSF), American Heart Association (AHA), Howard Hughes Medical Institute (HHMI), or similar agency.*

Student and Research Mentor submit for publication their FIRE project research to a legitimate peer-reviewed scientific journal. Student must be the lead (first) author on the manuscript and the Research Mentor must be a co-author (typically listed as the last and corresponding author). Verification of manuscript submission or acceptance for publication must be completed prior to the end of the I-2 Module (March 5, 2021).

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. Minor violations may result in issuance of a yellow card using the PROMOBES system. Major violations such as (but not limited to) plagiarism, falsification of data, and/or blatant disregard of approved IRB protocols will result in issuance of a red card, automatic referral to the Student Evaluation and Promotion Committee, and potential dismissal from medical school. Issuance of 3 or more yellow cards to any one student will also trigger automatic red card issue through the PROMOBES.

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."

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- 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.

Required Statement Regarding COVID-19

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

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