



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER™
EL PASO

Paul L. Foster School of Medicine

Syllabus

Scholarly Activity and Research Program (SARP)

PSAP 5401 (SARP I)

PSAP 6401 (SARP II)

PSAP 7401 (SARP III)

Academic Year 2022 - 2023

Table of Contents

Scholarly Activity and Research Program (SARP)	1
Contact Information	4
Course Description	5
Overview	5
Educational Methods and Learning Experiences	5
Components of SARP	6
SARP I - PSAP 5401	6
SARP II - PSAP 6401	6
SARP III - PSAP 7401	6
CITI/COI Training and Projects Requiring IRB and/or IACUC Approval	7
SARP Completion Tracks	7
Track 1: Completion of SARP II and SARP III in fall of MS2 Year	7
Track 2: Completion of SARP II and SARP III in fall of Year 3 or fall of Year 4	7
Competencies, Program Goals and Objectives, and Outcome Measures	7
Grading System	10
Professionalism	10
Registration	10
Deadlines	10
Course Policies and Procedures	11
Attendance/Participation	11
International Research	11
4th Year Research Elective Blocks	11
Part A and Part B Assignments	12
Changing SARP Projects	12
Scholarly Integrity	12
Important Dates	12
Disability Support Services	13
Appendix A – Grading Rubrics	14
SARP Project Plan Part-B Evaluation Rubric	14
SARP Final Report Evaluation Rubric	16
SARP Poster Presentation Rubric	17
SARP Professionalism Summary Assessment	19

Appendix B - Guidelines	20
SARP Project Plan Part-B Guidelines.....	20
SARP Final Report Guidelines.....	23
SARP Poster Guidelines	28

Contact Information

Course Co-Directors

Curt Pfarr, Ph.D.

Office: MEB 2250-C

Tel.: 915-215-4344

curt.pfarr@ttuhsc.edu

Jessica Chacon, Ph.D.

Office: MEB 2200

Tel.: 915-215-6616

jessica.chacon@ttuhsc.edu

Nate Holland, Ph.D.

Office: MEB 2200K

Tel.: 915-215-4164

martine.coue@ttuhsc.edu

Unit Associate Director/Course Coordinator

Michael Mercado

Office: MEB 2200

Tel.: 915-215-4975

michael.mercado@ttuhsc.edu

Course Description

Overview

The Paul L. Foster School of Medicine Scholarly Activity and Research Program (SARP) provides medical students with an opportunity to design and execute independent scholarship or research projects under the guidance of faculty mentors. To optimize the mentor / student experience, a faculty mentor can supervise up to a maximum of five new MSI students each year. A wide variety of topics and research areas are available in three broad categories, allowing for a project to be tailored to a student's background and interests: 1) basic clinical and translational research; 2) epidemiology, community-based, behavioral, public, and environmental health; and 3) medical humanities, qualitative research, and medical education research. All projects must comply with federal and institutional requirements (e.g., IRB and IACUC).

The overall goal of the SARP is to engage and educate medical students on the process of addressing a scholarly or research question. This hands-on experience will increase the student's awareness and appreciation of the importance of research in providing the basis for evidence-based medical knowledge. This experience will expose students to new ideas and attitudes and will help develop skills that will strengthen their medical training and broaden their perspective about how new knowledge is obtained and disseminated. The SARP experience encourages students to seek a deeper understanding of biology and disease processes through a scholarly approach that will make them stronger physicians and valued members of the medical community.

The provision of this research / scholarship experience occurs during a student's time at PLFSOM. Research or scholarship pursued before matriculating to the PLFSOM cannot be used directly in fulfillment of this requirement; however, a student can continue working on earlier projects, even continuing work with a previous mentor. In this case, clear documentation explaining how the SARP activities are extensions of any prior work must be provided with sufficient detail about the completion of work as a PLFSOM student versus previous work. Students participating in group projects (where two or more students work with a single mentor) should clearly identify a distinct hypothesis or research question that can distinguish their contribution and provide for an independent Final Report and poster presentation.

Educational Methods and Learning Experiences

The SARP experience focuses on the student / mentor relationship. The expectation is that once a good match is made, the mentor will guide the student in the Project Plan preparation, as well as during the execution and presentation phases. **To optimize the mentor / student experience, a faculty mentor can supervise up to a maximum of five new MSI students each year.** A PLFSOM faculty member will review each assigned component (Project Plan, Progress Report / Final Report and Poster Presentation) and provide the student with formative feedback. The

criteria for judging these assignments are based on the ability of the student to attain the course goals outlined below.

Sessions provided through the College Colloquium, Society, Community and the Individual (SCI), and the Scientific Principles of Medicine (SPM) courses will introduce the students to ethics in research and the relationship between hypothesis-driven research and evidence-based medicine.

Components of SARP

The SARP requirement is a 3-credit curriculum requirement consisting of three 1-credit courses: one credit is awarded for the selection of a mentor, preparation and submission of a Project Plan and completion of CITI Training; one credit for project execution and submission of the Final Report; and one credit awarded for the Poster Presentation. For all tracks, selection of a mentor and preparation of the Project Plan is due at the end of the first year. Based on this organization, students will register for three individual courses:

SARP I - PSAP 5401

Project Plan Part A and Part B and CITI/COI training completion: Registration is in the Spring Semester, Year 1. To receive a pass for completion of SARP I, students must submit both Part A and Part B on or before the assigned due dates.

The CITI Training course is an online course in human subject protection training. The link for the CITI Training course is here:

<https://www.citiprogram.org/>

SARP II - PSAP 6401

Project Execution and Final Report: Registration for Track 1, fall Year 2; for Track 2, fall of Year 3 or Year 4. To receive a pass for completion of SARP II, students must submit the Final Report on or before each assigned due date.

SARP III - PSAP 7401

Poster Presentation: Registration during fall of Year 2 or Year 3. Year 4 students may register to complete the poster presentation in the spring semester ONLY. Credit for completion of SARP III is received after student presents their research at the SARP Symposium and submits their poster to the SARP Associate Director by the assigned due date.

Note: Consideration of Poster presentations in the fall of Year 4 are upon request with assurance that the presentation will not interfere with the student's residency interview schedule.

Thus, the student must register for both SARP II and SARP III the same fall semester. The only

exception is for an MS4 student who is required to register for SARP II in the fall but must register for SARP III in the spring of their 4th year. Guidelines for SARP I, II and III assignments are on the SARP Community page in Elentra (Appendix B also includes these guidelines).

CITI/COI Training and Projects Requiring IRB and/or IACUC Approval

If projects involve human subjects and/or animals, the student must show proof of IRB or other ethical oversight compliance for the research. Most cadaver-based studies are exempt from IRB approval; however, all students must complete CITI/COI training regardless of nature and subjects of their research project. Acceptance of Final Reports and Poster Presentations associated with human subjects and/or animals is contingent on proof of meeting federal/institutional requirements (e.g., IRB/IACUC approval/exemption as applicable).

SARP Completion Tracks

Students can choose one of two tracks for completing their SARP requirement:

Track 1: Completion of SARP II and SARP III in fall of MS2 Year

Track 1 concentrates execution of the project during the summer between Year 1 and Year 2 with a Final Report and Poster Presentation in the fall of Year 2.

Track 2: Completion of SARP II and SARP III in fall of Year 3 or fall of Year 4

Track 2 provides the student more flexibility in the execution of their project with the completion of the Final Report and Poster Presentation in the fall of Year 3 or the fall and spring of Year 4. Students completing their SARP during Year 4 are required to meet the fall deadline for the submission of their Final Report (SARP II). To facilitate the residency interview process MS4s will present their poster and complete SARP III in the spring of Year 4 (Poster Presentations in the fall of Year 4 considered upon request and assurance that it would not interfere with residency interview schedule). A student cannot use a research elective in Year 4 for completion of the SARP requirement. Students on Track 2 shall submit Annual Progress Reports until their SARP requirement is complete.

Competencies, Program Goals and Objectives, and Outcome Measures

The Paul L. Foster School of Medicine education Program Goals and Objectives (PGOs) are outcome-based statements that guide instruction and assessment as a student develops the knowledge and abilities expected of a physician. All elements of the PLFSOM curriculum are derived from and contribute to the fulfillment of one or more of the medical education program's goals and objectives found at [PLFSOM PGOs](#). The overall goals for the SARP are stated below, with associated PLFSOM PGOs provided in parentheses:

- Students will develop a research question or project theme. (2.6; 8.5)

- Students will learn how to search the literature, to identify previous knowledge and theory that provides the context and relevance of the project. (2.6)
- Students will develop a rationale for their project along with specific aims. (2.6; 8.5)
- Students will develop a plan for the execution of their project that will address the specific aims of the project. (2.6; 8.5)
- Students will choose and employ adequate methods for the acquisition and analysis of data or information and learn about protection of human subjects involved in research. (2.6; 5.2; 8.5)
- Students will demonstrate clear and effective communication skills (oral and written) in the presentation of their project. (4.2)

Knowledge for Practice		
Educational Program Objectives		Outcome Measures
KP-2.6	Demonstrate an understanding of and engagement in the creation, dissemination and application of new health care knowledge.	<ul style="list-style-type: none"> • Research or Project Assessment (SARP Project Plan B Evaluation Rubric, SARP Final Report Evaluation Rubric, SARP Poster Presentation Rubric) • Narrative Assessment (SARP Mentor Evaluation)
Practice-Based Learning and Improvement		
Educational Program Objectives		Outcome Measures
PBL-3.1	Identify gaps in one's knowledge, skills, and/or attitudes, and perform learning activities to address them.	<ul style="list-style-type: none"> • Research or Project Assessment (SARP Project Plan B Evaluation Rubric, SARP Final Report Evaluation Rubric) • Narrative Assessment (SARP Mentor Evaluation)
PBL-3.3	Accept and incorporate feedback into practice.	<ul style="list-style-type: none"> • Research or Project Assessment (SARP Project Plan B Evaluation Rubric, SARP Final Report Evaluation Rubric) • Narrative Assessment (SARP Mentor Evaluation)
Interpersonal and Communication Skills		
Educational Program Objectives		Outcome Measures
ICS-4.2	Communicate effectively with colleagues and other health care professionals.	<ul style="list-style-type: none"> • Research or Project Assessment (SARP Project Plan B Evaluation Rubric, SARP Final Report Evaluation Rubric, SARP Poster Presentation Rubric) • Narrative Assessment (SARP Mentor Evaluation)
Professionalism		
Educational Program Objectives		Outcome Measures

PRO-5.1	Demonstrate sensitivity, compassion, integrity and respect for all people.	<ul style="list-style-type: none"> • Research or Project Assessment (SARP Project Plan B Evaluation Rubric, SARP Final Report Evaluation Rubric) • Narrative Assessment (SARP Mentor Evaluation)
PRO-5.2	Demonstrate knowledge of and appropriately apply ethical principles pertaining to patient privacy, autonomy and informed consent.	<ul style="list-style-type: none"> • Exam – Nationally Normed/Standardized, Subject (CITI training certification exam)
PRO-5.5	Demonstrate and apply knowledge of ethical principles pertaining to health care related business practices and health care administration, including compliance with relevant laws, policies, regulations and the avoidance of conflicts of interest.	<ul style="list-style-type: none"> • Exam – Nationally Normed/Standardized, Subject (CITI training certification exam)
PRO-5.6	Demonstrate honesty and integrity in all professional and academic interactions.	<ul style="list-style-type: none"> • Research or Project Assessment (SARP Professionalism Rubric)
PRO-5.7	Meet professional and academic commitments and obligations.	<ul style="list-style-type: none"> • Research or Project Assessment (SARP Professionalism Rubric) • Narrative Assessment (SARP Mentor Evaluation)
Interprofessional Collaboration		
Educational Program Objectives		Outcome Measures
IPC-7.3	Participate in different team roles to establish, develop, and continuously enhance interprofessional teams to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable.	<ul style="list-style-type: none"> • Narrative Assessment (SARP Mentor Evaluation)
IPC-7.4	Recognize and respond appropriately to circumstances involving conflict with peers, other health care professionals and team members.	<ul style="list-style-type: none"> • Research or Project Assessment (SARP Professionalism Rubric) • Narrative Assessment (SARP Mentor Evaluation)
Personal and Professional Development		
Educational Program Objectives		Outcome Measures
8.1	Recognize when to take responsibility and when to seek assistance.	<ul style="list-style-type: none"> • Research or Project Assessment (SARP Professionalism Rubric) • Narrative Assessment (SARP Mentor Evaluation)

Grading System

Detailed information regarding institutional and school-level grading procedures and transcript notations can be found in the TTUHSC-EP '[Grading Procedures and Academic Regulations](#)' (HSCEP OP 59.05) policy and PLFSOM '[Grading, Promotion, and Academic Standing](#)' (GPAS) policy. SARP courses are Pass/Fail, and grades are determined by the submission of assignments on time and receiving a satisfactory faculty review. SARP assignments (Part B for SARP I and the Final Report for SARP II) are evaluated by a PLFSOM faculty reviewer, who is not the student's mentor, to provide formative feedback to the students using a rubric that will assess each of the course goals (rubric included in Appendix A). Students will be asked to revise their report if it is judged unsatisfactory. Revised reports will then be reviewed by the SARP Co-Directors. For SARP III, a poster is presented at a SARP Symposium and is reviewed and judged by a panel of 3 faculty members (poster judging rubric is in Appendix A). For all SARP assignments, unsatisfactory performance reflected in the assessment rubric will be addressed by the student with revision and resubmission of the assignment.

Professionalism

A Professionalism Summary Assessment (PSA) will be submitted by the SARP Co-Directors for each student at the end of each fall semester until all SARP requirements are satisfactorily completed.

- The PSA rubric can be found on the SARP Community page on ELANTRA and is also in Appendix A.
- PSA rubrics will be posted in the student's e-Portfolio and provided to the student's College Mentor for overall professionalism evaluation.

Registration

Notification for SARP registration occur via email sent to students in May of each year: each class will receive an email with the appropriate courses required to complete SARP. Once registered, you may drop your SARP courses without penalty until the required census drop date assigned for each class by the registrar. Dropping SARP courses after the census date will result in a failure designation (FA) on the student's transcript for each registered SARP course. See [HSCEP OP 59.05](#).

Deadlines

All SARP deadlines need to be respected as they determine course grades. Assignments are listed below (see 'Important Dates' in Course Policies and Procedures) and are available on the SARP Community page on ELANTRA.

- Satisfactory completion and submission of Project Plan (Part A, Part B) and completion of CITI/COI Training (SARP I).
- Completion and submission of Progress Reports for Tracks 2 & 3.

- Completion and submission of the Final Report (SARP II).
- Poster Presentation at the SARP Symposium (SARP III). Submission of an electronic poster file to the SARP Associate Director on or before the first day of the SARP Symposium. The final grade will be released after submission of the poster file (SARP III).

Submission of excuses for not respecting SARP deadlines must go to the Office of Student Affairs. The SARP Co-Directors along with the Office of Student Affairs will determine the necessity of a deadline extension.

- Any unexcused missed deadline is reported on the student Professionalism Summary Assessment (PSA) rubric and documented in the student's e-Portfolio. The student will receive notification via email of the missed deadline and given a 3-day extension and new deadline date in that email.
- An excused missed deadline will trigger an automatic 3-day extension (or longer if circumstances warrant) but will have no impact on the student's Professionalism Summary Assessment (PSA) rubric.
- Two unexcused missed deadlines within a single SARP course will result in a failing grade for that course recorded on the student transcript. A remediation process will be determined after discussion with the student and satisfactory completion of the original assignment as determined by the SARP Co-Directors.

Course Policies and Procedures

Attendance/Participation

Three SARP / Professionalism sessions will be provided in the fall of Year 1. Attendance at these sessions is mandatory – unexcused absence will result in a comment in the Professionalism Summary Assessment. Attendance at additional SARP sessions is highly encouraged and will be monitored as valuable information about the program as well as training is provided at these meetings. Students are strongly encouraged to RSVP to attend lunch meetings during which potential mentors will present their research interests and available SARP projects.

External SARP Projects

Projects may be conducted outside of PLFSOM and TTUSHC-EP; however, the student and mentor must meet with SARP co-directors for approval prior to initiating a research project.

International Research

Proposals for international research as a fulfillment of the SARP requirements are not allowed at this time.

4th Year Research Elective Blocks

Use of a research elective block during Year 4 is not allowed for fulfilment of the SARP requirement.

Part A and Part B Assignments

All students MUST declare a mentor and project topic during the spring SARP I course. The track that you decide to complete your SARP project has no bearing on this requirement. Inclusion of contact information for the mentor is mandatory for this assignment. Missing any part of this assignment will result in a failure on the student transcript for the SARP I course.

Changing SARP Projects

Changing a SARP project is possible; however, the reason for changing needs to be justified and documented. The student must inform the mentor(s), and then must complete a project change form. This information must be on file and verified with the SARP administrators before the new project is acceptable as the official SARP project.

<https://ttuhscep.elen tra.cloud/community/sarpall:shares?section=view-file&id=180>

Scholarly Integrity

Students engaged in the *Scholarly Activity and Research Program* should demonstrate a high level of intellectual and personal integrity in all aspects of their project development, execution, and communication. Students should:

- Give fair and accurate credit to individuals who may have contributed to the results and interpretation presented in your Final Report and Poster Presentation (e.g., this could be done in an acknowledgement paragraph).
- Use proper citations for attributing quotes, previous work, concept, and ideas.
- Write your own reports and do not engage in plagiarism.

Important Dates

19 August 2022	MS1 SARP Orientation/SARP Series
02 September 2022	Last possible course drop date
16 September 2022	SARP Fall Final Report Due by 5 p.m.
28 September 2022	Poster Creation Seminar
30 September 2022	MS1 SARPSeries Professionalism in Research
12 October 2022	SARP Fall Symposium Day 1

	MS1 SARP Student Panel Luncheon
13 October 2022	SARP Fall Symposium Day 2
02 December 2022	MS1 SARP Series
14 January 2023	MS1 CITI and Conflict-of-Interest Trainings Due
25 January 2023	MS1 SARP Meet and Greet Luncheon
28 January 2023	MS2 and Above SARP Progress Report Due
18 March 2023	MS1 SARP Project Plan Part A Due
06 - 07 April 2023	MS4 SARP Spring Symposium
15 April 2023	MS1 Project Plan Part B Due

Disability Support Services

TTUHSC El Paso is committed to providing equal access to learning opportunities to students with documented disabilities. To ensure access to this course, and your program, please contact the Academic Success and Accessibility Office (ASAO), to engage in a confidential conversation about the process for requesting accommodations in the classroom and clinical setting. Accommodations are not provided retroactively, so students are encouraged to register with the ASAO as soon as possible. Please note: faculty are not allowed to provide classroom accommodations to a student until appropriate verification from ASOA has been provided to the school and disseminated to the appropriate faculty member(s). For additional information, please visit the ASAO website: <https://elpaso.ttuhs.edu/student-services/office-of-academic-and-disability-support-services/default.aspx>.

Appendix A – Grading Rubrics

SARP Project Plan Part-B Evaluation Rubric

Instructions for Reviewer: Please use the following category descriptors to give the student feedback on the quality of his/her project plans (highlight or circle the appropriate statements). This matrix is meant to provide the student with a feel for how well they did relative to both their peers and your expectations for a project at this stage of their career. Few students are expected to meet the level of exemplary.

Criterion	Unacceptable	Acceptable	Exemplary
Research Question or Project Theme	The project is poorly specified and/or is completely specified by the faculty advisor with no development or contribution by the student.	The student has identified a general project suggested by faculty advisor.	The student has independently identified and developed a project.
Literature Review	The information lacks relevance, quality, depth and balance. All sources are from secondary sources.	The literature review uses a variety of sources.	The literature review is consistent with an experienced scholar (integrated, high quality, scholarly sources).
Rationale & Specific Aims	The logic underlying the project is incorrect, poorly explained, or missing entirely. No clear Specific Aims addressing the question are provided.	Project Rationale and Specific Aims are a logical extension of the literature review.	Project Rationale and Specific Aims are a logical extension of the literature review. Specific Aims are focused and likely to answer the research/project question.
Project Design	The project design is not clearly derived from the Specific Aims. Methodology is inadequate for answering the question.	The project design is derived from the Specific Aims. Methodology is adequate to meet the aims. As appropriate, the design includes sampling, independent and dependent variable(s).	The project design is sophisticated and at a level consistent with an experienced scholar.
Analysis Plan	The analysis plan is absent, or inappropriate for the project.	The analysis plan contains sufficient details and is appropriate for the project.	The analysis plan is at a level consistent with an experienced scholar (very clearly detailed and appropriate for the project).
Writing	Writing is poorly organized and difficult to follow. There are significant spelling and grammatical errors (the reader may wonder if the author bothered to proof read his/her work).	Writing is organized. There are some minor grammatical and spelling problems.	Writing is at a level consistent with an experienced scholar.
Integrity	The student has not demonstrated adequate intellectual and/or personal integrity.		The student has demonstrated adequate intellectual and/or personal integrity.

If Project Involves Human Subjects what is IRB Status?	Approved	Pending/Ongoing	Unknown	Project Does Not Involve Human Subjects
---------------------------------------------------------------	-----------------	------------------------	----------------	------------------------------------------------

COMMENTS for the scholar (please continue on another page if you need more space):

SARP Final Report Evaluation Rubric

Instructions for Reviewer: Please use the following category descriptors to give the student feedback on the quality of his/her project. Highlight or circle the appropriate statements for each criterion. This matrix is meant to provide the student with a feel for how well they did relative to both their peers and your expectations for a project at this stage of their career. Few students are expected to meet the level of exemplary. Additional written feedback below the rubric or on a separate page would be greatly appreciated!

Criterion	Unacceptable	Acceptable	Exemplary
Research Question or Project Theme	The project is poorly developed. Research question is not stated	The student contributed to the development of project suggested by faculty advisor. Research question is stated.	The student has independently identified and developed a project. Research question is well defined and clearly stated
Literature Review	The information is not relevant or of poor quality.	Literature review is organized and integrated but lacks a critical analysis. Literature sources are mostly secondary with a few highly relevant primary sources.	The literature review is at a level consistent with an experienced scholar. The review is integrated, organized, and includes a critical analysis of the literature.
Rationale & Specific Aims	The logic underlying the project is incorrect, poorly explained, or missing entirely. The Specific Aims do not address the research/project question	The Specific Aims are a logical extension of the literature review.	The Specific Aims are a logical extension of the literature review and theory. Specific Aims are focused and able to answer the research/project question.
Project Design	The Project Design is not clearly derived from the Aims or will not address the Specific Aims.	The Project Design is derived from the Specific Aims and is appropriate. When required, the design includes sampling, independent and dependent variable(s).	The Project Design is at a level consistent with an experienced scholar.
Analysis	The analysis is inadequate.	The analysis contains sufficient detail and is appropriate for the project.	The analysis is at a level consistent with an experienced scholar (very clearly detailed and appropriate for the project).
Writing	Writing is poorly organized and difficult to follow. Lack of proof reading is a significant issue.	Writing is organized with few grammatical and spelling problems.	Writing is at a level consistent with an experienced scholar. Writing is clear and organized. Few grammatical issues.
Integrity	The student has not demonstrated adequate intellectual and/or personal integrity.	The student has demonstrated adequate intellectual and personal integrity.	

COMMENTS for the student (please continue on another page if you need more space):

SARP Poster Presentation Rubric

Poster Rubric		Needs Improvement	Fair	Good	Excellent	Outstanding	Notes
Appearance							
1. Poster attracts viewer's attention.							
2. Poster is easy to read from an appropriate distance (3-5 feet).							
3. Poster is well organized and easy to follow.							
4. Graphics and other visuals enhance presentation and convey message effectively.							
5. Poster is neat and appealing to look at.							
Content							
1. Title is catchy and reflects poster content.							
2. Research/scholarly question is clearly stated.							
3. Context and significance of the question is demonstrated.							
4. Materials and methods are clear and concise and appropriate for the question.							
5. Results are easily interpreted.							
6. Conclusions are clear and supported by results.							
Presentation and Communication Style							
1. Ability to describe the key elements of the research/scholarly question							
2. Ability to relate results back to big-picture context							
3. Ability to demonstrate knowledge of subject matter and project							
4. Ability to answer questions precisely, succinctly and accurately							

Comments: SARP Mentor Experience Evaluation

Please use the following category descriptors to give the student feedback on his/her participation and attitude while executing their SARP project under your guidance.

Criterion	Unacceptable	Acceptable	N/A
Student Project Execution	Start Date		End Date
Effort	Does not put in effort to complete tasks.	Makes a substantial effort to complete task	Unable to Assess
Reliable	Does not always follow-through with tasks	Follows through with tasks	Unable to Assess
Teamwork	Not a team player does not participate in team efforts, does not listen to or help others.	Good team member, contributes to the group effort, listens to others, helps others	Unable to Assess
Respectful	Observed behavior is not always respectful of others	Consistently behaves respectfully to others	Unable to Assess
Accepts Criticism	Rejects constructive criticism	Accepts constructive criticism	Unable to Assess

Describe the student's behaviors that resulted in your ratings on effort, reliability, teamwork, respect, and acceptance of criticism.

Describe the student's development of self-directed learning skills during this project (independence, quality of hypotheses, identification of sources of information, ability to find high quality literature, ownership of the project, etc.).

SARP Professionalism Summary Assessment

Student name: _____

Date: _____

Professionalism Objectives	Assessment
<p>1) Demonstrate sensitivity, compassion, integrity and respect for all people</p> <p>Student demonstrates respect for all persons involved with their SARP project.</p>	Needs improvement, Pass, Commendable
<p>(2) Demonstrate knowledge of and appropriately apply ethical principles pertaining to patient privacy, autonomy and informed consent.</p> <p>Student is knowledgeable about all federal and institutional requirements relevant to their SARP project (e.g., IRB and IACUC).</p>	Needs improvement, Pass, Commendable
<p>(3) Demonstrate honesty in all professional and academic interactions.</p> <p>Student will be transparent and honest in all activities relating to the execution of and reporting on their SARP project.</p>	Needs improvement, Pass, Commendable
<p>(4) Meet professional and academic commitments and obligations.</p> <p>Student meets all program deadlines and is accountable for all commitments related to their SARP project.</p>	Needs improvement, Pass, Commendable
<p>Please provide comments related to the above Professionalism assessment (if none, please enter NA)</p>	

Appendix B - Guidelines

SARP Project Plan Part-B Guidelines



**Texas Tech University Health Sciences Center
Paul L. Foster School of Medicine**

**Scholarly Activity and Research Program
Guidelines for Completing Project Plan Part B**

In order to streamline the SARP project planning submission process, The *Project Plan Part B* form is a Word document linked to Blackboard to be attached and submitted in the Assignments section of Blackboard.

This form must be submitted by the due date in order to receive credit for this portion of the SARP requirement. All submissions **MUST** be done in Blackboard. The submission date will be determined by when the assignment form is received in Blackboard.

Part B Points of Emphasis

First, the Project Plan needs to be authored by you, representing original work. Of course, discussions with your mentor are encouraged and your mentor's input is important, but you need to take ownership of the Project Plan and are responsible for its content. Students should affirm that their mentor has reviewed and approved their SARP part B.

Second, 'group' projects are certainly allowed (where 2 or more students work with a single mentor). However, each individual student should clearly identify a unique hypothesis or research question that can distinguish their contribution and provide for an independent Final Report and poster presentation.

Finally, the intent of the SARP is to provide research / scholarship experience during your time as a PLFSOM student. Research or scholarship pursued before matriculating to the PLFSOM cannot be used directly in fulfillment of the SARP requirement. Of course, you might continue working on earlier projects, even continuing work with a previous mentor, but you must document clearly how your SARP activities are extensions of any previous work; in particular, you need to provide sufficient detail about what work is completed as a PLFSOM student versus previous work.

Project Narrative

Please provide a narrative description of your SARP project including the following (keeping the total length to 2 pages). Discuss this with your mentor and have them proofread the finalized Part B.

Research Project Question/Theme - This should tell the reader what the project is about.

Literature Review - This is a focused review of information relative to your project question/theme. It is not intended to include all the existing literature. Instead, discuss the body of ideas that you used to frame your project. All cited work should be directly relevant to your research theme or question.

Rationale & Specific Aims - . Your literature review should also help to provide a rationale and significance to your project (why the question is being explored and how important it is). Further, the literature should help you form a set of specific aims; i.e., what are the set of aims/goals that you hope to achieve. If applicable, the generation and statement of a hypothesis will help you define your specific aims.

Project Design - This is a detailed description of how you intend to achieve the specific aims. In a scholarly paper, this is the methods section. It must be detailed enough to determine whether the project can accomplish the goal.

Analysis - This section describes the methods you will use to analyze your data. For basic research and many community/epidemiology projects, this could include a description of the statistical methods and a discussion of other quantitative and/or qualitative data. For some community/epidemiology or medical humanities/ethics projects, this may involve a different type of analysis. For example a creative medical humanities project could use a reflective analysis.

Your project Plan Part B will be evaluated by a faculty member using an evaluation rubric posted on the SARP website. Before you start, we strongly recommend that you read the evaluation rubric. Be sure to seek advice from your mentor on project planning and obtain feedback on early drafts and final product.

References

- Provide citations for all ideas, concepts, text, and data that are not your own using the American Medical Association Style guidelines available at:

http://www.pugetsound.edu/files/resources/4244_AMA_Color.pdf

- All references cited in the text must be listed in a References Cited list.

Finally, do not forget to edit your report:

- Proof read your report.
- Check your spelling.
- Make sure that you use complete sentences.
- Check your grammar: punctuation, sentence structure, subject-verb agreement (plural or singular), tense consistency, etc.
- Give it to your mentor or others to review.

Integrity issues

Students engaged in the *Scholarly Activity and Research Program* should demonstrate a high level of intellectual and personal integrity in all aspect of their project development, execution and communication. Students are expected to:

- Give fair and accurate credit to individuals who may have contributed to the results and interpretation presented in your paper (could be done in an acknowledgement paragraph at the end of the paper).
- Use proper citation for attributing quotes, previous work, concept and ideas.

Write your own reports

SARP Final Report Guidelines



*Texas Tech University Health Sciences Center
Paul L. Foster School of Medicine*

Guidelines for the SARP Final Report

Goal:

The student will demonstrate clear and effective written communication skills in the presentation of their final report for the project. The student should be able to clearly communicate the aims and relevance along with data analysis for their project.

The final report must be written by the student and include a clear description of the student's contribution to the project.

Students participating in group projects (where 2 or more students work with a single mentor) should clearly identify a unique hypothesis or research question that can distinguish their individual contribution and provide an independent Final Report and Poster Presentation.

A manuscript submitted as the Final Report is only acceptable if the student wrote the manuscript, and this is verifiable with the student's mentor.

Final Report Contents

Your final report should be in the form of a scholarly paper and should not exceed 15 pages (not including references). Your report should include the following elements:

- **Title page**
- **Abstract**
- **Introduction**
- **Material and Methods**
- **Results**
- **Discussion/Conclusion**
- **Description of your Contribution to the Project**
- **References**

Your Final Report will be evaluated by members of the PLFSOM Faculty using an evaluation rubric posted on the SARP website. Before you start writing your report, we strongly recommend that you examine the evaluation rubric and the information provided below on how to write a research paper. Finally, seek advice from your mentor on how to write your report and seek feedback on early drafts and the final product.

The following recommendations are excerpts from a compilation entitled “*How to Write Your Thesis*” by Kim Kastens, Stephanie Pfirman, Martin Stute, Bill Hahn, Dallas Abbott, and Chris Scholz. Look these over for guidance on how to prepare your Final Report (which, of course, will be much shorter than a thesis!):

Your Final Report should contain the following standard items:

Title page

Your title page should include the following:

- Project title
- Author (you)
- Institution
- Date of delivery
- Research mentor
- Mentor's institution

Abstract

- A good abstract explains in a few lines why the paper is important and provides a summary of your major results. The final sentences explain the major implications of your work. The abstract should be concise, readable, and informative.
- Length should be ~ 1-2 paragraphs (~ 400 words).
- Abstracts generally do not have citations.
- Try to answer the following questions in the abstract:
 1. What did you do?
 2. Why did you do it? What question were you trying to answer?
 3. How did you do it? State the methods used.
 4. What did you learn? State the major results.
 5. Why does it matter? Point out at least one significant implication of the work.

Introduction

Start with a statement that motivates the reader and emphasizes how interesting and important the area or problem is that your project and Final Report addresses.

Next, provide a focused review of the literature covering current understanding of the question or research citing primary sources and important contributions. Discuss the theoretical framework or body of ideas that were useful to frame your research question. All cited work should be directly relevant to your research theme or question. This should not be an extensive review of the field, but a concise summary of the most relevant literature. This literature review should logically lead to a rationale and significance for your question (why the question is important and how you are addressing it). Once you have framed the question, clearly define the specific aims of your project; i.e., what are the set of aims/goals that you hope to achieve, and in general terms how you will address these aims (overview of the project design – details of methods will be emphasized in the execution plan presented in the Results section). If applicable, stating a hypothesis will help define the specific aims.

Methods

The Methods section should address the following questions:

- What were the details of the methods you used in the execution of your project?
- Could another researcher accurately replicate the study?
- Is there enough information provided about any instruments or techniques used such that another researcher could repeat individual experiments?
- If materials or reagents were created, do other researchers have access to these or can others regenerate them?
- Could another researcher replicate any laboratory analyses that were used?
- Could another researcher replicate any statistical analyses?

Citations in this section should be limited to data sources and references of where to find more complete descriptions of procedures. Do not include descriptions of results here.

Results

Break up your results into logical segments by using subheadings. For each subsection, start with a short description of what you did (e.g., an individual experiment or replicates of an experiment) and the results you obtained.

- The results are actual statements of observations, including statistics, tables and graphs.
- Mention negative results as well as positive results. Do not interpret results in the Results section – (save interpretation for the Discussion).
- Lay out the case as for a jury: present sufficient detail so that others can draw their own inferences and construct their own explanations.

Discussion/Conclusion

Start with a few sentences that summarize the most important results. The Discussion section should be a brief essay in itself, answering the following questions and caveats:

- What are the major patterns in the observations?
- What are the relationships, trends and generalizations among the results?
- What are the exceptions to these patterns or generalizations?
- What are the likely causes (mechanisms) underlying these patterns and resulting predictions?
- Is there agreement or disagreement with previous work?
- Interpret results in terms of the background laid out in the introduction: what is the relationship of the present results to the original question?
- What is the implication of the present results for other unanswered questions?

Multiple hypotheses: there are usually several possible explanations for results. Be careful to consider all of these rather than simply pushing your favorite one. If you can eliminate all but one, that is great; but often this is not possible with the data in hand. In this case you should give fair treatment to the remaining possibilities, and try to indicate ways in which future work may lead to discrimination of these alternatives.

- What are the things we now know or understand that we didn't know or understand before the present work?
- What is the significance of the present results: why should we care?

This section should be rich in references to similar work and background needed to interpret results.

In the conclusion, refer back to the research question or hypothesis posed and describe the conclusions that you reached from carrying out the investigation. Include the broader implications of your results and do not simply repeat the abstract, introduction or discussion. Finally, if applicable include some recommendations such as:

- Further research indicated to fill in gaps in understanding.
- Directions for future investigations on this or related topics.

Description of your Contribution to the Project

Outline your specific contribution to the project in terms of (but not limited to):

- Project design
- Project execution/Data collection
- Data Analysis/ Interpretation

References

- Cite all ideas, concepts, text, and data that are not your own using the American Medical Association Style - available at:

http://www.pugetsound.edu/files/resources/4244_AMA_Color.pdf

All references cited in the text must be listed in a References Cited list.

Appendix

For those whose scholarly project falls within the realm of the creative medical humanities, you are expected to attach a copy of the creative work.

Finally, do not forget to edit your report:

- Work with your mentor!
- Proof read your report.
- Check your spelling.
- Make sure that you use complete sentences.

Check your grammar: punctuation, sentence structure, subject-verb agreement (plural or singular), tense consistency, etc.

Scholarly Integrity

Students engaged in the *Scholarly Activity and Research Program* should demonstrate a high level of intellectual and personal integrity in all aspects of their project development, execution and communication. Students are expected to:

- Give fair and accurate credit to individuals who may have contributed to the results and interpretation presented in your paper (could be done in an acknowledgement paragraph at the end of the paper).
- Use proper citations for attributing quotes, previous work, concept and ideas.
- Do not omit or fabricate data and results.

Write your own report and do not engage in plagiarism. The final report needs to be authored by you, representing original work. Of course, discussions with your mentor are encouraged and your mentor's input is important, but you need to take ownership of the final report and are responsible for its content.

SARP Poster Guidelines



***Texas Tech University Health Sciences Center
Paul L. Foster School of Medicine***

Scholarly Activity and Research Program Guidelines for SARP Posters

Goal:

The student will demonstrate clear and effective communication skills (oral and written) in the presentation of their project poster. The student is responsible for the design and preparation of the poster.

Poster Design

The Texas Tech Institutional Advancement Office (IA) has developed a poster template that each student shall use in the development of the SARP poster.

The template is for the file dimensions 48 inches wide x 36 inches high (landscape setting). Please adhere to these dimensions for the creation of your poster. Create your poster based on the information from your final report. Once your document is formatted in PowerPoint to your specifications, save the file as a pdf document and review it to make sure that the fonts have transferred accurately.

Poster Content

Your poster must represent the research findings from your SARP final report submission.

Your poster should include the following:

- The title of your project, your name, your affiliation (PLFSOM), your sponsor's name, and his/her department. Use the entire horizontal length of the poster to display this information. Include TTUHSC-El Paso logo and the logo for your mentor if from a different institution.
- A short introduction/background/significance paragraph for the project.
- A brief description of the methodology.
- Graphics and images to depict the main project results.
- A summary/conclusion section which stresses the significance and impact of your

project findings.

- For those completing Creative Medical Humanities projects, at least one copy of the creative medium should be available for individuals to review.

Logos

TTUHSC-El Paso logos are located on the IA approved poster template. This template is located on Elentra. These are approved logos for the institution and are for use by any student representing the institution. If you are working with a clinician who wishes to use The Texas Tech Physicians logo, use that logo along with the TTUHSC-El Paso logo for equal representation.

Formatting tips:

- Use headings as opportunities to summarize your work in large letters (be bold and explicit).
- A hurried reader should be able to get the main points from the headings alone.
- Use brief figure legends which describe methods.
- Minimize the text; a poster is mostly a visual medium.
- Use different font sizes (no less than 24 for text and 36 for headings) to organize and prioritize your message.
- Consider using a column format to make your poster easier to read in a crowd.
- Do not overload your poster, use white space creatively to help define the flow of information.

Additional advice on how to create an effective poster can be found on a site created by *George Hess, Kathryn Tosney and Leon Liegel*:

<https://projects.ncsu.edu/project/posters/ExamplePosters.html>