

UWSOM ACADEMIC SUPPORT STUDY SKILLS FOR SUCCESS



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TODAY'S TALK

- Academic Support
- Learning Specialist Role
- Mindset Shift
- Licensing Exams & Resources
- Learning & Learning Strategies
- Strategies for Success
- WWAMI Resources
- Tutoring
- Self-Care
- Patient Stories – Dr. Sardesai

Dr. Brice





WELCOME!

ACADEMIC SUPPORT IN THE REGION BY SITE

- **Director of Academic Support:** Erica Brice, Ph.D. (Seattle – Cascade College)
- **Alaska:** Shannon R. Uffenbeck, Ph.D.
- **Idaho:** Lynda Freeman DHSc., MPH, MBA
- **Montana:** Martin Teintze, PhD
- **Seattle:** Yvonne Tyler, M.D. (Olympic College)
- **Spokane:** Jon Hammermeister, Ph.D.
- **Wyoming:** Brant Shumaker, DVM, MPVM, PhD



Dr. Brice

ACADEMIC SUPPORT: HERE TO HELP!

We support medical students in a variety of ways!

- Adjustment to medical school
- Study skills & learning strategies
- Time management
- Planning and preparation for licensing exams (USMLE Step 1 & Step 2)
- Tutoring
- Resources & Referrals

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WE'D LOVE TO MEET WITH YOU!

<https://uwsom-studentaffairs.as.me/schedule.php>

Our emails to the class are sent from somlearn@uw.edu; make sure this doesn't go to junk mail!



Erica Brice, PhD

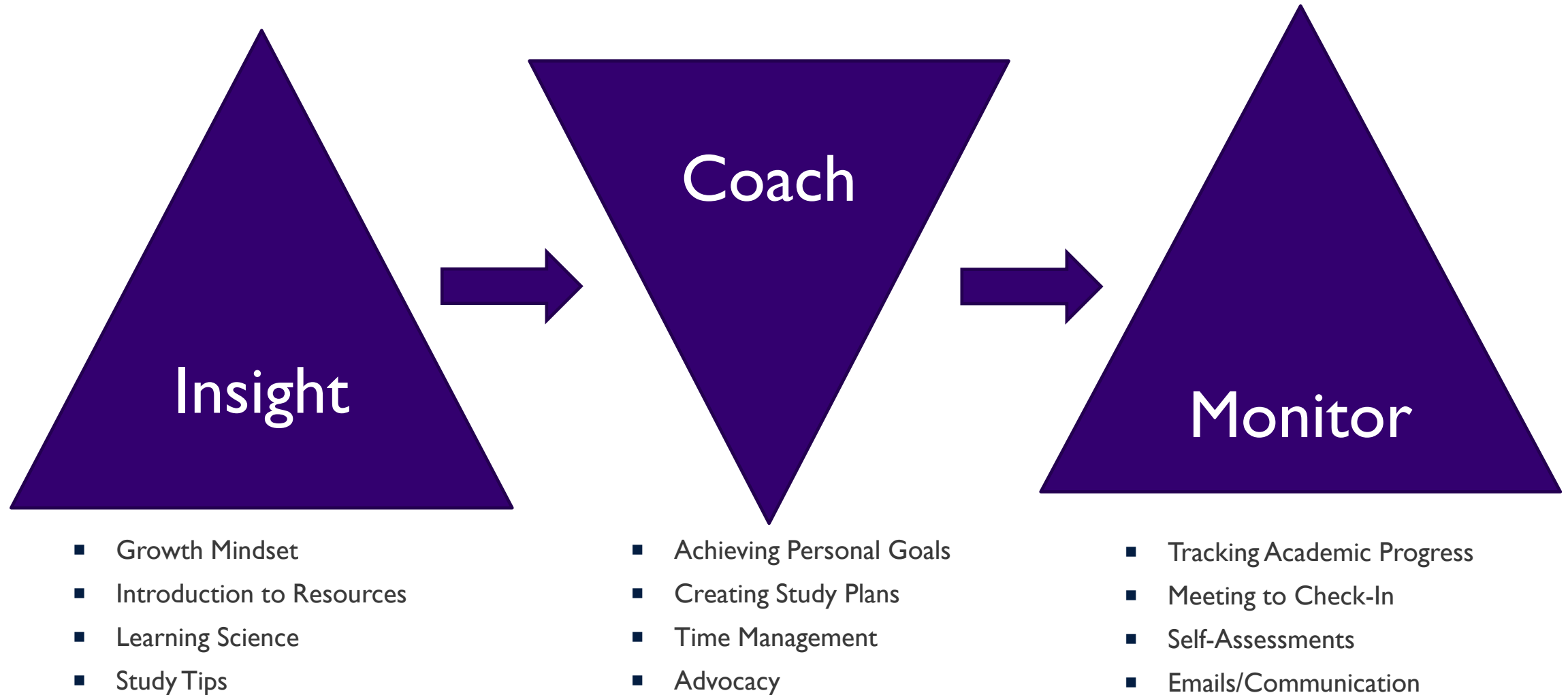
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Learning Specialist for
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THE LEARNING SPECIALIST ROLE/EXPECTATIONS



BEHAVIOR AND GOAL SHIFT

Undergrad/ Pre Med student

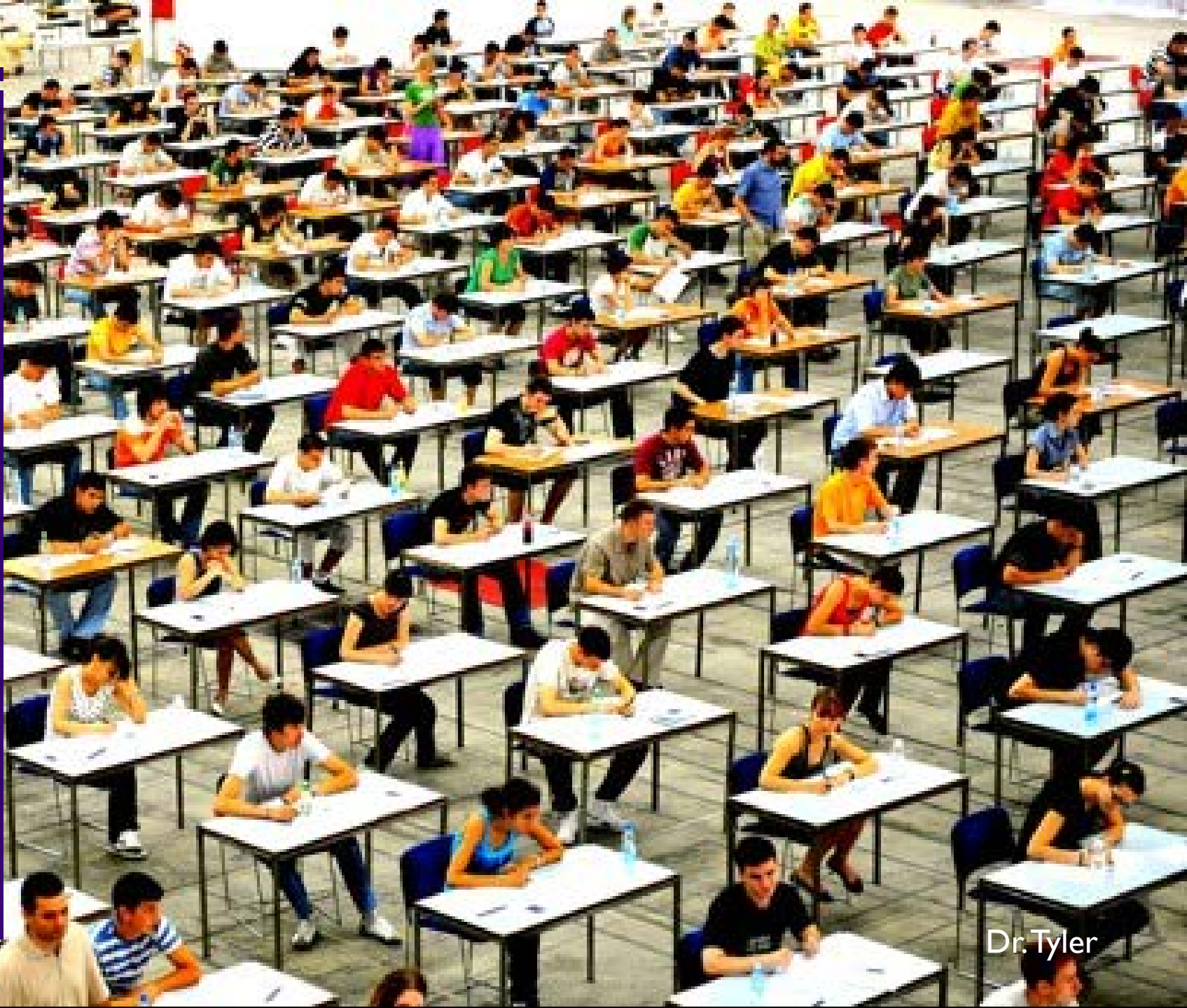
- Goal: Medical school – Student role
- Extracurricular and community involvement
- Extensive effort to find clinical experiences
- Learning subjects one at a time, not connected
- For the most part can go at your own pace in any order
- Studying may be unstructured; may require less effort

Medical student

- Goal: Residency – employment
- Master course content; Licensing exams
- Clinical experience is part of the curriculum
- Subjects are all connected to make 1 human body
- The information intake is fast paced like a "conveyer belt"
- Studying is structured; requires more time and effort

LICENSING EXAMS

- **USMLE**= United States Medical Licensing Examination
- **Step 1:** Taken after After Foundations (MS2)
- **Step 2 CK:** Clinical Knowledge (MS3/4)
- **Step 3:** During intern year



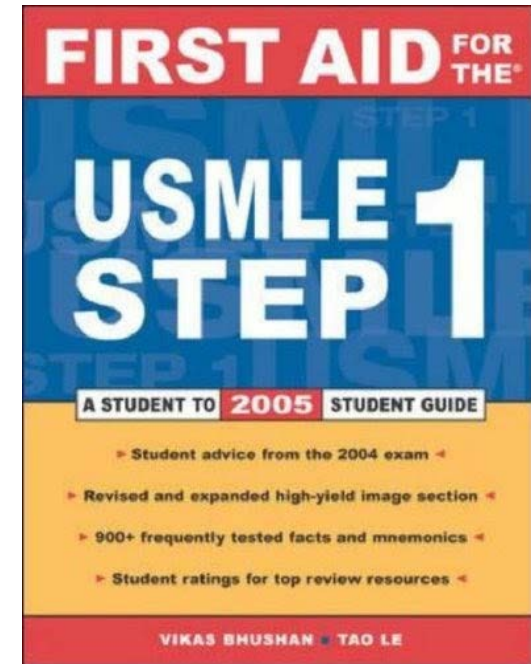
STUDY RESOURCES

UW School of Medicine Resources

- Curriculum
- Canvas website with links
- Syllabus
- Lecture notes
- Recordings (Pre class or class)

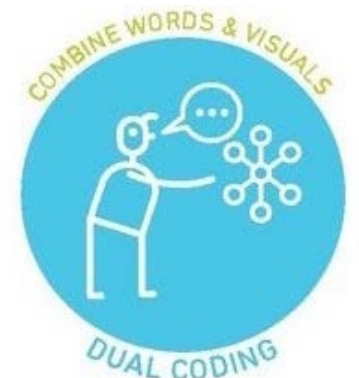
External Resources

- First Aid (Book)
- Question bank (USMLERx or Uworld)
- Boards + Beyond/ Sketchy/ Pathoma (videos)
- Anki or other flashcards



MAKING IT STICK

- **Retrieval practice** is the act of recalling information. (Flashcards, Practice questions, self-quizzing)
- **Spaced practice** is the spreading of learning over time so that it is not crammed all at once. (Don't cram!, Plan/organize your study for active recall)
- **Interleaving** is the switching up of subjects during study. (Change subjects/topics while studying)
- **Elaboration** is the explaining and describing of ideas with many details (Asking how things work and why; concept maps)
- **Dual Coding** is the process of combining verbal materials with visual materials (Draw your own visuals or search visuals and explain in own words)
- **Concrete examples** are specific examples for the topic being studied (Asking the professor for an example; using examples from research)



3 ACTIVITIES TO HELP MAKE THE INFORMATION STICK

Preview/ Prime

- Read or Skim the syllabus
- Skim lecture slides, which parts seem complicated?
- Glance at objectives
- Watch Pre-Class lecture

Attend Class

- Try to attend in real time, pause and play could make it hard to see the big picture (saving lectures for later can unintentionally lead to cramming)
- If you really can't attend, put it in your calendar to watch immediately once you have time

Review

- Try to answer the objectives, use the syllabus as a reference
- Create flashcards to review prior to the exam
- Try practice questions
- Meet with study group to summarize the information with one another
- Try tutoring groups

APPLYING LEARNING STRATEGIES: SPRINGBOARD

| | Saturday | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday | Monday |
|----------|----------|---------------------|------------------|--|--|--|--|--|---------|--------|
| 6:00 AM | | | | | | | | | | |
| 6:30 AM | | | | | | | | | | |
| 7:00 AM | | | | | | | | | | |
| 7:30 AM | | | | | | | | | | |
| 8:00 AM | | | | | | | | | | |
| 8:30 AM | | | | Retrieval practice (flashcards/questions/) | Retrieval practice (flashcards/questions/) | Retrieval practice (flashcards/questions/) | Retrieval practice (flashcards/questions/) | Retrieval practice (flashcards/questions/) | | |
| 9:00 AM | | | | | | | | | | |
| 9:30 AM | | | | | | | | | | |
| 10:00 AM | | | | | | | | | | |
| 10:30 AM | | | | | | | | | | |
| 11:00 AM | | | Pre-Class Prep | Pre-Class Prep | Pre-Class Prep | Pre-Class Prep | Pre-Class Prep | Retrieval practice (flashcards/questions/) | | |
| 11:30 AM | | Dual Coding/preview | | | | | | | | |
| 12:00 PM | | | | | | | | | | |
| 12:30 PM | | | | | | | | | | |
| 1:00 PM | | | | | | | | | | |
| 1:30 PM | | | | | | | | Retrieval practice (flashcards/questions/) | | |
| 2:00 PM | | | | | | | | | | |
| 2:30 PM | | | | | | | | | | |
| 3:00 PM | | | | | | | | | | |
| 3:30 PM | | | Class | Class | Class | Class | Class | Retrieval practice (flashcards/questions/) | | Class |
| 4:00 PM | | | | | | | | Retrieval practice (flashcards/questions/) | | |
| 4:30 PM | | | | | | | | | | |
| 5:00 PM | | | | | | | | | | |
| 5:30 PM | | | | | | | | Retrieval practice (flashcards/questions/) | | |
| 6:00 PM | | | | | | | | | | |
| 6:30 PM | | | | | | | | | | |
| 7:00 PM | | | | | | | | | Preview | |
| 7:30 PM | | | Review | Review | Review | Review | Review | | | |
| 8:00 PM | | | | | | | | | | |
| 8:30 PM | | | Preview next day | Prep for next day | Prep for next day | Prep for next day | | | | |
| 9:00 PM | | | | | | | | | | |

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LEARNING IS A BALANCING GAME

- **Be deliberate with your time & resources - make sure that they are balanced:**
- Class Syllabi (info input)
- Small groups (elaboration)
- Group Study (info input, retrieval practice, application)
- Flashcards (retrieval practice & spaced repetition)
- Practice questions (retrieval practice & application practice)
- Concept Mapping (retrieval practice, elaboration, dual coding)
- Videos (info input, dual coding if paired with reading)



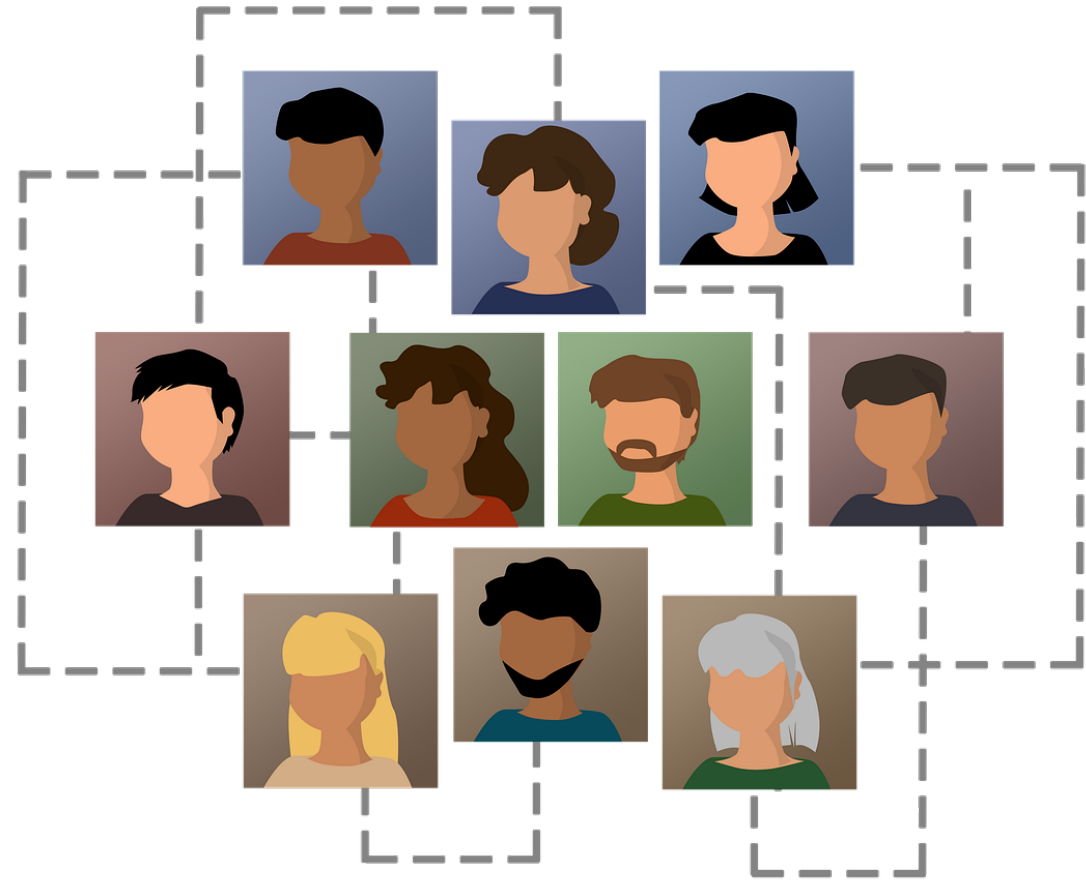
STRATEGIES FOR SUCCESS

- You are not alone/ this is a learning community
- Effective communication
- Seeking support from college mentors
- Utilizing Faculty office hours
- Participation in tutoring
- Utilizing WWAMI resources



WWAMI RESOURCES

- Academic Support
- Counseling
- **DRS (Disability resources for students)**
 - UWSOM Contact: Meghan Matthews
meghanm7@uw.edu
- Career Advising
- Financial Aid
- Tutoring
- Proactive Advising



TUTORING

Tutors are senior students who have shown mastery of the subject

Tutoring is free of charge for UWSOM students and is only available via Zoom

Scheduling occurs via Acuity online scheduling system

Block group tutoring is available to all students via zoom twice a week

Students who need additional support can access Individual Tutoring on an as needed basis



<https://uwsomtutoring.as.me/schedule.php>

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VIRTUAL STUDY ROOMS

- New opportunity to enhance UWSOM's Learning Community
- Get support and connect with your classmates; share ideas, information, tips and strategies for success.
- Rooms will run under the Zoom platform and will available 24/7.
- Students can come and go as they please and invite their friends to join (share the appropriate link).
- Available for Foundations (MS1s and MS2s), Step 1, Step 2 CK, and each Clerkship (Shelf Exams).
- Facilitates communication and relationship building among students across WWAMI.

SELF CARE & BOUNDARIES

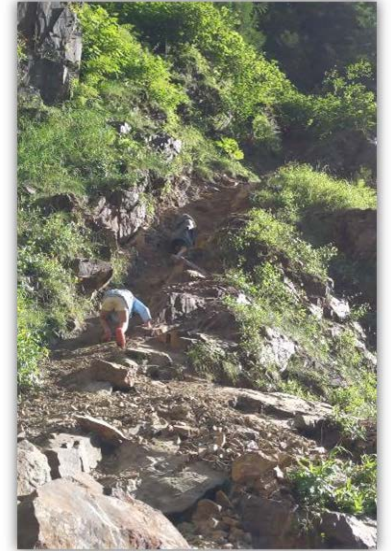
- **Set priorities early**
 - Medical school curriculum
 - Extra-curriculars: non required activities– it will be tempting but try to limit yourself.
- Exercise
- Sleep (6.5 hours minimum)
- Nutrition
- Keep a calendar! Time management is key
- Balance social/ community connections
- Take care of your mental health (Counseling services)



THE JOURNEY!

- There is more than one path
- Some routes may be harder than others, but will all cross the same milestones
- It may feel like some take a shortcut, but there's learning in the journey
- There may be unexpected burdens
- Weather can affect the trail
- It can help to have folks with you

... And the destination will be worth the journey!



You are not alone!

We are all in
this together and are working
towards a common goal!



Just to name a few!