

Step 1 Preparation Survey

Dear OSR:

My name is Tony Prisco and I am the 2nd year representative from the Medical College of Wisconsin.

- 1) We were wondering--how does your school assist students in preparing for the Step 1 exam? Is there a formal program? Is there individual/small group/large group tutoring available? Is it student/professor run?
- 2) If you do have such a program available--what is the general format? Is it question based? Team based learning? Case based?
- 3) Do you have certain books you recommend? First-aid, Goljan pathology?

Thanks a bunch everybody, we are trying to get something formally integrated in our curriculum and we want to see what other schools are doing.

Tony Prisco

Eastern Virginia Medical School

- No formal program or recommended books
- Teachers provide review power points to students

Contact: Sunny Jha [sunnyjha@gmail.com]

Howard University College of Medicine

- NBME exams are used throughout the first two years of medical school
- College subsidizes Kaplan review courses for its students

Contact: Chad Lennon [weirdkidusa@aim.com]

Indiana University

- No formal program or recommended books
- Basic science courses have NBME finals

Contact: Elaina Chen [elchen@iupui.edu]

Mayo Medical School

- Has 3rd year students run weekly evening review sessions from First Aid. Much of the session is based upon student responses using an audience response system

- Attendance was excellent (80-90% of the class) the first year (possibly due to dinner being provided). The second year of the program dinner was not provided and attendance dropped off (50-60% of the class).
- One lecture is dedicated to the structure of the test

Contact: King-Schultz, Leslie W. [KingSchultz.Leslie@mayo.edu]

Michigan State University

- Hired residents run weekly small group sessions (2hrs) of Q-ball
- Utilize audience response system to facilitate discussion
- Q-Ball is question/open discussion based

Contact: Ginger Wiersma [wiersma14@gmail.com]

Northeastern Ohio Universities College of Medicine

- 3 days prior to 2nd year starting, there is a formal review of 1st year classes
- During 2nd year, AOA held boards question sessions. Professors hold pathology review sessions
- Tutoring is available from 3rd and 4th year students on an individual and small group basis

Contact: Eashwar Chandrasekaran [echandrasekaran@neoucom.edu]

Northwestern University

- 1 hour review sessions held by professors the semester before the USMLE exam
- Organized by student senate
- Student senate tells professors which topics they would like them to cover

Contact: Tim Wang [t-wang@md.northwestern.edu]

Southern Illinois School of Medicine

- School provides a one week intensive review course following second year classes
- School administers USMLE mock exam
- Students organize individual study groups

Contact: Sameer Vohra [svohra@siumed.edu]

SUNY Downstate Medical Center

- No formal program, the office of academic development can help students work out an individual study plan
- Panel of 3rd years discuss how they studied/took test

Contact: Rachael Maciasz [rachael.maciasz@downstate.edu]

University of California, Davis

- No formal program, students typically form study groups on their own. Students have noticed that many more groups have been voluntarily forming with their new building that has many study rooms
- The school provides psychological counseling for medical students. When it becomes test time, psychologists give talks on stress reducing techniques as well as ways to help one to maintain his/her focus.
- Informal lunch sessions are given on how to plan a realistic timeline of when to register, how to study and what to do if you don't pass on the first try

Contact: Belma Sadikovic [bsadikovic@ucdavis.edu]

University of Iowa

- Small groups assigned/formed (6-12 students) facilitated by paid M3/M4 students which meet once per week
- Have several formal review sessions by professors following M2 2nd semester finals. Topics are selected by student voting

Contacts: McGonagill, Patrick W [patrick-mcgonagill@uiowa.edu], McKean, Meredith A [mamckean@healthcare.uiowa.edu]

University of Maryland

- Students meet with a professor from academic development one-on-one who helps them to make an individual study plan
- No formal program or recommended books

Contact: David Halpin [dhalp001@umaryland.edu] , Aleksandra Gajer Smith [abgajer@gmail.com]

University of Miami

- No formal program or recommended books
- Panel with Dean of Student Affairs reviews how to apply/schedule Step 1
- Upperclassmen organize panels to describe how they individually prepared

Contact: Rouhani, Panta [PRouhani@med.miami.edu]

University of Michigan Medical School

- No formal program, school gives each student a copy of the First Aid textbook in January of their 2nd year. Several lunch talks are given by upper classmen discussing preparation techniques
- A number of review lectures are given by professors. Each professor is given a general topic (ex. Pathology, Anatomy) and then he/she puts together a review lecture of it
- M3/M4 panel to discuss student resources and study plans
- Student-run wiki restricted to school access

Contact: Aken Desai [aken@med.umich.edu], James Reinhart [reinharj@med.umich.edu]

University of Minnesota

- Gives students basic guidelines and a sample review schedule
- Recommends many review books

Contact: Ken Dodd [dodd0035@umn.edu]

University of South Dakota, Sanford School of Medicine

- NRMP practice exam is given
- Based upon scores and studying, students are told what they can expect for a score

Contact: Emily June Winterton [Emily.Winterton@usd.edu]

University of Tennessee

- School provides a practice test, academic support services reviews test individually with students

Contact: Nathan Copeland [nathan.copeland@gmail.com]

University of Texas, Houston

- Bought each student a copy of First Aid and Kaplan Q-Bank
- Pays for 3 practice exams for each student
- Required students to pass at least one prior to the exam
- Average score increased from 219 to 232

Contact: Ufot, Dara U [Dara.U.Ufot@uth.tmc.edu]

University of Toledo

- No formal program. Following the end of 2nd years 2nd semester, several lectures are given with tips/advice. The university provides tutoring free of charge as well as one full length NBME practice exam and 3 days of board review prep lectures
- 8 weeks of protected time for studying between 2nd and 3rd year

Contact: Ricci Sylla [riccisylla@gmail.com]

University of Southern California, Keck School of Medicine

- 7 week formal course, title "Integrated Case Studies"
- Class is organized into groups of ~24 students with 1 faculty member
- Each week the students are given a case based upon a symptom
- Class is primarily ran by students, required book is First Aid

Contact: Jessica Bear [jbear@usc.edu]

University of Wisconsin, Madison

- Between 1st and 2nd semester of 2nd year, students take a 100 question practice exam and meet with student services to identify strengths/weaknesses
- Student ran study groups are formed 2nd semester with a 4th year tutor where groups discuss practice questions
- At the end of 2nd semester, student services runs a series of workshops to help students create a realistic study plan

Contact: Diane C. Reis [dcreis@wisc.edu]

Washington University in St. Louis

- No formalized preparation.
- Given 5 weeks off between the end of 2nd year and beginning of 3rd year

Contact: Elizabeth Davlantes [davlantese@wusm.wustl.edu]

Wright State University

- School arranged review week of physiology, pharmacology and pathology following the end of 2nd year courses.
- Uses “clicker” system to facilitate student interaction
- Review packet given to students

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