



CLINICAL SKILLS AND SIMULATION CENTER POLICIES AND PROCEDURES

2024 – 2025

Student Manual



CLINICAL SKILLS AND SIMULATION CENTER CONTACT INFORMATION

Web address: <https://med.ucf.edu/about/learning-centers/clinical-skills-and-simulation-center/>

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GENERAL INFORMATION

Mission of the Clinical Skills and Simulation Center

Provide a safe learning environment for the undergraduate and graduate medical curriculum to teach and assess students in a patient-centered care environment. The center will achieve this by providing well trained Standardized and Simulated Patients, as well as state of the art simulation equipment.

The Basic Assumption TM

We believe that everyone participating in simulation activities at the UCF College of Medicine Clinical Skills and Simulation Center is intelligent, capable, cares about doing their best and wants to improve[®].

Code of Conduct

The Clinical Skills and Simulation Center (CSSC) is committed to providing a safe, supportive, and productive learning environment. Faculty, learners, and staff are expected to conduct themselves in a professional manner and always abide by the UCF College of Medicine [Code of Conduct](#) while engaged in activities within the center.

General Guidelines

- All participants, faculty, coordinators, medical students, and standardized patients (SPs) are expected to be on time for their sessions.
- As the CSSC is frequently used for examination purposes, it is recommended that Learners and SPs remain in their designated areas during their session. Learners must enter the center through the Student Entrance (Suite 319).
- Food and drinks are **NOT** permitted anywhere in the Simulation Lab (COM 321).
- Unauthorized photography or videotaping is not permitted in the CSSC during simulation experiences.
 - Anyone requiring photographs or recordings for a presentation or poster must make a request to the Medical Director or Coordinator of the CSSC at least forty-eight (48) hours in advance.
 - Permission for the use of screen shots or video clips CAE LearningSpaceTM must be obtained from the Medical Director in writing.
- The computers located in the observation hall, exam rooms, and student stations in the Clinical Skills Lab (Suite 317/321) are not for personal use under any circumstances. Users may not change any of the computer settings.
- Anyone found intentionally damaging or removing property or supplies from the CSSC without permission will be asked to leave the premises immediately. Subsequently, a report of the incident will be sent to the appropriate Department Administrator.
- The CSSC is not a clinic. Therefore, persons cannot receive medical treatment here. In cases of emergency, please dial 911.

Scent-Free Policy

The UCF College of Medicine CSSC is a scent-free work environment. Given the enclosed nature of CSSC exam rooms, the length of our sessions and the many health-related issues associated with exposure to strong scents and perfumes, all who participate in CSSC sessions should be free of strong scents (perfumes/lotions/body oils, etc.), as well as tobacco smell, or they may be asked not to leave.

Event Related Matters, Program Questions, Complaints:

Jason Konzelmann, the Director of the UCF College of Medicine CSSC, handles bookings for all intramural and extramural events, including pricing lists and payment arrangements. His email is jason.konzelmann@ucf.edu and his office number is 407-266-1579.

Concerns about Students/Faculty:

Any issues regarding students or faculty should be directed to Dr. Analia Castiglioni, Medical Director, UCF College of Medicine, via email at Analia.Castiglioni@ucf.edu.

Hours of Operation

The CSSC standard hours of operations are Monday thru Friday, 8:00 a.m. to 5:00 p.m. Hours may be extended to non-standard hours after approval from the CSSC Administration.

Identification Badges

ID badges must be worn in a highly visible manner while participating in CSSC activities.

PERSONNEL

Standardized Patient (SP)

SPs play a key role in medical education. An SP is a person carefully selected and trained to portray a patient providing students with an opportunity to practice and to be assessed on learned skills in a safe learning environment. They consistently and accurately recreate the medical history, personality, physical findings, symptoms, and emotional responses of a patient or a patient's family member so that medical students, under the supervision of clinician educators, can practice physical examination, history-taking, diagnostic and clinical reasoning, and communications skills.

To get the most out of an encounter with an SP, we ask that learners interact with simulated patients as they would with a real patient. They have extensive training to accurately represent the case being portrayed. Feedback they provide is exclusively from the perspective as the patient in the room and from the mindset of the patient they are portraying and may come with a variety of emotions; as such feedback may vary from patient to patient at any given time, and the same is for SP encounters.

During an encounter, the SP may:

- Present case history in response to questioning by the student.
- Portray difficult emotional situations in a safe environment.
- Undergo a limited physical examination at the student's direction and discretion.
- Assess and rate students' clinical skills based on faculty defined rubrics.
- Assess and give feedback on students' communication and clinical skills.

A note on SP-based assessment

SPs are provided a rating checklist designed and approved by the faculty based on the encounter learning objectives. After the encounter, SPs will rate each student on this checklist. The *score and grade* are calculated by the faculty and assessment office against agreed-upon weightings. The SPs are not informed of weighting for any case.

- **Formative Assessments:** Assessments *for* learning. These assessments are designed and implemented for students to practice and learn from the experience. These are typically an opportunity to apply learning or demonstrate understanding. These sessions will often include feedback from any of the following: SPs, faculty, or peers. These sessions do not count towards a student's grade.
- **Summative Assessments:** Assessments *of* learning. These assessments are designed for the purpose of generating a grade. These assessments may evaluate any or all the following: history taking, physical exam accuracy and thoroughness, communication and interpersonal skills, clinical reasoning, and/or recommended plan to treatment and assessment.

The Physical Exam Teaching Associates (PETAs)

The Physical Exam Teaching Associates (PETAs) are:

- specially trained SPs that teach the techniques of basic physical examination (abdominal, neurology, cardiovascular and pulmonary).
- patient models, providing the students the chance to practice exam techniques.

The educational benefits of a PETA for the student include:

- humanizing the patient.
- providing immediate feedback, reassurance, and opportunity for experiential learning.
- providing individualized attention and feedback on interpersonal skills and technique.
- giving feedback from the perspective of the patient.
- learning in a safe and nurturing environment.

Genitourinary Teaching Associates (GTAs)

A Genitourinary Teaching Associate (GTA) is an individual who is trained to teach techniques and protocol for performing the gender-specific physical examination to students, using himself or herself as a demonstration and practice model. The GTA also provides feedback to the students in a supportive environment for skill development and practice. Emphasis is on teaching from the patient perspective.

Roles of Male and Female GTAs:

- A female GTA teaches a basic routine breast and pelvic examination.
- A male GTA, also referred to as a Male Urological Teaching Associates (MUTA), teaches a routine male genital-rectal examination.

- Both male and female GTAs include physician-patient communication and patient education in their instruction, equipping students with compassionate and caring interpersonal skills for effective patient communication during the genitourinary exam.

Ultrasound Model

An ultrasound model is an individual whose role is to provide an opportunity for hands-on ultrasound skill training using themselves as a practice model. During these sessions, scans performed may include, but not limited to, thyroid, vascular, abdominal, echocardiography (heart), and musculoskeletal areas.

STUDENTS

Relation to the Center

- Students scheduled for a session will be contacted by the respective course Coordinator.
- Students are encouraged to store their personal belongings in lockers upon arrival. The CSSC cannot be held responsible for any personal items left unattended in the hallway, exam rooms, or training lab facilities.
- Students must complete all pre-class assignments prior to the session. Participants who attend unprepared to class may be removed from the session.
- To participate in clinical scenarios students are required to sign the [Student Consent and agreement](#) (Appendix A).
- Students should treat SPs as real patients and always respect the student-patient boundaries. This includes not “friending” or communicating with SPs outside of the CSSC or over any social media platform (<https://med.ucf.edu/media/2018/12/UCFCOM-Social-Media-Guidelines-5-25-16.pdf>).
 - Similarly, students should not be contacted in any manner by SPs outside of the CSSC. Should this happen, students should email the Center Director, Jason Konzelmann, at jason.konzelmann@ucf.edu, immediately. Confidentiality will be always maintained.
- Access to the center is strictly controlled. Students are not permitted in the center EXCEPT for:
 - Planned curricular activities.
 - SDP
 - Planned extracurricular activities such as Student Interest Groups
 - Other faculty organized and approved activities.

Student Interest Groups

Student Interest Groups (SIG) recognized by Student Activities Office can request time in the center for experiential learning opportunities. The request form is available here: <https://med.ucf.edu/student-affairs/student-services/student-organizations/> under the drop down menu titled “Room Reservations & Student Events.” Click the link for “CSSC Request Form.” Once this form is submitted, The Director of the CSSC or other team member will reach out to the SIG point of contact for a meeting to design and develop the planned event(s). The following information will guide this process:

- Form submission should occur at least **6 weeks** prior to anticipated date for the event.
- Event date may be changed based on existing bookings within the CSSC.

- There should be at least one Instructor/faculty for every station or component and should be attendings or senior residents *only*.
- Planning the event considers:
 - Availability of faculty, space, time, equipment/supplies, and CSSC personnel
 - Cost of needed supplies.
 - Charges to the SIG will vary upon complexity of the event.

Code of Conduct

Absentee/Tardiness

- Students must contact the instructor or course coordinator if unable to attend a session.
- Students must arrive fifteen (15) minutes prior to their session for check-in and pre-briefing.
- Students will not be allowed to participate in any simulation if they arrive five (5) minutes after the scheduled start time of the encounter.
- Students who arrive late must receive permission from the course Director and CSSC leadership to be rescheduled.
 - Due to the nature of the missed simulation and timing of the curriculum, some simulations may not be able to be rescheduled. Rescheduling is at the discretion of the course director and CSSC leadership.

Rescheduling

- Rescheduling may be allowed if the student provides a valid reason (doctor's appointment, scheduling conflict with Community of Practice) at least two (2) weeks prior to the scheduled event date.
- Within two (2) weeks of the scheduled encounter, students may be allowed to reschedule in case of emergency or sick with a doctor's note.
 - Due to the nature of the missed simulation and timing of the curriculum, some simulations may not be able to be rescheduled. Rescheduling is at the discretion of the course director and CSSC leadership.
 - All summative events needed for graduation or course completion will need to be rescheduled.

Professionalism guidelines for students

- Students are expected to conduct themselves in a professional manner and always abide by the UCF College of Medicine and CSSC rules while engaged in activities within the center. Course instructors and center staff are authorized to remove anyone failing to follow these guidelines.
- Any issues with classmates should be brought to the attention of the instructor. Disruptive participants may be removed from the center.
- When inappropriate behavior results in student removal from the center, it will be documented and reported to the Course Director and Medical Director immediately.
- Students who are removed from the center will have the opportunity to discuss the event with the Course Director and Medical Director based on their availability.

- Students participating in remote sessions with SPs, should uphold the same code of conduct and professionalism guidelines as they would on face-to-face encounters.

Dress code

- Students must follow the [Dress Code for Professional Attire and Clinical Activities](#) policy for all activities and encounters in the CSSC unless notified otherwise by the course coordinator.

Digital Communication and 'Webside' Manner

Students should adhere to the following digital communication guidelines when participating in online activities and remote patient encounters:

- Clear communication:
 - Speech should be well paced, adjusted to the patient (slow down speech, especially if the patient has cultural barriers or disabilities).
 - Project voice towards microphone and avoid mumbling.
- Keep body movements and gestures to a minimum.
- Background should be free of distractions (solid colors are best, avoid computer backgrounds)
- Student should be in a private, quiet and well-lit room (with the light source ideally in front).
- The camera should be fixed and at the eye level of the learner. Student should look at the camera (not the monitor) when speaking to the patient.
- Solid color clothing avoiding pinstripe fabric, bright/vivid colors or busy prints is preferred.
- Student should be familiar with the use of the microphone and camera, and be capable of troubleshooting basic technical issues (no video, no audio).

Cell Phone Usage

The use of cell phones is prohibited during sessions, unless otherwise determined by the instructor or simulation center staff member. All public use of cell phones should be conducted outside of the simulation center. The use of cell phones for the purpose of video recording or taking of pictures is prohibited. Students observed using cell phones during sessions will be removed from the center immediately.

STUDENT SELF-DIRECTED PRACTICE OPPORTUNITIES

Self-directed Practice Time

Students may elect to schedule Self-directed Practice (SDP) time in the center to work on specific clinical skills. There is no independent practice time available outside of SDP; students may not use the facility for any other reason independently.

Scheduling Self-directed Practice Time in CSSC

Students can practice clinical skills individually or in small groups with other students (limit 4 students) and may request to have SPs specially trained in either physical exam or communications skill, equipped with the ability to give verbal feedback to students. While we cannot guarantee the availability of a SP for all sessions, we will try to accommodate students' requests. Each session will last forty-five (45) minutes. This amount of time is recommended for one student.

1. Steps for scheduling Self-Directed Practice time with an SP (online or face-to-face)

- a. Login to the SDP website <https://sdp.med.ucf.edu/> using your NID and Password.
- b. Follow the Prompts:
 - i. Check yes or no if you would like to receive text message reminders of your appointments.
 - ii. If you checked yes, enter your cellphone number in the box.
 - iii. If you checked no, continue through the prompts.
- c. Read the scheduling agreement:
 - i. Check the box saying that you have read and agree with the scheduling process.
- d. Read the Cancellation agreement:
 - i. Check the box saying that you have read and agree with the cancellation process.
- e. Navigate back to the SDP Home Page, here you will be able to see:
 - i. What SDP means
 - ii. A brief overview of the program
 - iii. Directions on how to schedule an SDP session
 - iv. Upcoming SDP sessions you have scheduled
 - v. List of available skills to practice- This list is different depending on what class you are in. M1 will only be able to practice subjects within their curriculum. While M2 students can practice their curriculum and be able to review M1's curriculum.
- f. To view the SDP Scheduling tutorial, go to [Appendix C](#).

2. To schedule SDP time WITHOUT an SP, instead of the steps above students need to contact the CSSC directly (comcssc@ucf.edu) at least two (2) weeks in advance. Please, note that the center will only be available on the days in which SDP is being offered.

Self-Directed Practice Session Policy

- Arrive on time or early and check in at the Clinical Skills Entrance (Suite 319) for your session.
- Dress code applies for SDP. Dress professionally in your white lab coat as you would for any patient encounter.
- Please bring any personal checklists, notes, equipment, or other aides you may need.
- Please adhere to time guidelines while you are in a session (i.e. 5-minute warning, time is up).
- Students must work on the skill they chose during signing up on Webcourses. No changes will be allowed on the day of the SDP session.
 - If time remains, the student may perform the same skill again or ask the SP/PETA if they are willing to work through another area ONLY after the original request has been fulfilled. This will be EXCLUSIVELY at the discretion and ability of the SP/PETA in the room and may not be accommodated.
- Students who do not show will forfeit their ability to schedule future SDP sessions for the rest of the academic year.

Self-Directed Practice Time Cancellation Policy

Given the complexities and cost associate with SP work, students who miss scheduled sessions or cancel with less than two (2) weeks' notice will forfeit their ability to schedule future SDP sessions for the rest

of the academic year, unless there are extenuating circumstances that constitute an emergency which would include one of the following:

- Doctor's appointment (to be accompanied by a doctor's note).
- Personal illness
- Personal/family emergency.

Please note: Emergency excuses from Self-Directed Practice scheduling are handled on a case-by-case basis.

VIDEO RECORDING AND RELEASE

Video Recording Policy

All encounters are audio and video recorded using CAE LearningSpace™. Video recording of student clinical encounters with SPs or simulators provides an objective record of each session. Faculty use these recordings as an instructional and assessment tool. Staff use them to monitor and provide feedback to SPs. Videos may be reviewed by outside parties for educational and training purposes only.

Video Review

Reviewing the video recordings of the encounter can be a very powerful tool for optimizing learner performance in the future. Between viewing and input from faculty and/or coaches, students identify ways to improve. Students who wish to view their own encounters should contact the course coordinator or clinical skills coach to approve and arrange the viewing of the encounter. Course coordinators should arrange with the CSSC by emailing COMCSSC@ucf.edu to schedule a student video review on site. The content of the summative assessment checklists is confidential and will not be shared.

Simulation center staff will review summative SP encounters of those students who fall below the passing cutoff as determined by the faculty. Additionally, other videos are randomly spot-checked as part of ongoing SP rating quality assurance and improvement. These reviews are conducted to vet the accuracy of the rating provided in the history taking and physical exam areas of the assessment only. If the rating SP marked an item “done” when it in fact was not, that will be adjusted, the same way an item that was marked “not done” but in fact was correctly completed will be adjusted. The communications and interpersonal skills component will not be adjusted, this represents the experience of the patient in the room and is not an area that can be accurately assessed by a third party through a video recording.

Any concerns about summative assessments should be addressed through the course directors. However, if students have concerns about an SP's professionalism or the integrity of the assessment, they should notify the Course Coordinator or CSSC Medical Director in writing within 1 week of the event.

CAE LearningSpace™ allows students to view formative assessment videos from their password protected account. Students should not download, video record, screenshot, or otherwise save these videos under any circumstances. This is a violation of the Code of Conduct.

Audiovisual Storage

The CSSC will store the recording the longer of one (1) year after graduation or the duration required by UCF or accrediting bodies.

SAFETY AND SECURITY

Psychological and Physical Safety Policy

The UCF College of Medicine CSSC does not function as a medical care site. All medical issues are referred out of the facility. Faculty are not allowed to examine patients or deliver medical care within the center.

If a participant experiences a compromise to psychological safety during a simulation, faculty and staff will determine the appropriate course of action, including whether to continue, suspend, or stop the simulation.

- The participant can be discreetly moved to a private location.
- If warranted, the participant's emotional reaction to the simulation should be discussed in a private setting.
- The Director or Assistant Dean should be notified.
- Refer students to Student Health Services.
- Any non-student participant that incurs a psychological injury should inquire with their primary organization/employer for referral to a behavioral health assistant program or other resource as determined by the primary organization/employer.

If a participant experiences a compromise to physical safety (illness/injury) during a simulation, faculty and staff will determine the appropriate course of action, including whether to continue, suspend, or stop the simulation.

- The participant can be discreetly moved to a private location.
- Activate the emergency medical response system, if warranted.
- The Director or Assistant Dean should be notified.
- Suggest any injured UCF-COM participant to be evaluated at Student Health Services
- Suggest any injured non-UCF-COM participant to inquire with their primary organization/employer for direction on injury evaluation.
- Ensure proper protocol is followed when filing a Campus Incident Report.

Severe Weather Policy

Weather Closing Information

For information regarding weather closing at UCF's main campus and regional campuses, call the main campus phone line at (407) 823-2000.

The UCF Homepage

Refer to the notice prominently posted on the University homepage at www.ucf.edu.


Local Media

News of university closings are broadcast via radio and television stations throughout the region.

BIOHAZARDOUS MATERIAL

Biohazard Waste

Biohazardous waste includes teaching (or research) related wastes that are contaminated with recombinant or synthetic nucleic acids, agents infectious to humans, animals or plants, or fluids that may contain these contaminants. It also includes any human or animal tissues used in research or teaching environments. This waste needs to be collected, stored, treated, and disposed of using practices that minimize spill and exposure risk for CSSC staff, learners,- and the general public.

To support this principle, biohazardous waste must be separated from other waste at the point of origin. The material must be segregated into specifically designated containers to ensure proper disposal and minimize risk of exposure to the waste handler. It must be contained in doubled red biohazard bags, labeled as “Biohazard” or “Infectious Waste” and include the biohazard symbol .

Examples of biohazardous waste encountered in CSSC:

- Solid, non-sharp biohazardous waste: non-sharp objects that have been contaminated by human specimens (i.e. PPE, contaminated speculums, pap smear brushes and spatulas, contaminated towels, non-breakable specimen vials, contaminated gloves, etc.)
- Biohazardous sharps: Syringes, Needles, Scalpel Blades, Razor Blades, Contaminated Glass and Certain Plastics, Guidewires, etc.
- Liquid biohazardous waste: human or animal blood

Sharp Containers

Sharps containers are puncture resistant receptacles for needles, syringes, and other items that may puncture skin. They should **ONLY** be used for sharp items and not for paper, wrappers, gloves, gauze, or other garbage; this is a violation and could result in fines. Sharps containers that are over-filled are a violation of the Occupational Safety and Health Administration (OSHA).

APPENDICES

The following appendices are standalone documents and are provided here for reference only. Please contact the coordinator to obtain the latest version.

- Appendix A: Student Consent and Agreement
- Appendix b: Self-Directed Practice Scheduling Tutorial

Appendix A: Student Consent and Agreement

1. I the undersigned, _____ hereby voluntarily and knowingly agree to give my express consent for the following:
 - A. Exam Recordings:
 - i. The professional staff and assistants to produce recordings of any and all exams in which I participate. Such recordings may include, but are not limited to, pictures, videos, digital recordings, and/or voice recordings.
 - ii. These photographs and/or digital recordings may be published and reproduced in professional journals and medical books, used for clinical supervision, classroom lectures and any other purpose which the staff member may deem fit in the interest of medical education or research; and to be used at professional meetings of any kind.
 - B. Cases:

The modification, editing or retouching of such photographs, recordings or publications relating to my case, either separately or in connection with the publication of the photographs/images taken of me, however I will not be identified by name.

2. Standardized Patients (SPs):
 - A. I understand that all information regarding the SP case or simulation scenario is confidential and proprietary property of UCF College of Medicine or its client(s), and I agree that I will not disclose to any third party any information about the SP case/simulation scenario or information about the SP who I have seen during the examination.
 - B. I understand that all rights of every kind and nature (including copyrights) in and to all photographs, motion picture, digital recordings made in connection with this SP case by UCF College of Medicine shall be and remain vested in UCF College of Medicine for all purposes in perpetuity.
3. Protective and safety equipment:

I understand it is my responsibility practice standard precautions with SPs, Genitourinary Teaching Associates (GTAs), Male Urological Teaching Associates (MUTAs), and Physical Exam Teaching Associates (PETAs) during sessions in the Clinical Skills and Simulation Center and using the necessary protective and safety equipment provided by the CSSC.

4. Role of Clinical Skills and Simulation Center:
 - A. I understand that the UCF College of Medicine CSSC exists solely for the purposes of providing medical education to students and the community. The UCF College of Medicine CSSC is not a medical clinic and does not treat, render care, provide diagnoses, engage in medical decision making, or provide healthcare to any person. No employee, agent, or student of UCF COM and/or UCF College of Medicine CSSC is treating, rendering care, providing diagnoses, engaging in medical decision making, or providing healthcare.
 - B. I understand that the UCF College of Medicine and its agents are not responsible for any medical findings. If during my participation in a skill session a student, physician, or faculty

member alerts me to a potential medical finding, I will be solely responsible to seek medical treatment from my treating physician in this instance.

- C. I understand that a variety of clinical equipment and procedures (i.e. physical examination, ultrasonography, ECG, spirometry) will be made available as a part of the educational program in the UCF College of Medicine. The use of such equipment between medical students is for the purpose of learning how to properly use the equipment for procedures on future patients.
 - D. I understand that this equipment and the procedures will be done only as teaching and learning tools and are not designed to be utilized to diagnose disease or organ abnormalities.
 - E. I understand since the medical students doing these procedures or using such equipment are not licensed physicians or practicing medicine, UCF College of Medicine faculty will be supervising these activities.
 - F. I understand in some sessions I may practice a procedure with a fellow medical student. For example, I may practice ultrasound on the neck of a colleague. UCF College of Medicine faculty will be available to assist in these sessions; but I am to keep these practices to the head and neck, extremities and the abdomen between the ribs and beltline.
 - G. I understand under no circumstances I may practice any procedure with classmates on any intimate region of the body. SPs will be made available for those sessions within formal curricular sessions.
 - H. I understand that the use of this equipment and the procedures on my body is voluntary. My participation or non-participation of having ultrasonography on my body will not affect my evaluation in the respective module(s), nor be considered as part of my final grade.
5. SP Encounters and Simulations:
- A. I understand during my participation in training sessions and activities at CSSC, I will be both an active participant and observer in realistic and immersive scenarios/simulations, either in real time or video recordings. The objective of the Training (as described below) is to provide an interactive, hands-on opportunity for students to learn, practice, and enhance their clinical and patient interpersonal-communication skills. The development of challenging scenarios/simulations is extremely labor intensive and any foreknowledge by students of scenarios/simulations to be presented will compromise the integrity of the teaching session and defeat the purpose of this teaching approach.
 - B. I therefore agree to:
 - i. Keep confidential both **formative** and **summative** Clinical Skills and Simulation Center sessions, SP and simulation scenarios, checklists, and post encounter materials (collectively, "Training").
 - ii. Maintain strict confidentiality regarding both my performance and the performance of others, whether witnessed in real time or on recording. I may only discuss in general terms the skills acquired or practiced during the session.
 - iii. Maintain strict confidentiality regarding the specific content of the exercise and the scenarios/simulations whether I participated directly or indirectly.
 - iv. Not make copies or take pictures of scenarios/simulation materials, nor talk about the content of such materials.

I understand my failure to abide by the above terms will be considered an Honor Code violation and result in a referral to the Honor Council and/or Student Evaluation and Progress Committee (SEPC).

6. Digital Materials:

- A. I understand that digital media provided in teaching materials for the Structure and Function Module are only for my personal education.
- B. I understand that it is my responsibility to ensure that none of such digital media or cadaver images are posted on any social media outside of the College of Medicine or in any way that can be accessed through the internet outside of the College of Medicine.
- C. I understand my failure to abide with the above will be unprofessional behavior and a violation of the fair use of UCF College of Medicine educational materials and the confidentiality of the individuals who willed their bodies for use in medical education, respectively.

7. Digital Photography In Cadaver/Autopsy Reports:

I understand that digital photographs can be taken of cadaver tissue solely for use in my group's cadaver/autopsy report. The photographs can be taken using an anatomy lab digital camera, or my iPad only.

My signature below affirms I have read and understand this Student Consent and Agreement and agree to abide by its terms.

Signature of student

Date

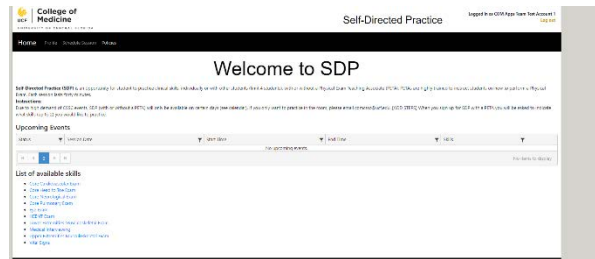
UCF College of Medicine Representative Signature

Printed Name of UCF College of Medicine Representative

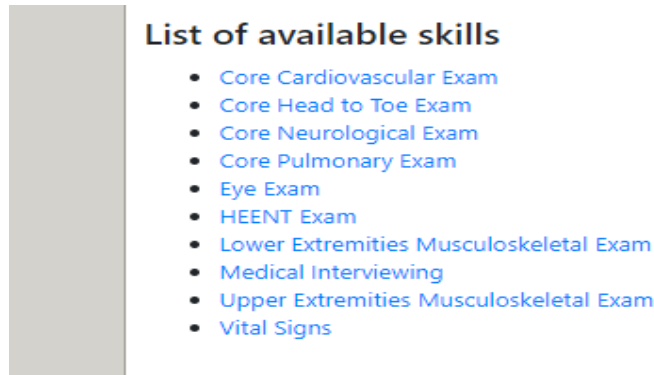
Date

Appendix B: Self Directed Practice Scheduling Tutorial

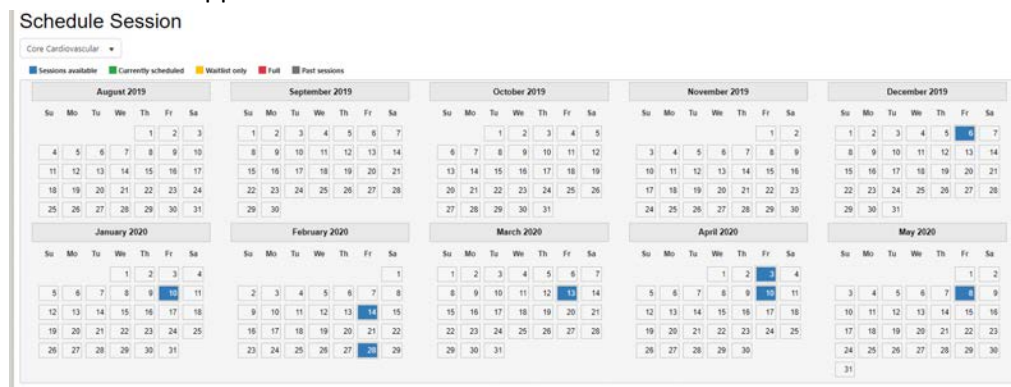
1. To schedule a SDP session go to: <https://sdp.med.ucf.edu/>
 - a. On the homepage locate the list of available skills:



- b. Click the skill you would like to practice:



- c. A schedule will appear:



- i. Available dates are highlighted in blue.
 - ii. Click on chosen SDP date
 - iii. Which will bring you to the Schedule Session page for that date.

Schedule Session

1/10/2020

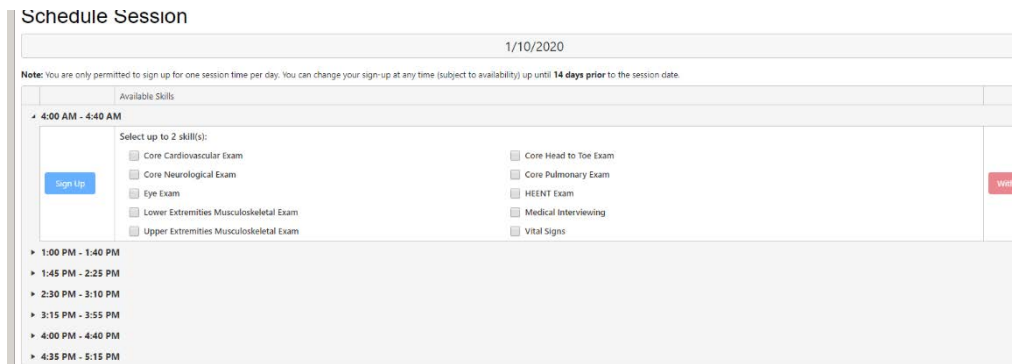
Note: You are only permitted to sign up for one session time per day. You can change your sign-up at any time (subject to availability) up until **14 days prior** to the session date.

Available Skills

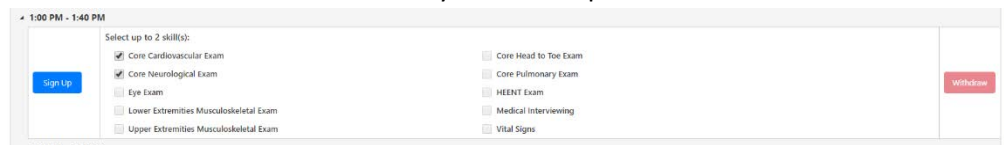
- ▶ 4:00 AM - 4:40 AM
- ▶ 1:00 PM - 1:40 PM
- ▶ 1:45 PM - 2:25 PM
- ▶ 2:30 PM - 3:10 PM
- ▶ 3:15 PM - 3:55 PM
- ▶ 4:00 PM - 4:40 PM
- ▶ 4:35 PM - 5:15 PM

- iv. Choose the desired time you would like to attend SDP.

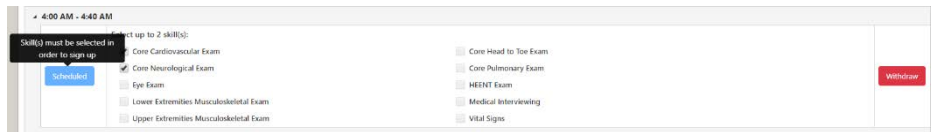
- v. This will open a menu of skills that you could practice during that requested time.



- vi. Choose one or two skills that you want to practice.



- vii. Click the Blue Sign Up button.
- viii. A green bar will appear and say, "You have successfully signed up for this session."
- ix. The Blue Sign Up button will have changed to Scheduled.



- x. The Upcoming Events Section of the home page will show the status of your session, date, start and end time, and requested skills with a red Withdraw button at the end.

