TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER™
EL PASO
Paul L. Foster School *of* Medicine

Syllabus

Scholarly Activity and Research Program (SARP) Course

Academic Year 2026 - 2027

PSAP 5401 (SARP I)

PSAP 6401 (SARP II)

PSAP 7401 (SARP III)

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SARP Course Contact Information and Emergency Contact

https://ttuhscep.edu/som/academics/department-of-medical-education/scholarly-activities-research/scholarly-activity-research-program/index.aspx

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SARP Course Description

Overview

The Paul L. Foster School of Medicine Scholarly Activity and Research Program (SARP) Course provides medical students with an opportunity to design and execute independent research or scholarship under the guidance of faculty mentors (TTUHSC El Paso faculty, or approved faculty associated with other institutions). 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, IBC and IACUC).

The overall goal of the SARP Course is to engage and educate medical students about 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 course will expose students to new ideas and attitudes and will help develop skills that will strengthen their medical training and broaden their perspective on how new knowledge is obtained and disseminated. The SARP Course 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 SARP Course is completed during a student's time at FSOM. Research or scholarship pursued before matriculating to the FSOM cannot be used directly in fulfillment of this requirement; however, a student can continue working on earlier projects or continue working 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 continuation of work as a FSOM student. 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 SARP Final Report and SARP Poster. Please note that case reports and narrative reviews are not acceptable SARP Course Projects, however systematic reviews and metanalyses are appropriate as they are based on a research question and should follow PRISMA guidelines. (https://www.prisma-statement.org/).

Educational Methods and Learning Experiences

The SARP Course focuses on the student / mentor relationship. The expectation is that once a good match is made, the mentor will closely guide the student in the development of the Project Plan, be actively involved in the execution of the project, and help the student in the development of the Final Report and Poster.

Faculty at TTUHSC El Paso will review each assigned component of the SARP Course (Project Plan, Final Report and Poster) and provide the student with narrative feedback. Criteria for assessing these assignments are based on the SARP Course Goals and Objectives outlined below.

In reinforcement of the SARP Course Goals and Objectives, sessions provided through the College Colloquium, and the Society, Community, and the Individual (SCI) courses will introduce 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 course consisting of three 1-credit components:

- one credit is for the selection of a mentor, preparation and submission of a Project Plan and completion of CITI Training; completing two Progress Reports for Track 2 completion or completing four Progress Reports for Track 3 completion
- one credit is for project execution and submission of the Final Report
- one credit for a Poster presentation

Selection of a mentor and preparation of the Project Plan is due at the end of the first year.

SARP Course I - PSAP 5401

Project Plan: Registration for this SARP Course component is in the Spring Semester, AY1. To receive a pass for completion of SARP Course I, students must submit their Project Plan by the deadline, have their mentors sign off on the Project Plan, complete their CITI Program Research Training, and establish any necessary compliance requirements (IRB, IBC, IACUC). In addition, students will be informed of any serious reviewer concerns about their Project Plan and will be required to submit a revised Project Plan within 2 weeks of notification. From Bench to Bedside: An Overview of Translational Medicine, to be incorporated into SARP 5401. This asynchronous online module will be assigned at the beginning of the M1 year and must be completed by the time students submit their required CITI training in January. This module introduces core concepts related to the scientific method, research ethics, and the interface between basic science and clinical application. Successful completion of the module will be assessed through a multiple-choice quiz, with a minimum passing score of 80% required to receive credit.

CITI Program Research Training and Projects Requiring IRB and / or IACUC Approval

Collaborative Institutional Training Initiative (CITI) Program Research Training is an online course in human subject protection that all students must complete in addition to the Project Plan submission (https://www.citiprogram.org/). After completion of CITI Program Research Training students will need to apply to be added to the iRIS system database (https://ttuep.imedris.net).

SARP projects involving human subjects or animals require appropriate documentation of Institutional Review Board (IRB), projects involving live vertebrates require Institutional Animal Care and Use Committee (IACUC) approval. Laboratory projects involving biological agents, including but not limited to, those agents in all risk groups as defined in Biosafety in Microbiological and Biomedical Laboratories, Recombinant DNA (rDNA) as defined by the NIH Guidelines for Research Involving Recombinant DNA Molecules, Dual-use research of concern as defined by the National Science Advisory Board for Biosecurity, Department of Health and Human Services, or Select agents and toxins (SAT), regulated either by DHHS or by the United States Department of Agriculture require Institutional Biosafety Committee (IBC) approval. Following institutional approval, all compliance documentation must be submitted to SARP to Elentra

Grading of the SARP Course I Project Plan

The Project Plan submission will first be triaged by the SARP Administrative Program Director to assure that all required textual elements are included; if not, the student will be notified and allowed a 3-day grace period to resubmit a complete Project Plan. If not submitted by this 3-day extension the student will meet with the SARP Faculty Co-Directors and their College Mentor to discuss the situation, along with receiving a professionalism event card.. Following grading by a FSOM faculty reviewer using a grading rubric (available in appendix and on the https://ttuhscep.edu/som/academics/department-of-medical-education/scholarly-activities-research/scholarly-activity-research-program/sarp-course-information.aspx) a **Pass** or **Not-Yet-Pass** determination will be made. If **Pass**, the grading rubric will be deposited in the individual student's ePortfolio. If **Not- Yet-Pass**, the student and their SARP mentor will be contacted by email with the grading rubric included, and provided 2 weeks to revise and resubmit their Project Plan. The revised Project Plan will be re-reviewed. If **Pass**, the grading rubric for the revised Project Plan will be deposited in the individual student's ePortfolio. If **Not-Yet-Pass**, the student will receive a grade of 'DE' (Deferred) on their official transcript for PSAP 5401. The Office of Student Affairs and the student's college mentor will be notified about the remediation plan. To successfully remediate the 'DE' grade, the student must submit a passing Project Plan within one year. Upon successful remediation, the 'DE' will be converted to a 'PA' (Pass). If remediation is not completed within the allotted time, the 'DE' will convert to a 'FA' (Fail).

SARP Course II - PSAP 6401

Final Report: Registration for this SARP Course component is as follows:

- Track 1, fall AY2.
- Track 2, fall AY3.
- Track 3, fall AY4.

To receive a pass for completion of the SARP Course II, students must submit their Final Report by the assigned deadline (depending on Track) and revise the Final Report to accommodate any serious reviewer concerns within 2 weeks of notification.

Grading of the SARP Course II Final Report

The SARP Course Final Report will first be triaged by the SARP Director to assure that all required textual elements are included; if not, the student will be notified and allowed a 3-day grace period to resubmit a complete Final Report. Following grading by a FSOM faculty reviewer using a

grading rubric (available in the appendix and on the https://ttuhscep.edu/som/academics/department-of-medical-education/scholarly-activities-research/scholarly-activity-research-program/sarp-course-information.aspx) a **Pass** or **Not-Yet-Pass** determination will be made. If **Pass**, the grading rubric will be deposited in the individual student's ePortfolio. If **Not-Yet-Pass**, the student and their SARP mentor will be contacted by email with included grading rubric, and provided 2 weeks to revise and resubmit the Final Report. The revised Final Report will be re-reviewed by the original reviewer and the SARP Faculty Co-Directors. If **Pass**, the grading rubric for the revised Final Report will be deposited in the individual student's ePortfolio. If **Not-Yet-Pass**, the student will receive a grade of 'DE' (Deferred) on their official transcript for PSAP 6401. The Office of Student Affairs and the student's college mentor will be notified about the remediation plan. To successfully remediate the 'DE' grade, the student must submit a passing Final Report within one year. Upon successful remediation, the 'DE' will be converted to a 'PA' (Pass). If remediation is not completed within the allotted time, the 'DE' will convert to a 'FA' (Fail). Failure to submit the final report by the Year 4 fall deadline (SARP II) will result in an academic warning and referral to the GPC by a course director. Failure to complete all SARP requirements by May 1st of Year 4 will result in academic probation and referral to the GPC.

SARP Course III - PSAP 7401

Poster Presentation: Registration for the SARP Course III component is as follows:

- Track 1, fall AY2.
- Track 2, fall AY3.
- Track 3, spring AY4.

Credit for the SARP Course III is received on successful presentation of the poster to a panel of faculty judges during the annual SARP Symposium and submission of the poster through Elentra by the deadline. Students will be informed of any serious reviewer concerns about their Poster presentation and will be required to submit a revised Poster and written response to critiques within 2 weeks of notification.

All students must complete and submit the Medical Student Research and Scholarship Outcomes Form by the deadline of the poster submission. This form documents your research activities and scholarly accomplishments during the course and is required for successful completion. Failure to submit the completed form may result in a delay or denial of course credit.

Guidelines for the SARP I, II and III assignments are on the https://ttuhscep.edu/som/academics/department-of-medical-education/scholarly-activities-research/scholarly-activity-research-program/sarp-course-information.aspx, in Appendix B.

Grading of the SARP Course Poster Presentation

Following grading by FSOM faculty reviewers using a grading rubric (available in the SARP Syllabus and on the https://ttuhscep.edu/som/academics/department-of-medical-education/scholarly-activities-research/scholarly-activity-research-program/sarp-course-information.aspx) a **Pass** or

Not-Yet-Pass determination will be made. If **Pass**, the grading rubric will be deposited in the individual student's ePortfolio. If **Not-Yet-Pass**, the student and their SARP mentor will be contacted by email with included grading rubric, and provided 2 weeks to revise and re-present the Poster Presentation to SARP Directors or faculty reviewers. If **Pass**, the grading rubric for the revised Poster Presentation will be deposited in the individual student's ePortfolio. If **Not-Yet-Pass**, the student will receive a grade of 'DE' (Deferred) on their official transcript for PSAP 7401. The Office of Student Affairs and the student's college mentor will be notified remediation plan. Successful remediation of the Poster must be completed within one year and will result in the DE being converted to 'PA' (Pass) otherwise the student will receive a 'FA' (Fail). Failure to complete all SARP requirements by May 1st of Year 4 will result in academic probation and referral to the GPC.

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

Deadlines for the completion of the Final Report and Poster Presentation are flexible, depending on an individual student's project design; thus, there are 3 tracks for completing the SARP Course based on the following timelines (Figure 1).

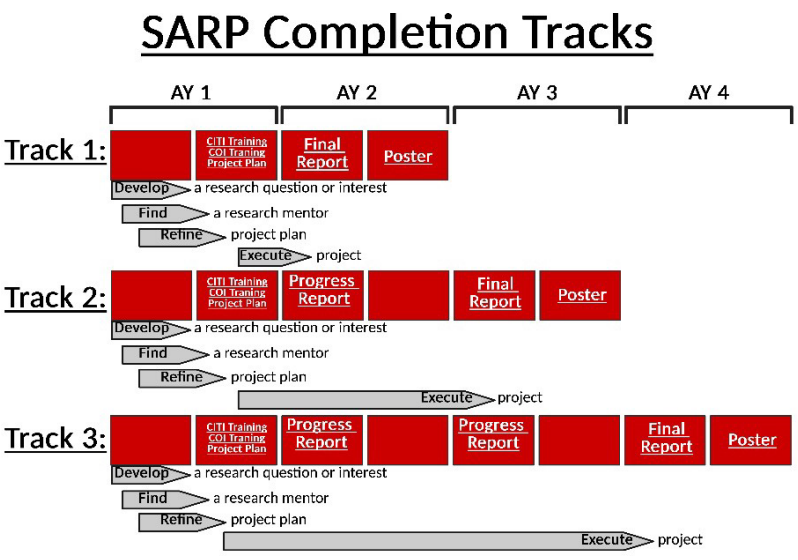


Figure 1

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 AY1 and AY2 with a Final Report in the fall and Poster Presentation in the spring of AY2.

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 in the fall and Poster Presentation in the spring of AY3. To assure adequate progress and tracking, students are required to submit 2 Progress Reports, one in the fall of AY2 and a second Progress Report in the spring of AY2 (Progress Report forms available on Elentra Appendix A).

Track 3: Completion of SARP Course II and SARP Course III in AY4

The longest track for completing the SARP Course involves submitting the Final Report in the fall AY4 and presenting the Poster in the spring AY4.

Competencies, Program Goals and Objectives, and Outcome Measures

The Foster School of Medicine Educational Program Goals and Objectives (PGOs, available in Appendix C) are outcomes-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 fulfilment of one or more of the medical education program's goals and objectives found at PLFSOM PGOs. The overall Goals and Objectives for the SARP Course are listed below, with associated PLFSOM PGOs provided in parentheses.

SARP Course Goals and Objectives:

Overall course objective: Students will demonstrate understanding and application of the scientific method through completion of an independent research project.

Goal 1:

Develop physician scholars through a rigorous scholarly activity and research experience.

- Objective 1: ***Students will apply the scientific method by developing a research question or project theme, identifying a faculty mentor, and completing all requirements for the SARP Course.***
  (PGOs 2.6, 4.2, 4.3, 5.1, 5.6, 5.7, 7.4).

Goal 2:

Develop skills for scholarly and research projects including the pursuit,

assimilation, and transmission of knowledge to others.

- Objective 2: ***Students will learn how to search the literature, identifying previous knowledge and theory that provides context and relevance for their project.***
  (PGO 2.6).
- Objective 3: ***Students will submit a Project Plan following scientific principles, including a rationale, specific aims, methods, analysis, and timeline.***
  (PGOs 2.6).
- Objective 4: ***Students will choose and employ adequate methods for the acquisition and statistical analysis of data and information for their project.***
  (PGOs 2.6, 5.2).
- Objective 5: ***Students will submit a Final Report of their project, providing a concise summary of the project execution, data acquisition and analysis, and conclusions.***
  (PGOs 2.6, 5.2).
- Objective 6: ***Students will demonstrate clear and effective communication skills (oral and written) in the presentation of their project.***
  (PGOs 4.2, 4.3, 5.6, 5.7).

Goal 3:

Incorporate professionalism and ethical principles in scholarly activity and research.

- Objective 7: ***Students will learn about protection of human and animal subjects involved in research.***
  (PGO 2.6).
- Objective 8: ***Students will learn and exhibit ethical principles in the design and execution of their projects.***
  (PGO 2.6).
- Objective 9: ***Students will exhibit attitudes and behaviors consistent with professional conduct of research and scholarship.***
  (PGOs 2.6, 4.2, 4.3, 5.1, 5.6, 5.7).
- Objective 10: ***Students will submit each assignment by the deadline and respond to all communications and feedback in a timely and professional matter.***
  (PGOs 4.2, 4.3, 5.1, 5.6, 5.7).
- Objective 11: ***Students will collaborate generously and professionally with their mentor, faculty, students, and staff during completion of their research project.***
  (PGOs 4.2, 4.3, 5.1, 5.6, 5.7, 7.4, 8.1)

Goal 4:

Develop knowledge and skills in the pursuit of self-directed learning, life-long learning and self-efficacy in research and scholarship.

- Objective 12: ***Students will learn principles of self-directed and life-long learning and***

apply these to the design and execution of their projects.
(PGOs 2.6, 3.1, 3.3)

- Objective 13: ***Students will learn the principles of self-efficacy, monitoring and sharing personal progress through self-evaluation and reflection, and SARP Course evaluation.*** (PGOs 3.1, 3.3, 4.2, 4.3, 5.1, 5.6, 5.7, 8.1, 8.2, 8.3, 8.4).

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.	• Research or Project Assessment (SARP Project Plan 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.	• Research or Project Assessment (SARP Project Plan Evaluation Rubric, SARP Final Report Evaluation Rubric) • Narrative Assessment (SARP Mentor Evaluation)
PBL-3.3	Accept and incorporate feedback into practice.	• Research or Project Assessment (SARP Project Plan Evaluation Rubric, SARP Final Report Evaluation Rubric • Narrative Assessment (SARP Mentor Evaluation)
PBL-3.6	Participate in the education of patients, families, students, trainees, peers, and other health professionals.	• Research or Project Assessment (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.	• Research or Project Assessment (SARP Project Plan Evaluation Rubric, SARP Final Report Evaluation Rubric, SARP Poster Presentation Rubric) • Narrative Assessment (SARP Mentor Evaluation)
ICS-4.3	Communicate with sensitivity, honesty, compassion and empathy.	• Research or Project Assessment (SARP Project Plan 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.	• Research or Project Assessment (SARP Project Plan Evaluation Rubric, SARP Final Report Evaluation Rubric)

		• Narrative Assessment (SARP Mentor Evaluation) • Exam – Nationally Normed/Standardized, Subject (CITI training certification exam-Human Subject Research training)
PRO-5.2	Demonstrate knowledge of and appropriately apply ethical principles pertaining to patient privacy, autonomy and informed consent.	• Exam – Nationally Normed/Standardized, Subject (CITI training certification exam-Human Subject Research training, Informed Consent Training)
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.	• Exam – Nationally Normed/Standardized, Subject (CITI training certification exam-Human Subject Research training, Informed consent training)
PRO-5.6	Demonstrate honesty and integrity in all professional and academic interactions.	• Narrative Assessment (SARP Mentor Evaluation)
PRO-5.7	Meet professional and academic commitments and obligations.	• Narrative Assessment (SARP Mentor Evaluation)
Interprofessional Collaboration		
Educational Program Objectives		Outcome Measures
IPC-7.4	Recognize and respond appropriately to circumstances involving conflict.	• Narrative Assessment (SARP Mentor Evaluation)
Personal and Professional Development		
Educational Program Objectives		Outcome Measures
PPD-8.1	Recognize when to take responsibility and when to seek assistance.	• Narrative Assessment (SARP Mentor Evaluation)
PPD-8.2	Demonstrate healthy coping mechanisms in response to stress and professional responsibilities.	• Narrative Assessment (SARP Mentor Evaluation)
PPD-8.3	Demonstrate flexibility in adjusting to change and difficult situations.	• Narrative Assessment (SARP Mentor Evaluation)
PPD-8.4	Utilize appropriate resources and coping mechanisms when confronted with uncertainty and ambiguous situations.	• Narrative Assessment (SARP Mentor Evaluation)

Course Policies and Procedures

Grading Policy

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 Course components are Pass/Fail. Grades are determined by the submission of assignments on time and responding to any required modifications of submissions based on reviewer feedback. SARP assignments (Project Plan for SARP I and Final Report for SARP II) are assessed by a PLFSOM faculty reviewer using a Project Plan Rubric and a Final Report Rubric (Appendix A). Students will be asked to revise their Project Plan or Final Report if it is judged unsatisfactory. Revised reports will then be re-reviewed by the original reviewer and the SARP Co-Directors. For SARP III, the Poster is presented at the SARP Symposium and is reviewed and judged by a panel of faculty members using a Poster Presentation Rubric (Appendix A). For all SARP Course assignments, unsatisfactory performance reflected in the assessment rubric must be satisfactorily addressed by the student with revision and resubmission of the assignment by the resubmission deadline. Failure of SARP Course I (Project Plan), Course II (Final Report), or Course III (Poster Presentation) will result in an academic warning and individualized remediation, with possible referral to the GPC at the discretion of course directors, the assistant dean for the pre-clerkship phase, and/or the associate dean for medical education.

Failure to submit the final report by the Year 4 fall deadline (SARP II) will result in an academic warning and referral to the GPC by a course director. Failure to complete all SARP requirements by May 1st of Year 4 will result in academic probation and referral to the GPC .

Registration

Notification for SARP Course registration deadlines and other announcements will be available on Elentra, the SARP Website and distributed by email. To register for PSAP 6401 and/or 7401, students must first earn a passing grade in the prerequisite course—either PSAP 5401 or PSAP 6401. Once registered for SARP Course components, a student can drop without penalty until the required census drop date assigned for each class by the registrar. Dropping SARP Course components after the census drop date will result in a failure designation (FA) on the student's transcript (see HSCEP OP 59.05).

Deadlines

All SARP deadlines need to be respected. Required assignments are listed below and are available on the https://ttuhscep.edu/som/academics/department-of-medical-education/scholarly-activities-research/scholarly-activity-research-program/sarp-course-information.aspx and on Elentra as shown in Figure 1 (for deadlines see 'Important Dates' in Course Policies and Procedures).

- Completion of CITI Training (Human Subject Research and Conflict of Interest) and satisfactory completion of Project Plan (SARP Course I).
- Satisfactory completion of Progress Reports for Tracks 2 & 3.

- Satisfactory completion of the Final Report (SARP Course II).
- Poster presentation at a SARP Symposium (SARP Course III). Submission of an electronic poster file through Elentra.
- Excuses for not meeting any SARP Course deadlines must be submitted both to the SARP Course Director and to the Office of Student Affairs. Any necessary deadline extensions or remediation plans will be determined by the SARP Faculty Co-Directors, the Office of Student Affairs, and the student's College Mentor.

Two unexcused missed deadlines or an unacceptable SARP assignment following two revision cycles will result in a failing grade on the student transcript and referral to the Committee on Student Grading and Promotion (GPC). If remediation of the FA grade is permitted by the GPC, the remediation process will include both a discussion with the student and satisfactory completion of the original assignment as determined by the SARP Faculty Co-Directors resulting in a grade of PA/FA (Passed Remediation / Failed First Attempt) on the student's transcript.

Attendance / Participation

Attendance at the SARP Orientation is mandatory. Unexcused absence will result in an Event Card . Attendance at the SARP Student Seminar Series is mandatory unless otherwise stated and is encouraged as student presentations of completed SARP projects with Q & A sessions, along with students' mentors will provide valuable information for navigating the SARP Course requirements. Students need to RSVP for lunch meetings. Absence requests for required SARP events must be submitted through the pre-clerkship absence approval process. This policy applies to all students regardless of whether they are currently in the pre-clerkship or clerkship phase of the curriculum. SARP course directors do not independently approve absences for required events. Failure to follow the established absence approval process may lead to referral to the Office of Student Affairs or the Grading and Promotion Committee (GPC).

External SARP Projects

Projects may be conducted outside of FSOM and TTUSHC-EP; however, to ensure safe, equitable, and meaningful research experiences for FSOM students at external institutions, expectations and procedures for participating in research outside their home institution must be established prior to initiating the project. They require external research mentors, known as "SARP external mentors," to maintain the same standards of professionalism and student support as those within PLFSOM. Students are also provided with clear avenues for guidance and reporting concerns.

To further support students' academic and personal well-being, each student engaged in external research will be assigned a TTUHSC El Paso faculty member as an internal mentor—either self-selected or appointed by the Scholarly Activity and Research Program (SARP). This internal mentor serves as a consistent point of contact, offering guidance, advocacy, and timely intervention if any concerns, including mistreatment, arise.

International Research

International research in fulfilment of the SARP Course requirement is not currently allowed.

4th Year Research Elective Blocks

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

Project Plans

All students must identify a SARP Course project mentor and prepare and submit a Project Plan during their first Academic year (spring SARP Course I – 5401). Detailed guidelines for the SARP Course Project Plan are provided in the Appendix and are also available on the SARP Website and on Elentra.

Project Progress Reports

Progress Reports are required for students completing the SARP Course by either Track 2 (two Progress Reports required) or Track 3 (Four Progress Reports required) (Figure 1)., Progress Reports help maintain accountability for progression through the SARP Course requirement and helps identifies potential problems with completion your SARP Course project. The Progress Report also serves as formative feedback regarding the progress of a SARP Project.

Changing SARP Projects and / or mentors

Changing a SARP Course project is possible; however, the reason for changing needs to be justified and documented. The SARP Course Project Change Request form is provided in the Appendix and is also available on the SARP Website and on Elentra.

The student must document that they have informed both the original mentor (if possible) and the new mentor of the project change. The Project Change Request form must include a completed new Project Plan following the guidelines for this SARP Course component. The new Project Plan must be reviewed and approved by the SARP project mentor, and will also undergo review as described for a Project Plan (Page 6)

Scholarly Integrity

Students engaged in the SARP Course 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 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, concepts, and ideas.

- Write your own reports and do not engage in plagiarism.
- ChatGPT or other AI utilities used in any component of your submitted assignments for the SARP Course must be clearly identified.

Important dates:

Event	Date
Student SARP Seminar Series 1	**07 August 2026**
Last possible course drop date	**01 September 2026**
Student SARP Seminar Series 2	**25 September 2026**
Final Report (MS2/MS3/MS4 (deadline) **Track 2 and Track 3 SARP Course Progress Reports**	**2 October 2026**
SARP Fall Symposium (MS2s, MS3s, December Graduates)	**12-13 November 2026**
MS1 CITI, Conflict-of-Interest Training	**11 January 2027**
SARP Spring Symposium (MS4s)	**April 2027**
MS1 Project Plan and Progress Reports **Track 2 and Track 3 SARP Course Progress Reports**	**12 April 2027**

Office of Accessibility Services (OAS)

TTUHSC EP 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 Office of Accessibility Services (OAS), by calling 915-215-4398, 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 OAS as soon as possible. More information can be found on the OAS website: https://elpaso.ttuhsc.edu/studentservices/accessibility/

Student Mistreatment

It is the policy of the Texas Tech University Health Sciences Center El Paso to affirm the right of its student to a prompt and fair resolution of a complaint or grievance involving allegations of inappropriate behavior by other Texas Tech Health El Paso students or personnel toward students. Texas Tech Health El Paso does not tolerate either retaliation for reports made in good faith, nor false reporting. More information can be found on the school's website:

https://ttuhscep.edu/student-mistreatment/default.aspx

Statement of Accommodation for Pregnant or Parenting Students

To support the academic success of pregnant and parenting students and students with pregnancy related conditions, Texas Tech University Health Sciences Center El Paso offers reasonable modifications based on the student's particular needs. Any student who is pregnant or parenting a child up to age 18 or has conditions related to pregnancy may contact the Manager of Accessibility and Student Advocacy, to discuss available support and resources. Additionally, the Title IX Coordinator and Parenting and Pregnancy Liaison is available to work with students and others, as needed, to ensure equal access to the University's education programs or activities. For more information regarding supportive measures, please visit the TTUHSC El Paso Pregnant and Parenting Students website. Students may submit a Pregnancy and Parenting Support Form to request assistance or contact:

Manager of Accessibility and Student Advocacy, Norma Fuentes at norma.fuentes@ttuhsc.edu or 915.215.4398

TTUHSC Title IX Coordinator and Pregnant and Parenting Student Liaison, Leslie Bean, at leslie.bean@ttuhsc.edu or 806.743.9861.

AI Inclusion Statement

TTUHSC EP may utilize institution-approved artificial intelligence (AI)-assisted tools to support teaching, learning, and grading processes. AI tools are used to enhance efficiency and consistency; however, they do not replace faculty expertise, professional judgment, or final decision-making authority. Examples of permitted AI-supported functions may include, but are not limited to assignment completion support where explicitly allowed, verification of submission completeness, preliminary rubric-aligned feedback, similarity checks, scoring assistance, and workflow efficiency improvements. Faculty are responsible for reviewing and verifying AI-generated outputs prior to assigning grades or providing final feedback.

Student use of AI tools (including generative AI platforms) is governed by course-specific guidelines. In some assignments, AI use may be permitted; in others, it may be limited or prohibited. Students are responsible for understanding and adhering to these expectations. Any AI-generated or AI-assisted content must be appropriately disclosed and cited in accordance with course instructions to maintain academic integrity. Failure to follow course AI guidelines may constitute academic misconduct.

Students should be aware that AI-generated content may contain inaccuracies, incomplete information, or embedded bias. Students remain responsible for the accuracy, originality, and

integrity of all submitted work.

Faculty retain full responsibility for final evaluation of student performance. Students may request clarification regarding grading processes or feedback and may appeal decisions through established institutional procedures.

Appendix A – Grading Rubrics

SARP Project Plan Assessment Rubric

Reviewer Grading Rubric for SARP Course Project Plan:	
Instructions for Reviewer: Please use the following category descriptors to give the student feedback on the quality of his/her project. This rubric 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. Additionally, please provide narrative feedback regarding the strengths of the project plan as well as any areas where you see potential for improvement.	
Student Name:	
Student Mentor:	
Project Title:	
Project Background and Significance	
Needs Improvement	The project theme or significance is missing or poorly defined. Supporting evidence from the literature is missing or inadequate, failing to provide relevant background information or context.
Satisfactory	The project theme or significance is present but lacks clarity or specificity. Supporting evidence from the literature is present but may lack depth or fails to address key sources or perspectives.
Excellent	The project theme or significance is clearly defined, focused, and demonstrates originality and relevance to the field of study. Supporting evidence from the literature is comprehensive, demonstrating a thorough understanding of existing knowledge in the field and critically analyzing relevant sources.
Research Question or Hypothesis	
Needs Improvement	The research question or hypothesis is missing or poorly defined. Supporting evidence from the literature is missing or inadequate, failing to provide relevant background information or context.
Satisfactory	The research question or hypothesis is present but lacks clarity or specificity.
Excellent	The research question or hypothesis is clearly defined, focused, and demonstrates originality and relevance to the field of study.
Rationale and Specific Aims	
Needs Improvement	The rationale for the research or project aims are weak or unclear, lacking justification for significance or relevance.

Satisfactory	The rationale for the research or project aims is somewhat clear but lacks strong justification or fails to link aims to the research question or project theme.
Excellent	The rationale for the research or project aims is well-justified, logically presented, and convincingly argues for the importance and relevance of the proposed work.
Project Design and Methods	
Needs Improvement	The project design is missing or poorly described, lacking key components or not aligned with the research question or project aims.
Satisfactory	The project design is present but lacks some details.
Excellent	The project design is clear, well-structured, and demonstrates a comprehensive understanding of the research methods and procedures necessary to address the research question or project aims.
Analysis Plan	
Needs Improvement	The analysis plan is missing or insufficiently described, lacking clarity or failing to align with the research question or project aims.
Satisfactory	The analysis plan is present but lacks detail or fails to explain the appropriate statistical or analytical methods.
Excellent	The analysis plan is well-defined, appropriate for the research question or project aims, and demonstrates a sound understanding of statistical or analytical methods.
Writing	
Needs Improvement	The proposal is poorly written, containing numerous grammatical errors, lack of organization, and incoherent structure. Citations are non-existent or inconsistently formatted, or inappropriate.
Satisfactory	The proposal is generally well-written but contains some grammatical or structural issues that affect clarity or readability. Citations present and appropriate with mostly consistent formatting.
Excellent	The proposal is well-written, clear, and effectively communicates the research question or project aims, methods, rationale, and findings. Citations present and appropriate with consistent formatting.
Overall Project Plan	
Needs Improvement	There are significant concerns regarding the quality of this project plan. There are significant concerns regarding the research and academic integrity, including potential ethical issues

Satisfactory	The project plan provides sufficient information but there are minor concerns or oversights. The proposal demonstrates awareness of research and academic integrity, but there are minor concerns or oversights.
Excellent	The project plan is well-justified, logical, and convincingly presented effectively communicating all aspects of the plan. The proposal shows a strong commitment to research and academic integrity, including appropriate ethical considerations, transparent data collection and analysis, and accurate and consistent citations.
If a reviewer classifies your overall Project Plan as "needs improvement" consult with your project mentor to revise your Project Plan based on the reviewer provided feedback.	
Reviewer Comments:	

SARP Final Report Assessment Rubric

Reviewer Grading Rubric for SARP Course Project Final Report:	
Instructions for Reviewer: Please use the following category descriptors to give the student feedback on the quality of his/her project. This rubric 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. Additionally, please provide narrative feedback regarding the strengths of the final project report as well as any areas where you see potential for improvement.	
Student Name:	
Student Mentor:	
Project Title:	
Research Question or Project Theme	
Needs Improvement	The research question or project theme is missing or poorly defined.
Satisfactory	The research question or project theme is present but lacks clarity or specificity.
Excellent	The research question or project theme is clearly defined, focused, and demonstrates originality and relevance to the field of study.
Literature Review	
Needs Improvement	The literature review is missing or inadequate, failing to provide relevant background information or context.
Satisfactory	The literature review is present but lacks depth or fails to address key sources or perspectives
Excellent	The literature review is comprehensive, demonstrating a thorough understanding of existing knowledge in the field and critically analyzing relevant sources.
Rationale and Specific Aims	
Needs Improvement	The rationale for the research or project aims is weak or unclear, lacking justification for its significance or relevance.
Satisfactory	The rationale for the research or project aims is somewhat clear but lacks strong justification or fails to link aims to the research question or project theme.
Excellent	The rationale for the research or project aims is well-justified, logically presented, and convincingly argues for the importance and relevance of the proposed work.
Project Design	
Needs Improvement	The project design is missing or poorly described, lacking key components or not aligned with the research question or project aims.
Satisfactory	The project design is present but lacks detail or coherence, missing important information or failing to address potential limitations.
Excellent	The project design is clear, well-structured, and demonstrates a comprehensive understanding of the research methods and procedures necessary to address the research question or project aims.
Analysis	

Needs Improvement	The analysis is missing or insufficiently described, lacking clarity or failing to align with the research question or project aims.
Satisfactory	The analysis is present but lacks detail or fails to explain the appropriate statisti or analytical methods.
Excellent	The analysis is well-defined, appropriate for the research question or project aims, and demonstrates a sound understanding of statistical or analytical methods.
Writing	
Needs Improvement	The final report is poorly written, containing numerous grammatical errors, lack of organization, and incoherent structure.
Satisfactory	The final report is generally well-written but contains some grammatical or structural issues that affect clarity or readability.
Excellent	The final report is well-written, clear, and effectively communicates the research question or project aims, methods, rationale, and findings.
Research and Academic Integrity	
Needs Improvement	There are significant concerns regarding the final report research and academic integrity, including potential ethical issues, lack of transparency, or improper citation practices.
Satisfactory	The final report demonstrates awareness of research and academic integrity, but there are minor concerns or oversights.
Excellent	The final report shows a strong commitment to research and academic integrity, including appropriate ethical considerations, transparent data collection and analysis, and accurate and consistent citations.
Overall Project Final Report	
Needs Improvement	There are significant concerns regarding the quality of this final report. There are significant concerns regarding the research and academic integrity, including potential ethical issues
Satisfactory	The final report provides sufficient information but there are minor concerns or oversights. The report demonstrates awareness of research and academic integrity, but there are minor concerns or oversights.
Excellent	The final report is well-justified, logical, and convincingly presented effectively communicating all aspects of the plan. The proposal shows a strong commitment to research and academic integrity, including appropriate ethical considerations, transparent data collection and analysis, and accurate and consistent citations.
If a reviewer classifies your overall Final Report as "needs improvement" consult with your project mentor to revise your Final Report based on the reviewer provided feedback.	
Reviewer Comments:	

SARP Poster Presentation Assessment Rubric

Reviewer Grading Rubric for SARP Course Poster Presentations:	
Instructions for Reviewer: Please use the following category descriptors to give the student feedback on the quality of his/her project. This rubric 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. Additionally, please provide narrative feedback regarding the strengths of the poster and presentation as well as any areas where you see potential for improvement.	
Student Name:	
Student Mentor:	
Project Title:	
Poster Appearance	
Needs Improvement	The poster is visually unappealing, cluttered, or difficult to read. The formatting, color scheme, and layout hinder understanding and engagement.
Satisfactory	The poster is moderately visually appealing, but improvements could be made in terms of organization, clarity of visuals, and legibility of text.
Excellent	The poster is visually appealing, well-organized, and effectively utilizes appropriate visuals, fonts, colors, and layout to enhance comprehension and engagement.
Poster Content	
Needs Improvement	The content of the poster is incomplete, lacking in depth, or fails to address key aspects of the research project.
Satisfactory	The content of the poster is present but lacks coherence, contains inaccuracies, or includes irrelevant information.
Excellent	The content of the poster is comprehensive, accurate, and effectively presents the research project, including the research question, methodology, results, and conclusions.
Presentation and Communication	
Needs Improvement	The presenter fails to effectively communicate the research project, lacking organization, clarity, and engagement. The presentation lacks structure and coherence.
Satisfactory	The presenter communicates the research project but with limited clarity, relying heavily on reading from the poster, lacking engagement with the audience
Excellent	The presenter effectively communicates the research project, engaging the audience with a clear and well-structured presentation. They demonstrate strong verbal and non-verbal communication skills and provides additional insights beyond the poster content.
Response to Audience Questions	
Needs Improvement	There are significant concerns regarding the research and academic integrity, including potential ethical issues, lack of transparency, or improper citation practices.
Satisfactory	The proposal demonstrates awareness of research and academic integrity, but there are minor concerns or oversights.

Excellent	The proposal shows a strong commitment to research and academic integrity, including appropriate ethical considerations, transparent data collection and analysis, and accurate and consistent citations.
Overall Project Poster Presentation	
Needs Improvement	There are significant concerns regarding the quality of this poster presentation. There are significant concerns regarding the research and academic integrity, including potential ethical issues
Satisfactory	The poster presentation provides sufficient information but there are minor concerns or oversights. The poster presentation demonstrates awareness of research and academic integrity, but there are minor concerns or oversights.
Excellent	The poster presentation logical, and convincingly presented effectively communicating all aspects of the plan. The poster presentation shows a strong commitment to research and academic integrity, including appropriate ethical considerations, transparent data collection and analysis.
If a reviewer classifies your overall Poster Presentation as "needs improvement" consult with your project mentor and SARP Directors to determine a plan for remediation.	
Reviewer Comments:	

SARP Mentor Student Assessment

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.).

Appendix B – Guidelines

Guidelines for the SARP Course Project Plan (PSAP 5401)

The Project Plan is a submission to fulfill the first credit of the three credit SARP Course requirement. The Project Plan must be developed with the help of your SARP Course project mentor and needs to describe your project in enough detail to allow a reviewer of the document a clear understanding of your research question or hypothesis, the specific aims of the project, what methods you will use to address these aims, what data, or information you will acquire and what analytic approaches you plan to use. Further, a detailed timeline of the project needs to be included.

Project Plan Points of Emphasis

- For access to the SARP Syllabus, Guidelines, and additional information, please visit the SARP Website: https://ttuhscep.edu/som/academics/department-of-medical-education/scholarly-activities-research/scholarly-activity-research-program/sarp-course-information.aspx.

- **If you have any questions or concerns about your SARP Course Project Plan, don't hesitate to contact the SARP Course Faculty Co-Directors or the SARP Director**.

- Your SARP Course project mentor is responsible for helping you develop your project in all its aspects. **Work proactively to develop a solid working relationship with your mentor** to maximize both the success of your project and your professional development.

- It is **essential** to engage in conversations with mentors before including them in the Project Plan.

- The Project Plan needs to be authored by you, representing original work. You must take ownership of the Project Plan and be responsible for its content.

- Group projects are allowed (with up to 5 students working with a single mentor); however, each student should clearly identify a unique research question or hypothesis that can distinguish their contribution and provide for an independent Project Plan, Final Report, and Poster presentation, in fulfillment of the SARP Course credits.

- The SARP Course is designed to provide scholarship / research to enhance your medical school experience, and credit will be given for **work done while you are enrolled at the FSOM**. Scholarship or research pursued before matriculating to the FSOM cannot be

used directly in fulfillment of the SARP Course requirement; however, continuing work

on earlier projects, potentially continuing work with a previous mentor, is allowed if you clearly document how your SARP Course activities are extensions of such previous work.

- Please note that **case studies or narrative reviews are not considered sufficient to meet the SARP Course Project requirement**. However, meta-analysis or systematic reviews are acceptable. For information on different types of scientific reviews, please see this helpful publication: A typology of reviews: an analysis of 14 review types and associated methodologies.

- An excellent resource to become familiar with is the ***AMA Style Manual***, which provides comprehensive guidelines for preparing uniform technical documents. A full PDF version is available: https://authorservices.wiley.com/asset/Wiley-AMA-Style-Manual.pdf

- Your Project Plan must be submitted electronically by **12:00 AM, April 13, 2026**. You will receive emails reminding you of this deadline. Your SARP project mentor will receive a notification requiring acknowledgement of their mentoring responsibility.

- For those with external mentors, students must have permission to present external work at the SARP symposium.

Project Plan Contents

Your SARP Course Project Plan should contain the following elements:

- ***Title of Project***
  Concise sentence or phrase to describe the overall project.

- ***Mentor name and contact information***
  Be certain to work closely with your mentor on developing your Project Plan. Your mentor will formally sign-off on this document through the REDCap software.

- ***Project Background and Significance***
  This should be a concise introduction to the topic of your project and include citations of primary literature to support the development of your ideas, providing a logical foundation for your research question or hypothesis.

- ***Research Question or Hypothesis***
  This is a one sentence statement of the project's overall focus as an explicit research question or hypothesis to be addressed.

- ***Specific Aims with Rationale***
  The Specific Aims should be a small set of concise one- or two-sentence summaries of what you expect to achieve in executing your SARP Course project. A short paragraph

should accompany each Specific Aim to provide a rationale for how the Aim addresses the project's research question or hypothesis.

- ***Methods***
  This will be a short description of the methods (employing techniques, materials, databases, surveys, etc.) you intend to use to directly accomplish your Specific Aims.

- ***Analysis***
  This section describes the methods you will use to analyze your data. For basic research and community / epidemiology projects, this could include a description of the statistical methods to be employed. For a medical humanities or ethics project, this might involve narrative or reflective analysis.

- ***Compliance***
  If your SARP Course project requires compliance approval for using human subjects (IRB), animals (IACUC), or biohazardous materials (IBC), it is your responsibility to work with your mentor to document these in your Project Plan and **clearly describe what compliance is in place or the schedule for obtaining compliance**. Please note **no data collection should occur without compliance documentation being approved by the institution**.

- ***Timeline***
  Provide a timeline for executing your SARP Course project and when you expect to submit your Final Report. There are 3 tracks to complete your SARP Course project: choose one for creating a timeline for this Project Plan document. However, you can change your Track, if necessary, by submitting a Progress Report. For example, if you submit your Project Plan expecting to complete your SARP Course by Track 1, you can change to Track 2 by submitting a Progress Report on the due date for the Track 1 Final Report. The diagram below outlines the three available Tracks and schedules:

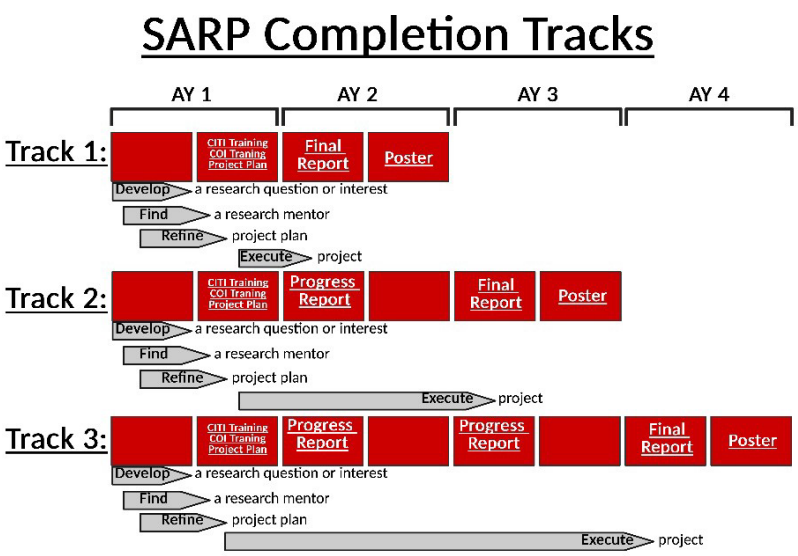


Figure 1

Additional considerations for developing your Project Plan:

- Your Project Plan will be assessed by a faculty member using a grading rubric available in the SARP Syllabus. Review this assessment rubric so you're familiar with how elements of your Project Plan will be graded.

- Be certain to **work closely with your mentor** on project planning and obtain and incorporate feedback on all drafts and the submitted Project Plan.

- Provide relevant citations and a bibliography using the format suggested in the ***AMA Style Manual***.
  Be certain to read the cited references so the Project Plan has scholarly integrity.

- Edit your Project Plan carefully:
  - Proofread (suggestion: have a naïve reader look at your final draft).
  - Check spelling
  - Check grammar: punctuation, sentence structure, subject-verb agreement (plural or singular), tense consistency, etc.
  - **Be certain your SARP Course project mentor is actively involved in this process**.

- If you are **accepted to a summer research program** that does not provide explicit information about your mentor or project, work with the program directors so you can submit a 'placeholder' Project Plan by the deadline and propose a date you will submit a complete Project Plan.

Integrity Issues

- Students are required to demonstrate a high level of intellectual and personal integrity during all activities related to completion of the SARP Course, in alignment with their professional identity formation as physicians. This includes communicating clearly and honestly and treating all staff, students, faculty and other participants with respect and dignity.

- Write your own reports. Do not plagiarize, and if significant content derives from published materials, cite appropriately. ChatGPT or other Artificial Intelligence-derived content used in any component of your submitted assignments for the SARP Course must be clearly identified.

Submitting the SARP Course Project Plan:

In addition to the Project Plan contents described, your Project Plan requires a Cover Page that includes the following information and format:

- Heading: **SARP Course Project Plan**
- Student name and R-number
- Expected graduation class (e.g., C2029)
- Student email address
- Date
- Title of SARP Course project
- Mentor name and affiliation
- Mentor email address
- Expected completion date for the SARP Course (i.e., choose Track 1,2, or 3).

The entire Project Plan document, including a Cover Page needs to be submitted electronically. Instructions for submission will be available through emails and on the SARP Website. Please use the following format for naming the submitted Project Plan PDF:

Last name_First name_C2029_Project_Plan_04.13.2026

Your Project Plan must be submitted electronically. You will receive emails reminding you of this deadline. Your SARP project mentor will receive a notification to acknowledge their mentoring responsibility and must sign off on the Project Plan for the submission to be considered complete.

Grading of the SARP Course Project Plan

Consult the syllabus for the grading criteria listed under the SARP components.

SARP Course Objectives for Project Plan:

The following SARP Course Objectives are addressed by completing the SARP Course Project Plan:

- Objective 1: ***Students will apply the scientific method by developing a research question or project theme, identifying a faculty mentor, and completing all requirements for the SARP Course.***
- Objective 2: ***Students will learn how to search the literature, identifying previous knowledge and theory that provides context and relevance for their project.***
- Objective 3: ***Students will submit a Project Plan that follows scientific method principles, including a research question or hypothesis, specific aims, rationale, methods, analysis, and timeline.***
- Objective 4: ***Students will choose and employ adequate methods for the acquisition and statistical analysis of data and information for their project.***
- Objective 6: ***Students will demonstrate clear and effective communication skills (oral and written) in the presentation of their project.***
- Objective 7: ***Students will learn about protection of human and animal subjects involved in research.***
- Objective 8: ***Students will learn and exhibit ethical principles in the design and execution of their projects.***
- Objective 9: ***Students will exhibit attitudes and behaviors consistent with professional conduct of research and scholarship.***
- Objective 10: ***Students will submit each assignment by the deadline and respond to all communications and feedback in a timely and professional matter.***
- Objective 11: ***Students will collaborate generously and professionally with their mentor, faculty, students, and staff during completion of their research project.***
- *Objective 12:* ***Students will learn principles of self-directed and life-long learning and apply these to the design and execution of their projects****.*

- Objective 13: ***Students will learn the principles of self-efficacy, monitoring and sharing personal progress through self-evaluation and reflection, and SARP Course evaluation.***

Guidelines for the SARP Course Final Report (PSAP 6401)

The Final Report is a submission to fulfill the second credit of the SARP Course requirement. The Final Report must be developed with the help of your SARP Course project mentor and needs to describe the results of your project in enough detail to allow a reviewer of the document a clear understanding of your research question or hypothesis, the Specific Aims of the project, what methods you used to address these aims, what data, or information you acquired and what analytic approaches you used. Finally, a concise description of conclusions, limitations, and possible further work for the project needs to be included.

Final Report Points of Emphasis

- For access to the SARP Syllabus, Guidelines, and additional information, please visit the SARP Website: https://ttuhscep.edu/som/academics/department-of-medical-education/scholarly-activities-research/scholarly-activity-research-program/sarp-course-information.aspx.

- **If you have any questions or concerns about your SARP Course Final Report, don't hesitate to contact the SARP Course Faculty Co-Directors or the SARP Director**.

- Your SARP Course project mentor is responsible for helping you develop your Final Report. **Work proactively with your mentor** to maximize both the quality of the Final Report and your professional development.

- The Final Report must be authored by you, representing original work. You need to take ownership of the Final Report and are responsible for its content. Do not simply copy and paste a published manuscript.

- Refer to the ***AMA Style Manual***, which provides comprehensive guidelines for preparing uniform technical documents. A full PDF version is available:

- Your Final Report must be submitted electronically. You will receive emails reminding you of this deadline. Your SARP project mentor will receive a notification requiring acknowledgement of their mentoring responsibility.

Final Report Contents

Your SARP Course Final Report should contain the following elements:

- ***Title of Project***

Concise sentence or phrase to describe the overall project.

- ***Mentor name and contact information***
  Be sure to work closely with your mentor on developing your Project Plan. Your mentor will formally sign-off on the cover page.

- ***Project Background and Significance***
  This should be a concise introduction to the topic of your project and include citations of primary literature to support the development of your ideas, providing a logical foundation for your research question or hypothesis.

- ***Research Question or Hypothesis***
  This is a one sentence statement of the project's overall focus as an explicit research question or hypothesis to be addressed.

- ***Specific Aims with Rationale***
  The Specific Aims should be a small set of concise one- or two-sentence summaries of what you expect to achieve in executing your SARP Course project. A short paragraph should accompany each Specific Aim to provide a rationale for how the Aim addresses the project's research question or hypothesis.

- ***Methods***
  This will be a short description of the methods (employing techniques, materials, databases, surveys, etc.) you intend to use to directly accomplish your Specific Aims. This section will also describe the methods you used to analyze your data.

- ***Results***
  The results section includes the relevant findings of your SARP Course Project. This section consists of your figures with appropriate captions and tables.

- ***Discussion***
  The discussion portion of your Final Report explores the implications, significance, and context of the research findings. Below is a list of topics often included in a discussion:

  - **Interpretation of Results**: This is the core of the Discussion section. It involves interpreting what the results mean in the context of the study's hypotheses or research question. This may include explaining how the findings support or contradict previous studies or theories.
  - **Contextualization with Previous Research**: The findings should be compared with the relevant literature. For example, discussing how the results align with, extend, or challenge existing knowledge in the field.
  - **Explaining Unexpected Results**: If there were any surprising or unexpected findings, these should be addressed. The discussion might explore possible reasons for these results and how they fit into the broader context of the field.

- **Limitations of the Study**: Every study has limitations, and these should be honestly and clearly stated. This may include methodological limitations, constraints on generalizability, or potential sources of bias.
- **Implications of the Findings**: Discuss the implications of the results for the field, practice, policy, or future research. This is where the broader impact of the research is explored.
- **Suggestions for Future Research**: Based on the findings and limitations, the Discussion should suggest areas for further study. This helps to set the stage for future work in the field.
- **Theoretical and Practical Relevance**: If applicable, discuss how the findings contribute to the theoretical understanding of the topic and any practical applications of the research.

- ***Conclusions***
  Summarize any conclusions you were able to make. Also comment on any limitations of your study and how your work could be extended.

- ***Compliance***
  Attach any compliance documents (IBC, IACUC, IRB – exempt or non-exempt) to the assignment submission portal.

- ***Student contribution to the project***
  Include a brief description of your involvement in all aspects of the project and what contributions were provided by others.

Additional considerations for developing your Final Report:

- Your Final Report will be assessed by a faculty member using a grading rubric available in the SARP Syllabus. Review this assessment rubric so you're familiar with how elements of your Final Report will be graded.

- Be certain to **work closely with your mentor** on project planning and obtain and incorporate feedback on all drafts and the submitted Final Report.

- Provide relevant citations and a bibliography using the format suggested in the ***AMA Style Manual***.
  Be certain to read the cited references so the Final Report has scholarly integrity.

- Edit your Final Report carefully:
  - Proofread (suggestion: have a naïve reader look at your final draft).
  - Check spelling.
  - Check grammar: punctuation, sentence structure, subject-verb agreement (plural or singular), tense consistency, etc.
  - **Be certain your SARP Course project mentor is actively involved in this process**.

Integrity Issues

- Students are required to demonstrate a high level of intellectual and personal integrity during all activities related to completing the SARP Course, in alignment with forming their professional identity as physicians. This includes communicating clearly and honestly and treating all staff, students, faculty, and other participants with respect and dignity.

- Write your own reports. Do not plagiarize, and if significant content derives from published materials, cite appropriately. ChatGPT or other Artificial Intelligence-derived content used in any component of your submitted assignments for the SARP Course must be clearly identified.

Submitting the SARP Course Final Report:

In addition to the Final Report contents described, your Final Report requires a Cover Page that includes the following information and format:

- Heading: **SARP Course Final Report**
- Student name and R-number
- Expected graduation class (e.g., C2029)
- Student email address
- Date
- Title of SARP Course project
- Mentor name and affiliation
- Mentor email address
- Signature lines for the student and mentor

The entire Final Report document, including a Cover Page, needs to be submitted electronically. Your SARP mentor must sign off on the Final Report for the submission to be considered complete. Instructions for submission will be available through emails and on the SARP Website. Please use the following format for naming the submitted Final Report PDF:

Last name_First name_C2029_Final_Report_10.03.2025

Your Final Report must be submitted electronically. You will receive emails reminding you of this deadline. Your SARP project mentor will receive a notification requiring acknowledgement of their mentoring responsibility.

Grading of the SARP Course Final Report

Consult the syllabus for the grading criteria listed under the SARP components. SARP Course Objectives for the Final Report:

The following SARP Course Objectives are addressed by completing the SARP Course Final Report:

- Objective 1: ***Students will apply the scientific method by developing a research question or project theme, identifying a faculty mentor, and completing all requirements for the SARP Course.***
- Objective 2: ***Students will learn how to search the literature, identifying previous knowledge and theory that provides context and relevance for their project.***
- Objective 4: ***Students will choose and employ adequate methods for the acquisition and statistical analysis of data and information for their project.***
- Objective 5: ***Students will submit a Final Report of their project, providing a concise summary of the project execution, data acquisition and analysis, and conclusions.***
- Objective 6: ***Students will demonstrate clear and effective communication skills (oral and written) in the presentation of their project.***
- Objective 7: ***Students will learn about protection of human and animal subjects involved in research.***
- Objective 8: ***Students will learn and exhibit ethical principles in the design and execution of their projects.***
- Objective 9: ***Students will exhibit attitudes and behaviors consistent with professional conduct of research and scholarship.***
- Objective 10: ***Students will submit each assignment by the deadline and respond to all communications and feedback in a timely and professional matter.***
- Objective 11: ***Students will collaborate generously and professionally with their mentor, faculty, students, and staff during completion of their research project.***
- *Objective 12:* ***Students will learn principles of self-directed and life-long learning and apply these to the design and execution of their projects.***
- Objective 13: ***Students will learn the principles of self-efficacy, monitoring and sharing personal progress through self-evaluation and reflection, and SARP Course evaluation.***

Guidelines for the Poster Presentation (PSAP 7401)

The Poster Presentation is the final credit of the three-credit SARP Course requirement. The Poster Presentation must be developed with the help of your SARP project mentor. The Poster Presentation is the capstone element of your SARP Course Project and should be a concise summary of your research question or hypothesis, the specific aims of the project, what methods you used to address these aims, your project's results, conclusions, and ethical statement.

Poster Presentation Points of Emphasis

- Your SARP Course project mentor is responsible for helping you develop your Poster Presentation in all its aspects. **Work proactively to develop a solid working relationship with your mentor** to maximize both the success of your project and your professional development.

- The Poster Presentation needs to be created by you, representing original work. You need to take ownership of the Poster Presentation and are responsible for its content. This needs to be a new poster created specifically for the SARP Symposium.

- Your Poster Presentation will be presented at the SARP Symposium and will be assessed by several reviewers according to the Poster Presentation rubric available on the SARP https://ttuhscep.edu/som/academics/department-of-medical-education/scholarly-activities-research/scholarly-activity-research-program/sarp-course-information.aspx, in the Appendix and also on Elentra.

- Your poster will be presented at the Annual SARP Symposium. Poster templates are available from the TTUHSC EP Office of Institutional Advancement.

Poster Contents

Your SARP Course Poster should contain the following elements:

- ***Title of Project***

- ***Author List***
  Please list all authors and the respective affiliations that participated in your SARP Course Project. By convention as presenter, you should be listed as first author, and your mentor should be listed as the final author.

- ***Background/Introduction***

This should be a concise introduction to the topic of your project providing a logical foundation for your hypothesis or research question.

- ***Hypothesis or Research Question***
  This is a one sentence statement of the project's overall focus stated as an explicit hypothesis, or a specific research question to be addressed.

- ***Specific Aims with Rationale***
  The specific aims should be concise one- or two-sentence summaries of what you expected to achieve in executing your project.

- ***Materials and Methods***
  This will be a short description of the methods (employing techniques, materials, databases, surveys, etc.) you used to directly accomplish your Specific Aims. Graphical representations of your methods or workflow may take some effort to design but it will save you space and are often more visually appealing.

- ***Results***
  This section is where you will include the relevant findings of your SARP Course Project. This section should include your figures with appropriate captions and tables. Remember that figures are usually more appealing than tables and tables although often appropriate can be difficult to read at a distance.

- ***Conclusions***
  This should typically be one or two sentences or bullet points. When presenting your poster, you should spend some time explaining the implications and significance of your findings to the audience as your ideas may help change practice or generate further research.

- ***References***
  Include references where information is cites but it important but use citations sparingly.

- ***Ethics statement and Funding***
  If your SARP Course project requires compliance approval for using human subjects (IRB), animals (IACUC), or biohazardous materials (IBC) please include a statement that this project was approved and provide a protocol number. If this project did not require institutional compliance, a statement attesting to that fact should be provided. If your project was funded by a grant, please add a statement acknowledging the funding source.

Additional considerations for your Poster Presentation:

- Your Poster Presentation will be assessed by a faculty member using a rubric available in the SARP Syllabus and on the SARP Website. Review this assessment rubric so you're familiar with how elements of your Poster Presentation will be graded.

- Be certain to **work closely with your mentor** on Poster Presentation and obtain and incorporate feedback Poster Presentation.

    - Practice your presentation with your lab, colleagues, friends, etc. Ensure you can explain all aspects of your poster, remember there is a question answer session as part of the presentation.

- Provide relevant citations using the format suggested in the ***AMA Style Manual***. Be certain to read the cited references so the Poster Presentation has scholarly integrity.

- Edit your Poster Presentation carefully:
    - Proofread (suggestion: have a naïve reader look at your final draft).
    - Check spelling
    - Check grammar
    - Check the accuracy of your figures (do you have titles and labeled axes)
    - **Be certain your SARP Course project mentor is closely involved in this process**.

- Be sure to include a TTUHSC EP institutional logo as well as a logo from your mentor's institution (if your project was done outside of TTUHSC EP).

- During the group sessions, you must be present for the entire duration of the presentations. We encourage you to arrive early, and more specific details will be provided prior to the event.

- For posters presented in person, SARP will print the posters and will be available for pick up prior to presentation day. Submission of posters will be needed one week in advance of presentation day.

Integrity Issues

- Students are required to demonstrate a high level of intellectual and personal integrity during all activities related to completion of the SARP Course, in alignment with their professional identity formation as physicians. This includes communicating clearly and honestly and treating all staff, students, faculty and other participants with respect and dignity.

Grading of the SARP Course Poster Presentation

Consult the syllabus for the grading criteria listed under the SARP components. SARP Course Objectives for the Poster Presentation:

The following SARP Course Objectives are addressed by completing the SARP Course Poster Presentation:

- Objective 1: ***Students will apply the scientific method by developing a research question or project theme, identify a faculty mentor, and complete all requirements for the SARP Course.***
- Objective 2: ***Students will learn how to search the literature, identifying previous knowledge and theory that provides context and relevance for their project.***
- Objective 4: ***Students will choose and employ adequate methods for the acquisition and statistical analysis of data and information for their project.***
- Objective 5: ***Students will submit a Poster Presentation for their project, providing a concise summary of the project execution, data acquisition and analysis, and conclusions.***
- Objective 6: ***Students will demonstrate clear and effective communication skills (oral and written) in the presentation of their project.***
- Objective 7: ***Students will learn about protection of human and animal subjects involved in research.***
- Objective 8: ***Students will learn and exhibit ethical principles in the design and execution of their projects.***
- Objective 9: ***Students will exhibit attitudes and behaviors consistent with professional conduct of research and scholarship.***
- Objective 10: ***Students will submit each assignment by the deadline and respond to all communications and feedback in a timely and professional matter.***
- Objective 11: ***Students will collaborate generously and professionally with their mentor, faculty, students, and staff during completion of their research project.***
- *Objective 12:* ***Students will learn principles of self-directed and life-long learning and apply these to the design and execution of their projects.***
- Objective 13: ***Students will learn the principles of self-efficacy, monitoring and sharing personal progress through self-evaluation and reflection, and SARP Course evaluation.***

Guidelines for SARP Course Progress Reports

Progress Reports are due for students completing their SARP Course by Track 2 or Track 3 (Figure 1). Progress Reports provide concise updates on the status of your SARP Course project and must be approved by your SARP Course project mentor.

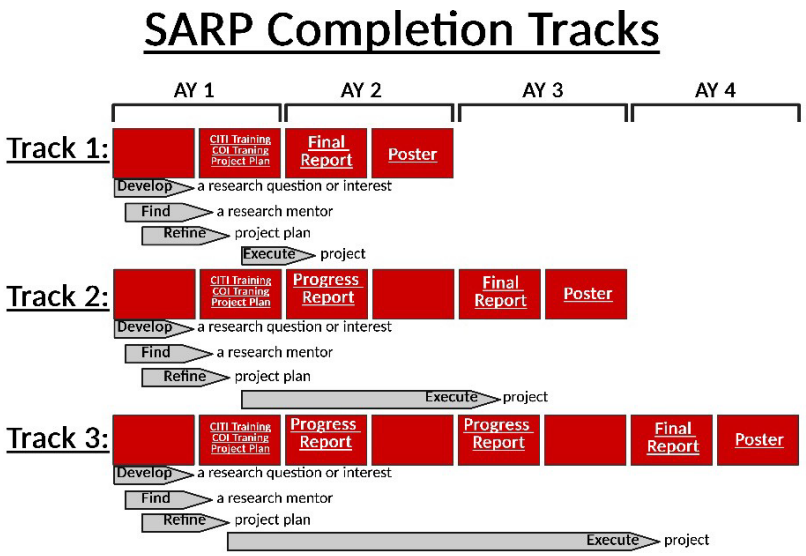


Figure 1

Progress Report Points of Emphasis

- If you have any questions or concerns about your SARP Course Project Progress Report, don't hesitate to contact the SARP Course Faculty Co-Directors or SARP Director via SARP-ELP@ttuhsc.edu. Deadlines and additional information are available on the SARP https://ttuhscep.edu/som/academics/department-of-medical-education/scholarly-activities-research/scholarly-activity-research-program/sarp-course-information.aspx.

- Your SARP Course project mentor is responsible for approving your Progress Report. **Work proactively to develop a solid working relationship with your mentor** to maximize both the success of your project and your professional development.

- Your Progress Report must be submitted electronically through the REDCap portal. You will receive an email invitation prior to the deadline. You need to submit 2 Progress reports for completing the SARP Course by Track 2, and 4 Progress reports for completing the SARP Course by Track 3 (see Figure 1).

Progress Report Contents

Your SARP Course Progress Report will be submitted through REDCap and contain the following elements:

- Student name and R-number
- Expected graduation class (e.g., C2027)
- Student email address
- Date
- Title of SARP Course project
- Mentor name and affiliation
- Mentor email address
- Compliance update
- Project tasks completed to date
- Expected completion date for the SARP Course

Be certain to work closely with your mentor on completing Progress Report. Your mentor will formally sign-off on this document through the REDCap software.

- ***Project Information on Record***
  This information should correspond to the title of the project for which you previously submitted a Project Plan. If you are changing projects or working with a new mentor on the same project, you need to submit a Project Change Request (form available in the Syllabus Appendix, on the SARP Website, and on Elentra).

- ***Compliance***
  If your SARP Course project requires compliance approval for using human subjects (IRB), animals (IACUC), or biohazardous materials (IBC), it is your responsibility to work with your mentor to document these in the Progress Report. **Clearly describe what compliance is in place or the schedule for obtaining compliance**. Please note **no data collection should occur without compliance documentation being approved by the institution**. The letter from the IRB, IBC and/or IACUC must be up to date and include your name on the protocol.

- ***Project Tasks***
  Here is where you will check off what portions of your project are completed (Literature Review, Specific Aims, Data Collection/Review, Data Analysis, Final Report, and Poster Presentation). Briefly describe the progress for each unfished element with particular regard to the completion of each Specific Aim.

- ***Anticipated Completion***
  Select an anticipated completion time for submission of the Final Report and Poster Presentation.

- ***Additional Details***
  There is a free response space in REDCap where you can include any details you think the SARP team should be aware of regarding your project.

Additional considerations for developing your Progress Report:

- Your Progress Report will be assessed by the SARP team but is not graded. This Progress Report is a means to maintain accountability for progressing through the SARP course requirement and to make the SARP team aware of any potential issues with completion of your SARP Course project and serves as formative feedback regarding progress of a SARP Project.
- **Be certain your SARP Course project mentor is actively involved in this process.**

Integrity Issues

- Students are required to demonstrate a high level of intellectual and personal integrity during all activities related to completion of the SARP Course, in alignment with their professional identity formation as physicians. This includes communicating clearly and honestly and treating all staff, students, faculty and other participants with respect and dignity.

SARP Course Objectives for the Progress Report:

The following SARP Course Objectives are addressed by completing the SARP Course Progress Report:

- Objective 1: ***Students will apply the scientific methods by developing a research question or project theme, identifying a faculty mentor, and completing all requirements for the SARP Course.***
- Objective 6: ***Students will demonstrate clear and effective communication skills (oral and written) in the presentation of their project.***
- Objective 7: ***Students will learn about protection of human and animal subjects involved in research.***
- Objective 9: ***Students will exhibit attitudes and behaviors consistent with professional conduct of research and scholarship.***
- Objective 10: ***Students will submit each assignment by the deadline and respond to all communications and feedback in a timely and professional matter.***
- Objective 11: ***Students will collaborate generously and professionally with their mentor, faculty, students, and staff during completion of their research project.***

Guidelines for Project Change Request

The Project Change Request is designed to provide notification for a change in the status of your SARP Course project. This change in status can occur due to several circumstances. Each scenario is described below, along with the corresponding information you will need to submit as a Project Change Request.

1. **You are continuing to work on the same project as described in your original Project Plan, but with a new mentor**.
    - In this case, you need to complete a REDCap form with the new mentor's name and contact information, briefly describe why you have a new mentor, and update your expected project completion date (choose Track, see Figure 1). The original mentor (if available) and the new mentor will need to sign off on the REDCap Project Change Request.
    - If project requires an IRB, IBC, or IACUC forms, you need to ensure your new mentor is listed on these documents.
2. **You are continuing to work with the same mentor (as documented in your Project Plan) but want to switch to a new project**.
    - In this case, you will describe why you are switching to new project.
    - This Project Change Request also requires a new Project Plan to be submitted according to the Project Plan guidelines. This new Project Plan will be reviewed and assessed by a faculty member using the grading rubric available in the SARP Syllabus.
    - You will need to update your expected project completion date (choose Track, see Figure 1).
    - Your continuing mentor will need to sign off on the REDCap Project Change Request.
    - If the new project requires an IRB, IBC, or IACUC forms, you need to ensure your new mentor submits these documents and adds you to the application(s).
3. **You want to change to a new SARP Course project and a new mentor**.
    - In this case, you need to describe why you are switching to new mentor and a new project.
    - This Project Change Request also requires submitting a new Project Plan according to the Project Plan guidelines. This new Project Plan will be reviewed and assessed by a faculty member using the grading rubric available in the SARP Syllabus.
    - The new mentor will need to sign off on the REDCap Project Change Request
    - Update your expected project completion date (choose Track, see Figure 1).
    - If the new project requires an IRB, IBC, or IACUC forms, you need to ensure your new mentor submits these documents and adds you to the application(s).

Project Change Request Points of Emphasis

- There is no deadline for submitting a Project Change Request; however, you should submit as soon as possible after your SARP Course project trajectory changes, ensuring to keep SARP administration current, and to obtain any useful guidance or advice and IRB, IBC, and/or IACUC documents submitted for completing your SARP Course requirement.
- Access to the Project Change Request can be requested from the SARP Email. Once received a REDCap link will be sent to you for completion.
- The SARP Syllabus, Guidelines, and additional information can be found on the SARP Website: https://ttuhscep.edu/som/academics/department-of-medical-education/scholarly-activities-research/scholarly-activity-research-program/sarp-course-information.aspx.
- If you have any questions or concerns about your SARP Course Project Progress Report, don't hesitate to contact the SARP Course Faculty Co-Directors or SARP Director via http://SARP-ELP@ttep.edu/.

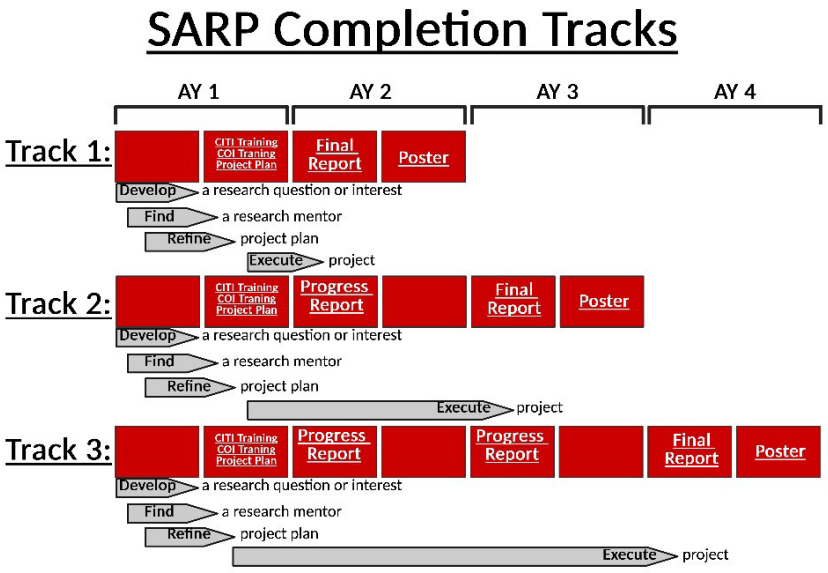


Figure 1

SARP Course Objectives for the Progress Change Request:

The following SARP Course Objectives are addressed by completing the SARP Course Project Change Request:

- Objective 6: ***Students will demonstrate clear and effective communication skills (oral and written) in the presentation of their project.***
- Objective 9: ***Students will exhibit attitudes and behaviors consistent with professional conduct of research and scholarship.***

- Objective 10: ***Students will submit each assignment by the deadline and respond to all communications and feedback in a timely and professional matter.***