

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 that 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)

Approach	Determinant/Sub-scale	Sample questions Likert Scale 1: disagree, 2: somewhat (sw) disagree, 3: unsure, 4: sw agree, 5: agree
Deep approach to learning	Seeking meaning Relating ideas Using evidence	I usually set out to understand for myself the meaning of what we have to learn.
Strategic approach to learning	Organize studying Time management achieving	I manage to find conditions for studying which allow me to get on with my work easily
Surface approach to learning	Lack of purpose Unrelated memorizing	Often, I find myself wondering whether the work I am doing here is really worthwhile

Pretest

- Students will answer ASSIST (short version) questions based on 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

2nd Posttest

- Students will answer ASSIST questions based on how they studied in Block 1.
- The surveys will consist of 18 Likert Scale questions pertaining to the 3 approaches above and an open-ended question on how orientation influenced their current study habits/skills
- Administered electronically at the end of Block 1.

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 on 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

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.
- 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

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