



**College of
Medicine**

RESEARCH MENTOR HANDBOOK

"Focused Individualized Research Experience"

"FIRE" YEAR 1

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

Sincerely,
Dr. Hines, Dr. Coffee, and the FIRE Team

Contact Information:

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FIRE I GENERAL OVERVIEW

The central purpose of this two-year sequence is to allow each student to experience the research process and develop intellectual inquiry skills 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, quality improvement, or literature review project. A FIRE project may be in any area of interest related to medicine where a research mentor can be identified.

Year 1 (I-1 or M-1)

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

Students with the desire and experience to move faster than the milestone deadlines are encouraged to complete milestones earlier and submit them before the given due dates. Students are encouraged to work on their research during the summer between the first and second years of medical school, but this is not a requirement.

Year 2 (I-2 or M-2)

FIRE II students will complete projects initiated during Year 1 and present them to faculty and peers during the annual FIRE conference. Attendance at the FIRE conference is required for both M-1 and M-2 students. Having both classes participate in the conference allows M-2 students the opportunity to serve as role models for their fellow M-1 students. In addition to this scholarly presentation, the research could result in one or more presentations at external scientific meetings and publications.

Some students may complete their projects early and continue working with their mentors

on additional research (FIRE+). Indeed, many elect to continue working on research in their third and fourth years, with additional opportunities for dissemination.

Although FIRE faculty and staff are available to advise students, students must consult with their research mentors regularly. This ensures that students are making satisfactory progress and acquiring the intellectual and research skills needed to gain meaningful experience.

One difference between this research course and those offered in traditional academic departments is the time constraints on medical students. Medical students carry a heavy course load and must integrate research into a demanding curriculum schedule. Time is allocated for FIRE research throughout the first two years; however, there are no long, contiguous periods, such as those available to traditional research students. As noted, some medical students dedicate all or part of their summer to research, but this is not required.

FIRE Funding

The UCF College of Medicine expects to continue providing up to \$2,500 in funding per student to help with research costs and support external conference presentations of FIRE research. The FIRE team stipulates that most of this funding be used for conference registration, presentation, and travel. The FIRE team has a rule of thumb that students may use $\leq$ \$1,000 for research expenses. If multiple students are working on the same larger project, they may pool their funds (up to \$1,000 each) toward research-related expenses. Of course, for FIRE, each student must have an aspect of the project that is uniquely their own.

Communication with Mentees

One recurring issue the FIRE team deals with is a lack of communication between research mentors and mentees. The FIRE team aims to respond to student questions within 48 hours of receiving an email. We encourage research mentors to adopt the same rule. Of course, sometimes this is not possible. However, a brief email reply acknowledging receipt of the mentee's email can go a long way toward relieving anxiety. An example email reply may look like this: "Dear Student, I have received your email, but I'm very busy at the moment. I will respond next week. Thank you, Research Mentor."

When students do not receive communication from you, they are encouraged to request a meeting with the FIRE team for resolution. The FIRE team must then reach out to you and ask you to set up a meeting with your mentee. You can avoid this by acknowledging receipt of the student's email, providing a timeline for a reply, or scheduling a time to discuss virtually or in person. We thank you for your attention to this.

Assessment of Your Mentees

Another major issue for the FIRE team concerns your assessment of your FIRE mentee. Toward the end of the academic year for FIRE I, you will receive an email with a link to a survey asking you a series of questions, with the final question being whether you recommend your mentee for Honors in FIRE I. The questions are included on page 8 of this handbook. These questions are not strict criteria for Honors, but they are to get you into an evaluative framework for assessing your mentee. You are free to weigh any items in the survey more

importantly than others in your assessment of your students. We encourage you to review these questions with your new mentees at the beginning of your relationship to ensure your student understands your expectations for an Honors recommendation.

Whether you recommend your student for Honors is your decision as their research mentor. As you can see from the FIRE grading scheme on pages 14-15, an Honors recommendation can be the difference between a student receiving High Pass vs. Honors for FIRE I. **Regardless of your recommendation, you must complete the mentee assessment survey for the FIRE team.** Failing to submit your recommendation in a timely fashion delays our ability to submit grades for the FIRE course. It also creates additional work for the FIRE team, as we must reach out to you to request that you complete the survey. We thank you for your attention to this important matter.

ELIGIBILITY CRITERIA AND SELECTION PROCESS FOR RESEARCH MENTORS

Research Mentors must meet the following criteria to be eligible to mentor UCF medical students:

Education, Training and Experience

1. Terminal degree: MD, DO, PhD, DrPH, JD, or equivalent.*
2. For practicing physicians, certification by the American Board or a 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 certification requirement may also be temporarily waived if the subspecialty requires a year of clinical practice before being eligible for Board Certification.
3. For community leaders, at least 5 years in a leadership role.

*Terminal degree is desired but not necessarily required. If the potential Research Mentor does not hold a doctorate or equivalent terminal degree, they must demonstrate the ability 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 typically involves completing a short electronic form, providing a curriculum vitae, and submitting a brief description of the potential research project(s). The FIRE Directors will review candidate Research Mentors' qualifications.

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 M-1 and M-2 years) and has received Satisfactory reviews from the FIRE Committee, then that candidate Research Mentor will be thereafter considered an “approved” Research Mentor. The FIRE Committee will review all active Research Mentors annually. The FIRE

Committee can pre-approve or reject candidate Research Mentors at any time. A candidate or approved Research Mentor that the FIRE Committee rejects 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 Academic Affairs of the UCF College of Medicine for reconsideration.

RELATIONSHIP OF RESEARCH MENTOR AND STUDENT

Role of the Research Mentor

- Provide the 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 acquisition and data analysis
- Serve as sponsor for Institutional Review Board (IRB) application
- 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 team (annually for M-1/M-2)

Role of Medical Student

- Function as the project leader
 - Collect and discuss research topics with the Research Mentor to formulate a research question
 - Consult with Mentor and Academic Advisor as needed to ensure progress is made on the project
 - Develop and/or learn research methods needed for the project
 - Submit drafts of all work to the mentor for review
 - Submit IRB application to Research Mentor for pre-approval before submission to IRB
 - Conduct study as described in the proposal and IRB protocol
 - Lead dissemination efforts (presentations/publications)
 - Attend (M-1) FIRE Research Conference to learn about and support M-2 projects
 - Present research findings (M-2) at the FIRE Research Conference
 - Remind mentor to close study (via IRB)
-

COMMITMENT OF RESEARCH MENTOR*

- I am committed to serving as the primary RESEARCH MENTOR as part of the Focused Individualized Research Experience (“FIRE”) Course at the UCF College of Medicine. In this role, I am committed to educating and training 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 plan and direct the medical student’s project, set reasonable and attainable goals, and establish a timeline for completion.
- I am committed to meeting one-on-one with the student regularly to discuss his/her research project.
- I will lead by example and facilitate the training of the medical student in the skills needed to be a successful researcher. These skills may include oral and written communication, ethical research conduct, 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, including disclosure, patent rights, and opportunities for commercialization, if applicable.
- I recognize the possibility of conflicts between the interests of externally funded research programs and those of the medical student. I 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 am committed to my medical education and will demonstrate this through my efforts in the classroom and 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 meet the established deadlines to the best of my abilities.
- 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 FIRE I and II (I-1 and I-2) courses, and I am committed to 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 course 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 agree to share responsibilities with the research team and use resources carefully. I will maintain a safe and clean research space and be respectful, tolerant, and work collegially with all personnel associated with my research project.
- I will maintain detailed, organized, and accurate research project data files and/or notebooks. 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 feasible for 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 (abstract submission, posters, manuscripts) 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.

* Adapted from the "Compact between Biomedical Graduate Students and Their Research Advisors, American Association of Medical Colleges" www.aamc.org

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

i. Of Students by Research Mentors

FIRE Mentor Evaluation of Student Performance, Honors Recommendation:

Q1: Please enter YOUR name: Last Name, First Name

Q2: Please enter your STUDENT'S name: Last Name, First Name

Q3: I reviewed research documents (e.g., proposal, data, tables/figures, poster) before submission for course requirements (Yes/No).

Q4: Please use the following space to comment on and/or qualify your response to this question.

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 (Yes/No. Note: Your recommendation here is one of several criteria that students can use to get Honors)?

Q12: Please use the following space to comment on and/or qualify your response to this question:

ii. Of Research Mentors by Students

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 the recruitment/selection process of the target population or samples
4. Advising on data acquisition 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 a 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 in assignments that support 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, incorporating new skills and knowledge into work takes time, practice, and feedback. A good mentor asks good questions, leading the mentee through explorations of their 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 accurate, sufficient knowledge of the mentee to offer assistance. The mentor should ask questions to learn details about the mentee's background and career goals and encourage using facts as the basis for decision-making.

Facilitate exploration: The mentor can help the mentee consider various professional options. Strategies could include asking about the reasons for choices and thinking creatively about alternative ways to accomplish goals.

Confront difficult issues: In a developing mentor-mentee relationship, the mentor can help the mentee identify unproductive strategies and take steps toward changing them. Mentors should use the least amount of carefully stated feedback necessary for impact, focusing 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 pursue and persist in achieving one's goals.

Develop the mentee's vision: The mentor can help the mentee develop processes for managing personal and professional change. Strategies may include assessing options and resources and making informed, 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 obstacles do you see?

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 my input or suggestions? 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? Whose support do you need? Would it be helpful to talk about this again?

FIRE-I SYLLABUS

Welcome! The purpose of this course is to provide and facilitate opportunities for each student to directly experience and participate in scientific research, quality improvement projects, or literature reviews (preferably systematic reviews $\pm$ meta-analysis). This experience will enable students to utilize the scientific method and develop skills of intellectual inquiry applicable to the practice of medicine. A FIRE 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 FIRE project. FIRE Mentors will oversee the creation (Year 1) and completion (Year 2) of the FIRE project. Effective engagement in a scholarly FIRE project is a defining characteristic of UCF medical students, enabling them to better appreciate and practice evidence-based medicine throughout their careers.

[Catalog description:](#) BMS6910-Focused Individualized Research Experience I

Prerequisites: Matriculation in the College of Medicine M.D. program

Credit hours: 5

Course overview: The FIRE I course is delivered through formally scheduled face-to-face sessions and flexible online self-learning modules (SLMs). Students will identify a FIRE research mentor and work with that individual or team to develop an original, feasible, and scientifically valid FIRE proposal, which will be assessed by faculty, statistical research coordinators, librarians, and peers. FIRE I students will also attend the FIRE Conference as participants and peer reviewers of M2 students' scientific work. In the second year, the FIRE I Course continues as FIRE II, where students will complete their FIRE projects initiated in FIRE I, culminating in oral/poster presentations of project results at the FIRE Conference.

Learning objectives:

Course objectives:

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

Knowledge for Practice

- FI-1101: Retrieve, synthesize, and critique the scholarly literature in the identified area of interest. (KP1; KP2; PBLI1)
- FI-1102: Use the scientific method or accepted best practices to develop a scholarly research, quality improvement, or literature review proposal written in a clear, concise, convincing, and logical manner that is strongly supported by appropriate citations and references. (KP1; KP2; KP3)

Interpersonal and Communication Skills

- FI-1103: Demonstrate professional interpersonal communication skills and attitudes during interactions with research participants/patients, the FIRE Team, research mentors, teammates, peers, faculty, staff, and others involved while conducting research. (ICS1; ICS4; PROF1; PROF2; PROF4; IPC1; IPC2)

Practice-Based Learning and Improvement

- FI-1104: Effectively review and respond to formative critiques through revision and submission of a rigorous FIRE project proposal for formal summative evaluation by faculty, peer, statistician, and librarian reviewers. (PBLI1; PBLI3)

Professionalism

- FI-1105: Demonstrate knowledge and application of ethical standards and safety/regulatory issues when working with human subjects, animal subjects, and hazardous/biologic materials. (PROF4; SBP4)

Sequence, Assessment, and Grading:

Assessment	Due dates	Method(s) of submitting assignments
Mandatory Attendance: Introduction to FIRE I (Hines/Coffee), 1-2:30 pm, COM 116	Thurs Aug 6	Mandatory F2F
Assignment Deadline: Read and Sign SOPs for FIRE- and IRB-Related Questions	Fri Aug 14	Qualtrics/Online
Quiz FIRE SLM 1: Categories of Medical Research (Coffee)	Fri Aug 28	Webcourses
Mandatory Attendance: FIRE I Mentor Fair I, 3-5 pm, COM 401/404	Fri Sept 11	Mandatory F2F
Milestone 1 Due: Completion of CITI Training for IRB (Provide Certificate of Completion)	Fri Sept 11	Webcourses
Mandatory Attendance: FIRE I Mentor Fair II, 3-5 pm, COM 401/404	Fri Sept 25	Mandatory F2F
Milestone 2A Due: Commitment of Medical Student Agreement Form	Fri Nov 6	Qualtrics
Milestone 2B Due: Commitment of FIRE Mentor Agreement Form	Fri Nov 6	Qualtrics
Milestone 2C Due: 1-page Project Outline	Fri Nov 6	Webcourses
Milestone 2D Due: IRB/IACUC Use of Human Subjects Form	Fri Nov 6	Qualtrics
Quiz FIRE SLM 2: How to Begin a FIRE Project (Hines)	Fri Dec 4	Webcourses
Quiz FIRE SLM 3: Introduction to AI Applications in Medical Research (Brattain)	Fri Dec 4	Webcourses
Quiz FIRE SLM 4: How to Develop a FIRE Project Proposal (Hines)	Fri Jan 8	Webcourses
Quiz FIRE SLM 4A: FIRE Statistics (Espina Rey/Sideifzada)	Fri Jan 8	Webcourses
Mandatory Attendance: Literature Review Track & Library, 3-5 pm, COM 401/404 (Library Team)	Thurs Jan 14	Mandatory F2F
Milestone 3: Submission of Formative FIRE Project Proposal	Fri Feb 26	Webcourses
Peer Reviews of Formative FIRE Proposals	Fri Mar 12	Webcourses
Quiz FIRE SLM 5: UCF IRB Training (9 videos) (Wingfield)	Fri Apr 9	Webcourses
Milestone 4 (SOFT Deadline)-Submission of all Required Regulatory Forms (IRB, IACUC, etc.)	Fri Apr 16	Webcourses
Milestone 5A: Submission of Formative FIRE Proposal with Tracked Changes	Fri Apr 16	Webcourses
Milestone 5B: Submission of Summative Research Proposal	Fri Apr 16	Webcourses
Milestone 5C: Document Addressing Suggestions and Feedback from Formative Proposal	Fri Apr 16	Webcourses
Milestone 6: Mandatory Attendance: FIRE Conference Participation and Peer Review	Mon May 10	Mandatory F2F Qualtrics

Mandatory attendance policy:

All MD Program courses adhere to the COM Attendance Policy (8.8.2) which can be found on the College of Medicine GPS site (<https://med.ucf.edu/student-affairs/gps-a-good-place-to-start/policies/>, Curriculum Policies tab). For additional specific details related to activities in the Clinical Skills and Simulation Center (CSSC), see the CSSC Student Policies and Procedures which can be found on the College of Medicine GPS site (<https://med.ucf.edu/student-affairs/gps-a-good-place-to-start/policies/>, Curriculum Policies tab).

Late work policy:

Make-up assessments will be provided only for religious holidays or unusual circumstances when an excused absence is approved by the Office of Student Affairs. Make-up for other graded materials will be considered individually by the Course Director. Anticipated absences must be approved by the Course Director in advance.

Any excused absences more than that allowed by the **Attendance Policy (8.8.2)** will be allowed at the discretion of the Course Director and require make-up work/days. Please see the **Attendance Policy (8.8.2)** for full details (<https://med.ucf.edu/student-affairs/gps-a-good-place-to-start/policies/>, Curriculum Policies tab).

Formative assessment:

Formative assessment in FIRE I consists of critical evaluation (scored and written narrative comments using standardized rubrics) of students submitted drafts of FIRE project proposals by faculty, peers, librarian, and statistical research coordinators. Formative feedback is provided to students several weeks before the due date for summative assignments.

Formative assessments do not contribute to the course grade. However, they may be used by the Student Development Committee to follow the progression of students' medical knowledge over time. The Course Director and Co-Director will also be available, by appointment, to meet with any student who wishes to discuss issues related to the course.

Grading scheme for FIRE I:

Final grades for this course are based on an **Honors/High Pass/Pass/Fail (HHPPF)** system.

To *Pass* FIRE I, students must complete all items listed in the Assignments and Assessment Table above in a scholarly and professional manner by the end of the course (May 10, 2027). This includes participation in all mandatory in-class sessions, online activities, and achieving a predominantly satisfactory score ($\geq 70\%$) on the faculty-graded summative evaluation of the research proposal (Milestone 5B).

To achieve *High Pass*, students must meet the *Pass* requirements, have no serious lapses in professionalism (Milestones 1, 2A-D, 3, and 5A-C completed on time; peer reviews conducted; attend entire day of FIRE Conference; etc.), receive a faculty grade of $\geq 80\%$ on the research proposal, and achieve at least 1 of the 5 criteria below.

To achieve *Honors*, students must meet the *Pass* requirements, have no serious lapses in professionalism (Milestones 1, 2A-D, 3, and 5A-C completed on time; peer reviews conducted; attend entire day of FIRE Conference; etc.), receive a faculty grade of 90-100% on the research proposal, and achieve at least 2 of the 5 criteria below.

1. Research Mentor submits a completed evaluation and nominates the student for *Honors* at the end of FIRE I.
2. Student and Research Mentor submit the FIRE research proposal for competitive external grant/fellowship funding.*
3. Student submits an abstract with the Research Mentor to present FIRE Project results at an external scientific/medical conference.*
4. Student and Research Mentor submit a manuscript based on the student's FIRE project for publication in a respectable scientific journal that is listed in PubMed (i.e., articles from the journal must have a PMID).*
5. Student participates in library activities** and scores 90-100% correct on library and SLM quizzes (overall, combined). All elements must be met to achieve this criterion.

*Student must be listed as an author on abstract and paper submissions, or as an Investigator on fellowship/grant submissions.

**Student must participate in the mandatory Library session and meet with their personal Librarian at least once prior to submission of their summative research proposal in the spring of year 1.

Professionalism Assessment

Professionalism Assessment in all courses follows the guidelines laid out in the **Grading and Assessment Policy (9.9.3)**. Pre-clerkship courses include multiple formative assignments and assessments that do not contribute points to the final grade. However, the timely completion of these assignments is required, and failure to do so will be taken into account in a student's professionalism assessment. For full details on professionalism assessment, please see the **Grading and Assessment Policy (9.9.3)** (<https://med.ucf.edu/student-affairs/gps-a-good-place-to-start/policies/>, Curriculum Policies tab).

Grade dissemination:

You can access your final grades at any time using "myUCF Grades" in the portal (my.ucf.edu).

Formative assessments and graded materials in this course may be reported individually and/or made available in Webcourses. You can access your scores using the on-line Grade Book function of Webcourses. Please note that any scores reported before the final grades are preliminary, unofficial grades.

All MD Program courses adhere to the **COM Grading and Assessment Policy and Appeals Process (9.9.3)** which can be found on the College of Medicine GPS site (<https://med.ucf.edu/student-affairs/gps-a-good-place-to-start/policies/>, Curriculum Policies tab).

Course materials and resources:

Email:

E-mail is the official method of communication between the UCF COM faculty and all medical students. Therefore, it is your responsibility to check your UCF email account daily. You will be held accountable for a timely response to all email transmission requests. The FIRE Team will try to return all e-mail questions within 48 hrs.

Webcourses:

All course materials, announcements, documents, and schedule information are available on Webcourses. It will be the responsibility of every student to monitor Webcourses at least daily to monitor any new announcements, documents, course materials, and/or schedule information.

Laptop Usage:

Timely access to information is a key element of medical practice and use of your COM laptop computer is encouraged. Use of your laptop/smartphone during group learning sessions is at the discretion of the individual session faculty. When using these devices, please mute the audio and minimize distractions to other students. If you must access email, personal information, or the web during a group learning session, please do so outside of the classroom or lecture hall.

Classroom Devices:

Handheld calculators and smartphones may be needed for problem solving in some learning sessions. Check with the individual faculty regarding use. Tape recorders, MP3 players, and other audio & technology devices are allowed at the discretion of individual faculty.

Classroom Participant Response Systems:

We will be using the *TurningPoint* participant response system in class on a regular basis. The use of the *TurningPoint* participant response system is not optional; it will be used as an integral part of this course. It is imperative that you register any changes in your entry device or laptop since your responses are recorded. *TurningPoint* data from student responses may be saved to a central database for use by faculty to monitor student participation and student attendance to sessions.

ZOOM Professionalism:

This course may conduct some sessions remotely using Zoom, including mandatory sessions. Please review the professionalism guidelines for conduct in Zoom sessions below and make sure you are prepared for these sessions:

1. Students should have video on as much as possible
2. Chats between students must be related to the session
3. On time start- all session times are in EST
4. Students should not be engaged in other medium while on zoom
5. Follow instructor/host guidelines for speaking or raising hands
6. Dress and environment should be as if you were in a classroom session (professional dress is required for patient or SP interactions)
7. Participants should have audio and video enabled and tested ahead of time
8. Quiet background/mute if not speaking

Confidentiality:

- Summative Assessments:
 - All performance-based summative assessment materials are confidential and are not to be discussed or disclosed at any time, including to junior students in upcoming years. Violation of this will be considered a violation of academic integrity, and students will be referred according to the procedures laid out in that section of the syllabus.

- Instructional Activities and Formative Assessments:
 - Students participate in CSSC and instructional activities on different days and times and learning of a session's content and/or specifics will significantly detract from the learning experience of students who have yet to participate in the activity.
 - Therefore, avoid discussions of formative assessments and specified instructional activities (e.g., SP encounters, small groups, and simulation activities) outside of your small group to preserve the quality of the learning experience for other students.
- Clinical Patient-Related Materials:
 - Students are bound by HIPAA Standards and the **UCF COM Policy for Creation and Use of De-Identified Health Information for Educational Purposes** which can be found on the College of Medicine GPS site (<https://med.ucf.edu/student-affairs/gps-a-good-place-to-start/policies/> , Confidentiality Policies tab).
 - Do not use actual patient names or other protected health information (such as DOB, Medical Record or Social Security numbers, or other identifying information) on course write-ups.
 - Make sure to dispose of any such documents in designated confidential containers.
- Shared Personal Information:
 - Information disclosed by/or related to guests, patient panels, and small group discussions are confidential and may only be discussed amongst students in your class and must not be disclosed to anyone else (including friends, roommates, etc.) or posted to any social media outlet. (Please refer to [social media guidelines](#))
 - Any information learned about your classmates and their families, faculty, or staff in class is considered confidential. You are not to disclose this material without the specific consent of the person in advance.
- Never post any patient-related or course material on any social media site. (Please see social media guidelines with direct link here: <https://med.ucf.edu/media/2018/12/UCFCOM-Social-Media-Guidelines-5-25-16.pdf>)

Dress Code

Sessions involving patient interactions (both standardized patients and clinical patients) and other select session types will require professional dress. This requirement will be listed in the session instructions on Webcourses. For details, refer to the **Dress Code for Professional Attire and Clinical Activities** which can be found on the College of Medicine GPS site (<https://med.ucf.edu/student-affairs/gps-a-good-place-to-start/policies/> , Curriculum Policies tab).

Core policy statements:

Academic Integrity

Students should familiarize themselves with UCF Student Code of Conduct at ([Student Code of Conduct • Student Conduct and Academic Integrity • UCF](#)). 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. This includes the unauthorized use of generative artificial intelligence tools (e.g., ChatGPT Microsoft Copilot).

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.
8. Soliciting assistance with academic coursework and/or degree requirements.

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* <<https://goldenrule.sdes.ucf.edu/>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Course Accessibility Statement

The UCF College of Medicine is committed to providing access for all students with disabilities. Students with disabilities should contact Student Academic Support Services (SASS) <<https://med.ucf.edu/student-affairs/student-academic-support-services/>> (COM 205, SASSCOM@ucf.edu). For students connected with SASS, various reasonable accommodations can be put in place via a collaborative process to support access to the COM curriculum. Once accommodations are identified, an accommodation plan is created, and SASS will communicate accommodation information to key stakeholders. Any private health information shared with SASS will remain confidential and will not be shared with faculty or staff without the student's permission. Reasonable access and accommodations require 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). First aid kits and AED machines are located by the elevators on each floor of the medical education building.
- 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

Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Title IX Policy

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at <https://letsbeclear.ucf.edu> and <http://cares.sdes.ucf.edu/>.

Nondiscrimination Policy

- [2-004 Nondiscrimination Policy](#)

Non-Involvement of Healthcare Providers in Student Assessment (12.5.1)

- <https://med.ucf.edu/student-affairs/gps-a-good-place-to-start/policies/> see "Curriculum Policies" tab

M.D. Program Learning Objectives

- <https://med.ucf.edu/academics/md-program/program-objectives/> see "New Curriculum Objectives"
- FIRE-I course learning objectives <https://med.ucf.edu/academics/md-program/program-modules/m1-first-year-modules/>
- FIRE-II course learning objectives <https://med.ucf.edu/academics/md-program/program-modules/m2-second-year-courses-new-curriculum/>