

USMLE PREP LECTURE SERIES Lecture 2.1



ELITE MEDICAL PREP

Elite Medical Prep Guide for Technion
Students from Day 1 to Test day

Objectives

🏥 Integrated USMLE Step 1 Program

- Background
- Prior Results
- Plan

🏥 USMLE Basics

🏥 Question Breakdowns—Cardiology

🏥 Resource Reviews

Live Polling

We will be using Poll Everywhere:

www.pollev.com/marcelbrusra627



How are you feeling today?





Our Team

We are a group of healthcare professionals who have attained exceedingly high scores on our USMLE exams, and have dedicated our time to helping medical students achieve their own testing and professional goals. We want our students to see the USMLE as an opportunity to shine rather than as a barrier to residency acceptance.



Our team has published more than 95 academic and research papers



Our tutors boast more than 11 different medical specialties



Our tutors are colleagues. Not freelancers.

Our Founders



Kenneth Rubin, MD
Co-founder and CEO

Mt Sinai USMLE Course Director

Mt. Sinai | Columbia University



Marcel Brus-Ramer, MD/PhD
Co-founder and President

Board Certified Radiologist
Columbia P&S Online Lecturer



Columbia University | UCSF | Rutgers | Paris Diderot

With nearly 17 years and 10,000+ hours of combined USMLE teaching and tutoring experience, the founders of Elite Medical Prep (“Elite”), Kenneth Rubin, MD and Marcel Brus-Ramer MD/PhD, have developed a unique system of 1-on-1, small group and lecture-based instruction to maximize USMLE preparedness for students of all levels and backgrounds.

Results at Technion

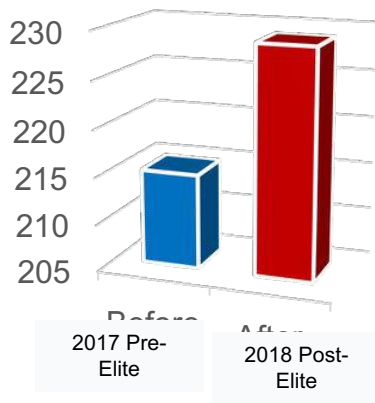
Data from Elite Medical Prep's work with Technion during the 2017-2018 academic year



*High impact lectures integrated with existing curriculum delivered by Elite Medical Prep's founders: Dr. Brus-Ramer & Dr. Rubin

*Online small groups were of 3 students each directed by experienced senior tutors rigorously trained and vetted by Elite Medical Prep

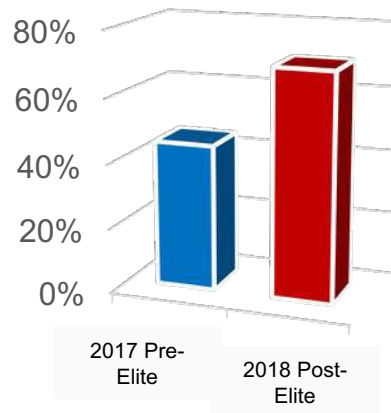
Elite's Integrated Program Significantly Increases Average Step 1 Score Performance.



statistically significant increase in average score: $p < 0.05$, $N = 20$ students

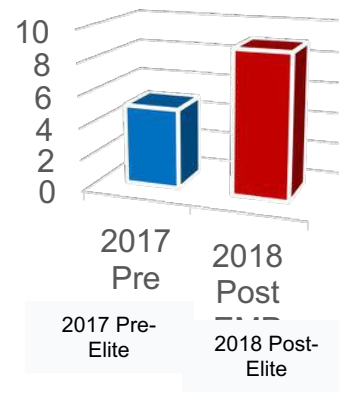
14+ Points higher with Elite

Elite's Integrated Program Improves On-Time Test Taking.



45% Increase in on time Step 1

Elite's Integrated Program Increases the Number of Strong USMLE Step 1 Performances.



9 Students scoring >230

Class Specific Site (in development)



- Forum for Q & A
- Lecture Notes
- Calendar
- Content

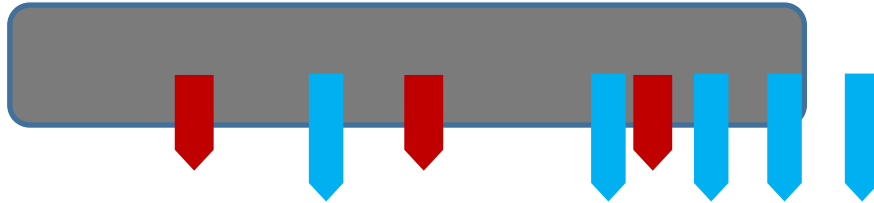



Step 1 Outline


Year One



Year Two



 1hr Didactic USMLE Prep lectures delivered by Elite Medical Prep

 2hr Intensive Online Small Group sessions offered by Elite Medical Prep

Structured small group tutoring (3 students per group)



Targeted Outcomes

Integrated high impact lectures (3 total)

COST

- \$500 per student for 10hr of Tutoring (in groups of 3).
- Groups can extend up to 20hr of total tutoring
 - Arrangements and pricing to be handled on a group-by-group basis

USMLE Step 1 Basics

- ❶ Consists of 3 steps: 1,2, and 3
 - **Steps 1 & 2:** most important for residency applications
 - **Step 1** has the most basic science, biochemistry, and general scientific principles
 - **Step 2** is more diagnosis and management-focused
 - **Step 3** is focused on complex management and critical review of literature
- ❷ 280 MCQs, 8-hr testing session (7 x 1 hr blocks, 1 hr of break time)
- ❸ Scoring – 3-digit; mean 230, SD 20, Pass > 194.
 - Many questions are embedded in clinical vignettes
 - Tests ability to: “apply important concepts of the sciences basic to the practice of medicine”
 - Questions require linking together various pieces of knowledge



Why is the test important? Why do Residencies care so much?

- ❶ Filter applications quickly
- ❷ There are tests throughout medical education—you need to show you can pass them
- ~~❸ Pass Test → Get License → Work as a Doctor~~
 - Non-working resident is a major problem for a residency



Basic USMLE Recommendations

- **Develop a Plan**
 - We'll get you started
 - Follow through with it. Start now. Do your best to keep up



Plan creation & follow through

Students who lay out a clear calendar for their dedicated study time tend to have less anxiety and are better prepared on test day.



- ❶ **Organ-Based System of Studying**
 - Much preferred to Physio then Pathophys
- ❷ **Budget Time To Do All Questions TWICE & review them**
 - Divide: # of Questions / # of Study Days
- ❸ **Use external support to help you maintain the schedule**
 - Peers, Family, Friends
 - Programs, Apps
 - Tutors



Basic USMLE Recommendations

- ❖ **Develop a Plan**
 - We'll get you started
 - Follow through with it. Start now. Do your best to keep up
- ❖ **Integrate USMLE studying into your school studying**
 - Read First Aid chapter aligned with your Ben Gurion curriculum (i.e Cardiology)
 - Puts you ahead of the curve for the USMLE exam
 - Also, helps for school exams

Start your preparations early

Part of our purpose is to help you get started TODAY



🍎 **Give yourself time to build up your knowledge**

🍎 **Starting early can mean:**

- Doing Qbank or practice questions
- Using First Aid during your classes
- Watching Pathoma videos
- Reviewing Biochem

🍎 **When?**

- Now
- Tomorrow

🍎 **Caveats:**

- Do not ignore your classes
- Small but limited amount of time on a **daily** basis

Take many tests & don't save questions

Pre-Test

DO!

The New York Times Magazine

Magazine

Why Flunking Exams Is Actually a Good Thing

By BENEDICT CAREY

Pretesting with Multiple-choice Questions Facilitates Learning

Jeri L. Little (jrlittle@ucla.edu)

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Department of Psychology, 1285 Francis Hall, Box 951563
Los Angeles, CA 90024 USA

Abstract

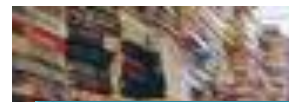
Taking a test before study can improve subsequent learning of the pretested information. How the pretest affects subsequent learning of other information in the passage is less clear, however. In three experiments, we examined the consequences of taking a multiple-choice (MC) pretest on the later recall of both pretested and non-pretested related information, finding that pretesting improved recall of pretested information without impairing recall of non-

pretested material. Thus, the observed improved recall of pretested information should reflect the consequence of processes other than successful retrieval.

Pretesting may be beneficial because it encourages more active involvement in learning, perhaps by increasing general interest in the topic. Additionally, the pretest may help students to discern what information is most important or what type of information the teacher is likely to test later. Thus, a pretest may lead to better recall for the pretested

Save Questions

DON'T!



NBME

National Board of Medical Examiners



USMLE WORLD

KAPLAN

USMLE®
Step 1 Qbank



usmle
FROM THE AUTHORS OF
FIRST AID

= 9200



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- ❖ **Integrate USMLE studying into your school studying**
 - Read First Aid chapter aligned with your Ben Gurion curriculum (i.e Cardiology)
 - Puts you ahead of the curve for the USMLE exam
 - Also, helps for school exams
- ❖ **Limit your resources**
 - Focus on deeply understanding a limited set of resources
 - More powerful than a superficial understanding of many resources
- ❖ **Understand your goals**
 - Current goal: maximize pre-clinical learning.
 - End of year goal: maximize USMLE score
- ❖ **Know when to reach out for help**
 - We offer 1:1 private tutoring to any students

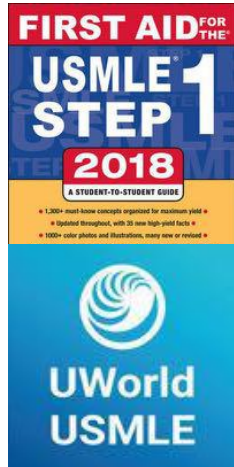


**Limit your resources.
Prune your medical school
notes.**



Limit Your Resources

Primary Resources



- ❗ First Aid and the Qbank should comprise **>90%** of your study efforts
- ❗ Get through Qbank **at least 2x** before taking the exam
 - 1st Pass: mixture of TUTOR mode & TIMED mode
 - Reset the Qbank
 - 2nd Pass: TIMED MODE
- ❗ NBMEs and UWorld Self Assessments: 2 PURPOSES
 1. Objective assessment of where you are, and if you are ready to sit for the exam
 2. Exposes you to question prompts from the actual test writers

We recommend taking notes or making flashcards on missed questions

Test questions and question prompts are frequently recycled with minor adjustments

2ndary

WE WILL DISCUSS AT THE END OF THIS LECTURE

Basic USMLE Recommendations

- ❖ **Develop a Plan**
 - We'll get you started
 - Follow through with it. Start now. Do your best to keep up
- ❖ **Integrate USMLE studying into your school studying**
 - Read First Aid chapter aligned with your Ben Gurion curriculum (i.e Cardiology)
 - Puts you ahead of the curve for the USMLE exam
 - Also, helps for school exams
- ❖ **Limit your resources**
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 - Current goal: maximize pre-clinical learning.
 - End of year goal: maximize USMLE score

What's the average score? What is a good score?

Step 1	
Calendar Year	Mean (SD)
2014	229 (20)
2015	229 (20)
2016	228 (21)

Step 2 Clinical Knowledge	
Academic Year	Mean (SD)
2013-2014	240 (18)
2014-2015	240 (18)
2015-2016	242 (17)

Step 3	
Calendar Year	Mean (SD)
2014	222 (16)
2015	225 (16)
2016	225 (15)

A score > 249 → top 16%

A score > 255 → top 20%

A score > 240 → top 16%



What Step 1 score do I need to get into residency?

Specialty	Matched	Unmatched
Anesthesiology	230	208
Child Neurology	229	208
Dermatology	247	228
Diagnostic Radiology	241	227
Emergency Med	230	216
Family Med	218	201
Gen Surgery	232	213
Internal Med	218	210
Internal Med/Peds	230	203
Neurosurgery	244	230
Neurology	230	208
Obstetrics & Gynecology	236	209
Orthopedic Surgery	243	231
Otolaryngology	248	238
Pathology	231	217
Pediatrics	206	206
Physical Med & Rehab	230	206
Plastic Surgery	245	226
Psychiatry	200	206
Radiation Oncology	241	237
Vascular Surgery	237	221
All Combined	230	221

Overall, we recommend students aim for >220 on Step 1 to give a good chance at matching into a residency program



USMLE Practice Question Breakdown

A 26 year old woman is brought to the emergency department by her roommate because of vomiting for 4 hours. She also has a 2 day history of fatigue and dizziness on standing. She has had severe heartburn for 3 months; treatment with over-the-counter antacids has provided some relief. The vital signs of the patient are T 35.6C (96F), pulse 110/min, and blood pressure 80/55 mm Hg. Physical examination shows marked pallor. Laboratory studies show a hemoglobin concentration of 6 g/dL and hematocrit of 18%. A chest x-ray is obtained (shown) and a pulmonary catheter is inserted and laboratory values are measured.

The patient is most likely experiencing which of the following types of shock?

- A) Anaphylactic.
- B) Cardiogenic.
- C) Hypovolemic.
- D) Neurogenic.
- E) Septic.



RECALL: Sample USMLE Question

4 STEP TECHNIQUE: The patient is most likely experiencing which of the following types of shock?

Anaphylactic

Cardiogenic

Hypovolemic

Neurogenic

Septic

USMLE Practice Question Breakdown

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How to Approach a Prompt/Question and Answers

First... Start at the End

1 Read the question stem.

🔑 Understand what the question is asking you to do

- Ex: “What’s the most likely diagnosis?”
- Ex: “What is the underlying mechanism?”
- Ex: “Which serum marker will be decreased?”
- Ex: “What is the side effect of the likely drug given?”

Note: Distractor answers will fit only 1 clue or some of the information given, not ALL

- Ex: “What’s the next best step?”

*Note: As a general rule, except in emergencies, the **least** invasive test or procedure that helps the patient is usually correct*

🔑 Allows you to maintain focus. Especially on longer vignettes

🔑 Avoids a Common Pitfall: students know the vignette but answers the ‘wrong’ question about it.

A standardized approach to USMLE prompts ensures you get the most out of each question



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USMLE Practice Question Breakdown

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1 The patient is most likely experiencing which of the following types of shock?

- 2
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 - B) Cardiogenic.
 - C) Hypovolemic.
 - D) Neurogenic.
 - E) Septic.

How to Approach a Prompt/Question and Answers

Let the answers help you, not hurt you.

2 Scan the answer choices

- 🚫 See if you can break them down into categories or buckets
- 🚫 Read the answer choices quickly and categorize them
 - Example:
 - A) Anaphylactic.
 - B) Cardiogenic.
 - C) Hypovolemic.
 - D) Neurogenic.
 - E) Septic.
 - 🚫 A & E are immune mediated
 - We would expect either signs of allergic reaction, infection, and a history of an exposure.
 - 🚫 B & D are related primary dysfunction of an organ system
 - Look for a clear finding to points to the **heart** or to the **autonomic nervous system/spinal cord**
 - 🚫 C is massive volume loss
 - Is there a cause?

Think: Heart Attack,
Heart Failure

Think: Spinal Cord
Injury.
NOT Stroke

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USMLE Practice Question Breakdown

3

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How to Approach a Prompt/Question and Answers

Let the answers help you, not hurt you.

3

Actively read the prompt, summarizing as you go into your own words

🔑 As information is given, begin piecing it together into a bigger picture in your own words

➤ Your “big picture” summary will be immensely helpful in selecting an answer

🔑 Summary:

➤ Young woman with acute onset GI symptoms presenting in shock with tachycardia and anemia, but no fever

🔑 Use the summary to help narrow down answer choices.

➤ Always try to use Process of Elimination (POE)

➤ Helps to find the right answer

➤ Helps exclude the wrong answers

➤ Increases your confidence that you are right → reduces 2nd guessing yourself!

With practice, this process should take 10-15 sec (or less) per question



USMLE Practice Question Breakdown

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A 26 year old woman is brought to the emergency department by her roommate because of vomiting for 4 hours. She also has a 2 day history of fatigue and dizziness on standing. She has had severe heartburn for 3 months; treatment with over-the-counter antacids has provided some relief. The vital signs of the patient are T 35.6C (96F), pulse 110/min, and blood pressure 80/55 mm Hg. Physical examination shows marked pallor. Laboratory studies show a hemoglobin concentration of 6 g/dL and hematocrit of 18%. A chest x-ray is obtained (shown) and a pulmonary catheter is inserted and laboratory values are measured.

4



1

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How to Approach a Prompt/Question and Answers

Learn key normal values. Look at images last /ignore.

4

Strong familiarity w/ lab values will reduce anxiety/confusion later.

Imaging is important in the real world of medicine. Not so much on the test.

- 🔥 Chem 7 and CBC must be memorized. Vitals must be burned in your memory forever!
 - Develop sense of upper/lower limits for Na, K, Cl, Cr, Ca, BUN, Gluc Hgb, Hct, WBC, Plt
- 🔥 Look at images LAST, if at all
 - Radiology Imaging – You are NOT a radiologist.
 - Do not need to make radiographic diagnoses
 - Rare exceptions (i.e ptx, free air under diaphragm, Epidural, SDH or SAH)
- 🔥 Patient Pictures
 - Lesions can be helpful if they are pathognomonic for a disease process
 - i.e mucosal lesions for Peutz-Jeghers.
- 🔥 Smears/Histology
 - Blood smears helpful for basics: micro vs macrocytosis, and relative cell size
 - Not expected you to identify individual cells or provide detailed analysis

A standardized approach to USMLE prompts ensures you get the most out of each question



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How to Approach a Prompt/Question and Answers

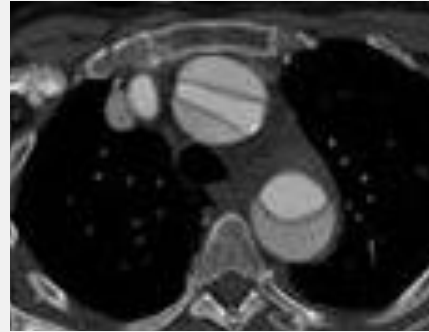
Example rare images that are highly helpful



Pneumothorax



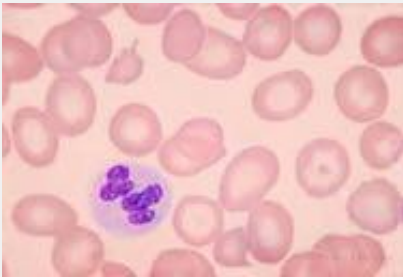
Free Air



Dissection



Peutz-Jeghers



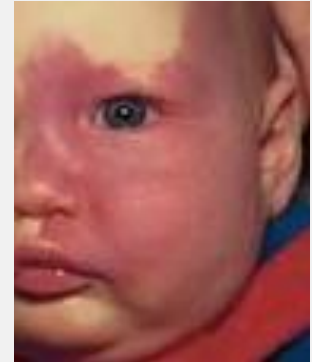
Macrocytosis



SDH



Shistocyte



Sturge-Weber

How to Approach a Prompt/Question and Answers

Employing a standardized approach to USMLE prompts ensures you're getting the most out of each question

4

6 g/dL and hematocrit of 18%.

T 35.6C (96F),

pulse 110/min

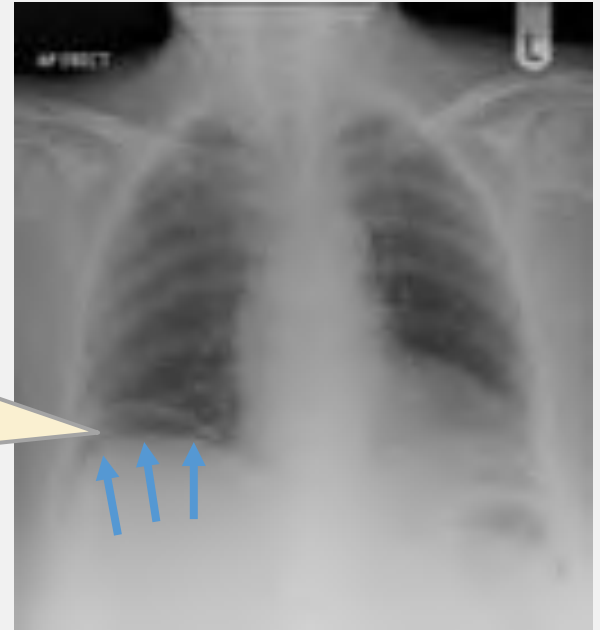
blood pressure 80/55 mm Hg

Understand the labs, KNOW the normal values

Images are rarely helpful on the USMLE

Did you see the free air under the diaphragm?

How long did it take you to see the free air?



USMLE Practice Question Breakdown

3 A 26 year old woman is brought to the emergency department by her roommate because of vomiting for 4 hours. She also has a 2 day history of fatigue and dizziness on standing. She has had severe heartburn for 3 months; treatment with over-the-counter antacids has provided some relief. The vital signs of the patient are T 35.6C (96F), pulse 110/min, and blood pressure 80/55 mm Hg. Physical examination shows marked pallor. Laboratory studies show a hemoglobin concentration of 6 g/dL and hematocrit of 18%. A chest x-ray is obtained (shown) and a pulmonary catheter is inserted and laboratory values are measured.



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- 1 The question stem – tells you what the question is asking
- 2 The answer choices – Given you some context as to what the question is about
- 3 The prompt – Summarize key information as it's given in your own words; ensure that the answer matches ALL of the information given, not just some
- 4 Labs and images. EVAL the labs. IGNORE the images.

EMP's SUGGESTED ORDER.

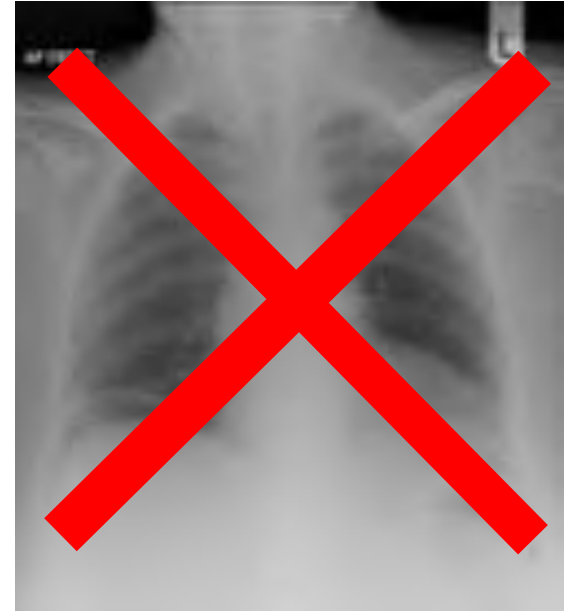
There is no one right way to do this.

USMLE Practice Question Breakdown

A 26 year old woman is brought to the emergency department by her roommate because of vomiting for 4 hours. She also has a 2 day history of fatigue and dizziness on standing. She has had severe heartburn for 3 months; treatment with over-the-counter antacids has provided some relief. The vital signs of the patient are T 35.6C (96F), pulse 110/min, and blood pressure 80/55 mm Hg. Physical examination shows marked pallor. Laboratory studies show a hemoglobin concentration of 6 g/dL and hematocrit of 18%. A chest x-ray is obtained (shown) and a pulmonary catheter is inserted and laboratory values are measured.

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There is no one right way to do this.

4 STEP TECHNIQUE: The patient is most likely experiencing which of the following types of shock?

Anaphylactic

Cardiogenic

Hypovolemic

Neurogenic

Septic

Part B

The patient is determined to be in hypovolemic shock and is being transferred to the ICU to be stabilized. Which of the following physiologic changes are occurring in the patient's skeletal muscle prior to receiving treatment?

	Arteriole diameter	Intracellular Na ⁺ Concentration	Vascular Conductance
A.	↑	↑	↑
B.	↑	↑	↓
C.	↑	↓	↑
D.	↑	↓	↓
E.	↓	↑	↑
F.	↓	↑	↓
G.	↓	↓	↑
H.	↓	↓	↓

SHOCK Part B: Which of the following physiologic changes are occurring in the patient's skeletal muscle prior to receiving treatment?

A

B

C

D

E

F

G

H

Part B:

Keys to the Q:

- Crosslinking information across topics
- Using process of elimination
- Use logical deduction to understand unfamiliar terms

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B.	↑	↑	↓
C.	↑	↓	↑
D.	↑	↓	↓
E.	↓	↑	↑
F.	↓	↑	↓
G.	↓	↓	↑
H.	↓	↓	↓

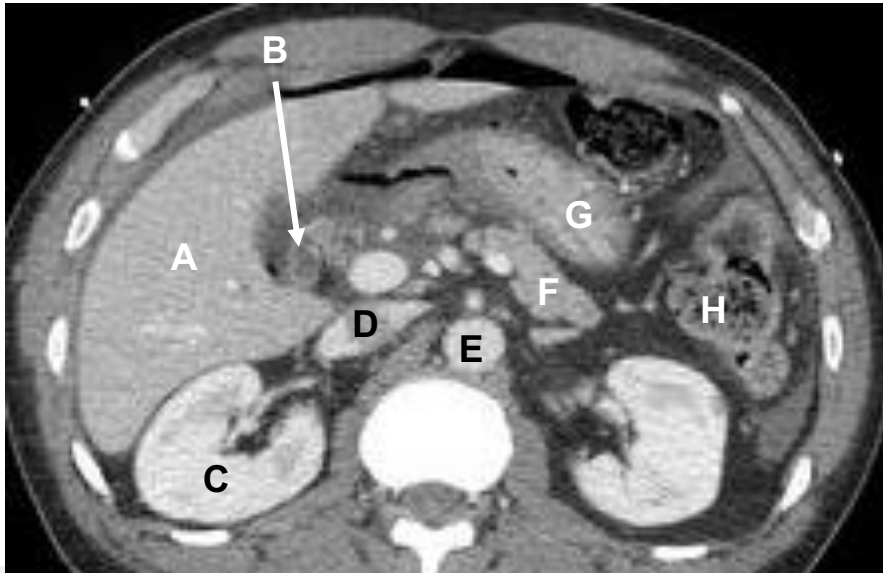
Annotations:

- Blue callout for B: Cross link w/ VASCULAR PHYS
- Blue callout for C: Cross link w/ CELL BIO
- Blue callout for D: Logical deduction: CONDUCTANCE is inverse of RESISTANCE
- Red box highlights row F.

Part C

After stabilizing the patient's blood pressure and volume status the patient is scheduled to undergo surgery to treat the likely source of hypovolemia and free intra-abdominal air. Immediately prior to going to the operating room, a CT of the abdomen and pelvis is performed to assist with surgical planning. Which of the following structures on the axial CT image through the abdomen is the likely source of the free air and associated hypovolemia?

- A.
- B.
- C.
- D.
- E.
- F.
- G.



RECALL

A 26 year old woman is brought to the emergency department by her roommate because of vomiting for 4 hours. She also has a 2 day history of fatigue and dizziness on standing. She has had severe heartburn for 3 months; treatment with over-the-counter antacids has provided some relief.

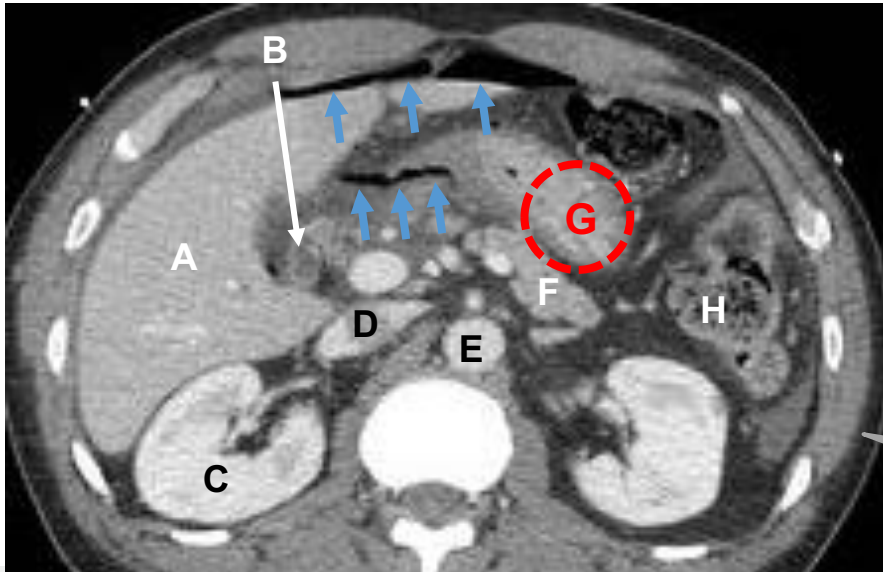
SHOCK Part C: Which of the following structures on the axial CT image through the abdomen is the likely source of the free air and associated hypovolemia?



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- F.
- G.

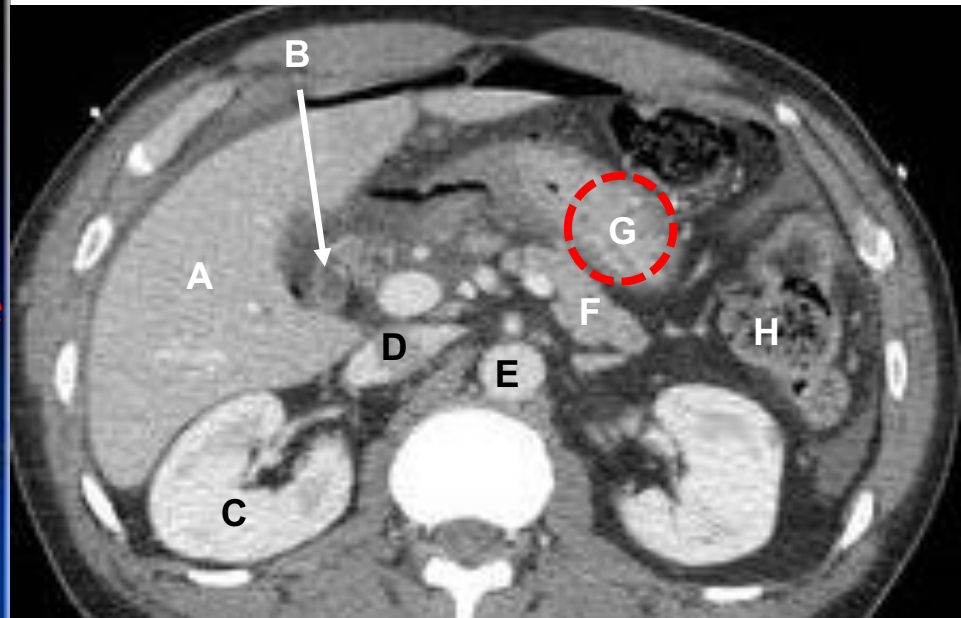


RECALL

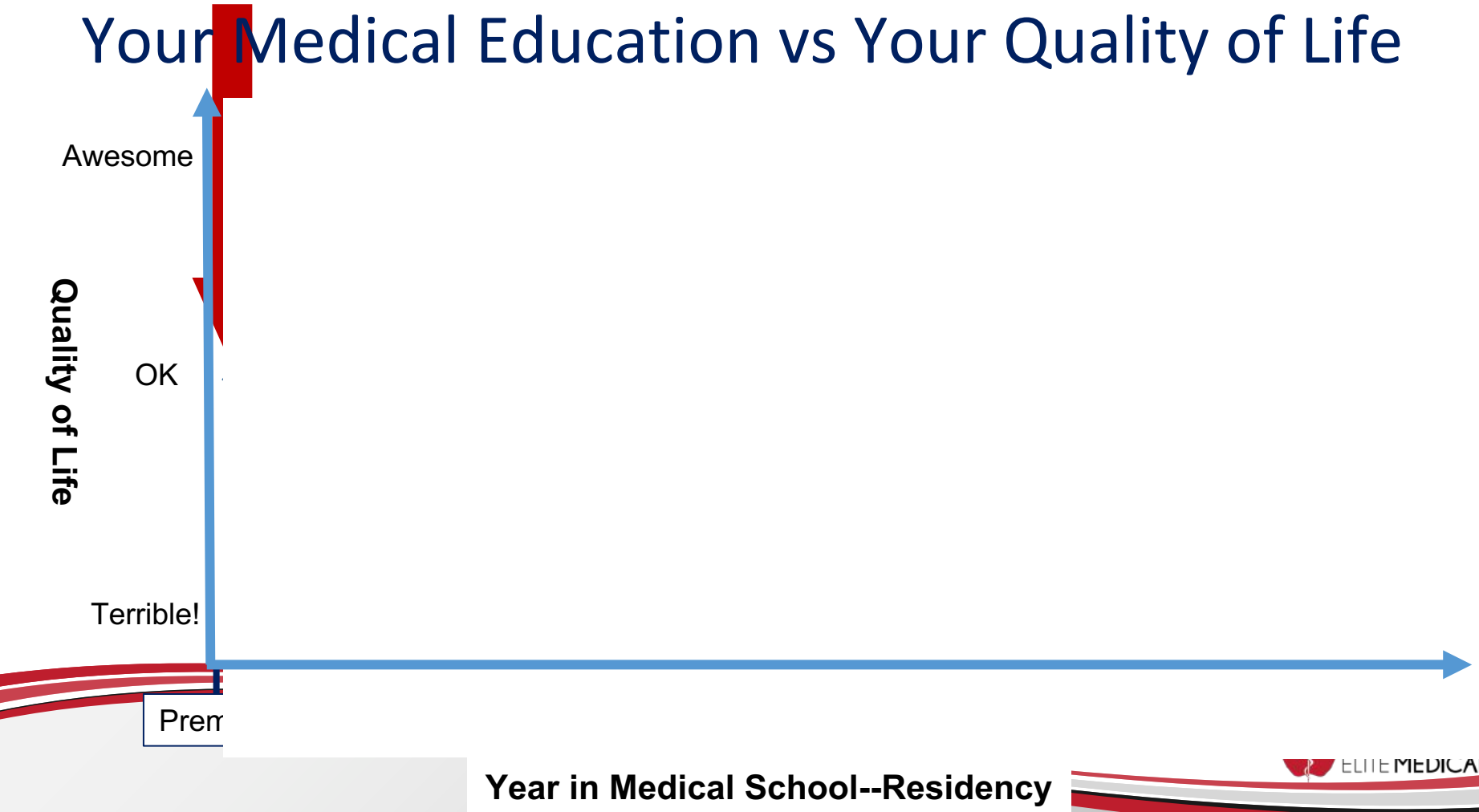
A 26 year old woman is brought to the emergency department by her roommate because of vomiting for 4 hours. She also has a 2 day history of fatigue and dizziness on standing. She has had severe heartburn for 3 months; treatment with over-the-counter antacids has provided some relief.

*Did you see the **free air**?*
*How long did it take you to see the **free air**?*

Cross-sectional Anatomy



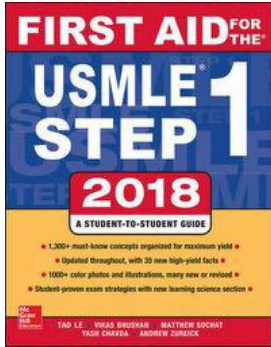
Your Medical Education vs Your Quality of Life



What to do RIGHT NOW:

Leveraging Qbank. Use First Aid as a supplement to regular studying

What You Need



First Aid:

- Read the First Aid chapter that corresponds with the topic you are studying during medical school
- Take notes about important topics or mnemonics you want to remember
- Annotate the margins with additional information from the Qbank



Uworld QBank

- Go through the corresponding Qbank questions with the topic you are studying
- Tutor mode is best as it allows you to fully read the explanations and learn without time pressure
- The scores aren't as important as the exposure to real test material and high-yield topics



Platform

✓ Key Positives



- ✓ Best illustrations
- ✓ Comprehensive without being overly detailed
- ✓ Study schedule tool is unmatched
- ✓ User friendly; Integrated with key resources
- ✓ Mobile friendly



- ✓ Comprehensive, but overly detailed
- ✓ Guidance Mode in Qbank
- ✓ Embedded key resources



- ✓ User friendly
- ✓ Great illustrations
- ✓ Integration with key resources



- ✓ Presents path/pathophys in manageable chunks
- ✓ Passive learning with variable detail



- ✓ Well organized and integrated with key resources
- ✓ Good second source for tough topics
- ✓ Good integration of pharmacology and physiology



- ✓ User friendly
- ✓ comprehensive for shelf exams
- ✓ Excellent videos



- ✓ Large question bank and practice exams
- ✓ Mobile friendly



















- ✓ Good review of basic USMLE tenets with references to First Aid

Detailed written reviews of these resources and the various pros and cons will be posted on the dedicated class

page.

Please send any questions and comments to the dedicated email address

bgu2021@elitemedicalprep.com

Platform	✓ Key Positives	✗ Key Negatives	EMP Rating
	<ul style="list-style-type: none"> ✓ Best illustrations ✓ Comprehensive without being overly detailed ✓ Study schedule tool is unmatched ✓ User friendly; Integrated with key resources ✓ Mobile friendly 	<ul style="list-style-type: none"> ✗ Qbank lower difficulty vs. Uworld ✗ Some flashcards are overly simple ✗ Some videos can be lengthy 	
	<ul style="list-style-type: none"> ✓ Comprehensive, but overly detailed ✓ Guidance Mode in Qbank ✓ Embedded key resources 	<ul style="list-style-type: none"> ✗ Not user friendly ✗ Illustrations are somewhat dull ✗ No study schedule Tool 	
	<ul style="list-style-type: none"> ✓ User friendly ✓ Great illustrations ✓ Integration with key resources 	<ul style="list-style-type: none"> ✗ Too much content that overwhelms/low yield ✗ Not suitable for most exam prep timelines 	
	<ul style="list-style-type: none"> ✓ Presents path/pathophys in manageable chunks ✓ Passive learning with variable detail 	<ul style="list-style-type: none"> ✗ Not comprehensive across all topics - Best as supplement to other resources ✗ Passive learning only 	
	<ul style="list-style-type: none"> ✓ Well organized and integrated with key resources ✓ Good second source for tough topics ✓ Good integration of pharmacology and physiology 	<ul style="list-style-type: none"> ✗ Overly comprehensive and detailed/low-yield ✗ Graphics are very basic and low quality ✗ Just videos, no Qbank 	
	<ul style="list-style-type: none"> ✓ User friendly ✓ comprehensive for shelf exams ✓ Excellent videos 	<ul style="list-style-type: none"> ✗ Qbank is lacking, explanations aren't comprehensive 	
	<ul style="list-style-type: none"> ✓ Large question bank and practice exams ✓ Mobile friendly 	<ul style="list-style-type: none"> ✗ Too much content/low yield ✗ Low video quality ✗ Not well integrated with resources ✗ No flashcards 	
	<ul style="list-style-type: none"> ✓ Good review of basic USMLE tenets with references to First Aid 	<ul style="list-style-type: none"> ✗ Outdated ✗ Qbank far inferior with typos and errors 	

Exams we recommend for these platforms...









Platform

Step 1



Exams we recommend for these platforms.

Keep in mind that a resource can be good for the academic year, but less efficient/effective during dedicated study periods

Platform	Step 1	Step 2	Shelf Exams	Coursework
	✓	✗	✗	✓
	✓	✓	✗	✓
	✓	✗	✗	✓
	✓	✗	✗	✓
	✗	✗	✗	✓
	✗	✗	✓	✓
	✓	✗	✗	✓
	✗	✗	✗	✗

🍎 Set a Personalized Calendar

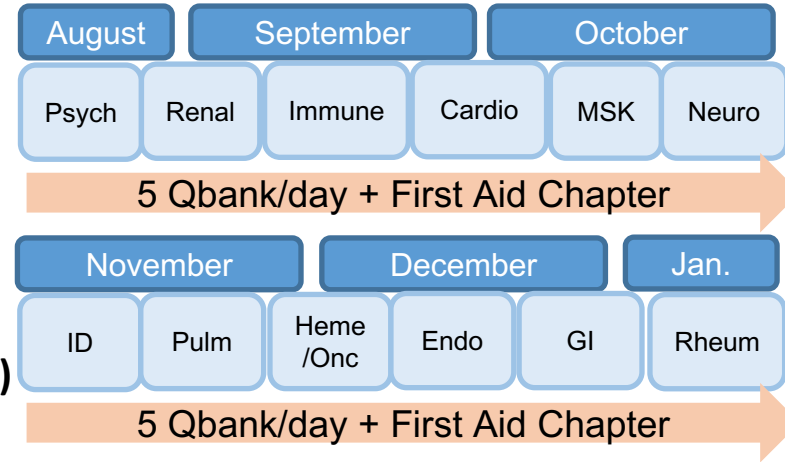
- Takes the guesswork out of studying
- Gives you comfort that you are studying the right topics, the right way
- Takes into account the resources you will be using, your exact timeline until test day, and any personal circumstances (e.g. religious holidays or vacations)

🍎 General Steps for Right Now:

3-5 Daily Questions in Qbank (TUTOR MODE)

Incorporate First Aid into your note taking NOW.

Get familiar with a flashcard program (Anki, Quizlet, et al)



FAQs about Setting your study calendar

Next session will spend time on using a calendar template and setting specifics

- ❗ **How detailed should I make the calendar at this time?**
 - **Planning down to the hour each day rarely works out**
 - causes more anxiety than it's worth
 - **Stick to the “topic” level. Supplement your classwork w/ FA and a few daily Qs.**
- ❗ **What if I get behind?**
 - **Focus on your classwork**
 - **Now is not the time to cram for the USMLE. Slow and steady work is the key here**

Next Steps in our engagement

- ❖ **We are available for feedback and questions. A dedicated email has been created for students in your class year at Ben Gurion.**
bgu2021@elitemedicalprep.com
- ❖ **Please send questions and comments after the sessions to this email. Responses will be prompt and questions relevant to the group will be summarized and shared**
- ❖ **Collect feedback from you and the students regarding our service, so that we may better serve you all moving forward**



Thank You.

