Preparing for a Career in the Medical Professions

Univ 1301
Fall 2015

The University of Texas at El Paso
Welcome to Univ 1301: Preparing for a Career in the Medical Professions

As you can see from the syllabus, we will be covering a variety of topics this semester. This course is a pleasure for me to teach because it incorporates so many of the issues and skills you will find very useful over the next few years. At the end of the course, you should understand the skills and experiences necessary to be a successful candidate for the medical professions graduate schools.

MW 1:30 – 2:50 CRN #11353 Undergraduate Learning Center 208
MW 3:00 – 4:20 CRN #12791 Undergraduate Learning Center 208

Required Textbook & Workbook – See page 3

Mary C.D. Wells, Director and Pre-Med Advisor, Medical Professions Institute
mdwells2@utep.edu
747-6230 (leave a message-most rapid means of contact)
Office: Academic Advising Center Room 105
Office Hours: TBA

Librarian: Angela Lucero, ajmartinez5@utep.edu, 747-5685, Library 214
Peer Leaders:

Grading:

Completed Workbook 20 pts
Attendance/Timeliness/Class Participation* 20 pts
Service Learning Experience 20 pts
Topical Papers 20 pts
Final Exam 10 pts
Quizzes, Assignments 10 pts

Extra Credit Vocabulary Table & Questions: up to 5 points added to final grade

This course is available for Honors credit by contract.

This syllabus is a guide for the course and is subject to change.

*Two meetings with Peer Leader during the semester are required.
UNIV 1301 Learning Goals

The successful student will:

1. understand individual roles, opportunities, and responsibilities impacting one’s education and professional growth within the context of the university.

2. learn about and practice essential academic skills for strengthening performance in the university setting.

3. lay the foundation for a network of faculty, staff, and peers in order to create a supportive and positive learning experience and environment.

4. assess and better appreciate one’s own interests, abilities, and values relevant to academic, career, and life goals.

5. become involved in El Paso community and UTEP campus life and utilize campus resources.

6. have a clear understanding of degree requirements, medical professions graduate programs and prerequisites, and the ingredients necessary for completion of the journey to post-graduate training.

7. appreciate the importance of individual professional identity formation
UNIV 1301 PREMED 2015 Mary Wells
REQUIREMENTS & COURSE POLICIES


Course Workbook- Preparing for a Career in the Medical Professions UNIV 1301 Fall 2015. Workbook available for purchase at Kinko's FedEx 4190 N. Mesa, 532-7970. Call ahead to have booklet prepared for pickup. Advance notice required varies with FedEx printing workload. 24 hour advance notice is requested.

Course Requirements: Participation-Class participation consists of attentiveness, on-task behaviors, contributing to class discussions and group assignments, asking questions, and responding to questions put before the whole class. **You are expected to behave as a lady/gentleman seriously pursuing learning, respectful to all members of the class and the instructor at all times.** Laptops are acceptable during class meetings, however students discovered off-task using devices will lose participation points for each occasion. Repeat offenders will be asked to not engage devices in class. Instructor reserves the right to request anyone disruptive to the learning process to remove themselves.

Course Policies: Attendance/lateness- It is difficult to participate in a course you do not attend, therefore attendance is expected. Lateness is inconsiderate of others, although it sometimes cannot be avoided. If you must be late, please enter class politely. Please refer to Grading as to the worth accorded attendance and timeliness by percentage.

Late Work-If you cannot avoid turning in an assignment late, please communicate in writing with the instructor as to the situational context, if you wish to receive consideration for extenuating circumstances. Please refer to Syllabus Assignment calendar as to the point reduction accorded late work.

Extra Credit- Additional extra credit opportunities may be offered from time to time at the discretion of the instructor. Additional extra credit will average into percentages making up final grade. Please refer to Grading as to the amount of points available for the extra credit vocabulary table.

Final Exams- Exemption from final examination may not be given. Final examinations are scheduled to be two hours, forty-five minutes in length and take place during the final examination period. It is the policy of the university not to administer a second final examination in the course. It is also university policy that students shall not have more than two final examinations in a single day. In the unlikely event that the examination schedule results in a student having three final examinations on a single day, the faculty member upon the request of the student shall reschedule the second of that student’s three examinations.
Content regarding Final Exams and that below is from the:
- Handbook of Operating Procedures: Student Affairs
- Center for Accommodations and Support Services

Student Conduct

Each student is responsible for notice of and compliance with the provisions of the Regents Rules and Regulations, which are available for inspection electronically at http://www.utsystem.edu/bor/rules/homepage.htm.

It is the official policy of the University that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. It is contrary to University policy for a faculty member to assign a disciplinary grade such as an “F” or zero to an assignment, test, examination, or other course work as a sanction for admitted or suspected scholastic dishonesty in lieu of normally charging the student through the Dean of Students. Similarly, students are prohibited from proposing and/or entering into an arrangement with a faculty member to receive a grade of “F” or any reduced grade in lieu of being charged with scholastic dishonesty. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion (a secret agreement to cooperate in fraud), the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

“Plagiarism” means the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. This includes quoting from an author or speaker without including quotation marks, even when the student has attributed information to the source (source information must be in the words of the student if it appears without quotation marks).

If you have or suspect a disability and need an accommodation, you should contact Center for Accommodations and Support Services (CASS) at 747-5148 or at cass@utep.edu or go to Room 106 Union East Building.
**Date / Topics**

***For each date, you are expected to read & complete the corresponding workbook section before the next class.

**Assignment**

*** All assignments due the next class day unless otherwise specified. Late assignments are accepted with a letter grade reduction per class day late and may not be accepted after 3 days.

<table>
<thead>
<tr>
<th>Date / Topics</th>
<th>Assignment</th>
</tr>
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<tbody>
<tr>
<td><strong>Monday, August 24</strong>&lt;br&gt;- Introduction to Course &amp; PHPP/A PRIME&lt;br&gt;- Learning Styles</td>
<td>- Find a more detailed description of your Myers-Briggs type on the internet. Print it out, fold it in half and staple it to the back of the page about Myers Briggs in the Learning Styles chapter.&lt;br&gt;- Read Chap 1, Fundamentals of Thinking, p. 1-19 (due 9/10).&lt;br&gt;- Inside your workbook cover record your dream for your future.&lt;br&gt;- Begin an assignment planner to use this semester for all courses.</td>
</tr>
<tr>
<td><strong>Wednesday, August 25</strong>&lt;br&gt;- Learning Styles&lt;br&gt;- Working in Groups</td>
<td>- Visit <a href="http://www.engr.ncsu.edu/learningstyles/ilsweb.html">http://www.engr.ncsu.edu/learningstyles/ilsweb.html</a>, take the quiz. Print out the results page, fold it in half, and staple it, so it may be opened, to the last page of the Learning Styles section.&lt;br&gt;- Write 150 – 250 words in the space provided in workbook on what you learned from the Learning Styles unit and how it can apply to your preparation for medical education.</td>
</tr>
<tr>
<td><strong>Monday, August 31</strong>&lt;br&gt;- Introduction to Vocab&lt;br&gt;- Introduction to Critical Reading&lt;br&gt;- Community Service with Center for Civic Engagement&lt;br&gt;<em>Training 9/8-9/24</em></td>
<td>- Write 150 – 250 words in the space provided on what you learned from the Vocabulary unit and how it can apply to becoming a successful applicant to medical school.&lt;br&gt;- Biology Vocab Assn: Create an acrostic in workbook using a term from biology &amp; related terminology for each leg.&lt;br&gt;- Select at least three of the methods discussed in the Critical Reading unit. One must be the pacer. Try them for one week. Next Wednesday write 150 – 250 words in the space provided on how they helped your reading.&lt;br&gt;- Paragraph Assn: Exercise 1.1, p 20, due Wednesday to turn in</td>
</tr>
<tr>
<td><strong>Wednesday, September 2</strong>&lt;br&gt;- TEDMED</td>
<td>- Write 2-3 pg Topical Paper I following handout guidelines, due Wednesday in hard copy. Research as needed to complete assn.&lt;br&gt;- Bio Text Assn: Turn headings in current chapter into questions. Record on the back of workbook page in Intro to Critical Rdg.&lt;br&gt;- Review the Quiz questions on page 22 for Wednesday.&lt;br&gt;- Read Chap. 2, p.23-40 (due 9/21).</td>
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<td><strong>Monday, September 7</strong></td>
<td>No Class, Labor Day Holiday</td>
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<td><strong>Wednesday, Sept. 9</strong>&lt;br&gt;- Quick Quiz, Chap. 1&lt;br&gt;- Introduction to HIPAA (please take notes in wkbk)&lt;br&gt;- Introduction to Current Events and Medical Issues</td>
<td>- Find a current events story on a health issue that is of interest to you, either cut it out of the paper or print it out and staple it to the back of the Intro to CE &amp; MI page.&lt;br&gt;- Write a 150 – 200 word commentary on your article in the space provided in workbook discussing the importance of that issue in El Paso and to you as a future health care provider.&lt;br&gt;- Bio Text Assn: Formulate the main idea of each paragraph in the section assigned. Record on the back of current workbook page.&lt;br&gt;- Become certified in HIPAA via EPCC online course</td>
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<td>Date</td>
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| **Monday, September 14**     | - Select at least three of the methods discussed in the Time Management unit. Try them for one week. Write 150 – 250 words in the space provided on how they helped your time management skills.  
  - During the next 3 weeks, attend at least one organization meeting. After attendance, write a 75 – 100 word summary on the reverse of current workbook page on what happened.  
  - Paragraph Assn: Exercise 2.1, pg. 40, due Wednesday |
| **Wednesday, Sept. 16**      | - Bio Text Assn: Create a reading log of current section & record on the back of current workbook page.  
  - Review the Quiz questions on page 43 for Monday.  
  - Read Chap 3, Improving Your Investigative Skills, pgs. 45-58 (10/5).  
  - Go to web site: [http://faculty.washington.edu/chudler/stm0.html](http://faculty.washington.edu/chudler/stm0.html)  
  - Do the tutorial, print out the quiz, and staple it so it may be viewed to the Concentration & Memory page in the workbook. |
| **Monday, September 21**     | - Select three of the Lecture Note Taking tips from this chapter. Try them for one week. Next Mon. write 150 – 250 words in the space provided in workbook about how they affected your note taking skills.  
  - Bring Bio notes to class Wednesday.  
  - Make appointment with Peer Leader. |
| **Wednesday, Sept. 23**      | - Find a dozen terms from your bio chapter you can break down to root meanings. Record your list with the breakdowns on the back of a nearby page. |
| **Monday, September 28**     | - Bio Text Assn: Memorization Acronym, on back of current page.  
  - Write 150-250 words in workbook about your next test; what it is in, how you are preparing, what you are going to do differently.  
  - Using the websites provided in the workbook and others, make a one page flyer that you could distribute to your classmates about how to write a paper aimed to inform and summarize, due Mon.  
  - Write your own Power of Positive Thinking in workbook about writing. |
| **Wednesday, Sept. 30**      | - Review the Quiz questions on page 66 for Monday.  
  - Read Chapter 4, Becoming an Individual, pgs 67-92, due 10/21.  
  *** Workbooks turned in for Grading.*** |
| **Monday, October 5**        | - Select three of the Stress Management tips from this chapter. Try them for one week. Next Monday, write 150 – 250 words in the space provided about how they affected your stress level.  
  - Prepare bullet listing of any & all of your activities this semester that are relevant to your preparation for the medical professions. Next to each entry, briefly describe how activity is preparatory.  
  Due next class meeting in hard copy. |
<table>
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<tr>
<th>Date</th>
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| Wednesday, October 7 | - Tx Medical Prof Schools  
- Applying  
- Intro to e-Portfolios  
- Visit [www.tedmed.com](http://www.tedmed.com), click Talks, choose one to view, incl. Q&A if avail. Prepare written summary of content for sharing with group. Write a 2-3 pg Topical Paper II following handout guidelines, due Wednesday in hard copy. Research as needed to complete assn. |
| Monday, October 12 | - Summer Programs  
- e-Portfolio content practice  
- Review TEDMED content summary for sharing Wednesday.  
- Create an electronic document to provide evidence for competency development in 1 of your past/current activities. Due as email attachment to PL Wed 12 pm. |
| Wednesday, October 14 | - TEDMED talks  
- Verbal Reasoning  
| Monday, October 19 | - Art of Observation, Rubin Center  
- Review the Quiz questions on page 97 for Wednesday.  
- Observation assignment, due Monday. |
| Wednesday, October 21 | - Quick Quiz, Chap. 4  
- If We Knew Their Stories  
**Freshman midterm grades due; available 10/26**  
- Google “bioethics topics georgetown”. Click on Georgetown University Bioethics Library link & choose your preferred issue from the listing on right of page. Follow instructions on assignment handout to analyze your issue in a 2-3 pg. Topical Paper III.  
- Workbooks due Wednesday  
- Bio Lecture Assn: Prep for your next bio lecture; identify which terms and concepts are familiar, which unfamiliar; record in workbook. Look up unfamiliar terms and record.  
- Bio Lecture Assn: Prepare a concept map of a current concept from class  
**Workbooks turned in for grading.**  
- Deadline for dropping courses with a W for Withdrawn  
- Bio Lecture Assn: Exercise 5.6.a, pg. 119, due Wednesday.  
- Make appt w/ Peer Leader.  
- Review the Quiz questions on page 127-128 for Monday.  
- Read Chapter 6, Persuading Others, pgs. 129-145, for 11/18.  
- Create a life chart following handout instructions, due Mon.  
- Select 3 questions from Interviews section, write questions on last pg. & respond.  
- Write a 3 pg. draft of Topical Paper IV on “My Autoethnography”, following the handout guidelines. Due Wednesday as draft. |
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<th>Date</th>
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| Wednesday, Nov. 11    | - Complete interactive sections of Public Speaking  
- Write your own Power of Positive Thinking about Public Speaking in the space provided.  
- Write a final draft of your autoethnography, due in hard copy Monday. |
| Saturday, Nov. 14     |                                                                                                                                                |
| Monday, November 16   | - Review the Quiz questions on pages 150 for Wednesday.  
- Read Chapter 7, Applying Your Thinking Skills, pgs. 151-182 for 12/2.  
- Select three tips from this section that you would like to try.  
- Write 150 – 250 words on how you expect they will affect your Financial Management habits.  
- Visit [www.pbs.org/thismotionallife/blogs/doctorpatient-relationship](http://www.pbs.org/thismotionallife/blogs/doctorpatient-relationship) and read the essay for Wednesday. |
| Monday, November 23   | - Prepare another concept map for sharing Wednesday; feature all relevant aspects you are actively seeking to develop in yourself now and over the coming semester. Attach both maps to workbk.  
- Complete ESP Student Feedback Survey via email link. |
| Wednesday, Nov. 25    | - No Homework  
*Happy Thanksgiving!* |
| Monday, November 30   | - Review the Quiz questions on pg. 183 for Wednesday.  
- Complete Final Reflections page in workbook, due Wednesday.  
- Honors Portfolios due Wednesday  
- Service Learning Reflection Essay due for those not attending 11/14 Session |
| Wednesday, December 2 | - Center for Civic Engagement documentation of service due 12/3  
*** Workbooks Due for Grading  
***Honors Portfolios Due 5 pm  
***Honors Book Due 5 pm  
- Study for Final Exam |
| Final Exams           | - NO RESTROOM BREAKS DURING FINAL EXAM-  
- Textbook due to return to Wells  
- Workbooks returned to students  
Final grades available to students on-line December 21. |
Extra Credit Vocabulary Table

Use the Word of the Day from dictionary.com. Write the word, definition, and an original sentence in the table below. Completed table and questions at end earns up to 5 points added to your final grade and a lifetime of new vocabulary words.

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<tr>
<th>Date</th>
<th>Word</th>
<th>Definition</th>
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Write your favorite new word and its definition below.

Which three of these words have you used the most? When? Where? How?

How has this exercise helped you?
Introduction to Learning Styles

To improve your learning, it is worthwhile to think about how you learn. Different individuals perceive and process experiences in different preferred ways. These preferences make up our learning styles. Necessary to good learning is:

- an awareness in the learner of his/her own preferred style,
- becoming comfortable with his/her own best ways of learning, and
- developing skills to learn with other styles.

The fact that you may have a preferred, most-comfortable mode does not mean you cannot learn well in other settings. In fact, the point of looking at learning styles is to:

- help you develop the flexibility to move easily from one style to another,
- get the most from any situation, and
- gain advantage over those who limit themselves to only one style of thinking and learning.

The following inventories and questionnaires are designed to give you more information about how you think and learn. With this knowledge, you can better set up learning situations that suit you and adjust yourself to various situations.
1. **Myers-Briggs Type Indicator**

This is an instrument designed to measure and identify a person's “type”, in this case, a psychological or personality profile based on Carl Jung's types of conscious functioning. Jung set up three pairs to which Myers and Briggs added a fourth:

- Introversion - Extraversion
- Intuition - Sensing
- Thinking - Feeling
- Judging – Perceiving

| Extraversion | - characterized by interaction with others  
- major interest in people and events existing outside themselves  
- a conversational risk taker, tries out new vocabulary and syntax, jumps into a conversation even though they are not 100% sure of what's going on  
- depends on outside stimulation and interaction to engage in learning |
|---------------|----------------------------------------------------------------------------------|
| Introversion  | - drawn to solitary activities and limited social situations  
- engages mainly in their own inner life and thinking  
- takes a while to process information before speaking  
- not a risk taker, avoids taking chances |
| Sensing       | - gathers information through all five senses  
- deals with the world in practical or factual terms  
- works systematically, pays attention to detail, likes facts/data  
- more likely to be practical than innovative  
- dislikes surprises  
- needs clear sequencing of materials, goals and structure  
- experimenters, physicians, accountants are often sensors |
| Intuition     | - tunes into relationships and possibilities  
- looks for meanings and connections  
- likes innovation, theories and models; dislikes repetition  
- gathers inferences, theories and models; dislikes repetition  
- conceptualizes well, builds good models from which to work  
- not concerned with accuracy and may miss important details  
- theoreticians, psychologists, & economists are often intuitors |
| Thinking                     | ▪ judgments are based on personal and/or objective criteria  
|                            | ▪ may need a lot of controlled situations  
|                            | ▪ may be overly anxious because self-esteem is connected to achievement |
| Feeling                    | ▪ judgments are based on personality, sociality, and feelings  
|                            | ▪ needs appreciation, avoids tense social situations  
|                            | ▪ bonds with teachers and classmates |
| Judging                    | ▪ more apt to lead a planned, organized, lifestyle  
|                            | ▪ engages in systematic work and gets the job done  
|                            | ▪ rigid and intolerant of ambiguity  
|                            | ▪ has trouble in learning another language, for example, because there is no one-to-one correspondence between languages |
| Perceiving                 | ▪ tends toward spontaneity, freedom and autonomy  
|                            | ▪ likes openness and flexibility  
|                            | ▪ adaptable to change and new experiences  
|                            | ▪ lack of persistence or consistency may hamper performance |
**Very Abbreviated**

**Myers Briggs Personality Type Assessment**

The first preference has to do with how you are energized. Take a minute to look at these two options and give it some serious thought. Circle your choice at the bottom.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tolerate noise and crowds</td>
<td>Avoid crowds and seek quiet</td>
</tr>
<tr>
<td>Talk more than listen</td>
<td>Listen more than talk</td>
</tr>
<tr>
<td>Communicate with enthusiasm</td>
<td>Keep enthusiasm to self</td>
</tr>
<tr>
<td>Meet people readily and participate in many activities</td>
<td>Proceed cautiously in meeting people and participate in selected activities</td>
</tr>
<tr>
<td>Blurt things out without thinking</td>
<td>Think carefully before speaking</td>
</tr>
<tr>
<td>Hate to do nothing - on the go</td>
<td>Time alone recharges batteries</td>
</tr>
<tr>
<td>Like working or talking in groups</td>
<td>Prefer to socialize in small groups or just do job “by myself”</td>
</tr>
<tr>
<td>Like to be center of attention</td>
<td>Content being on the sidelines</td>
</tr>
<tr>
<td>Distract easily</td>
<td>Concentrate well</td>
</tr>
</tbody>
</table>

We’re all a little of both but the key is: which are you more comfortable doing? Go with your gut and pick which you feel is the best answer.

E I

These preferences have to do with how you gather information or to what you pay attention.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
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</thead>
<tbody>
<tr>
<td>Learn new things by imitation and observation</td>
<td>Learn new things through general concepts</td>
</tr>
<tr>
<td>Value solid recognizable methods achieved in step-by-step manner</td>
<td>Value different or unusual methods achieved via inspiration</td>
</tr>
<tr>
<td>Focus on actual experience</td>
<td>Focus on possibilities</td>
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<tr>
<td>Tend to be specific and literal; give detailed descriptions</td>
<td>Tend to be general and figurative; use metaphors and analogies</td>
</tr>
<tr>
<td>Behave practically</td>
<td>Behave imaginatively</td>
</tr>
<tr>
<td>Rely on past experiences</td>
<td>Rely on hunches</td>
</tr>
<tr>
<td>Like predictable relationships</td>
<td>Value change in relationships</td>
</tr>
<tr>
<td>Appreciates standard ways to solve problems</td>
<td>Use new and different ways to solve problems and teach solutions</td>
</tr>
<tr>
<td>Value realism and common sense</td>
<td>Value imagination and innovation</td>
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Again, we all take information in both ways but one way is used more often. Think about which one you feel most comfortable with.

S N
This category deals with how you make decisions and reach conclusions.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
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<tbody>
<tr>
<td>Have truth as an objective</td>
<td>Have harmony as a goal</td>
</tr>
<tr>
<td>Decide more with head</td>
<td>Decide more with heart</td>
</tr>
<tr>
<td>Question others findings because they might be wrong</td>
<td>Agree more with others’ findings because people are worth listening to</td>
</tr>
<tr>
<td>Notice ineffective reasoning</td>
<td>Notice when people need support</td>
</tr>
<tr>
<td>Choose truthfulness over tactfulness</td>
<td>Choose tactfulness over truthfulness</td>
</tr>
<tr>
<td>Deal with people firmly as needed</td>
<td>Deal with people compassionately</td>
</tr>
<tr>
<td>Expect world to run on logical principles</td>
<td>Expect the world to recognize individual differences</td>
</tr>
<tr>
<td>Note pros and cons of each options</td>
<td>Note how an option has value and how it affects people</td>
</tr>
<tr>
<td>See others’ flaws, is critical</td>
<td>Like to please others; show appreciation</td>
</tr>
<tr>
<td>Feelings are valid if they are logical</td>
<td>All feelings are valid</td>
</tr>
<tr>
<td>Tolerate occasional queries as to own emotional state in relationships</td>
<td>Appreciate frequent queries as to own emotional state</td>
</tr>
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</table>

Again, which one feels more comfortable?

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Last one, this one has to do with the lifestyle you adopt.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefer knowing what you are getting yourself into</td>
<td>Like adapting to new situations</td>
</tr>
<tr>
<td>Feel better after making decisions</td>
<td>Prefer to keep things open</td>
</tr>
<tr>
<td>Enjoy finishing things</td>
<td>Enjoy starting things</td>
</tr>
<tr>
<td>Work for a settled life with plans in order</td>
<td>Keep life as flexible as possible so that nothing is missed</td>
</tr>
<tr>
<td>Dislike surprises and wants advance warning</td>
<td>Enjoy surprises and like adapting to last minute changes</td>
</tr>
<tr>
<td>See time as a finite resources and takes deadlines seriously</td>
<td>See time as a renewable resources and sees deadlines as elastic</td>
</tr>
<tr>
<td>Like checking off “to do” list</td>
<td>Ignore “to do” list even if made one</td>
</tr>
<tr>
<td>Feel better with things planned</td>
<td>Would rather do whatever comes along</td>
</tr>
<tr>
<td>Settled, organized</td>
<td>Tentative, flexible, spontaneous</td>
</tr>
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Last time, which one feels right more often than the other one?

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<td>J</td>
<td>P</td>
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</table>
OK, now write your four letter types here:

___ ___ ___ ___

ISTJ: People of this type tend to be: cautious, conservative, and quiet; literal, realistic, and practical; careful and precise; logical, honest, and matter of fact; resistant to change and comfortable with routine; hard working and responsible. The most important thing to ISTJs is being of service, working hard, and being responsible.

ISTP: People of this type tend to be: logical, pragmatic, and matter of fact; quiet, unassuming, and autonomous; realistic, pragmatic, and aloof; impulsive and curious about the physical world; flexible and resourceful; objective and unemotional. The most important thing to ISTPs is the freedom to act independently and follow their impulses.

INFJ: People of this type tend to be: creative, original, and independent; thoughtful, warm, and sensitive; global thinkers with great passion for their unique vision; cautious, deliberate, and planful; organized, productive, and decisive; reserved and polite. The most important thing to INFJs is their ideas, and being faithful to their vision.

INTJ: People of this type tend to be: autonomous, aloof, and intellectual; imaginative, innovative, and unique; critical, analytical, and logical; intellectually curious, driven to learn and increase their competence and knowledge; socially cautious and reserved; organized and definitive. The most important thing to INTJs is their independence and being able to live according to their own standards.

ESTJ: People of this type tend to be: energetic, friendly, and outspoken; productive, organized and efficient; realistic and sensible, but often skeptical about new or untested ideas; honest and direct to the point of bluntness; quick decision makers, opinionated, traditional, serious, and accountable. The most important thing to ESTJs is doing the right thing, and being in charge.

ESTP: People of this type tend to be: active, adventurous, and impulsive; talkative and curious; casual, adaptive, and free spirited; logical and calm but capable of great humor, fun, and charm; observant and totally present in the moment, literal and practical. The most important thing to ESTPs is the freedom to have fun and to fully experience life in the here and now.

INFP: People of this type tend to be: quiet, reserved, and kind; deeply passionate, sensitive, and easily hurt; loving and dedicated to those close to them; creative, original, and imaginative; curious and flexible in small matters; nonconforming. The most important thing to INFPs is their deeply held beliefs and living in harmony with their values.

INTP: People of this type tend to be: quiet, independent, and private; logical and unemotional; creative, ingenious, and innovative, global thinkers; curious and driven to increase their competence; casual, and adaptive; nonconforming and unpredictable. The most important thing to INTPs is their privacy and the opportunity to solve complex problems in unique ways.

ISFJ: People of this type tend to be: cautious, gentle, and thoughtful; hesitant until they know people well then affectionate and caring; very literal and aware of the physical world; uncompromising about personal standards and easily offended; diligent and conscientious, organized and decisive. The most important thing to ISFJs is living a stable, predictable life and helping people in real ways.
ISFP: People of this type tend to be: kind, humble, and highly empathetic; thoughtful, faithful, and affectionate with those they know well; sensitive to criticism and easily hurt; quiet, soft-spoken, and gentle; adaptable, responsive, and curious; realistic and down to earth. The most important thing to ISFPs is feeling peaceful and harmonious with the people and places that matter most to them.

ENFP: People of this type tend to be: enthusiastic, talkative, and outgoing; clever, curious, and playful; deeply caring, sensitive, and gentle; highly innovative, creative, optimistic, and unique; adaptable and resourceful but sometimes disorganized. The most important thing to ENFPs is freedom to see possibilities, make connections, and be with a variety of people.

ENTP: People of this type tend to be: friendly, charming, and outgoing; quick-witted, energetic, and irreverent; ingenious, imaginative, and creative; curious, flexible, and unpredictable; logical and analytical. The most important thing to ENTPs is being creative, seeing possibilities, and always having new challenges.

ESFJ: People of this type tend to be: active, friendly, and energetic; outgoing, affectionate, and talkative; concerned about others and careful to be polite and cooperative; realistic, literal, and conscientious; highly sensitive and easily hurt; organized, responsible, and conventional. The most important thing to ESFJs is their relationships and helping people in real, and practical ways.

ESFP: People of this type tend to be: warm, gregarious, and playful; impulsive, curious, and talkative; sensitive, caring, and gentle; social and unpredictable with a great zeal for life; active, responsive, and highly aware of the physical world. The most important thing to ESFPs is freedom to be spontaneous, have fun, and enjoy the company of others.

ENFJ: People of this type tend to be: friendly, outgoing, and enthusiastic; affectionate articulate, and tactful; highly empathetic but easily hurt; creative and original; decisive and passionately opinionated, productive, organized, and responsible. The most important thing to ENFJs is their relationships, and the opportunity to communicate and connect with others.

ENTJ: People of this type tend to be: friendly, strong willed, and outspoken; honest, logical and demanding of selves and others; driven to demonstrate competence; creative with a global perspective; decisive, organized, and efficient. The most important thing to ENTJs is demonstrating their competence and making important things happen.

*** Staple your Myers-Briggs print out to the back of this page so it may be viewed. ***
Visual / Auditory / Kinesthetic

Visual Learners:

*learn through seeing...*

These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). They may think in pictures and learn best from visual displays including: diagrams, illustrated textbooks, overhead transparencies, videos, flipcharts and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

Auditory Learners:

*learn through listening...*

They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

Tactile/Kinesthetic Learners:

*learn through moving, doing and touching...*

Tactile/Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.
# Learning Styles Self-assessment

The following learning styles assessment will give you a better idea of your own learning style.

Score each statement in the columns below by giving yourself the appropriate number:

1. Very Little Like Me   2. A Little Like Me
3. Like Me    4. A Lot Like Me

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<tbody>
<tr>
<td>___</td>
<td>1.</td>
<td>I feel the best way to remember something is to picture it in my head</td>
<td></td>
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<tr>
<td>___</td>
<td>2.</td>
<td>I follow oral directions better than written ones</td>
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<tr>
<td>___</td>
<td>3.</td>
<td>I often would rather listen to a lecture than read the material in a textbook</td>
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<td>___</td>
<td>4.</td>
<td>I am constantly fidgeting (e.g. tapping pen, playing with keys in my pocket)</td>
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<td>___</td>
<td>5.</td>
<td>I frequently require explanations of diagrams, graphs, or maps</td>
<td></td>
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<tr>
<td>___</td>
<td>6.</td>
<td>I work skillfully with my hands to make or repair things</td>
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<tr>
<td>___</td>
<td>7.</td>
<td>I often prefer to listen to the radio than read a newspaper</td>
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<td>___</td>
<td>8.</td>
<td>I typically prefer information to be presented visually (chalkboard)</td>
<td></td>
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<tr>
<td>___</td>
<td>9.</td>
<td>I usually prefer to stand while working</td>
<td></td>
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<tr>
<td>___</td>
<td>10.</td>
<td>I typically prefer written instructions better than oral ones</td>
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<tr>
<td>___</td>
<td>11.</td>
<td>I am skillful at designing graphs, charts, and other visual displays</td>
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<tr>
<td>___</td>
<td>12.</td>
<td>I generally talk at a fast pace and use my hands more than the average person to communicate what I want to say</td>
<td></td>
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<tr>
<td>___</td>
<td>13.</td>
<td>I frequently sing, hum or whistle to myself</td>
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<tr>
<td>___</td>
<td>14.</td>
<td>I am excellent at finding my way around even in unfamiliar surroundings</td>
<td></td>
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<tr>
<td>___</td>
<td>15.</td>
<td>I am good at putting jigsaw puzzles together</td>
<td></td>
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<tr>
<td>___</td>
<td>16.</td>
<td>I am always on the move</td>
<td></td>
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<tr>
<td>___</td>
<td>17.</td>
<td>I excel at visual arts</td>
<td></td>
</tr>
<tr>
<td>___</td>
<td>18.</td>
<td>I excel at sports</td>
<td></td>
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<tr>
<td>___</td>
<td>19.</td>
<td>I am an avid collector</td>
<td></td>
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<tr>
<td>___</td>
<td>20.</td>
<td>I tend to take notes during verbal discussions/lectures to review later</td>
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<tr>
<td>___</td>
<td>21.</td>
<td>I am verbally articulate and enjoy participating in discussions or classroom debates</td>
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<tr>
<td>___</td>
<td>22.</td>
<td>I easily understand and follow directions on maps</td>
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<tr>
<td>___</td>
<td>23.</td>
<td>I remember best by writing things down several times or drawing pictures and diagrams</td>
<td></td>
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<tr>
<td>___</td>
<td>24.</td>
<td>I need to watch a speaker's facial expressions and body language to fully understand what they mean</td>
<td></td>
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<tr>
<td>___</td>
<td>25.</td>
<td>I frequently use musical jingles to learn things</td>
<td></td>
</tr>
<tr>
<td>___</td>
<td>26.</td>
<td>I often talk to myself when alone</td>
<td></td>
</tr>
<tr>
<td>___</td>
<td>27.</td>
<td>I would rather listen to music than view a piece of art work</td>
<td></td>
</tr>
<tr>
<td>___</td>
<td>28.</td>
<td>I need to actively participate in an activity to learn how to do it</td>
<td></td>
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<tr>
<td>___</td>
<td>29.</td>
<td>I frequently tell jokes, stories and make verbal analogies to demonstrate a point</td>
<td></td>
</tr>
<tr>
<td>___</td>
<td>30.</td>
<td>I frequently touch others as a show of friendship and camaraderie (hugging)</td>
<td></td>
</tr>
</tbody>
</table>
Visual / Auditory / Kinesthetic Learning Styles
Self Assessment Scoring

Visual Total:
Add together the total points for questions:

___ + ___ + ___ + ___ + ___ + ___ + ___ + ___ + ___ + ___ = __________
1 8 10 11 17 20 22 23 24 29 Total

Auditory Total:
Add together the total points for questions:

___ + ___ + ___ + ___ + ___ + ___ + ___ + ___ + ___ + ___ = __________
2 3 5 7 12 13 21 25 26 27 Total

Kinesthetic Total:
Add together the total points for questions

___ + ___ + ___ + ___ + ___ + ___ + ___ + ___ + ___ + ___ = __________
4 6 9 14 15 16 18 19 28 30 Total

Highest Score Area: ____________________________
Middle Score Area: ____________________________
Lowest Score Area: ____________________________

Do you agree?
Multiple Intelligences

The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposed seven (to which an eighth has been added) different intelligences to account for a broader range of human potential in children and adults. These intelligences are

- **Linguistic intelligence** (word smart)
- **Logical-mathematical intelligence** (number/reasoning smart)
- **Spatial intelligence** (picture smart)
- **Bodily-Kinesthetic intelligence** (body smart)
- **Musical intelligence** (music smart)
- **Interpersonal intelligence** (people smart)
- **Intrapersonal intelligence** (self smart)
- **Naturalist intelligence** (nature smart)

And this one added in the past several years by Gardner....not on the quiz below, but relates to being sensitive/attracted to deep questions of human existence, i.e., why are we here?, why do we die?, what is the meaning of life?, etc.

- **Existential intelligence** (philosophically smart)
Multiple Intelligences Quiz

Verbal / Linguistic Intelligence

___ I enjoy telling stories and jokes
___ I have a good memory for trivia
___ I enjoy word games
___ I am a good speller (most of the time)
___ In an argument I tend to use put-downs or sarcasm
___ I like talking and writing about my ideas
___ If I have to memorize something, I create a rhyme or saying to help me remember
___ If something breaks and will not work, I read the instruction book first
___ For a group presentation, I prefer to do the writing and library research

Logical / Mathematical Intelligence

___ I really enjoy my math class
___ I like logical math puzzles or brain teasers
___ I find solving math problems to be fun
___ If I have to memorize something, I tend to place events in a logical order
___ I like to find out how things work
___ I enjoy computer and math games
___ I love playing chess, checkers, or Monopoly
___ In an argument, I try to find a fair and logical solution
___ If something breaks and will not work, I look at the pieces and try to figure out how it works
___ For a group presentation, I prefer to create the charts and graphs

Visual / Spatial Intelligence

___ I prefer a map to written directions
___ I daydream a lot
___ I enjoy hobbies such as photography
___ I like to draw and create
___ If I have to memorize something, I draw a diagram to help me remember
___ I like to doodle on paper whenever I can
___ In a magazine, I prefer looking at the pictures rather than reading the text
___ In an argument, I try to keep my distance, keep silent or visualize some solution
___ If something breaks and will not work, I tend to study the diagram of how it works
___ For a group presentation, I prefer to draw all the pictures

Bodily / Kinesthetic Intelligence

___ My favorite class is gym since I like sports
___ I enjoy activities such as woodworking, sewing, and building models
___ When looking at things, I like touching them
___ I have trouble sitting still for any length of time
___ I use a lot of body movements when talking
___ If I have to memorize something, I write it out a number of times until I know it
___ I tend to tap my fingers or play with my pencil during class
___ In an argument, I tend to strike out and hit or run away
___ If something breaks and will not work, I play with the pieces to try to fit them together
___ For a group presentation, I prefer to move the props around, hold things up or build a model

Total number of ✔️s: _____
Musical / Rhythmic Intelligence

___ I enjoy listening to CDs and the radio
___ I tend to hum to myself when working
___ I like to sing
___ I play a musical instrument quite well
___ I have to have music playing when doing homework or studying
___ If I have to memorize something, I try to create a rhyme about the event
___ In an argument, I tend to shout or punch or move in some sort of rhythm
___ I can remember the melodies of many songs
___ If something breaks and will not work, I tend to tap my fingers to a beat while I figure it out
___ For a group presentation, I prefer to put new words to a popular tune or use music

Total number of ✔s: _____

Interpersonal Intelligence

___ I get along well with others
___ I like to belong to clubs and organizations
___ I have several very close friends
___ I like helping teach other students
___ Friends ask my advice because I seem to be a natural leader
___ If I have to memorize something, I ask someone to quiz me to see if I know it
___ In an argument I tend to ask a friend or some person in authority for help
___ If something breaks and will not work, I try to find someone who can help me
___ For a group presentation I like to help organize the group’s efforts

Total number of ✔s: _____

Intrapersonal Intelligence

___ I like to work alone without anyone bothering me
___ I like to keep a diary
___ I like myself (most of the time)
___ I don’t like crowds
___ I know what I am good at and what I am weak at
___ I find that I am strong-willed, independent and don’t follow the crowd
___ If I have to memorize something, I tend to close my eyes and feel the situation
___ In an argument, I will usually walk away until I calm down
___ If something breaks and will not work, I wonder if it’s worth fixing
___ For a group presentation, I like to contribute something that is uniquely mine, often based on how I feel

Total number of ✔s: _____

Naturalist Intelligence

___ I am keenly aware of my surroundings and of what goes on around me
___ I love to go walking in the woods and looking at the trees and flowers
___ I enjoy gardening
___ I like to collect things (rocks, stamps, etc.)
___ As an adult, I think I would like to get away from the city and enjoy nature
___ If I have to memorize something, I tend to organize it into categories
___ I enjoy learning the names of living things in our environment, such as flowers and trees
___ In an argument, I tend to compare my opponent to someone or something I have read or heard about and react accordingly
___ If something breaks down, I look around and see what I can find to fix the problem
___ For a group presentation, I prefer to organize and classify the information into categories so it makes sense.

Total number of ✔s: _____
Assignment

Look at each of the Learning Styles scales we studied and mark your scores.

1. **Myers Briggs.** Write your letters below.
   
   ___ ___ ___ ___

2. **Visual / Auditory / Kinesthetic.** Write your score by each learning type.
   
   Visual  _____
   Auditory  _____
   Kinesthetic  _____

3. **Multiple Intelligences.** Write your score by each intelligence type.
   
   ___ Verbal / Linguistic  ___ Logical / Mathematical
   ___ Visual / Spatial  ___ Bodily / Kinesthetic
   ___ Musical / Rhythmic  ___ Interpersonal
   ___ Intrapersonal  ___ Naturalist

Write 150 – 250 words in the space below on what you learned from this lesson and how you can apply some of the ideas to becoming a better learner and better prepared for medical education. Use the back of the page if you need more room.
Working in Groups

I. Take Initiative
   A. Do not wait for a study group to appear from nowhere, create your own
   B. Find other interested students by:
      1. Asking classmates you know if they are interested & question those you may not know
      2. Talk to your Professor/TA
      3. Announce (yourself) the formation of a study group at the beginning of class

II. Delineate Responsibility
   A. Take responsibility for the first study session yourself
   B. During the first session, discuss with others who will be responsible for all planned sessions
      1. Make a list, giving different group members responsibility for facilitating next session
      2. Discuss administrative-type details at first meeting
         a) Where group will meet
         b) What content will be (if known)
         c) What facilitator should plan (study questions, homework reviews, old or sample tests, etc.)
   C. Create an email and telephone list
   D. Create an agenda for each meeting
      1. Decide how long each meeting will last in advance
      2. Leave 5 – 10 minutes at the end of each session to plan for the next one. Give each member assignments for the coming session.

III. Create 'ground rules' for sessions
   A. Be on time, be there mentally (keep the phone at bay), be respectful of others' ideas/beliefs, this is a study group, not a social group
   B. Be prepared
      1. Have homework, study guides, sample tests, etc. completed before session
      2. Have questions about subject ready to discuss
      3. Bring class notes to study sessions
   C. Plan ahead and find regular meeting times that work for most students in group
      1. Do not meet sporadically
      2. Create weekly, bi-weekly, monthly sessions

** Study groups can save you when you feel overwhelmed with information. They can also be your downfall if there is more socializing than studying. It is important to pick your group wisely.
Introduction to Vocabulary

There are more than 700,000 words in the English language. The average adult needs 50,000 - 100,000 for daily communication; then you will need specific additional words for your own interests and priorities.

A broad vocabulary is the hallmark of an educated person. It helps you to communicate more specifically, interestingly, and successfully. It is important in professionalizing yourself and in expanding your knowledge and appreciation of the world and man’s place in it.

Ways to Improve your Vocabulary

- **Learn one new word a day.** From your reading, from a friend, from your word of the day. Post each new word on your bathroom wall.
  
  m-w.com
  dictionary.com
  oed.com/cgi/display/wotd
  wordsmith.org/awad/index.html
  wordthink.com
  yourdictionary.com/wotd/wotd.pl

- **Listen for new “good” words** when listening or reading. Look at new books, magazines, newspapers for new words. When you see a new word STOP and write it down, don’t just skip over it

- **Make a mnemonic device.** A mnemonic device is a visual or verbal clue to help you remember a word.

- **Make super flash cards.** Write the word on one side. On the other write the definition, a sentence using the word correctly and write or draw a mnemonic device to help you remember the meaning of the word. Now study the flash cards - in the bathroom, on the bus, at lunch.

- **Expose as many senses as possible to a new word** - see it, say it, hear it, write it, touch it, smell it

- **Use the words as much as possible.** In this class, try to work them into conversations with each other - even if it seems awkward at first. Use them with each other. Make it a contest.
Pay attention to the context. Is the meaning restated using another word in the next sentence?

Carry a small dictionary with you and USE IT. Make notes in the margins, circle and highlight words you look up. Make it a very personal dictionary.

Pay attention to word ROOTS. Becoming familiar with Latin/Greek roots is the best skill you can acquire in developing your biology and medical vocabulary.

**Power of Positive Thinking.** I have an ever-increasing vocabulary and enjoy learning new words. I read new and unusual materials thus adding new words daily. I pay attention to new words so I can add them to the list of words that I know. I associate with those who have an excellent vocabulary to learn new words. I use the dictionary to increase my vocabulary. I notice how new words are spelled and check for the word roots. I enjoy an excellent vocabulary and use it daily.

Write 150 – 250 words, on the back of this page, on what you learned from this unit and how it can apply to becoming a successful applicant to medical school.
INTRODUCTION TO CRITICAL READING

As college students, you spend most of your studying time reading. Reading, reading, reading. There are many techniques you can use to make your reading time more effective. You can learn to read faster, read better, and retain more of what you read. Let us start out discussing some ideas you may have heard about reading that might not be true.

Reading Speeds

- under 180 WPM: below average
- 180 - 240 WPM: average
- 240 - 350: average college level
- 350 - 500: above average
- > 500: superior

240 WPM is reading one word at a time; this is because your eyes need ¼ second to fix on an object, 4 words/second, thus 240 words/minute.

Reading Myths

I have to read every word.
Is every word of equal importance? Could this slow down your reading speed?

Reading once is enough.
Is there only one way to read a passage? Do you retain everything you need in one reading?

It is wrong to skip passages.
Do you have time to read every word in every book you are assigned to read? Is it in your best interests to do that?

If I skim too quickly, my comprehension will decrease.
Do people who read faster comprehend less? What is the relationship between reading speed and comprehension?

Causes of Slow Reading

Individual variables - intelligence, motivation, physiological and psychological traits.
Vocabulary and comprehension – you simply do not understand what you are reading, due to language barriers, fatigue, lack of experience, failure to focus, etc.

Inflexibility - everything has to be read the same, from J.K. Rowling to Organic Chemistry

Passivity - failure to become involved with the reading material, such as predicting, summarizing, questioning

Regression - going back and re-reading material because of lack of concentration; your eyeballs move in short, quick stops, not smoothly

Conscious – you didn’t get it the first time, so you go back (or sometimes the fifth time)

Unconscious – you don’t realize you are regressing, but have developed a habit of it

Suggestions for Increasing Your Reading Speed & Comprehension

** Have your eyes checked if you feel there is a problem here.

** Stop subvocalizing as you read. You should be able to read at least three times as fast silently than orally

** Avoid regressing - use a guide or pacer to help you, your finger, a piece of paper, the eraser end of a pencil

** Develop a wider eye-span - eye movements are not smooth when reading, they are a series of moves and stops. Increase the number of words you read in each stop, learn to read in phrases. One word per stop is 240 WPM, two words per stop is 480! Just like that.

○ Look at the dot. ○ Read more words simultaneously.

○ Excellent, try it again. ○ Are you surprised? Don’t be.
Here’s another exercise. Cover the words below with an index card then slide it down to expose the first line of dots and text. When you can easily read all the letters or numbers on that line in one eye ball stop, move down to the next line.

•  •  •
1  s  A

•  •  •
135  esx  test

•  •  •
13579  etaus  is nothing

•  •  •
11 13 15 17 19  tinocime  to fear for a

•  •  •
15 17 19 21 23 25 27  nayrihpanomz  brilliant student like you.

Learn to vary your reading speed by defining your purpose for reading – ask yourself:

i. Overall, how worthwhile is the material I am reading?
ii. What do I need to remember from this material?

Improve your reading conditions -

lighting - not too bright, not too dim, Goldilocks lighting
posture - sitting up straight, book at a 45 degree angle
distractions – not too noisy, not too much incoming information you will need to filter out
Preview - Read - Recall
P-R-R: How to Read Your Textbook More Efficiently

Preview

Why?

It gives your mind a general framework of ideas and structure. You will retain and comprehend more of the details you read later.

How?

First time you look at a book, take a few minutes to look over the whole thing.

- title, front and back cover information, publication date
- author’s biography
- table of contents, index, glossary
- introduction and/or preface

At the beginning of each chapter, read over the

- title
- introduction
- subheadings and first sentences of each paragraph
- all charts, pictures, diagrams, etc.
- conclusion
- then ask yourself ... What is this chapter about? How is it organized? How hard is it? How long will it take me to read this?

Read Actively

Why? It will involve you more in the material, make it more interesting (therefore less boring), and help you remember more.

How? Set realistic time and page goals - divide the chapter into small sections and small time sittings

Ask yourself a question before each new section - turn the heading into a question then seek the answer while reading. “Ocean Floor Sediments” becomes “What sediments can be found on the ocean’s floor?”

Take breaks when you find yourself falling asleep – if you are tired to the point of falling asleep, you are not learning anything
Think in Paragraphs - Find the main point of that paragraph or chapter

Visualize what you are reading - Make an i-movie in your head as you read. Add zoom in, zoom out, animation, narration, etc. The more detailed the better.

Make a Reading Log - Have two notebooks, one for lecture notes and one for reading notes. As you preview the chapter, write the chapter headings, subheadings as well as important vocabulary and concepts – really helpful with difficult material.

Recall

Why? Research shows we forget about half the material we read within 15 minutes. If you take a few seconds to recap what you have just read, you can greatly improve retention.

How? After reading each section of material, try one or more of the following.

- Recall mentally or out loud the highlights of what you just read.
- Ask yourself questions and answer them.
- Go back and make notes in the margins to mark important information.
- Recall with a friend; good study groups are very helpful.
- Make notes of what you have read; this works well for technical material.
Two types of Reading

Skimming is used to quickly identify the main ideas of a text. When you read the newspaper, you are probably not reading it word-by-word, instead you are scanning the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time.

There are many strategies that can be used when skimming. Some people read the first and last paragraphs using headings, summaries and other organizers as they move down the page or screen. You might read the title, subtitles, subheading, and illustrations. Consider reading the first sentence of each paragraph. This technique is useful when you’re seeking specific information rather than reading for comprehension. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts.

Scanning is a technique you often use when looking up a word in the telephone book or dictionary. You search for key words or ideas. In most cases, you know what you are looking for, so you are concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page seeking specific words and phrases. Scanning is also used when you first find a resource to determine whether it will answer your questions. Once you have scanned the document, you might go back and skim it.

When scanning, look for the author’s use of organizers such as numbers, letters, steps, or the words, first, second, or next. Look for words that are bold faced, italics, or in a different font size, style, or color. Sometimes the author will put key ideas in the margin.

Move your eyes across the page to locate key words or phrases. Beginning in the top left-hand corner of the page, move your eyes from left to right in an ‘z’ shaped motion. Allow your eyes to focus only on the key words of the text. Filler words like 'the', 'it', 'and' and so on can be ignored.

To know what to look for, you have to know what you want to find. Your reading should therefore be purposeful: you should know what you are doing, what you want to come away with, and how you intend to achieve that goal.

Power of Positive Thinking: I love to read and find plenty of time for reading. I read quickly and effortlessly. I read in large word groups, absorbing difficult material without hesitation. My comprehension is excellent, as is my retention. I pay attention to what, how, where, and when I read and am constantly taking steps to further improve my reading.

Write 150 – 250 words on the back of this page on what you learned from this unit and how it can apply to becoming a better student.
Introduction to Current Events & Medical Issues

Being knowledgeable and up to date on current events is an important component of being a good applicant for the medical professions schools. In addition to GPA, standardized test scores, personal statements, and applications, during the interview they want to find out if you are a knowledgeable member of society who knows what is going on in our world and will be able to contribute to finding solutions to some of the problems facing us today. They want to know if you will be a good representative of their program.

Radio Stations:

88.5 KTEP
NPR’s Morning Edition - listen to it in the morning while getting ready and on the way to school or work

TV Stations:

Channel 12 Cable - PBS Lehrer News Hour, BBC World News

CNN Headline News - have it on while you get dressed in the morning and you’ll get the day’s headlines, Channel 32 Cable

Most local stations have a local morning show that cuts back and forth to national morning shows - Channels 3, 6, and 10

Evening National News 4:30 on 3, 5:30 on 6 and 10

Newspapers:

The El Paso Times has local, national, and world coverage. Also available in El Paso are all the major nationwide papers such as the New York Times and Wall Street Journal - a good excuse to go to Barnes & Noble. The New York Times delivers in El Paso. Consider getting at least the Sunday paper.

Internet:

All the search engines have news headlines on their home page. Click on stories that interest you to get more information.
Medical Issues

Medical issues are in the news every day. They affect us in many ways – from the water we drink to the price we pay for prescription drugs to the ways we perceive each other. As a citizen and especially as a student interested in pursuing a career in the medical professions, it is important for you to be aware of these issues and be able to discuss them intelligently.
INTRODUCTION TO HIPAA
Time Management

7 days a week.
24 hours per day.
60 minutes per hour.
60 seconds per minute.

That’s all we get so we need to learn to make the most of it.

Being a university student probably requires more careful planning and use of time than any other time in your life so far. An average student is scheduled for approximately 15 hours of classroom time per week. In addition, you may calculate an additional two hours of preparation for each hour in the classroom. This adds up to at least a 45 hour week. Add a part time job, family, and a social life and you have a full week!

Thinking about

- how you use your time,
- trying to develop more efficient ways to use your time, and
- practicing those ways

will go a long way to making the best use of the time you have available.

Procrastination and its soulmate, Distraction

Two causes: (1) our thinking and (2) our behavior

Thinking:

- perfectionism - “It has to be perfect.”
- inadequacy - “I can’t do it.”
- discomfort - “It won’t be fun (or easy, or it will be too hot...).”

Behavior:

- A mass at rest tends to stay at rest.
- Greater forces are required to start change than to sustain change.
Procrastination is the single most common time management problem. Did you know that students rank highly among those most vulnerable to procrastination? Hmmmmm.

Why?

Work Smarter - Not Harder

Are Planners for You?

Making a calendar and schedule will not automatically make you a perfectly efficient person. Very few people stick to detailed schedules over long periods of time. Most design too rigid a schedule, get frustrated, and quit all together. A more practical approach includes:

Look at commitments in terms of LONG, INTERMEDIATE, and SHORT terms.

*Long Term Commitments* - These are fixed commitments that you have every week such as classes, work schedule, church, meetings, etc. This is the schedule you should make on a monthly calendar or in a planner. In ink.

*Intermediate Commitments* - This is a list of major events, both study and non-study activities. This list will change every week and you need to make a new list each week. Sunday nights might be a good time to do this to prepare for the week. These agenda items include such listings as Microbiology test Thursday, dinner with Mom Friday night, and rough draft of history paper due Tuesday.

*Short Term Commitments* - These are the daily commitments such as review history before test, pick up milk on the way home, read chapters 2 and 3 in chemistry tonight. This list should be made each morning (or the evening before), carried with you all day, and items crossed off as they are accomplished.
Some Suggestions for Time Management

*Look at all the different types of schedules available* - try a few and continue with the one that feels best for you. Not one way is best for everyone.

*Be flexible.* Adapt schedules to changes as they arise.

*Use pockets of time* between activities or while waiting.

*Adjust the activity to match your energy level.* Use times when you are tired for things like making index cards, folding clothes, etc. Use times when you are most rested for important reading and studying.

*Set priorities* - know when to concentrate on one thing and let another go.

*Use the five-minute rule:* If you really don’t feel like doing your studying, tell yourself that you will study for five minutes. Set a timer and go. When the timer goes off, decide whether to quit or go on for another five minutes. Many times, once you get started you will keep going.

*Use your support systems.* Many of you have the same classes. Call each other. Use your study groups. After a good study session reward yourself.

*Break up large chunks of time.* Divide a three hour block into three one-hour blocks instead of one marathon session.

*Give yourself a ten - fifteen minute break every hour.* Get a drink of water, stretch... whatever will refresh you for the next session.

*Talk to yourself.* Give yourself pep talks.

*Learn to say NO* once your priorities are set. Weigh the consequences.

*Stay away from the phone and the digital social network.* Why do you think they invented answering machines, voicemail, and inboxes?

*Wear a watch.* They tell you the time at a glance, even when you’re unplugged, but don’t distract you with apps & options.

*As soon as possible after each class, review your course notes* and make additional notes. That quick follow up really helps get the material in your head.

*Make sure all test, quiz and due dates are written on your schedule.*

*Set small goals.* Break big assignments into manageable small pieces. Give yourself credit for doing even little pieces.
Power of Positive Thinking. I am learning to manage my time well. I organize the things I have to do so that I use all my time efficiently. I pay attention to what I am working on so I am making the best use of my time. I take breaks while I am working so I really concentrate when I am studying. I set goals for my assignments and complete them in the time allotted. This is making me a better student.

Write 150 – 250 words below on the three tips you selected and practiced. How have your time management skills changed?
Introduction to Professional Identity Formation (PIF)
Concentration and Memory

Concentration

Now that you know how to manage your time well, learn to make the most of the time you have.

Studies have shown that distractions, such as noise, don’t necessarily cause problems of concentration. It is the way the distractions are interpreted that cause the disruptions.

To minimize interference of distractions

Create a study environment

- only for study, not relaxation, create a work environment
- well supplied
- minimal distractions - no TV, telephone, roommate, social internet
- good lighting and ventilation
- large enough desk area to spread out

Plan for the best times

- most people remember best during the day and early evening
- make sure you have had plenty of rest
- stop working when fatigue sets in

Assignment

Think about your study environment. Where do you do your best studying? When? What distracts you? How can you improve your study environment?
How to study, focus, and concentrate

- Set specific, attainable study goals for each study session
- Break up study sessions by varying subjects, this builds in variety and interest - less boring
- Don’t mix work and play. Turn off your phone/Facebook/twitter, etc.
- Make the most of rest periods - do something different
- Start with short periods and slowly build to longer times
- Study for 45 minutes, break for 10. Get up, stretch, change the environment.

Memory

After you manage your time and concentrate while studying, now you have to remember what you are studying. Actually, many times when you say “I forgot”, you really didn’t remember in the first place. Some of the following techniques may be help you remember in the first place and be able to recall later.

Learning is not just stuffing material into your short-term memory. Learning occurs when what you put into short-term memory connects with what you already know (i.e. something in your long-term memory)

There are two kinds of memory work most college students use.

1. General memory
   Remember the idea without using the exact words. This type of memory is commonly used in the social sciences and literature.

2. Verbatim memorizing
   This involves remembering the identical words by which something is expressed. This type of memory is commonly used in science, mathematics and engineering.

Principles of Memory

- Pay attention while you are learning. If you act interested in the material it will stay in your head better. Remember why you are learning this stuff.
- Have a strong intent to remember. A positive attitude will help remember information.
Rely on your knowledge of the basic background. The more you increase your basic knowledge, the easier it is to build new knowledge upon this. Associate new knowledge with old knowledge.

Prioritize. You can't learn everything. Determine what's most important and start there.

Study first the items you want to remember the longest.

Visualize the material when you can. Close your eyes and get a picture of the material in your head. Also picture the book, the bolded words, and the figures. Lock in those images. This technique uses a different part of your brain than reading or listening. It gets the information in your brain in more than one place.

Make sure you get the information right the first time.

Give your brain time for information to soak in. Reviewing notes right after class reinforces this.

Baffle the Curve of Forgetting. If you don't recall or review work within 24 hours, you will forget 50 - 80% of it.

Break up study over several days. Shorter more frequent study sessions are preferable to fewer but longer study sessions.

Be sure you fully understand the material. (One good test: Can you explain it to someone else?) Just the process of trying to understand the material is well on the way to memorizing it.

Try to see the significance of what you are learning. See how it is part of the whole.

Spot what is to be memorized verbatim. Mark that information in a special way. Try to repeat this material at odd times (while waiting in line, washing dishes, etc.)

Divide and group the material into smaller chunks. Your brain takes things best in little bunches.

Reinforce what you have learned through repetition and use. You will not remember something you do not use.

Say it out loud. Repeatedly, memory experts say that verbal recitation is one of the powerful tools for moving information from short-term to long-term memory.
**Don't study too long.** Studying too long results in mental fatigue. It is a common result of too much consecutive study when even the simplest concept stops making sense. What is too long? For most students, four consecutive hours for fairly easy material. For really difficult material, 4 hours total in the day is all the typical brain is capable of handling well.

**Memory Techniques**

*Acronyms* -- useful when a list of facts or sequence of items must be remembered.

*My very elegant mother just served us noodles.*

*Mnemonics* -- great for vocabulary and making associations

- principal
- hirsute
- rhythm

*External Memory Aids* -- put your watch on the other arm, cross your fingers

*State Dependent Memory* -- study in the classroom where you will take the test

*The Link System*

- positively tags information like shopping lists by using principles of imagination, symbolism, sight, and touch
- making the tags as bizarre as possible helps retention
- Try it!

**Power of Positive Thinking:** I can block out distractions quickly and automatically. I focus my mind on the task at hand and complete it accurately. My memory is excellent and I enjoy remembering information. I retain my material with ease and completeness. My memory is improving and I am more aware of it each day. Whatever information I need comes to me quickly and easily through excellent recall.

Go to the website listed in the Syllabus. Do the tutorial, print out the quiz, and staple it to this page.
Listening

In business, listening is recognized as the most important managerial skill, yet it is the communication skill that is taught the least. The four basic communication skills are acquired in this order:

- Listening
- Speaking
- Reading
- Writing

The four basic communication skills are used in the following order:

- Listening (45%)
- Speaking (30%)
- Reading (16%)
- Writing (9%)

The amount of time given to learning the four basic communication skills is in the following order:

- Writing
- Reading
- Speaking
- Listening

Tips for More Effective Listening

1. In order to listen, you have to stop talking.
2. Listen actively so that you can understand the other person’s point of view. Have empathy.
3. Look and act interested in what the person is say. For example, maintain eye contact and avoid tapping your pen or looking at your watch.
4. Ask appropriate questions to demonstrate interest and to show that you are listening.
5. Avoid jumping to a conclusion or judgment. Wait to hear the story.
6. Listen for content and feelings.
7. Respond to the feelings of the other person and avoid turning the conversation to your own situation.
8. Be patient and do not interrupt. Allow pauses and time for response. Remember, some people take longer to speak than others.
Observe nonverbal behavior and look for clues.

Summarize what the other person has said to show that you are listening and to check for understanding.

7 Keys to Better Listening
From:  http://www.stresscure.com/relation/7keys.html

KEY #1 Listening is NOT a passive activity!
Listening is anything but a passive, neutral activity. It involves not just accurately hearing what people say, but getting a sense of who they are, how they view life, what they want to accomplish, what concerns they have, what they are afraid of, how they are feeling, what they want from you, and more. It even involves "listening" to what people are not directly saying, or what they might be too reluctant to say, or what they definitely do not want you to do in response to their communications.

Thus, in order to become a very good listener, we cannot just stop with hearing the words people say. We have to attend to many other details and many other dimensions that do not meet the eye, but that are crucial nonetheless. (This is why it is so difficult to recognize what good listeners do that makes them successful—it is all going on invisibly inside their heads and the rest of their body.)

KEY #2 Listen for unspoken fears/concerns/moods/aspirations
When people speak, they always reveal their deepest thoughts, ambitions, and concerns. Most of the time, neither the speaker, nor the listener, pick up on these subtle, underlying issues...but they are always there.

Good listeners, on the other hand, frequently attend to these background, unspoken emotions and concerns. And when they "hear" them and empathize with them (either verbally or nonverbally) the speaker often remarks "Boy, you really know how I feel" or "Gee, you really understand exactly what's going on with me."

KEY #3 Good listening requires great wisdom
You cannot be a good listener if you do not understand human beings. The wiser you become about life in general, the better a listener you invariably will be. No matter how many technical communication skills you master, if you do not have extensive wisdom about people, you won't come across as truly understanding them.

If you want to become a good listener, it is absolutely essential that you commit yourself to becoming a life-long student of human beings and human nature. Keep on learning and expanding your horizons. Read lots of books, both fiction and non-fiction. Listen to tapes. Attend various lectures, seminars, and workshops. No matter how much you know, or how smart you are, keep pushing yourself to learn
even more. Because the more you know about life in general, the better a listener you will automatically become.

**KEY #4 Listen to others with respect and validation**

One of the biggest secrets to becoming an excellent listener is to take on the job of always finding something to respect and validate about what others are saying. This is a challenging purpose you can take on. You can begin by putting away your phone.

Most of the time when we are listening to others, we look for faults or weaknesses in what the other person says. We often end up disagreeing (either vocally or silently) with the other person's opinions, feelings, attitudes, or points of views. But nobody likes to have others disagree with them. We all want people to agree with our points of view, or at least we want our thoughts and feelings to be respected and considered equally valid as anyone else's. Even if our opinions or attitudes are based on erroneous reasoning, we still want people to appreciate that our ideas and feelings have great personal meaning for us.

If you do not make people feel that you respect their points of view, they will not feel "understood" and will consider you a bad listener.

How do you develop this ability to listen with respect?

**KEY #5 Listen without thinking about how you're going to respond**

It is very hard to be a good listener--at any level--if you are not fully attending to what others are saying and feeling. Much of the time when people are speaking to us, our heads become filled with our own personal thoughts and agendas...thinking how we are going to respond...thinking negative thoughts about the other person...thinking how we would think or feel in a similar situation.

But to listen well, you must put these thoughts aside and "be with" the other person. You have to fully attend to their words and inner emotions. You have to actively work to "put yourself in their shoes" and you listen to them speak. And, you have to keep your mind open to discover the value or merit in whatever the other person says.

**KEY #6 Listening for tell-tale signs of impending trouble**

Another important secret to good listening is to train yourself to "listen" for clues of impending trouble or disaster. Unfortunately, most people will not come out and directly tell you if they are upset with you or if they have little or no intention to fulfill your expectations. They often are too embarrassed to tell you or they might want to avoid a direct confrontation. But they often will give you little tell-tale clues of their displeasure. Some will even believe that they are communicating with you directly, so when you fail to pick up on these clues, they will use this as further proof that you aren't really interested or that you don't really care.
KEY #7 Listen with optimism and positive human regard

Many people fall prey to negative thinking and feelings. When they communicate with others, these negative states come through, and they may even want others to sympathize with them and agree with their negative points of view.

You can listen to people communicate about a tragedy with a great deal of compassion. But you also can listen optimistically and with positive human regard for their inner strengths and human capabilities. Sometimes people are so entrenched in their negativism of the moment that they fail to focus on their positive human traits. As a listener, however, you can remind them of this positivity, provided you do it with tact, timing and sensitivity.

When you make it a habit to stand up for people's positive potentials and qualities, you reinforce your own human capabilities. So the next time you fall prey to overwhelming negativity, you'll be able to listen to yourself with much more optimism and positive human regard.

Taking Notes

A significant amount of the information you are supposed to learn in college is given in lecture. Some professors give beautifully organized lectures that are interesting and relevant. Some are reading the same, boring lecture notes they wrote twenty years ago. In any case, you are still responsible for the material and it is up to you to get the most out of it.

Purposes of Note Taking

- Forces you to listen carefully and critically to what is being said
- Improves comprehension and retention
- Your own notes in your own writing are easier for you to understand and remember
- Should represent an outline of the points considered most important by the lecturer
- Provides a portable record of the lesson & is a good source of review

Before the Lecture

Why?

Preparing before the lecture will help you determine what is important and what can be left out.
How?

- Skim the text prior to lecture to get the general overview of main ideas and important concepts.
- Identify familiar and unfamiliar terms and concepts; look up new terms before class or listen/ask for an explanation during lecture.
- Listen especially carefully for further explanation over material you did not understand in the text.
- Adopt an inquiring attitude; actively think about what the lecturer is saying and how this relates to what you know.
- Vary your method according to the purpose and type of lecture.
- Do what you can to improve physical and mental alertness (get enough sleep, food, sit in a good place, dress comfortably, bring a bottle of water, some gum).
- While waiting for the lecture to begin, look over your notes from the last lecture to get in the right frame of mind.

During the Lecture

- Keep a separate notebook for each course, if you use paper notes.
- Notes for each lecture should begin on a new page; consider using one side of the page (the right side) only.
- Head the first page with topic, subject, lecturer and date; number pages for each lecture.
- Consider allowing a wide margin and/or spaces between sections for writing comments later.
- Write in phrases rather than whole sentences; use abbreviations whenever possible.
- Use your own words except for formula, definitions and specific facts.
- Sit near the front; there are fewer distractions and it is easier to hear, see, and pay attention to important material.
- If the lecturer discusses something you do not understand, take it down as best you can; then check with the text, or TA, or another student to get clarification (or professor---ask questions!)
If you miss something completely, leave a blank space and get it later

Use the margins for questions, comments, and notes to yourself

Follow the instructor’s clues such as: material written on the board, repetition, vocal emphasis, questions asked of the class

Resist the temptation to lose attention and become bored; remind yourself to focus

Do not rush out at the end of class; listen to all the information given and make sure you have a conclusion to the class

After the Lecture

Go over your notes as soon as possible after the lecture; this is essential for retention; if you do not look at your notes within 24 hours your retention will drop sharply and you will have to relearn not review.

Clear up any questions raised by the lecture either by asking the instructor or your classmates

Fill in any missing points from the text book or other sources

Review your notes, label main points, highlight key points, fill in gaps, make connections, note mnemonics

Rewrite notes to make them more legible, if necessary, while the ideas are still fresh in your mind

Create concept maps for future quick study

Power of Positive Thinking: I actively listen during lectures, discussions, and presentations. I am refining my listening skills every day. I enjoy taking notes and find them easy to do well. My notes represent the material clearly and creatively. I use my own shorthand and vary the size and shape of headings. I know the basic formats of most subjects and use it when designing my notes. My handwriting is clear and easy to read so that I have good notes for studying for tests.

Write 150 – 250 words below on the three tips you selected and practiced. How have your listening and note taking skills changed?
CONCEPT MAPPING
ACADEMIC ADVISING
What is Critical Reading, and why do I need to do it?

Critical reading is when you follow certain guidelines when you read that result in enhanced clarity and better comprehension. There is more involved, both in effort and understanding, in a critical reading than in a mere "skimming" of the text.

What is the difference? When you skim text, superficial characteristics and information are what you are looking for. Critical reading gets at deeper meanings such as logical consistency, tone, organization, and a number of other very important sounding terms.

Why read critically? It is the way you are expected to read in higher education, particularly in graduate school, including the medical professional schools, and is tested on admission tests to such schools. It requires practice, so you must begin now.

What does it take to be a critical reader? There are a variety of answers available to this question; here are some suggested steps:

1. **Prepare to become part of the writer's audience.**
   After all, authors design texts for specific audiences, and becoming a member of the target audience makes it easier to get at the author's purpose. Learn about the author, the history of the author and the text, the author's anticipated audience; read introductions and notes.

2. **Prepare to read with an open mind.**
   Critical readers seek knowledge; they do not "rewrite" a work to suit their own personalities. Your task as an enlightened critical reader is to read what is on the page, giving the writer a fair chance to develop ideas and allowing yourself to reflect thoughtfully, objectively, on the text.

3. **Consider the title.**
   This may seem obvious, but the title may provide clues to the writer's attitude, goals, personal viewpoint, or approach.

4. **Vary your reading speed.**
   Think about reading speeds like shoes. You do not wear the same shoes to every event. Likewise, you need different reading speeds for different material. Make conscious decisions.

5. **Use the dictionary and other appropriate reference works.**
   If there is a word in the text that is not clear or difficult to define in context: look it up. Every word is important, and if part of the text is thick with technical terms, it is doubly important to know how the author is using them.
6. **Make notes.**

Jot down marginal notes, underline and highlight, write down ideas in a notebook, do whatever works for your own personal taste. Note for yourself the main ideas, the thesis, the author's main points to support the theory. Writing while reading aids your memory in many ways – it may make a link that is unclear in the text concrete in your own writing.

7. **Keep a reading journal**

In addition to note-taking, it is often helpful to regularly record your responses and thoughts in a more permanent place that is yours to consult. By developing a habit of reading and writing in conjunction, both skills will improve.

Critical reading involves using logical and rhetorical skills. Identifying the author's thesis is a good place to start, but to grasp how the author intends to support it is a difficult task. More often than not an author will make a claim and support it in the body of the text. The support for the author's claim is in the evidence provided to suggest that the author's intended argument is sound, or reasonably acceptable. What ties these two together is a series of logical links that convinces the reader of the coherence of the author's argument. If the author's premise is not supportable, a critical reading will uncover the lapses in the text that show it to be unsound.
Tests are one of the stressful moments during college and final exams are the worst. But, there are things you can do to give yourself more power and control in those moments.

**During the Course**

- Find out what type of exams the course has and the dates of those exams, put them on your calendar now
- Talk to other people who took this course from this professor and find out information like how much of the exams was from the book?--from the lecture?--what type of questions?
- Keep up with the homework
- Find old tests
- Study for tests in groups with other good students, anticipate and ask each other questions

**The Day of the Exam**

- Psych yourself up - be confident
- In the morning get up early enough not to rush, make sure all your tools are ready
- Eat a healthy meal
- *Glance* over your notes just as a refresher
- Stop studying at least 1 hour before, relax and get yourself in a good frame of mind. Turn off your phone.
- Avoid those crazy people
- Get a good seat. Can you see the blackboard?---the clock? Is it comfortable? Do you have good light?
Take deep slow breaths as the test is being passed out

Know that a little anxiety is good - it keeps you on your toes

Visualize your notes, the book, how hard you studied, how great you are going to feel in about two hours.

**At the Beginning of the Test**

First thing - put your name on it

Glance over the entire test. How long is it? Do you have all the pages? What types of questions?

Write out any memorized lists on the exam paper.

Read all the directions carefully. Ask if you don’t understand.

Answer the easy questions first so you do not miss any easy points. It also builds confidence. Put the test in your order. Be in control.

Keep track of the time. Do not get caught unaware. When half the time is up, you should be about half finished with the test.

Use all the time allotted.

*Myth:* Your first guess is your best guess.

*Fact:* Changing a wrong answer to a right one outnumbers a right to a wrong by 3 to 1, statistically speaking.

**True / False Questions**

1. Look for Qualifiers like:
   - All - Most - Some - None
   - Always - Usually - Sometimes - Never
   - Great - Much - Little - No
   - More - Equal - Less
   - Good - Bad
   - Is - Is Not

   See how they are grouped in Goldilocks sets - from one extreme to the other with *just right* in the middle. If there is a qualifier in the question, look at it carefully. Extremes tend to be false. Remember, just one example will blow it. Correct answers tend to be mushy.

2. If any part of a T/ F statement is false, the whole thing is false.
3. Beware of negative prefixes, negative words, and double negatives. Circle the negatives and try to get to the meaning of the sentence without them.

4. Most T/F contain more true than false. Guess true if you do not have a clue. Never leave them blank.

**Multiple Choice Tests**

Remember, the correct answer is there, you just have to find it. These questions are usually structured with a partial statement (or stem) which leads into several sentence endings (or options). One is correct. The rest are incorrect. More complex multiple choice questions may have more than one correct answer choice.

Generally all options are grammatically consistent. The stem is long and the options are short OR the stem is short and the options are long. All the options seem plausible.

1. Read the stem.

2. Try to come up with your own answer first BEFORE you read the choices.

3. Then read the choices and cross out the ones you know are wrong. P.O.E.

4. If you POE down to one, pick it and move on.

5. If you have more than one choice left, do not spend a lot of time on it, pick one, mark it to come back to later and move on.

6. Examine each full sentence as a True or False statement

7. Remember scope. Correct answers are within the scope of the material covered. Wrong answers tend to bring in information outside the scope of the material.

8. Watch out for negatives, double negatives and extreme words.

9. All of the above is usually correct. If two of the answers are correct, even if you are not sure about the third, all of the above is correct.

10. Numbers if the middle are usually correct more than the extreme numbers.

11. Be aware of look-alike answers. If two answer choices differ by only one word, then one of them may be correct.

12. Check longer answers carefully.
**Matching**

If you know there will be a matching section on the test, study for it by putting the names, muscles, whatever in table form to organize the facts.

1. Read the directions.
2. Skim both columns to get an overview of everything.
3. Read the top items of the left column then look down the right hand column.
4. Answer it or skip it.
5. Continue down the left column filling in answers you are sure of.
6. As you use items in the right hand column, circle the letter to show they are used AND write the number beside them to aid in checking.
7. Do not start guessing until you are sure you have all the ones you do know answered.

**Sentence Completion**

On these, the correct answer is not given. You must find the correct answer in your brain and write it down. The three basic kinds are one blank, two blank, and long blank.

1. Look for grammatical clues such as singular and plural verbs.
2. Answer the questions you know first, mark the remainder, then as you answer the rest of the test, look for hints.
3. Give clean, direct answers, present the information legibly.
4. Always answer with something. Give it your best *reasonable* shot.

**Short Answer**

1. Read the question carefully, underlining all the key words to help focus your attention.
2. Use the key words to make your opening statement. Support your statement with a reason, example, or explanation.
Essay Questions

Good grades on essay questions go beyond just giving the facts correctly. In a recent survey college teachers were asked what they look for when grading essay questions. In order of importance, they responded:

- Reasoning ability
- Factual accuracy
- Relevance to question
- Good organization
- Complete answers
- Clarity

1. Read the directions carefully. How many questions do you have to answer? Are they all the same point value?

2. Plan before you answer. Make notes on the back of the exam sheet, jot down good phrases, facts, quick outline

3. Start with the easiest question. You do not have to answer the questions in the order they are presented.

4. Answer the question given and answer it completely. Respond correctly to the words such as comment, compare, contrast, criticize, define, discuss, enumerate, explain, give an example, identify, justify, trace, solve.

5. Use facts and logic, not emotion and feeling.

6. Be concise but thorough. Remember how many of these questions the grader is reading.

7. Write carefully to avoid spelling and grammatical errors. Not only do they usually count off but they detract from your answer as well.

8. Be natural. Don’t try to write in a style that is not yours.

9. Organize. KISS. (What does this mean?)

10. Use the instructor’s favorite examples, approaches, whatever.

11. Do not have a big introduction. Just get to the heart of the matter. Use the question as the first sentence of the answer for a good lead in.

12. Use transitions to signal your reader. For example, such as, similarly, next, and however are good transitions.
13. Start with a bang. Do not save your good stuff for the end. They might not read it.

If you must cram...

Three days before ...

 выполнен Find out what is covered on the test. If you have not read anything, skim everything to get a good overview of the chapters like we did in P-R-R (headings, intros, conclusions, etc.)

 выполнен If you do not have all the notes, get a copy from someone to get the idea of what was stressed in lecture.

 выполнен Is the test going to focus on lecture or textbook? Concentrate your time there.

 выполнен What are the main topics? Study the basics first then work toward details as time allows.

 выполнен Recognize that crammed material is not learned material. You will retain next to nothing of crammed information a month from now. Therefore, you have learned next to nothing.

 Two days before ...

 выполнен Decide how much more you can learn in the time remaining. Take your best educated guess on where you should spend the bulk of your time.

 выполнен Write a general outline stressing highlights and main points. Remembering an organized outline is better than remembering a mess of notes.

 One day before ...

 выполнен Attempt to stuff as much in your head as possible. To do this the information needs to be in manageable chunks. Ask yourself these questions: Do I know the most important material? Am I learning complete chunks? Can I make a mental impression of the material? Can I form my own examples?

 выполнен Review out loud. Give yourself a lecture on the material.

 выполнен Go to bed early enough to get a good night’s sleep. If you are too tired, you will not remember anything.
The day of ...

❖ Get up early enough to review one more time. Do not try to learn anything new at this point.

❖ Start studying for the next test so you do not have to do this again.

Power of Positive Thinking: I look forward to taking tests and enjoy the opportunity to show what I know. I prepare myself thoroughly for each test. I review all class lecture notes, textbook notes and related data. I easily memorize all pertinent information. I am confident and relaxed at exam time. I first preview the test, then plan my strategy. I move quickly and effortlessly through the exam. Correct answers come to mind instantly. My answers are clear and true. I am a successful test-taker.

Write 150 – 250 words below on how you are preparing for your next big test. What is it in and what are you going to do differently?
### Writing an Academic Paper

**What you need to know about Ethical Issues when Writing a Scientific Paper**

From the Publications Committee of the American Physiological Society Poster

©American Physiological Society 2005

<table>
<thead>
<tr>
<th>Definition</th>
<th>How to Avoid</th>
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<tbody>
<tr>
<td><strong>Plagiarism</strong></td>
<td>Taking the work of another. Copying a figure, table, data, or even wording from a published or unpublished paper without attribution</td>
</tr>
<tr>
<td><strong>Duplicate Publication</strong></td>
<td>Submission of or publication of the same paper or substantial parts of a paper in more than one place.</td>
</tr>
<tr>
<td><strong>Redundant Publication</strong></td>
<td>Using data from another paper (usually your own) in a new paper. Also called auto- or self plagiarism.</td>
</tr>
<tr>
<td><strong>Falsification and Fabrication</strong></td>
<td>Changing or making up data in a manuscript, usually to improve the results of the experiment.</td>
</tr>
</tbody>
</table>

### Assignment:

From Purdue:  
[http://owl.english.purdue.edu/owl/resource/658/01/](http://owl.english.purdue.edu/owl/resource/658/01/)

From the University of Wisconsin-Madison Writing Center:  

From ehow.com:  

Look at the web sites above or any additional ones you find. Make a one page flyer that you would use as a handout if you had to teach a group of university freshmen how to write a paper. DO NOT PLAGIARIZE YOUR SOURCE! Due as assigned. Bring to class in hard copy.
Stress. We hear the word every day. It is a natural part of our life. Our body is designed to react to eustress (everyday stress) by keeping us alert, motivated, and driven. We also are programmed to react to distress (overexposure to stress). This can be the classic “fight or flight” reaction. If we think something is scary or worrisome, our bodies react accordingly.

We can react to stress in:

- **Emotional ways** - feeling anxious, scared, irritable, moody, feelings of low self esteem, fear of failure, inability to concentrate, embarrassing easily, worrying about the future, preoccupation with thoughts/tasks, forgetfulness

- **Behavioral ways** - stuttering, crying for no apparent reason, acting impulsively, scaring easily, laughing in a high pitch and nervous tone of voice, grinding your teeth, increased smoking or drinking, being accident prone, losing your appetite or overeating

- **Physiological ways** - perspiring, sweating, trembling, developing nervous ticks, dryness in through and mouth, tiring easily, urinating frequently, diarrhea, indigestion, vomiting, pain in the neck or lower back, susceptibility to illness

The activation of our sympathetic nervous system gets us ready for quick action. The more we sense danger, the more our body reacts. Over-activation can cause problems. If your body overreacts to the everyday stresses of life, you may develop physical and/or psychological consequences such as gastrointestinal problems, depression, headaches, insomnia, and heart disease.

Major life changes can cause stress such as transferring to a new school, getting married or pregnant, starting a new job, divorce, death of a loved one, being fired, etc.

A realistic and reasonable approach to stress in your everyday life is necessary for being successful both in the short term and long term. Knowing ways to handle stress before it takes over can help you adjust in difficult situations.
How to Reduce Stress

Know Thyself.

- Know how you react in stressful situations, especially the beginning signs so you can do things to control the process.
- Focus on your good qualities and accomplishments.
- Recognize and accept your limits.

Practice Preventative Stress Management.

- Take care of yourself by getting enough sleep, eating well, and exercising.
- Give yourself regular pep talks.
- Do not stress out over what you cannot change.
- Balance your life. Have a hobby.
- Use your friends and family.
- Avoid unnecessary competition. Not everything has to be win/lose.
- Use your time wisely. Do not wait until the last minute to do things.
- Set priorities and realistic goals.
- Be a positive member of whatever group you are in.
- Eliminate stress from your environment - clear air, good lighting, plants, clean, quiet, comfortable furniture, personal space

Anticipate Stressful Situations and Prepare for Them

- Practice through a stressful event in advance.
- Analyze the situation and look for ways to alleviate stress in a formal, planned way. Just don’t worry about it - prepare yourself for it.
- Learn to identify and avoid unnecessary stressful situations.
- Put stressful events in perspective in the “Big Picture.”
- Gather all the information you need to prepare for an event.
Relaxation Techniques

Imagery

Remember your brain is a mass of nerve cells. Your sense organs convert signals from your environment into electrical impulses. These then feed into the areas of your brain that interpret those signals. Imagery tries to create and send calming impulses into your brain.

For example, imagine yourself in a peaceful scene. The more elaborate the scene with details for all the senses, the more powerful the image - bring in the sounds of the birds, the smell of the grass, the taste of lemonade, the feel of the breeze, etc. You can also picture images of the stress leaving your body, picture your muscles relaxing, and your concerns and stresses flowing away from you.

Use imagery to rehearse an upcoming event. Picture yourself being witty and charming in an interview, taking applause after a speech, crossing the finish line first, whatever.

Thought Awareness / Rational Thinking / Positive Thinking

Thought Awareness. Becoming aware of what is going through your head is the first step in changing your thought patterns. So, be aware of what is going through your head. Are there a lot of negative thoughts such as worrying about how you appear to other people, preoccupied with events, dwelling on past performances, self criticism, feelings of inadequacy? Start paying attention to what you are telling yourself.

Rational Thinking. Once you are aware of your thoughts, start critiquing them. Are these thoughts all based in reality or are you overreacting? Many times, when you examine some negative thought, you find out that it’s simply not true.

Positive Thinking. Then, start consciously saying positive things to yourself. Use these thoughts to build confidence and change negative patterns into positive ones. I can do this. I can achieve my goals. I am in control of my life. I am a good person. Use this with common sense. Obviously all the positive thinking in the world is not going to make me a top ballerina. But, in combination with hard work and realistic goals, positive thinking can be a very good tool.

Meditation

The idea of meditation is to focus your thoughts on one relaxing thing for a sustained period of time (20 - 30 minutes is ideal). This rests your mind by taking it away from thinking about the problems that are causing you stress. It gives your body some time to relax, recuperate, and clear away toxins that have built up.
Relaxing during meditation can: slow breathing; reduce blood pressure; help muscles relax; give the body time to eliminate lactic acid and other waste products; reduce anxiety; eliminate stressful thoughts; help with clear thinking, focus and concentration; and reduce irritability and stress headaches.

1. Get in a comfortable position such as sitting in a comfortable chair or lying down.
3. Focus on an object or a sound, a candle flame or flowers are good objects. Om.
4. Use imagery here to picture yourself in a peaceful place.

As distracting thoughts drift in, let them drift out. Just send them along their way. The ability to meditate well really improves with practice.

Exercise

Everybody knows exercise is supposed to reduce stress. But do you know why? It improves blood flow to your brain bringing additional sugars and oxygen. Improved blood flow also removes waste products faster. You may also release those wonderful endorphins into your blood stream. They give you a feeling of happiness and well being. Find an exercise you enjoy, such as swimming, walking, or horseback riding, that fits into your lifestyle. Tennis anyone?

Progressive Muscular Relaxation

This is a physical technique to relax your muscles when you are feeling tense.

1. Tense up a group of muscles so that they are as tightly contracted as possible.
2. Hold for a few seconds.
3. Relax to their previous state.
4. Consciously relax them again as much as you can.

Practice with your hand. Form a fist, clench your hand as tight as you can for a few seconds. Relax. Relax again.

Deep Breathing

Very effective. You know it is essential to everything from Tai Bo to Yoga to Karate.
Test Anxiety

If you have used the many good study habits and stress reducers we have talked about so far, your test anxiety should have already decreased. However, some of us still have residues of test-phobia from bad experiences gathered along the way.

Before the Test

- Be Prepared! Plan ahead. Have your homework done, Be caught up on the reading.
- Get a good night’s sleep.
- Eat healthy before the test. Do not load up on fatty food and sugars.
- Get there early and have all the tools you need.
- Relax just before the test. Do not cram 2 hours before the test.

During the Test

- Give yourself a pep talk just before starting. I can do well on this test.
- Ignore the panic of others.
- Read the directions carefully.
- Survey the entire test before beginning.
- Budget your test taking time.
- Change positions and stretch periodically to relax.
- Do the test in your order. Easy questions first. Big point questions first.
- Wear your watch. Do not be taken by surprise.
- Do not get stuck. Move on then come back.

After the Test

- Let it go
- When the test is returned, learn what you can to prepare for the next test.
- Give yourself an appropriate treat.
Start preparing for the next test.

Deep Breathing

With your mouth closed and your shoulders relaxed, inhale through your nose slowly and deeply to a count of four. As you do that, push your stomach out.

Hold that breath to the count of four.

Breathe out slowly through your mouth to the count of four.

Repeat this inhale-hold-exhale cycle five times.

Power of Positive Thinking: I enjoy great health. I am energetic and enthusiastic. I am alert, healthy, and strong. I keep my body in good condition and exercise regularly. I think only thoughts of health, energy, and life. I get plenty of rest, drink lots of water, breathe deeply, and eat healthy food. I do not let the little things get to me. I solve problems. I enjoy positive thoughts. I look for the good in others and practice the Golden Rule. I feel comfortable with others and find compliments easy to give. I allow others to be who they are and give them understanding.

Write 150 – 250 words below about the three techniques you selected and practiced. How has your stress level changed?
INTRODUCTION TO E-PORTFOLIOS
Texas is a great state of which to be a resident. To date there are:

- 9 allopathic medical schools
- 1 osteopathic medical schools
- 3 dental schools
- 1 vet school
- 2 optometry schools
- 7 physician assistant programs

**Medical Schools**

**Paul L. Foster School of Medicine**  
Office of Admissions  
5001 El Paso Drive  
El Paso, Texas 79905  
915-783-1250  
http://www.ttuhsc.edu/fostersom

**Baylor College of Medicine**  
Houston, Texas  
713-798-4951  
http://www.bcm.tmc.edu

**Texas A&M University Health Science Center**  
College Station, Texas  
979-845-7743  
med-stu-aff@tamu.edu  
http://www.tamushsc.tamu.edu

**Texas Tech University Health Sciences Center**  
Lubbock, Texas 806-743-2297  
somadm@ttuhsc.edu  
http://www.ttuhs.edu.som/prospective/

**University of North Texas Health Science Center**  
Texas College of Osteopathic Medicine  
Fort Worth, Texas  
817-735-2000  
http://www.hsc.unt.edu/education
The University of Texas at Austin
Dell Medical School
Austin, Texas
512-495-5150
applydellmed@utexas.edu
http://dellmedschool.utexas.edu/

The University of Texas Medical School at Houston
Houston, Texas
713-500-5116
msadmissions@uth.tmc.edu
http://www.med.uth.tmc.edu

University of Texas Medical Branch at Galveston
Galveston, Texas 409-772-1011
www@www.utmb.edu
http://www.som.utmb.edu

The University of Texas Health Science Center at San Antonio
UTHSCSA Medical School
San Antonio, Texas
210-567-4420
http://www.som.uthscsa.edu/som_main.html

University of Texas Southwestern Medical Center at Dallas
Dallas, Texas
214-648-5617
admissions@utsouthwestern.edu
http://www.utsouthwestern.edu/education/medical/index.htm

Dental Schools
The University of Texas Health Science Center at Houston School of Dentistry
Houston, Texas
713-500-4000
http://www.db.uth.tmc.edu

University of Texas Health Science Center San Antonio
Dental Admissions, Office of the Registrar UTHSCSA
San Antonio, Texas
210-567-2674
dsprospect@uthscsa.edu
http://www.dental.uthscsa.edu
Baylor College of Dentistry  
Dallas, Texas  
214-828-8100  
admissions@tambcd.edu  
http://www.tambcd.edu  

Veterinary School  
Texas A & M University College of Veterinary Medicine  
College Station, Texas  
http://www.cvm.tamu.edu/dcvm/appinfo/application.htm  

Optometry Schools  
University of Houston College of Optometry  
Houston, Texas  
713-743-2047  
http://www.opt.uh.edu/  

The University of the Incarnate Word  
School of Optometry  
San Antonio, TX  
(210)-883-1193, or the Office of Admissions at (210) 829-6005  
http://www.optometry.uiw.edu/admissions/admrequire.html  

Physician Assistant Programs  
Baylor College of Medicine  
Houston, Texas  
713-798-4619  
http://www bcm tmc edu/pap  

The University of Texas Southwestern Medical Center at Dallas  
School of Allied Health Sciences  
Physician Assistant Program  
Dallas, Texas  
http://www.utsouthwestern.edu/utsw/cda/dept48945/files/54102.html  

University of North Texas Health Science Center at Fort Worth  
Physician Assistant Studies Program  
Fort Worth, Texas  
817-735-2301  
http://www.hsc.unt.edu/education/pasp
The University of Texas Medical Branch
Department of Physician Assistant Studies
School of Allied Health Sciences
Galveston, Texas
409-772-3046
http://www.sahs.utmb.edu/programs/pas

Texas Tech University Health Science Center
Department of Diagnostic and Primary Care
Physician Assistant Program
Midland, Texas
915-686-4213
http://www.ttuhsc.edu/sah/mpa/

The University of Texas Health Science Center at San Antonio
Allied Health Sciences Admissions
San Antonio, Texas
210-567-2660
http://www.uthscsa.edu/sah/pastudies

UT Pan Am at Edinburg
Physician Assistant Program
Edinburg, TX
(956) 381-229
http://www.panam.edu/dept/pasp/300PASP.html
Applying to Professional Schools

What a process! You have already begun by being in this class, doing your volunteer work, keeping your grades up, and all the other things that are essential for a strong application packet. The good news is there is lots of help available. The key advice is start early! Now should be soon enough.

Eight of the nine medical schools (Baylor is the exception), all three dental schools, and the veterinarian school use the TMDSAS. AMCAS is used by the remaining medical schools in the country. CASPA is the central application service for physician assistants; OptomCAS for optometry schools. Many schools also have their own application called a Secondary. These may include an extra essay or two and an additional fee. These should also be turned in as soon as possible. You could spend as much as $300 - $1,000 in application fees and expenses.

Components of a successful application:

🌟 ABOVE ALL, APPLY EARLY, MAY-JULY!

Academics
- GPA; quality, rigor, and breadth of course work
- A slow start can be made up by consistent improvement and good grades in upper division courses
- Check all the schools in which you are interested to make sure you are on track to meet their admissions requirements
- Make sure you are on track

MCAT/DAT/GRE/OAT
- A good score is an absolutely essential part of a successful application. Best time to take your test is in April or May!
- The best way to start preparing now is to do well in physics, chemistry, biology, and organic chemistry. Pay attention in class, take good notes, and save all your materials, including your textbooks!

Personal Statement / Essays:
- More later, but the key is write something that sets you apart, is completely true, and has dimension. The point of the Personal Statement is to give some personality to the details of your application.
- Make sure everything is correct – accurate and true.
- Start now by thinking of the things that led you to think about the medical professions as a career.
Clinical Exposure
- Your goal is a firm understanding of the profession and an appreciation of what is involved in practicing. This may take time.
- Shadowing is best. Some knowledge can be gained through service or work.
- Especially important to develop a sense of the doctor-patient relationship.

Volunteer / Community Service
- Helping others is part of what medicine is about; get involved early.
- You want your record to show a history of compassion and caring. Stay involved over a period of time

Research
- Absolutely required if you are looking at an M.D./Ph.D. combo.
- Many summer programs available for this.
- A good complement to your academic record; can be science or non-science.
- Not required, but improves your understanding of the scientific process

Recommendations
- Get good letters from people who know you well and can write specific observations of you.
- Give them plenty of time and be sure to thank them afterwards; a good letter takes time and effort

“CAN YOU WORK HARD AND CAN YOU DO HARD WORK?”

David J. Jones, Ph.D.
Dean for School of Medicine Admissions, Retired

☆ Power of Positive Thinking: I am aware of the information about all the medical schools in Texas. I know what I need to do to be eligible for admission and I am working toward that goal. I am well informed about the expectations and confident that I can meet them. I have a plan to achieve my goals for medical school and I know who to contact when I need help.
Summer Programs
Critical Reasoning & Analysis
Auto-Ethnography
If you’ve made it to the interview, you are well on your way. You have the GPA and MCAT score as well as the package of community service, work experience, summer programs, great personal statement, etc. This is the final step before the medical schools determine who they ask to join their class. Time to shine.

**Types of Interviews**

**Directed:** Interviewer has an agenda and a list of specific questions

**Nondirected:** Less structured, more informal

**Stress:** Used to determine how an applicant reacts under stress. Know what they are doing and do not over react.

**Group:** Several candidates are interviewed at once

**Board:** More than one interviewer asking questions. Direct eye contact is very important here. Establish rapport with each interviewer.

**General Tips**

**Plan Ahead:** Research the school with whom you are interviewing. Be prepared psychologically, physically, and intellectually.

**Practice:** Look up questions on the internet (studentdoctor.net) and have general answers ready; role play (Career Resources Center, MPI Interview Workshop)

**Make Eye Contact:** Show with your body language you are confident and interested

**Be Positive:** Avoid negative comments about past experiences

**Be Flexible:** Adjust to the style of the interviewer, look around the room to get clues

**Have questions ready to ask them:** Show that you have prepared for this interview

**Arrive on time:** And that is 15 minutes before the scheduled interview time

**Dress appropriately:** Be neat, professional, comfortable, you. Everybody wears navy, wear something else.
Have a good handshake: Practice with a friend, be dry, strong, and just long enough

Know thyself: Be able to discuss your strengths and weaknesses. Be ready with a 2-3 minute answer to “Tell me a little bit about yourself.” Tell the truth.

Send a thank you letter: Get everyone’s name, title and address. Always send it the next day.

Build rapport with the interviewer.

Help the interviewers accomplish their objectives. Hone skills such as listening, problem solving, formulating solutions, and presenting.

Balance the needs of the interviewer with the need to accomplish your own objectives. What are the interviewers needs? How would you accomplish those? What are your objectives? What do you need to do to accomplish it?

Real Questions from Med School Interviews

What would you do if you were not applying for medical/dental/vet school?

What has been your greatest success and what has been your greatest failure?

What will make you a good doctor/dentist/vet?

If I were defending you in front of the admissions committee, why should I tell them to accept you?

If you could invite anyone to a dinner party, who would you invite and what would you serve?

What is it about helping people that you find rewarding?

What is the biggest problem facing society today?

What is the most emotional situation you've been in?

Why did you choose to go to UTEP?

Tell me about a moment that changed you?

What is your passion?

If you had to look in the mirror and describe yourself in one word - which also distinguished you from other applicants - what would it be?
What are you most vivid childhood memories?

What have your non-science classes taught you that will be of value in medicine/dentistry/vet medicine?

Where do you see medicine/dentistry/vet medicine going in the future?

What is the biggest challenge you will face as a physician/dentist/vet?

What is it about this school that makes you want to come here?

Describe a peer conflict you have had and how you resolved it?

If you could go one place, where would it be and why?

Describe what an HMO is to a person new to the system.

Who is/are the person/people who have had the greatest effect on your life and the person you are today?

How do you feel about the legal climate in medicine/dentistry/vet medicine today?

What do you regret not doing in your life?

What is your opinion on affirmative action in relation to medical/dental/vet school admissions?

What one thing do you value above all others? What would you die for?

What would you change about your life?

Take two minutes and teach me something.

Tell me your daily schedule 10 years from now.

If you could be any fruit or vegetable, which would you be and why?

How do you feel about abortion?

What sets you apart from the other applicants?

If you could go back in time for 30 minutes to any time in history to witness any event or change history, what would it be and why?

What does your family think of your decision to study medicine?

What do you like to do outside of school? What are your hobbies?
What do you think about alternative medicine?

What was the most difficult decision that you have made?

What do you think about euthanasia?

If you wanted me to remember only one thing about you, what would it be?

What was your favorite class?

How can you tell a good doctor/dentist/vet from a mediocre one?

Power of Positive Thinking: I am a very important person. I am successful and I have things to say that people are interested in hearing. My resume is clear, concise, and informative. When people read it, they will learn about my skills and abilities. When I go to an interview, I am confident and have good things to say. My personal statement will be unique and powerful. I am talented, capable, and honest. I have tremendous potential.
A Stanford University study reported that a person’s success in life can be predicted by the way he or she answers this question: Are you willing to get up and give a speech right now? Most people would say, “No Way!”

What type of Communicator are you?
Look at the following list of adjectives. Which ones do you think describe you? Circle the ones that you think best describe you.

Abstract
Accurate
Adaptable
Adventurous
Aggressive
Analytical
Artful
Assertive
Believable
Bilingual
Bold
Brave
Communicative
Competent
Competitive
Confident
Conscientious
Conservative
Cooperative
Courageous
Creative
Cross-Cultural
Decisive
Dedicated
Dependable
Determined
Devoted
Diligent
Diplomatic
Direct
Dramatic
Driven
Dynamic
Eager
Earnest
Effective
Efficient
Empowered
Encouraging
Energetic
Enterprising
Enthusiastic
Entrepreneurial
Ethical
Experienced
Expert
Expressive
Forward-thinking
Global
Hardworking
Healthy
Helpful
Heroic
Honest
Honorable
Humanitarian
Humorous
Impressive
Incomparable
Individualistic
Industrious
Independent
Ingenious
Innovative
Insightful
Intelligent
Intense
Intuitive
Judicious
Leader
Loyal
Mature
Mechanical
Methodical
Moral
Motivated
Noteworthy
Objective
Observant
Opportunistic
Organized
Outstanding
Participatory
Perfectionist
Persevering
Persistent
Personable
Persuasive
Philosophical
Poised
Popular
Positive
Practical
Precise
Prepared
Proactive
Problem-Solver
Productive
Professional
Proficient
Progressive
Prominent
Prudent
Punctual
Reliable
Reputable
Resilient
Resourceful
Savvy
Sensitive
Sharp
Skillful
Sophisticated
Spirited
Strategic
Strong
Successful
Tactful
Talented
Technical
Thorough
Traditional
Trustworthy
Truthful
Unrelenting
Understanding
Upbeat
Valuable
Venturesome
Verbal
Victorious
Vigorous
Visionary
Vital
Vivacious
Well-Balanced
Wise
Wordly
Youthful
Now go back and draw a square around at least five words that you would LIKE to describe you but that you did not circle before. How would those words make you a better public speaker? Write a few sentences below using those words in the context of you as a public speaker.

So what exactly are people afraid of when it comes to public speaking? Here’s a list of the things we hear most often:

- ‘Drying up’ or not being able to speak.
- Forgetting what you are talking about your mind going blank.
- Having the ‘Heckler from Hell’.
- Having someone in the audience who knows more than you do.
- People noticing that you are nervous.
- Having to run screaming from the room.
- The presentation being so awful and embarrassing that your social/career relationships are forever ruined.
- The impossible-to-answer question
- The audience talking over you or walking out

Sound familiar?

**Getting Started**

- ✶ Power of Positive Thinking - How many times have you heard this at this point? Try this exercise to connect positive associations with public speaking.
- ✶ Good Breathing – Stress Management

- ✶ Smile – “Keep smiling - it makes people wonder what you've been up to.” ~Author Unknown
- ✶ Polishing Your Voice
Communication:
7% words,
38% voice - tone, accent, inflection, etc.
55% nonverbal body language

Vocal Skills
- Listen effectively
- Use appropriate language and descriptive words
- Project your voice accordingly – up or down
- Vary your voice and pace of speech
- Vary your vocal pitch and inflection
- Enunciate

Evaluate Your Voice
Tape record your voice then listen back. Yes, it sounds weird. Very few people like the way they sound on tape. After you listen, ask yourself these questions:

Did you speak clearly so that you were understood?

Did you hear the beginnings and ends of words? (them/em, going/goin’, doing/doin’, being/bein’, want to/wanna, could you/cudja, to/ta)

---

Peter Piper picked a peck of pickled peppers.
Did Peter Piper pick a peck of pickled peppers?
If Peter Piper picked a peck of pickled peppers,
Where’s the peck of pickled peppers Peter Piper picked?

She sells sea shells by the sea shore.
The shells she sells are surely seashells.
So if she sells shells on the seashore,
I'm sure she sells seashore shells.

A Tudor who tooted a flute
tried to tutor two tooters to toot.
Said the two to their tutor,
"Is it harder to toot
or to tutor two tooters to toot?"

A flea and a fly flew up in a flue.
Said the flea, "Let us fly!"
Said the fly, "Let us flee!"
So they flew through a flaw in the flue.

---

- Eliminate, um, filler words
- Use descriptive words and build your vocabulary

Good: Fast:

Bad: Slow:
Body Language

Body Language is 55% of any message.

Body language signs are non verbal cues that we give others, sometimes unwittingly, while communicating. When people use body language they express their feelings by looks, movements and posture. Understanding Body Language is very important, for, looking past the words, what we express non-verbally in a conversation is often more revealing than the words we say. A single handshake can reveal your character. Body language is indeed a powerful indicator of what we are, how we behave, and how we handle ourselves.

How would you demonstrate the following?

- Confidence
- Trustworthiness
- Dishonesty
- Nervousness
- Shyness
- Anger
- Arrogance
- Defensiveness
- Interest
- Real Interest

Use the following techniques to present a more confident and likeable body language.

- Increase your physical space.
- Keep your posture erect and your chin up.
- Plant yourself evenly on both feet.
- Move deliberately.
- Relax your hands at your sides.
- Eliminate distracting items.
- Create congruence with your message. What are people going to believe – your words or your body language?
- Communicate with Eye Contact.
- Get control of your audience right away
- Look at every section of the audience and maintain eye contact.
Projecting a Positive Self Image

Look your best

<table>
<thead>
<tr>
<th>Accessories</th>
<th>Shoes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothing</td>
<td>Cosmetics</td>
</tr>
<tr>
<td>Hair</td>
<td>Colors</td>
</tr>
</tbody>
</table>

**Power of Positive Thinking:**
Financial Management

There are three parts of financial management:

1. What comes in
2. What stays in
3. What goes out

Was money on your list of things that stress you out? Probably, it’s on most people’s list. What can you do to reduce the amount of financial stress in your life? Spend less, save more is about it.

Did you know ...

- more than twice as many college students used debit (77%) as credit
- average undergraduate credit card debt is $499
- some owe >$4,000
- current costs of attendance for public medical school is approaching $180,000

1. What comes in

You are taking care of this part now. You are in college. You are thinking about going to medical school. You are on the right path to make enough money to have a comfortable life.

2. What stays in

Now it starts getting trickier. How much do you think you would need to save per month to reach $1,000,000.00 by age 65 earning 12%?

<table>
<thead>
<tr>
<th>Start saving at age:</th>
<th>Monthly Savings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>43</td>
<td>$779</td>
</tr>
<tr>
<td>37</td>
<td>$366</td>
</tr>
<tr>
<td>31</td>
<td>$176</td>
</tr>
<tr>
<td>25</td>
<td>$85</td>
</tr>
</tbody>
</table>

Here’s how to save a fortune by the time you are 65 years old ...(note that the size of the fortune is predicated by the interest rate; interest rates vary)
$2,000.00 per year is ..... 
   ... $166.67 per month 
   ... $41.67 per week 
   ... $5.95 per day 
   ... $0.25 per hour 

$1,000.00 per year is ... 
   ... $83.33 per month 
   ... $20.83 per week 
   ... $2.97 per day 
   ... $0.12 per hour
It’s not how much you earn.

It’s how much you save.
When asked what he considered mankind’s greatest invention, Albert Einstein’s reply was: "compound interest."

Who are we to argue with Einstein?

Some Saving Strategies

- When you get money from “where-ever”, put some in savings first.
- Set a savings goal. Write it down.
- Have a spare change jar into which you toss your change. When the jar gets full, put it in savings or buy something you have been saving for.
- Pay yourself first. Put money in savings first.
- Set up an automatic deduction for your savings.
- Shop from a list. Do not impulse buy.
- Plan ahead to avoid paying late fees, financial charges, bounced check fees.
- Be reasonable with current expenses. Do not deny yourself everything but have a balanced approach.
- Talk about saving with your family and friends. Talk to a financial advisor.
- When you get a raise, increase your amount of savings also.

Failing to plan is planning to fail.
3. What goes out

*Credit Cards*

Do you have one or more credit cards?
Are you carrying a balance on one or more of them?
Are you paying more than the minimum payment?
Do you know what interest rate is being charged?

<table>
<thead>
<tr>
<th>Amount Charged</th>
<th>Pay off-period</th>
<th>Interest costs</th>
<th>Actual Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,800.00</td>
<td>22 years</td>
<td>$3,800.00</td>
<td>$5,600.00</td>
</tr>
<tr>
<td>$3,900.00</td>
<td>35 years</td>
<td>$10,100.00</td>
<td>$14,000.00</td>
</tr>
</tbody>
</table>

**What can you do NOW?**

- Get rid of unnecessary credit cards (all but one).
- Pay your balance each month.
- Do not live beyond your income. If you do not have the cash to buy it, you cannot afford it.
- Remember, money that you are using to pay off credit debt is money that you are not saving or using someplace else.

*Student loans*

Thank goodness for the federally funded student loan programs. They give us the opportunity to go to school. But, remember, they are loans. They do have to be paid back, usually beginning six months after leaving school.

**At 8% interest ...**

<table>
<thead>
<tr>
<th>Amount Owed</th>
<th>10 year term</th>
<th>20 year term</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Monthly payment</td>
<td>Total Payback</td>
<td>Interest paid</td>
</tr>
<tr>
<td>$9,000.00</td>
<td>$109</td>
<td>$13,800</td>
<td>$4,080</td>
</tr>
<tr>
<td>$17,000.00</td>
<td>$206</td>
<td>$24,730</td>
<td>$7,720</td>
</tr>
<tr>
<td>$30,000.00</td>
<td>$363</td>
<td>$43,567</td>
<td>$13,568</td>
</tr>
<tr>
<td>$50,000.00</td>
<td>$605</td>
<td>$72,600</td>
<td>$22,600</td>
</tr>
</tbody>
</table>
Steps
To
Good
Financial
Management

Step 1. Assess your current situation.
Step 2. Identify goals and objectives.
  Step 3. Generate alternatives and be creative in meeting goals.
  Step 4. Implement your plan. Be consistent and be in control.
  Step 5. Monitor your situation and adjust your plan accordingly.

- Develop a workable, realistic, system for you.
- Allow for the extras.
- Keep records and receipts.
- Set up a system to avoid late fees, service cut offs, etc.
- Control impulse spending. Evaluate the necessity of buying.
- Comparison shop and negotiate for prices.
- Make little changes that make a big difference.

Power of Positive Thinking:
What is Medical Humanism?
Return to your life dream that you penned on the second day of class on the inside cover of this workbook. Read what you wrote and compare it with what you know now and the perspective you have gained from one semester’s experience of college.

What do you know now that you did not when you began?

Has your dream been modified in any way, or does it remain exactly the same?

What do you know you will need to do over the next years of college in order to make your dream a reality?

What advice would you offer to a high school senior preparing to enter college next fall?

What about a pre-med high school senior?
Vocabulary Improvement: Considerations, Ways and Means.
http://www.utexas.edu/student/lsc/handouts/330.html

Brief Suggestions for Increasing Speed.
http://www.utexas.edu/student/lsc/handouts/512.html

Six Reading Myths.
http://www.dartmouth.edu/admin/acskills/lsg/reading.html

P-R-R: How to Read Your Textbook.
http://www.utexas.edu/student/lsc/handouts/1422.html

SQ3R: The SQ3R Method for Thorough Study.
http://www.dartmouth.edu/admin/acskills/lsg/SQ3R.html

Suggestions for Improving Reading Speed.
http://www.ucc.vt.edu/stdysk/suggest.html

Vary Your Reading Strategies.
http://www.utexas.edu/student/lsc/handout/553.html

Effective Note Taking.
http://128.32.89.153/CalRen/Notetaking1/html

A System for Effective Listening and Notetaking
http://www.128.32.89.153/CalRen/Listening1.html

Lecture Noting.

Note Taking: The Cornell System.
http://www.ucc.vt.edu/stdysk/cornell.html

Note Taking and In Class Skills
http://www.ucc.vt.edu/stdysk/notetake.html

Editing Lecture Notes
http://www.ucc.vt.edu.stdysk/editing/html

Getting Started: The Writing Center
http://webcare.princeton.edu/Writing/wc4a/htm

How to Write and Revise a Rough Draft
http://www.utexas.edu/student/lsc/handouts/1234.html
Writing the Research Paper
http://www.dartmouth.edu/admin/acskills/lsg/research.html

Hung Up on Writing Papers? Free Yourself
http://www.utexas.edu/student/lsc/handouts/1231.html

Some Useful Handouts on Writing
http://www.selu.edu/Academics/Depts/WritingCenter/handouts/htm

How to Study Math and Science
http://www.utexas.edu/student/lsc/handouts/862.html

Reading in the Sciences
http://www.utexas.edu/student/lsc/handouts/2419.html

Reading Scientific Literature

Speech Communication 100A - Workbook Main Menu
http://www.la.psu.edu/speech/100a/workbook/wrkbk.htm

Introduction - Presentations
http://www.englishclub.net/presentations.introduction.htm

Virtual Presentation Assistant – Univ. of Kansas - Department of Communication Studies
http://www.ukans.edu/cwis/units/coms2/vpa/vpa.htm

Learning Skills Program - Public Speaking Group
http://www.coun.uvic.ca/groups/pubspk.html

Presenting Solutions - Effective Presentations by Art Feierman
http://www.presentingsolutions.com/effectivesresentations.html

Fundamentals of Public Speaking
http://www.vcsun.org/~battias/class/151/

Road to Reading: National Reading Enhancement Program
http://www.roaddoreading.org/ARC

Learning Style Inventory
http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/lernstyl.htm

Remembering
http://www.ucc.vt.edu/stdysk/remember.html

Ten Principles of Memory
http://dartmouth.edu/admin/acskills/lsg/memory.html
An Explanation of Learning Styles and Multiple Intelligences
http://www.ldpride.net/learningstyles.MI.htm#Learning%20Styles%20Explained

Skimming and Scanning
http://www.42explore.com/skim.htm

NTU - Study Skills Online Homepage

http://www.personalitypathways.com/

http://haleonline.com/psychtest

University of Minnesota Carlson School of Management Resume Descriptors
http://www.csom.umn.edu/Assets/23957.rtf


Better Public Speaking and Presentation
http://www.mindtools.com/CommSkill/PublicSpeaking.htm

Public Speaking Fears
http://www.uncommon-knowledge.co.uk/public_speaking/fears.html

Seven Keys to Better Listening
http://www.stresscure.com/relation/7keys.html

Dan Kurland’s Reading and Writing Ideas as well as Words
http://www.criticalreading.com/

Study Guides and Strategies
http://www.studygs.net/crtread.htm

York University, Counseling and Development Center, Thinking as Asking
http://www.yorku.ca/cdc/lsp/readingonline/read4.htm

The Writing Center: Cleveland State University
http://www.csuohio.edu/writingcenter/critread.html

AAMC
http://www.aamc.org/students/mcat/studentmanual/start.htm

Student Debt
http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-medical-schools/debt