Alpert Medical School
SUMMER RESEARCH

A FACULTY MEMBER MAY SPONSOR ONLY ONE STUDENT PER SUMMER
DEADLINE FOR APPLICATION: 5PM, FEBRUARY 2, 2015

<table>
<thead>
<tr>
<th>FACULTY SPONSOR/MENTOR</th>
<th>STUDENT NOMINEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Name:</td>
</tr>
<tr>
<td>Department:</td>
<td>PLME or MD Student:</td>
</tr>
<tr>
<td>Box #:</td>
<td>Graduation Year:</td>
</tr>
<tr>
<td>Email:</td>
<td>Email:</td>
</tr>
<tr>
<td>Phone #:</td>
<td>IRB APPROVAL ATTACHED?</td>
</tr>
</tbody>
</table>

APPLYING FOR (check one)
☐ Summer Research Assistantship–Biomedical Sciences (SRA) [PLME undergraduate students only]
☐ Summer Research Assistantship–Emergency Medicine (SRA–EM)

Guidelines for Faculty Sponsor/Mentor Letter
On a separate sheet of paper, your letter of support for the student should include a brief evaluation of the project, a formal statement that the necessary space, equipment and supplies will be available, and arrangements have been made to provide the student with faculty guidance and supervision. Please discuss with the student the expected hours that you will require the student to work if the hours are outside the normal workday schedule.

Student Mentorship
The Summer Research Assistantship/Fellowship provides an excellent opportunity for faculty–student mentorship. Provide the committee with details of your plan for meetings with the student, how often you will meet, when, and where.

- The SRA Committee expects that the student and faculty member will meet a minimum of once per week so that there are structured opportunities to discuss the ongoing work.
- Applications must show evidence of collaboration between student and faculty. Contact between the student and faculty must be structured into the project. Students should not be expected to work independently for long stretches without adequate mentoring.
- Establishing a positive mentoring relationship is very much like establishing other valued human relationships in a number of respects. Both parties usually have a genuine desire to understand the values and expectations of the other person, and to respect and become sensitive to one another’s feelings and needs.
- At the same time, mentoring relationships differ in an important way from other personal relationships because they are professional in nature. Mentors are responsible for conveying and upholding the standards, norms, and values of the profession. They are responsible for offering support and challenge to the recipient of their mentoring while the recipient strives to fulfill the profession’s expectations.
- Healthy mentoring relationships are evolutionary rather than static in nature. They change because the purpose of the relationship is to enable the recipient to acquire new knowledge, skill, and standards of professional competence. The perceptions of both members of the relationship evolve as the recipient’s performance evolves to new levels of competence under the mentor’s guidance and support.

SIGNATURE OF FACULTY SPONSOR/MENTOR: ___________________________ Date: _____________

ATTACH THIS COVER PAGE TO YOUR FACULTY SPONSOR/MENTOR LETTER

Email to: Hilary_Sweigart@Brown.edu
By 5PM, February 2, 2015