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The questions:

- 1) Does your school do anything specific to help you prepare for Step 1?
- 2) What is that program?
- 3) How much time are you given to prepare for Step 1?
- 4) How is that program received by the student body, and does the student body believe it helps in Step 1 scores?

1, 2 and 4)

Wisconsin: We have board study groups formed by the school during our second year. These groups consist of a number of 2nd years and a volunteering 4th year student. They also have a recommended set of board review books. There's also a recommended 6 week study schedule (which is the mean study time at our school).

UTHSC San Antonio: Beginning in 2nd semester 2nd year, the school offers weekly reviews of each section in First Aid. Each class is offered 3 times on 3 different evenings every week--same PowerPoint/lecture offered by 3 different instructors. Classes last about 2 hours and are taught by MS4s that scored well on Step 1. The class is not required, but is well received. It is done to help students get through First Aid 1x before the end of MS2 year.

University of Colorado: Several successive classes have had student senate organize individual instructors to offer review lectures throughout the spring on various evenings. Usually approx 15-20 of such lectures occur. Popularity varies based on the instructor with probably about 20-60% of the class attending any particular lecture (just my personal estimate). The school has no formal curriculum to specifically target board prep - Step 1 or 2.

Utah: U of Utah previously had a group membership to Kaplan's Step 1 prep course, but that changed in the fall of 2008 and now students have the option to purchase a discounted subscription to USMLE World. We also get a NBME practice test paid for by the school.

USF: USF offers discounted rates on USMLE and Kaplan QBanks

UCal Irvine: We have about have about two months between the last exam of 2nd year to the beginning of 3rd year orientation. Kaplan comes to our school and offers a 3 week intensive prep course which is not mandatory but about 60-70% of class signs up for it.

University of Chicago: We have a USMLE support group that is run by my peers. Their main focus is to negotiate deals with Kaplan and USMLEworld to get group discounts for anyone planning to purchase QBanks. They also send the results of a survey polling the 3rd year students about their exam preparation strategies, resource material, etc. The school provides us with two NBME tokens that we can use as vouchers for practice Step 1 exams on the NBME website.

Miami: Our school offers practice NBME tests similar to those available through the NBME website. The tests are from NBME but are paid for by the school and issued in our school's computer lab. They also have problem based learning with cases geared towards synthesizing the first two years of material to answer clinical questions. The PBL is still in transition. At main campus it is offered as a 6 week block at the end of second year. At the FAU campus it is incorporated weekly throughout the first two years. Also, several student run lunchtime seminars are held in which upper classmen offer advice to second year students. Sometimes these are also incorporated into other full-day student run seminars.

UCSD: Our school offers review sessions given by our tutorial office on many subjects through out second year. These are about 3-4 hours long and most students find them very helpful.

Mayo: We had a student-run board review course for step 1 which consisted of review sessions (with dinner provided by the school) delivered by 3rd year students for the 2nd year students based on the First Aid chapters. It was weekly from January through May.

Vermont: We complete all course work that would be included on Step 1 by the holiday break of our 2nd year. After the last exam, the university purchases one USMLE practice exam and all students to take in a controlled exam environment, just as any other exam (generally, we take all exams on laptops that we are "given" in orientation in 1st year; therefore taking a computer based practice exam as a class is easily facilitated). The motivation from the COM perspective is as much to assess where students are after finishing all foundation courses, and before students begin active individual studying, as it is for student self assessment. Interested students can begin focused study based on this information during the holidays should they choose.

2B. In January we have a required course that runs only until noon each day and consists of a PBL component (since PBL is reserved until this time so students have all the necessary knowledge to approach problems) and a review type lecture component where key lectures, that relate to the PBL cases that we are encountering, are repeated in a condensed and review-style format. There are no exams on this information and students are graded Pass or Fail based on PBL and lecture attendance (100% at PBL sessions and 75% attendance being required at lecture). This allows students to have the entire day after 12pm to study as they choose.

Southern Illinois: The school provides a one week review session - lectures all day - on the various disciplines covered by Step 1.

UCSF: We have optional reviews on Friday afternoons from Jan-Feb of 2nd years.

3)

What do other schools do?

4 weeks – 5

5 weeks – 5

> 6 weeks - 14