Effects of Orientation on 1st Year Medical Students
Study Skills
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RATIONALE
- Strong correlation between deep and strategic approaches to learning and performance among medical students
- Poor correlation between surface approach to learning and performance
- Procrastination rate is high among graduates including medical students
- More students are using self-guided third-party resources
- Orientation is adjusted to inform students on study schedule, time management, organizing notes

PURPOSE
Evaluate changes than occur in incoming first year medical students learning behavior as a result of orientation

IMPLEMENTATION
A One-Group Pretest and Posttest design followed by a second post will be conducted.
- Pretest: survey of 86 first year medical students a week before orientation on projected study skills and habits using Approaches to Study Skills Inventory for Students (ASSIST)
- Posttest: same survey after orientation ends
- Second posttest: same survey to measure study skills used in Block 1

METHODOLOGY
Learning Approaches to Study Skills Inventory for Students (ASSIST)

<table>
<thead>
<tr>
<th>Approach</th>
<th>Determinant/Sub-scale</th>
<th>Sample questions Likert Scale</th>
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</thead>
<tbody>
<tr>
<td>Deep approach to learning</td>
<td>Seeking meaning Relating ideas Using evidence</td>
<td>1: disagree, 2: somewhat (sw) disagree, 3: unsure, 4: sw agree, 5: agree</td>
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<tr>
<td>Strategic approach to learning</td>
<td>Organize studying Time management achieving</td>
<td>I usually set out to understand for myself the meaning of what we have to learn.</td>
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<tr>
<td>Surface approach to learning</td>
<td>Lack of purpose Unrelated memorizing</td>
<td>I manage to find conditions for studying which allow me to get on with my work easily</td>
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Pretest
- Students will answer ASSIST (short version) questions based how they plan to study in medical school.
- The surveys will consist of 18 Likert Scale questions pertaining to the 3 approaches above and an open-ended question about expectations from orientation on their study habits
- Administered electronically a week before orientation

Orientation
- Students will be instructed on the followings:
  - Creating Your Study Schedule
  - Time management and balance
  - Quiz review & error analysis
  - Consolidating notes
  - General & focus reviews
  - Self assessment

1st Posttest
- Students will answer ASSIST questions based how they plan to study in medical school.
- The surveys will consist of 18 Likert Scale questions pertaining to the 3 approaches above and an open-ended question about thoughts on orientation effect on study skills
- Administered electronically 2 days after orientation ends

Posttests sub-scales and scale scores.
- To explore the effect of pipeline programs, graduate degrees and being a first-generation student on pretest to posttest observations, scale scores between students who completed a pipeline program vs those who did not, those who obtained one or more graduate degree vs those who did not and first-generation medical students vs non-first-generation medical students will be compared using repeated measures ANOVA

EXPECTED RESULTS
- Score for each question ranging from 1 to 5 will be collected and sub-scale scores will be calculated by adding scores that fall under each subscale
- Sub-scale scores will be tabulated for data analysis
- Students will be asked to report during the surveys their participation in any pipeline program, their first-generation/ non-first-generation status and the highest degree completed. Scores will also be separated based on those variables

DATA ANALYSIS
- Analysis will be conducted using SPSS. Paired T test will be used to look for any significant difference between the pretest, the first and the second posttests sub-scales and scale scores.

REFERENCES