

Preparing Academic Success Strategies (PASS)



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Academic Support Services



Strategic Academic Support Consultations

Time Management

Study Strategies

- Learning large amounts of information
- Strategic study across the study cycle
- Active study strategies
- Effective and strategic reading, listening and note-taking
- Exam Preparation and exam taking



Writing Consultations @Student Writing Center

One-one-One Consultations

Online Writing Review

www.jefferson.edu/academic_support

www.jefferson.edu/student_writing

Student Panel

- ▶ Anthony Vu - Jefferson College of Pharmacy P2
Anthony.Vu@students.jefferson.edu
- ▶ Michelle Asim - Jefferson College of Life Sciences, Post-Bacc Pre-Professional Program (P4) Michelle.Asim@students.jefferson.edu
- ▶ Maddie Seiden, Jefferson College of Rehabilitation Sciences, 2nd year MSOT
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Welcome!

Our goals:

- ▶ Build awareness and encourage metacognition
- ▶ Introduce study strategy adjustments you might need to develop
- ▶ Encourage strategic and honest time management
- ▶ Encourage strategic, active, efficient study and learning
- ▶ Encourage communication and collaboration
- ▶ Encourage use of resources



Agenda

- ▶ Introductions and agenda
- ▶ **Adapting Strategies for Remote or Online Learning**
- ▶ **Developing Time Management Strategies**
- ▶ **Active Study Strategies and Learning Efficiency**
- ▶ **Strategies for Test Preparation and Test Taking**
- ▶ Emphasis on Resources Available and Proactive Use
- ▶ Wrap up and final comments



Our Role in Academic Support Services

- ▶ Our focus is on helping students to learn more effectively at Jefferson, and to develop lifelong learning strategies.
- ▶ We work with students across all of Jefferson's programs.
- ▶ Most of our work is with students who want to improve, and want to develop more efficient study strategies given the demands of their degree program.

We Believe...

- ▶ Every student admitted to Jefferson can succeed here.
- ▶ All Jeff students possess strengths and most, if not all, of what they need to generate their own solutions through engagement in a systematic process of collaborative problem-solving.
- ▶ However, it is to be expected that students will not come to Jeff already possessing all the strategies and techniques they need to excel — because people tend not to develop strategies until they need them.

Four Characteristics of Successful Students

- ▶ Inquisitive
- ▶ Resilient / Adaptive
- ▶ Reflective
- ▶ Balanced



Metacognition - Thoughtful analysis and awareness of what works well and what doesn't

The ability to:

- ▶ think about one's own thinking
- ▶ choose practices that encourage deep, flexible, reliable learning
- ▶ be consciously aware of oneself as a problem solver
- ▶ monitor and control one's mental processing ("How well do I understand this material?")
- ▶ accurately judge one's level of learning



McGuire, Sandra Yancey. 2012. Teach STEM Students *How to Learn*: Metacognition is the Key! Powerpoint presentation.

Process of Collaborative Problem-Solving

Strategic Academic Support Consultations



Critically reflect upon your study strategies...

Raise your hand if you agree with the following statements?:



- I have a system for studying and for managing all of my coursework.
- I believe my previous study methods will be effective here at Thomas Jefferson University.
- I am confident I can effectively adjust to remote / online learning.

Let's Talk about Remote Learning

- ▶ Learning online via synchronous and asynchronous instruction and materials requires a number of adjustments
- ▶ A thoughtful, strategic approach to both Time Management and Active Learning is so important to adjusting well.



Adapting Strategies for Online Learning

- ▶ Survey your resources / Explore your courses
 - ▶ Build awareness
 - ▶ Know what to expect - and what is expected of you
 - ▶ Identify ways to communicate with faculty and peers



Adapting Strategies for Online Learning

- ▶ Plan to get and stay organized
 - ▶ Time Management
 - ▶ Make your time visual
 - ▶ Build routines that work for you
 - ▶ Plan for each class - (processing new material and practice with previous material)
 - ▶ Plan for both study success and health and wellbeing



Adapting Strategies for Online Learning

▶ Establish Good Study Routines

- ▶ Environment
- ▶ Schedule / routines
- ▶ Variety and Balance
- ▶ Reduce Distractions
- ▶ Take Breaks
- ▶ Communicate to set up what you need for good learning



Adapting Strategies for Online Learning

► Keep your Learning Active

- Plan for each stage of the study cycle, for each course (more to follow on the Study Cycle)
- Incorporate active study at each stage
- Plan to benefit from spaced repetition and self-testing
- Active study is efficient study



Adapting Strategies for Online Learning

- ▶ Collaborate & Connect
 - ▶ Connect with Classmates
 - ▶ Connect with Faculty
 - ▶ Connect with Tutors
 - ▶ Connect with academic support



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Adapting Strategies for Online Learning (Maddie Seiden)

- ▶ Connect with peers early and form a study group
 - ▶ Set expectations about how and when you will study together, if you need to prepare study materials ahead of time, etc.
- ▶ Create a “study space”
 - ▶ Designated only for school
- ▶ Be clear with the people you live with about your study needs and timing
 - ▶ Make sure you are not only setting a schedule for yourself, but that you are also very clear with the people you live with about your schedule and needs

Student Panel - Q and A

Key Takeaways

- ▶ Know your resources
- ▶ Set up good study environment(s)
- ▶ Explicitly plan your time
- ▶ Study actively in planned chunks of time
- ▶ Connect, communicate and collaborate
- ▶ Use all available resources
- ▶ Pay attention to your wellbeing



Time Management Strategies



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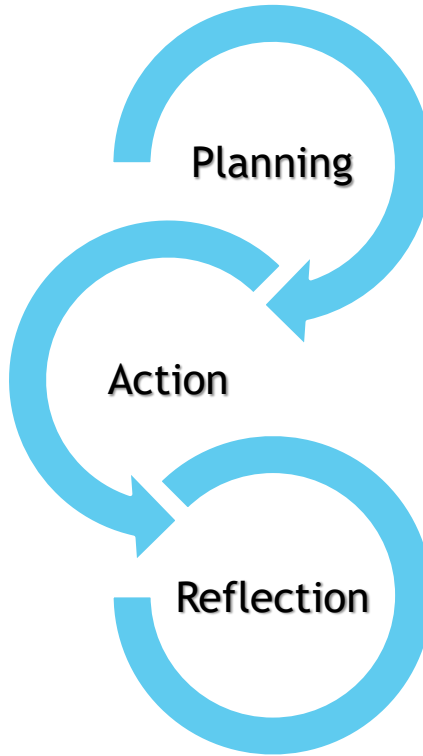
Getting Organized and Studying Efficiently

Goals:

- ▶ Discuss strategies for efficient time management (especially given the challenges of remote / online learning)
- ▶ Detail ways to make your time visual and plan your week and day



Time Management is a Process of Mindful



The Purpose of Managing Your Time is...



...absolutely about being able to get more done in the time available to you...



...but NOT solely about getting more things done: it's also a tool to minimize stress...



...and help you live your life more like how you want to — not just fit more stuff into it.

The First Step: Make Your Time Visible!



Three Levels of Organization

► Semester

► Week

► Day

Daily Schedule

8:00			
8:30			
9:00			
9:30			
10:00			
10:30			
11:00			
11:30			
12:00			
12:30			
1:00			
1:30			
2:00			
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6:00			
6:30			
7:00			
7:30			
8:00			
8:30			
9:00			
9:30			
10:00			

Weekly calendar

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00 AM							
7:00 AM							
8:00 AM							
9:00 AM							
10:00 AM							
11:00 AM							
Noon							
1:00 PM							
2:00 PM							
3:00 PM							
4:00 PM							
5:00 PM							
6:00 PM							
7:00 PM							
8:00 PM							
9:00 PM							
10:00 PM							

www.alburti.ca

31	September	1	2	3	4	5	6
7		8	9	10	11	12	13
14		15	16	17	18	19	20
		22	23	24	25	26	27
28	Start Paper	A&P Quiz					
29	Start Report		October	1	2	3	4
5	Lab Quiz		6	7	8	9	10
12		13	14	15	16	17	18
19		20	21	22	23	24	25
26		27	28	29	30	31	November
2		3	4	5	6	7	8

Semester Calendar

- ▶ Key due dates (exams, papers, etc.)
- ▶ Start dates to projects
- ▶ Other important obligations
- ▶ Extra-curricular life events (holidays, family visits)
- ▶ Create your own deadlines as needed!



31	<i>September</i>	1	2	3	4	5	6
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	<i>October</i>	1	2	3	4
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31	<i>November</i>	1
2	3	4	5	6	7	8	

31	September 1	2	3	4	5	6
						<i>Taste of the Neighborhood!</i>
7	8	9	10	11	12	13
14	15	16	17	18	19	20
				Bio Chem Exam		
21	22	23	24	25	26	27
	Start Paper	A&P Quiz				
28	29	30	October 1	2	3	4
	Start Report			Pharm Exam		Away in DC
5	6	7	8	9	10	11
	Lab Quiz			A&P Exam		
12	13	14	15	16	17	18
	Bio Chem Exam	A&P Quiz	Report Due!			Family in Philly
19	20	21	22	23	24	25
		Immun. Exam		Pharm Exam		
26	27	28	29	30	31	November 1
					Paper Due	
2	3	4	5	6	7	8

Short-Term Planning: See Your Week!

Fill out your weekly grid with:

1. Requirements (synchronous class components and other committed time)
2. Blocks of time for important activities that may be non-school related (meals, exercise, work... sleep!*)
3. Identify your windows of opportunity for study for each day
4. Plan a progression of activities for targeted courses (New material and Review)

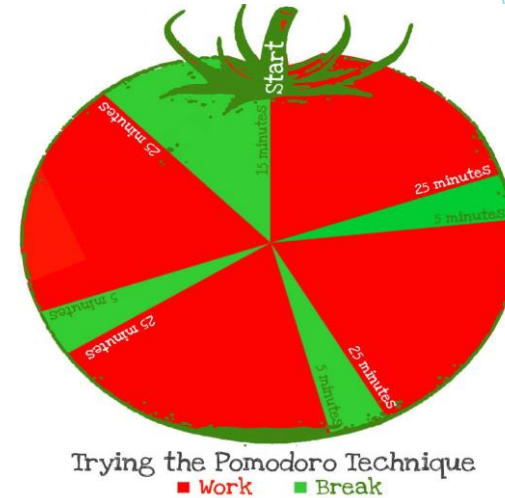
*Remember to think about when you will get up in the morning and go to bed at night!

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	To Do List
6-6:30								
6:30-7								
7-7:30								
7:30-8								
8-8:30								
8:30-9								
9-9:30								
9:30-10								
10-10:30								
10:30-11								
11-11:30								
11:30-12								
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7-7:30								
7:30-8								
8-8:30								
8:30-9								
9-9:30								
9:30-10								
10-10:30								
10:30-11								
11-11:30								
11:30-12								

Daily study plan - detail what you will do with blocks of study time

► Plan:

- Progression of activities
- Variety of activities
- Time for each activity
- Breaks in between
- Adjust as needed while keeping to general priorities
- Keep a record of what you do... and what you most need to work on



Reflection Questions

“What goals did I accomplish today, or this week?”

“What worked well?”

“What didn’t work well?”

“What work didn’t I get done?”

“When can I next work with that material?”

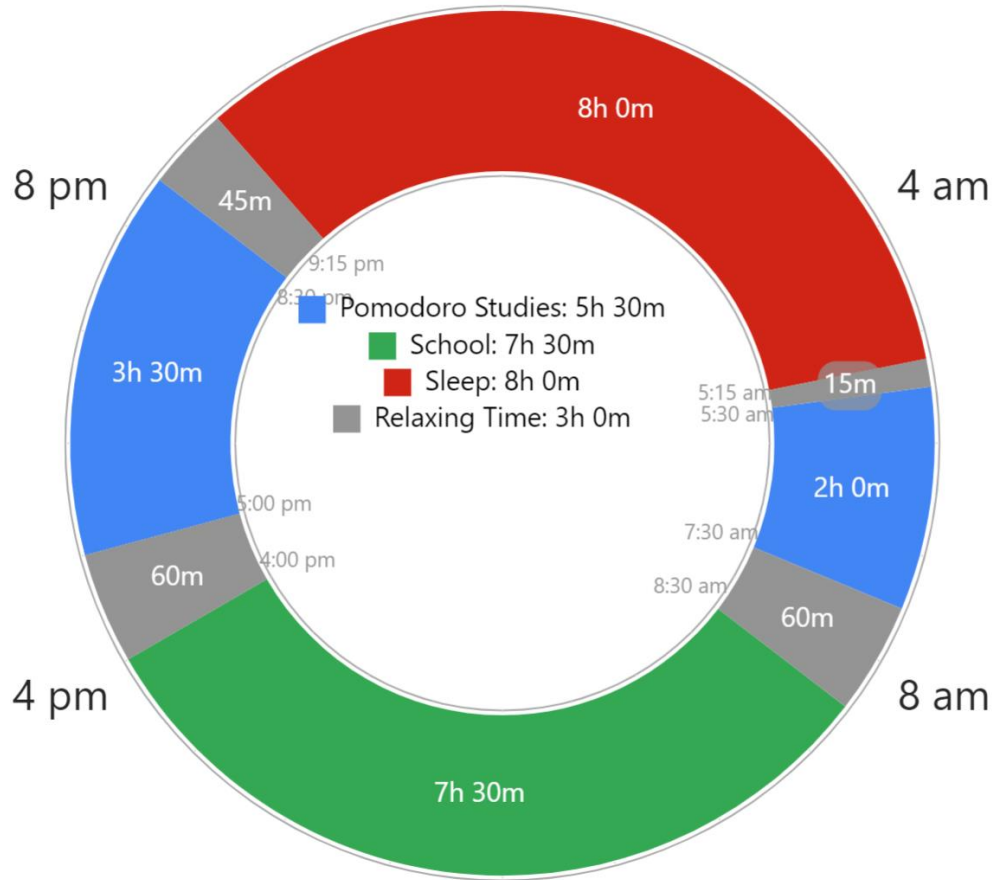
“Why didn’t I have enough time to [study, socialize, exercise, etc.]?”

“What do I need to change in my schedule (or life) in order to accomplish this goal or find more balance?”

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midnight



THE POMODORO TECHNIQUE®

A SIMPLE METHOD TO BALANCE FOCUS WITH DELIBERATE BREAKS

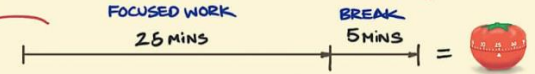


1 PLAN YOUR TASKS
How many pomodoros might you need?

2 DO 1 POMODORO
Time for 25 mins then take a 5 min break

NO SNEAKY
WORKING!

PROTECT
YOUR POMODORO!



3 REPEAT x 4 POMODOROS
Then take a longer break



Today

< >

September 2019



Week

	SUN 15	MON 16	TUE 17	WED 18	THU 19	FRI 20	SAT 21
GMT-04							
6 AM							
7 AM							
8 AM							
9 AM		Path JAH 407 9 – 9:50am	IPPE Fairmount Pharmacy 9am – 12pm	Path JAH 407 9 – 10:50am	Biochem 101 BLSB Exam 2; lessons 8-13, plus 1, 3, 5 8 – 9:50am	Biochem 407 JAH Glycogen and GNG 9 – 10am	
10 AM		HC comm PC BLSB 101 10 – 10:50am			Pharmacy Practice I BLSB 101 10 – 10:50am	PHC & SC JAH 307 10 – 11:50am	
11 AM		Immuno JAH 307 11 – 11:50am		Immuno Hamilton 628 11 – 11:50am	Immuno JAH 407 11 – 11:50am		
12 PM		Health Mentors Orientation 12 – 2pm				SSHHP action meeting 12 – 1pm	
1 PM			Biochem 202 College TBL session #2: H 1 – 2pm		Biochem 407 JAH Glycolysis 1 – 2pm		
2 PM		Patient Communication Lab 2 – 3pm	HC Delivery System JAH M13A and M13B 2 – 2:50pm		HC Delivery System JAH 407 2 – 2:50pm		
3 PM					Biochem 101 BLSB Discussion of Exam 3 – 4pm		
4 PM							Glenolden Intern 4 – 9pm
5 PM							
6 PM	Complete the Weekly Path Quiz due Tuesday at 11:59pm 6 – 9pm						
7 PM							
8 PM							
9 PM							
10 PM						EQ online self-assessment Due midnight 10 – 11pm	
11 PM							

Time Management Strategies (Maddie Seiden)

- ▶ Go through syllabi at beginning of the semester and add all due dates to your study plan/calendar and mark what day you plan to start looking at them
 - ▶ Check your syllabi every week and update your study plan/calendar just in case things have changed
- ▶ Try using calendar apps if grids do not work for you
 - ▶ Google Calendar is on your phone and computer/tablet, can be color coded, add locations and repetition of dates, and easily adapted
 - ▶ Outlook has its own calendar system

Student Panel - Q and A

Some takeaways about Time Management

- ▶ See your time - make your time visual and be realistic about how much study time you have each day, each week.
- ▶ Plan your time - you will likely have to explicitly plan your time, and especially your study time, more than you ever have needed to before.
- ▶ Be flexible and be willing to make adjustments as needed
- ▶ Think about how much time to give to each activity in a progression of activities

Adjusting the Study Cycle: Developing Active and Efficient Study Strategies



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Resources available for review of Study Strategies

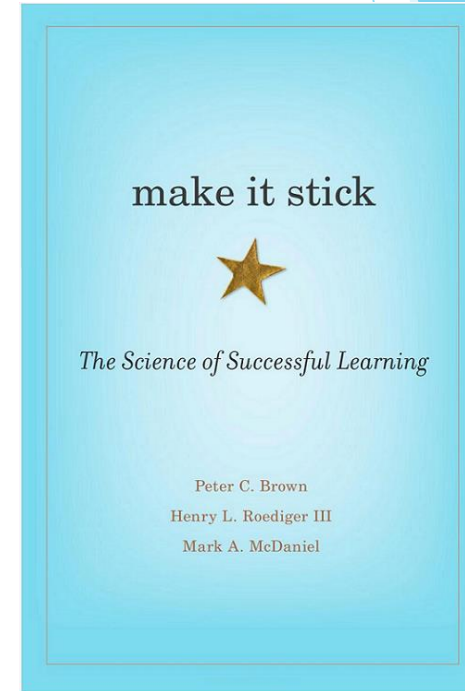
- ▶ **Adjusting and Improving Learning Strategies**
- ▶ [https://rise.articulate.com/share/0mgq_r56Y9BVHRdL47MOfb6_FU4mV40o#/
▶ Make it Stick: <https://www.youtube.com/watch?v=MfyllowuuZU>
▶ Learning Scientists: <https://youtu.be/CPxSzylRCI>
▶ Osmosis: \[https://www.osmosis.org/learn/Spaced_repetition\]\(https://www.osmosis.org/learn/Spaced_repetition\) and \[https://www.osmosis.org/learn/Testing_effect\]\(https://www.osmosis.org/learn/Testing_effect\)](https://rise.articulate.com/share/0mgq_r56Y9BVHRdL47MOfb6_FU4mV40o#/)
- ▶ The Office of Student Affairs, Academic Support Services - Please visit our website: https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/academic-support/academic_support.html

Your Key Takeaways from: Adjusting and Improving Learning Strategies

- ▶ What do you remember?
- ▶ What seemed valuable advice?
- ▶ What do you plan to put into practice?

Key Lessons for students from *Make it Stick: The Science of Successful Learning* (Brown, Roediger & McDaniel, 2014)

- ▶ Practice retrieving new learning from memory
- ▶ Space out your retrieval practice
- ▶ Build variety into your study practices
- ▶ Incorporate varieties of self testing - early and often
- ▶ Effortfully engage with material in multiple passes

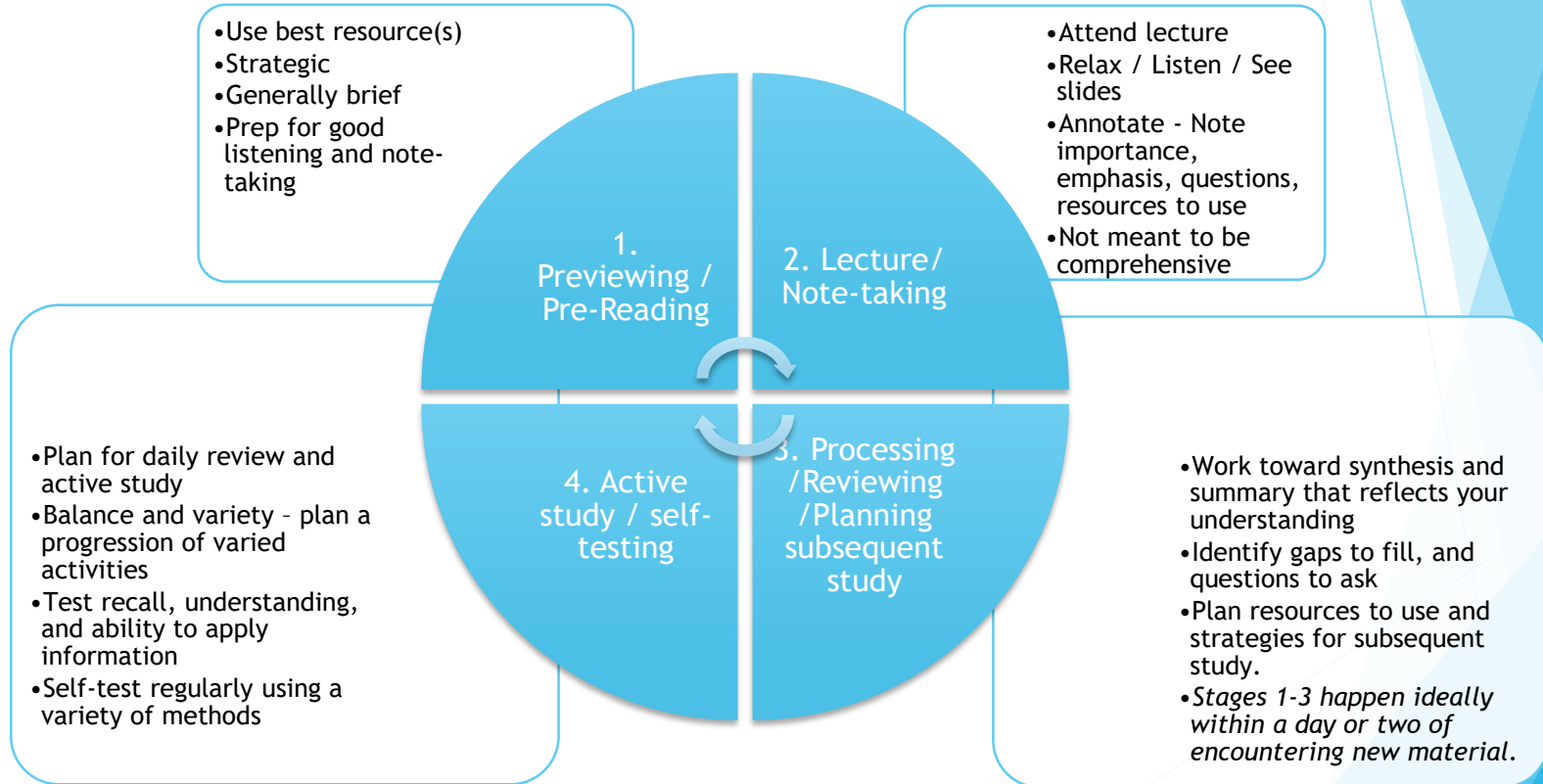


Some more key takeaways:

- ▶ **Survey resources.** Make informed decisions about what to use, when to use it, and how to use it.
- ▶ **Do more questions:** Always be on the lookout for questions! Identify best ways (and varieties of ways) to self-test
- ▶ **Challenge yourself** and start testing yourself early and often - before you are ready. Use feedback to inform your study. Repeat.
- ▶ **Plan your study time.** Commit to practices for periods of time. Build in breaks - rest, assess, plan what comes next.
- ▶ **Be Strategic in your Study.** Every time you study think about: Goal, Resource, Time, Plan for next time



Adjusting the Study Cycle - *Planning for multiple passes working with material*



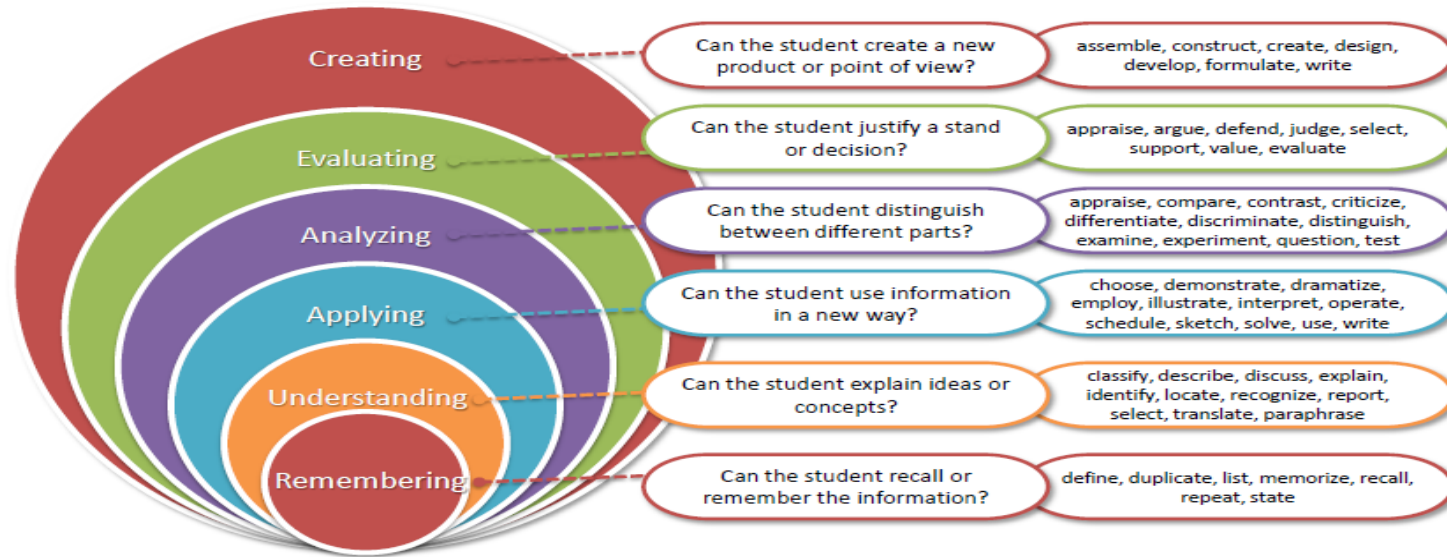
A shift in balance:

- ▶ *From* - labor intensive “front-end” work building a full outline or study guide to then “go over” and review... the objective being to comprehensively study, study, study and then, later, test.
- ▶ *To* - more efficiently developing a foundation from which to begin a progression of active, practice-based, question-based study and self-testing as a *learning method* that then points to priorities for targeted review and study.



Bloom's Taxonomy - The best way to reinforce recall and understanding is to test it with higher order tasks

Bloom's Taxonomy (Revised)



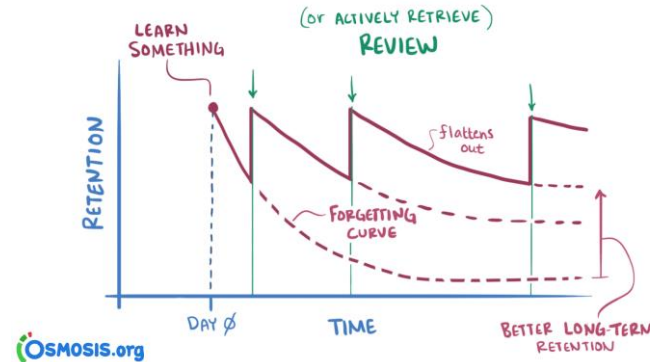
Strategies described by the Learning Scientists



Content by Yana Weinstein (University of Massachusetts Lowell) & Megan Smith (Rhode Island College) | Illustrations by Oliver Caviglioli (teachinghow2s.com/cogsci)
Funding provided by the APS Fund for Teaching and Public Understanding of Psychological Science

Study Strategies and Study Plans for incrementally building mastery depend upon good, thoughtful *time management*

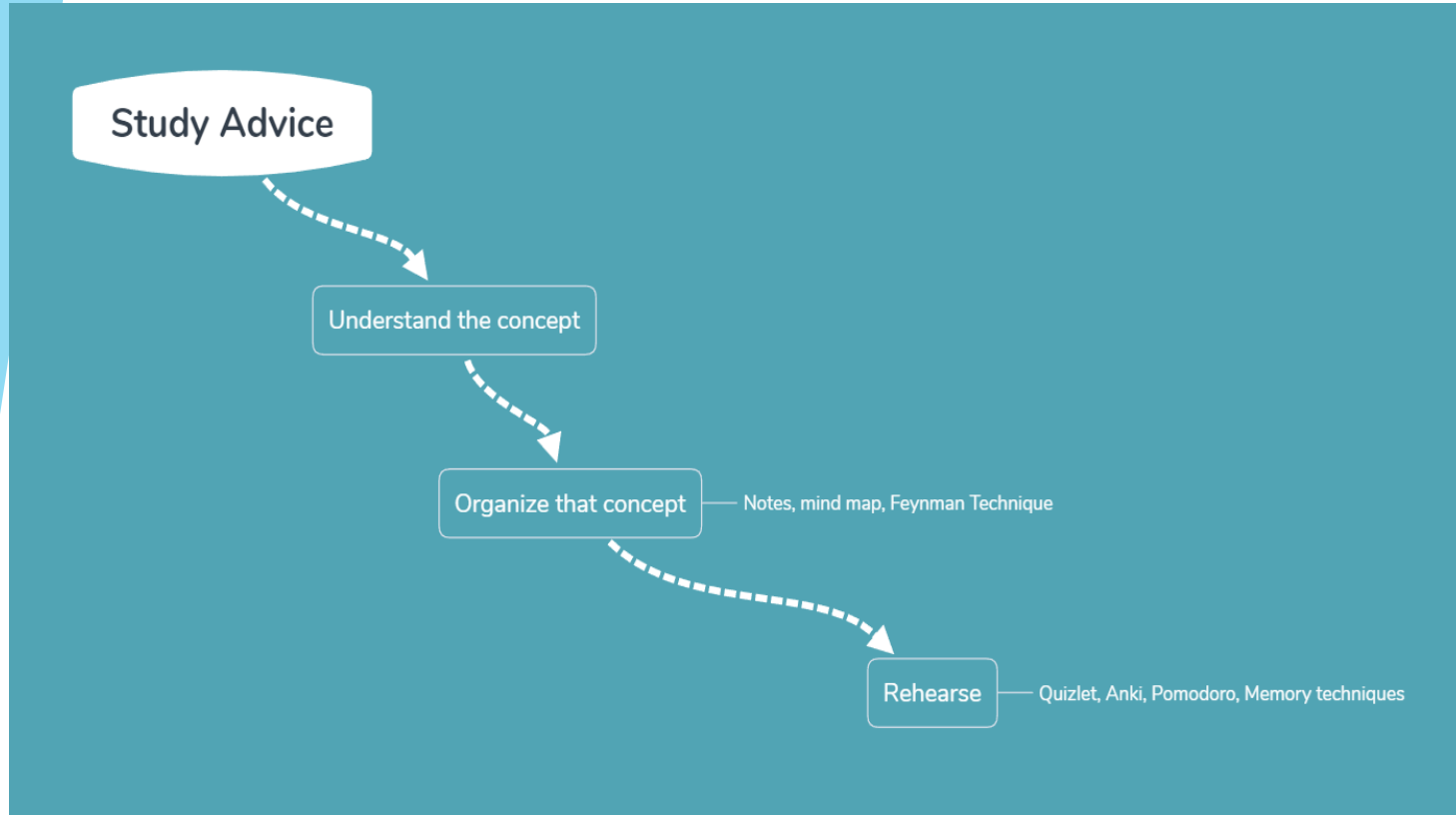
- ▶ See your week - how much time for study do you really have?
- ▶ Explicitly plan your study time - write it out.
- ▶ Plan to effectively space out study - work with material for set times over different days.
- ▶ Avoid the need to cram - *cramming is not learning*



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Incoming P2 student here! :)



Anthony Vu

Memory Techniques Tier List



S		
A		
B		
C		
D		

Memory Palace Chains (Multiple Method of Loci connected to each other) -- High Tier

Memory Journey (1st person point of view adventure through a vicinity) -- High Tier

Memory Palace -- (method of Loci using spatial memory + storyline) High Tier

Russian Doll -- (image on image) Mid Tier

Dominic System -- (number associated with people) Mid Tier

Peg System -- (number associated with words) Mid Tier

Major system -- (number associated with letters) Mid Tier

Mnemonic (Using acronyms or catchy phrases/images to keep your memory organized) --- Low Tier

Blunt Force (reliance of using exposure and repetition to help you memorize material with minimal use of mnemonics) -- Lowest Tier

Active Study Strategies and Learning Efficiency (Maddie Seiden)

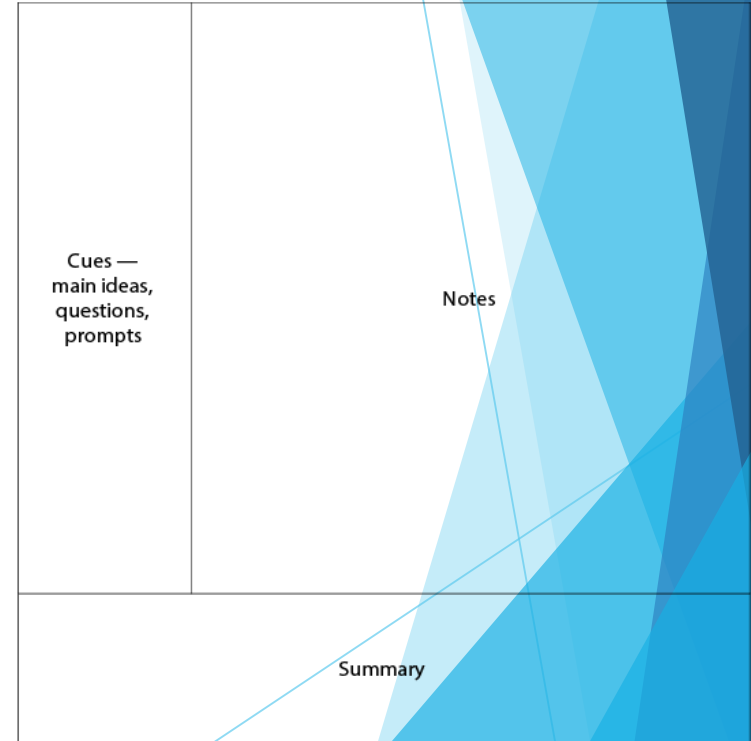
- ▶ Know what your learning style is and adapt your study strategies to that style
 - ▶ Visual, auditory, kinesthetic, verbal, individual, interpersonal
 - ▶ Everyone has different studying needs, and it's okay if your learning style is different from your peers
- ▶ Self-quizzing apps: Quizlet!
 - ▶ Only use for classes for rote memorization
- ▶ Come up with creative acronyms to remember key concepts
- ▶ Tell a story with the information
 - ▶ Ex: Dequervain's Tenosynovitis is called mommy's thumb, so we would do the Finkelstein Test because it sounds like the name of a children's book
- ▶ Self quiz based on your notes
 - ▶ Cover the top of the page, quiz self on materials
 - ▶ Make notes of what you get right and wrong
 - ▶ Be honest with yourself!
 - ▶ Come back to items you missed

Active Study Strategies and Learning Efficiency (Maddie Seiden)

- ▶ Chunk your studying
 - ▶ Don't try to learn everything all in one day→ plan for chunks each day in manageable amounts of time and briefly review that material in your next study session
- ▶ Draw it out! Make it colorful
 - ▶ Write different subjects in your notes in different colors
 - ▶ Make your notes visual and draw pictures to help you remember concepts
- ▶ Hand write your notes, don't type them
 - ▶ Rewrite the main concepts or things you are having trouble remembering as you study
- ▶ Review the material in multiple different ways
 - ▶ By yourself, drawing it out, with a group, with just your notes, with PowerPoints, etc.
 - ▶ The brain learns best with variety

Cornell Notetaking System (Maddie Seiden)

- ▶ On the left-hand column, write questions, emphasize main ideas, or write “aha” moments where other concepts connect
- ▶ In the bulk of the page, write your handwritten notes from class
- ▶ After class, at the end of the day, try to summarize what each page says at the very bottom WITHOUT looking at your notes
 - ▶ Great way to review and quiz yourself early on
- ▶ What are Cornell notes? https://youtu.be/HEsBd_Rgzfs
- ▶ How to use Cornell notes: https://youtu.be/nX-xshA_0m8



Student Panel - Q and A

Test Preparation and Test-Taking Strategies



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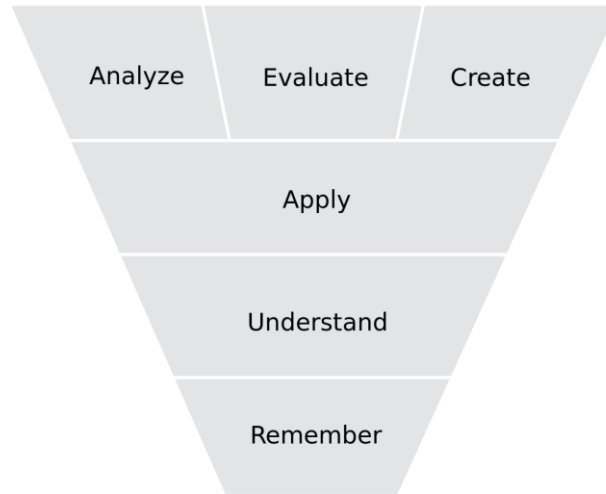


Study Strategies - Test Preparation

- ▶ Exam preparation equals (ok - if not equals, at least strongly influences) performance
- ▶ Study subjects at regular intervals (every 1-2 days)
 - ▶ Incrementally build mastery. Record what you are able to do (and what you don't get enough time to work with). Use this info to set up your own high yield list, and to plan future sessions
- ▶ Use **active** study techniques that involve answering questions and self-testing as early and as often as possible

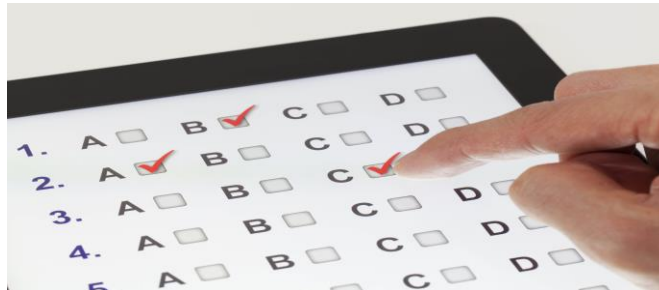
Types of Questions

- ▶ Knowledge
- ▶ Comprehension
- ▶ Application
- ▶ Analysis



Test-Taking Techniques

- ▶ Multiple choice is about narrowing down your choices:
- ▶ The goal is to narrow down as much as possible to the best answer
- ▶ Prepare to choose from several closely related answer choices.
- ▶ Always think - “What is this question asking? What is being tested here?”



Rule #1 - *Always read the question stem carefully!*

- ▶ Read the last two sentences of the stem first. Decide what the question is asking.
- ▶ Briefly preview answer choices
- ▶ Then read the whole stem carefully, noting key words and details.
- ▶ Try to anticipate answer before checking choices (cover answer choices if necessary).
- ▶ Proceed to a thoughtful, precise comparison of each answer choice - don't be too quick to go to a pre-determined choice, but don't overthink either. Be deliberate.
- ▶ If you skip and then come back to a question - try to read and respond to the question anew; ask focusing questions and try it again - do not repeat the same thought patterns

Test-Taking Techniques - Key Words to notice

- ▶ Identify key words in the stem that indicate negative polarity or that express an absolute (always, never...)
- ▶ Identify key words in the stem that set a priority
- ▶ Identify clues in the stem
- ▶ Identify specific determiners (only, for example)
- ▶ Identify opposites in options
- ▶ Identify equally plausible or unique options
- ▶ Identify duplicate facts among the options

- ▶ Use scrap paper to make note of key words or essential information as you are reading the stem.

- ▶ Anticipate answers before going to answer choices

Test Taking Techniques - Process of Elimination

- ▶ Compare answer choices to each other
- ▶ Look for wrong answers
- ▶ Look for the best answer when down to two choices (obviously, and easier said than done - but clearly compare how answer choices differ)
- ▶ As you practice, try to identify patterns of answer choices you get wrong and identify why you may be choosing as you do
- ▶ Systematically review practice tests to identify questions you consistently get right and why you miss questions you get wrong - have results inform study and practice

Exemplify strategies

- ▶ Pace - keep up a good pace, but don't worry if some questions take a bit longer or if you need to read twice
- ▶ Flagging - flag after giving a question a good, honest attempt; return to flagged questions after doing a few "easier" questions. Don't wait until the end. When you return, try to really begin again and re-read the stem with focusing questions in mind - "what is this question really asking?"
- ▶ Use scrap paper to note key words or important information about the questions.
- ▶ Use features (if comfortable) for striking choices, etc.

During the exam - The question of second-guessing

- ▶ General rule of thumb - Don't Overthink or Second Guess!
 - ▶ Set the bar very high for changing an answer
 - ▶ Only change your answer if you are sure you have made a mistake or missed something
 - ▶ When in any doubt, the odds generally favor sticking to your first response



Dealing with stress

- ▶ Find a relaxing activity to do the day before or day of exam
- ▶ Avoid cramming the day before or day of exam
- ▶ Having everything ready the evening before
- ▶ Expect some anxiety or stress or nervousness - it is normal, and can help provide a positive edge. How we perceive and think about stress does affect our experience of it.

Dealing with stress - Remember the Ps

- ▶ Preparation - regular study that avoids the need to cram
- ▶ Practice - preparation that truly prepares for ways you will be assessed
- ▶ Positivity - Focusing Self-Talk
- ▶ Physical cues - posture, breathing, muscle relaxation
- ▶ Pace - maintain a good, steady pace, but allow for some variation. Ignore what you think the pace of others might be
- ▶ Patience and persistence

Student Personal Counseling Center (SPCC)

- ▶ Just about everyone feels some stress on test day - it is normal and can be seen as positive! But in some cases, too much anxiety can interfere
- ▶ Stress and anxiety should not inhibit your performance—help is available.
- ▶ SPCC counselors are available to provide the assistance and guidance students need to achieve personal and academic success.
- ▶ All concerns are taken seriously — no problem is “too small” to talk about.
- ▶ (215) 503-2817; 833 *Chestnut St. Suite 230*

Student Panel

- ▶ Anthony Vu - Jefferson College of Pharmacy P2
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- ▶ Michelle Asim - Jefferson College of Life Sciences, Post-Bacc Pre-Professional Program (P4) Michelle.Asim@students.jefferson.edu
- ▶ Maddie Seiden, Jefferson College of Rehabilitation Sciences, 2nd year MSOT
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- ▶ Zoe Kress, Jefferson College of Rehabilitation Sciences, 3rd year OTD
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Strategies for Test Preparation (Maddie Seiden)

- ▶ As you study, try to anticipate what a trick question would be like
 - ▶ What would a professor put as the second-best answer?
- ▶ Do something relaxing the night before
 - ▶ Schedule a “cut off” time when you will stop studying completely and plan to do something fun and relaxing
- ▶ If talking to classmates about their stress regarding a test is stressing you out, take a break!
 - ▶ It’s okay to walk away and focus your energy on relaxing

Strategies for Test Taking (Maddie Seiden)

- ▶ Use your scrap paper to your advantage
 - ▶ Write down the number of the questions you skipped or had trouble answering so you know what to go back to
 - ▶ If you came up with acronyms or drawings, put them on the scrap paper for reference as you see those concepts pop up in questions
 - ▶ It will help jog your memory
- ▶ If you read a question and are immediately confused, skip it!
 - ▶ It takes more time to ruminate over not knowing the answer to a question than it does to answer one you do know

Student Panel - Q and A

Resources - Use them



Resources - Program, department, course...

- ▶ Administration
- ▶ Faculty
- ▶ Tutoring
- ▶ Big Sibs
- ▶ Other Upper-years
- ▶ Peers
- ▶ Study groups
- ▶ Social media groups

Use available resources - across campus

► Center City:

- Academic Support: <https://www.jefferson.edu/university/academic-affairs/schools/student-affairs.html>
- Library: <http://library.jefferson.edu/scott.cfm>
- Student Personal Counseling Center: <https://www.jefferson.edu/university/academic-affairs/counseling-center.html>
- Office of Student Life and Engagement (events and student orgs): <https://www.jefferson.edu/university/student-life-engagement.html.html>
- Jefferson Wellness Tips: <https://www.jefferson.edu/coronavirus/wellness-tips.html>
- Jefferson Division of Student Affairs Canvas page (with links to range of services): <https://jefferson.instructure.com/courses/9156>

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Student Panel - Q and A

