

# Preparing Academic Success Strategies (PASS)



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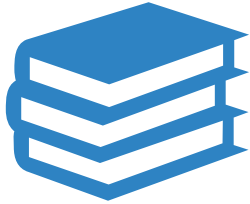
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# Center for Academic Success



## 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/studentsuccess](http://www.jefferson.edu/studentsuccess)

[www.jefferson.edu/academic\\_support](http://www.jefferson.edu/academic_support)

[www.jefferson.edu/student\\_writing](http://www.jefferson.edu/student_writing)

# Campus maps



- |  |  |  |
|--|--|--|
| <b>1</b> Jefferson Hospital for Neuroscience<br>9th and Walnut Streets | <b>7</b> Clinical Office Building<br>909 Walnut Street         | <b>12</b> Benjamin Franklin House<br>834 Chestnut Street |
| <b>2</b> Gibbon Building<br>111 South 11th Street                      | <b>8</b> 925 Chestnut Rothman Institute<br>925 Chestnut Street | <b>13</b> Outpatient Rehab<br>25 South 9th Street        |
| <b>3</b> 833 Chestnut Street   | <b>9</b> Medical Office Building<br>1100 Walnut Street         | <b>14</b> 1015 Chestnut Street                           |
| <b>4</b> Main Building - Emergency Room<br>132 South 10th Street       | <b>10</b> Foerderer Pavilion<br>125 South 11th Street          | <b>15</b> 901 Walnut Street                              |
| <b>5</b> Wills Eye Hospital<br>840 Walnut Street                       | <b>11</b> Bodine Building<br>11th & Sansom Street              | <b>16</b> 914 Chestnut Street                            |
| <b>6</b> Walnut Towers<br>850 Walnut Street                            |  | <b>17</b> Jefferson Center<br>1101 Market Street         |

► <https://maps.jefferson.edu/>

# Student Panel - representing JCP, JCPH, JCRS

- ▶ Brenden Finley [Brenden.Finley@students.jefferson.edu](mailto:Brenden.Finley@students.jefferson.edu)
- ▶ Joy Friedman [Joy.Friedman@students.jefferson.edu](mailto:Joy.Friedman@students.jefferson.edu)
- ▶ Natalie Mann [Natalie.Mann@students.jefferson.edu](mailto:Natalie.Mann@students.jefferson.edu)
- ▶ Introductions - program, year, and favorite thing about being a student at Jefferson?

# 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
- ▶ **Active Study Strategies and Learning Efficiency**
- ▶ **Adapting Strategies for Remote or Online Learning**
  - ▶ And/or using strategies you have developed to adjust to varieties of learning environments
- ▶ **Developing Time Management Strategies**
- ▶ **Strategies for Test Preparation and Test Taking**
- ▶ Proactive Use of Available Resources
- ▶ Wrap up and final comments



# Our Role in Academic Success 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.



# Characteristics of Successful Students

- ▶ Inquisitive
- ▶ Resilient / Adaptive
- ▶ Reflective
- ▶ Responsible for their own learning
- ▶ Balanced
- ▶ Focus on learning for application of knowledge



# Metacognition - Thoughtful analysis and awareness of what works to encourage learning for you... and adjustments that might help

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 one's mental processing
- ▶ accurately judge one's level of learning
- ▶ make strategic adjustments in learning practices



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*



Analyze

Strategize

Apply

Reflect

# Critically reflect upon your study strategies...

## Let's plan to build on strengths

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 make adjustments to learn effectively and efficiently.

# Questions you most want to discuss today

- ▶ Time Management, Study schedules, Amount of time for study...
  - ▶ Focus, avoiding procrastination
  - ▶ Work / Study / Life Balance
- ▶ Efficient study practices
  - ▶ Differences/adjustments needed to transition from UG to G
  - ▶ Active study
  - ▶ Efficient note-taking, reading strategies...
  - ▶ What to expect of classes (demands and requirements)
  - ▶ Group study
  - ▶ How to learn deeply and retain information
- ▶ Resources for support
  - ▶ Mentors, tutoring, faculty office hours...
  - ▶ Accessibility services
- ▶ Test Prep and Test Taking
  - ▶ Strategies for test-taking, dealing with anxiety...
- ▶ Other: Maps / getting around campus, networking for leadership, activities...

# Website and Canvas – [www.Jefferson.edu/studentsuccess](http://www.Jefferson.edu/studentsuccess) Resources available on demand

- ▶ [Spaced Repetition and Self-Testing](#)
- ▶ [The Study Cycle: An active, process-oriented approach to study](#)
- ▶ [Study groups as part of effective, efficient, active study](#)
- ▶ [Working with focus, purpose and grit: Strategies for dealing with anxiety in study and testing](#)
- ▶ [Test Preparation and Test-Taking Strategies](#)
- ▶ [Using Academic Resources](#)

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- ▶ Looking back at first semester / first year, what adjustments did you need to make? What lessons were important?
- ▶ What do you wish you had known then?

# 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
  - ▶ Make it Stick: <https://www.youtube.com/watch?v=MfylloWuuZU>
  - ▶ Learning Scientists: <https://youtu.be/CPxSzxyLRCl>
  - ▶ 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)
- ▶ The Office of Academic and Career Success, Center for Academic Success-  
Please visit our website: [www.jefferson.edu/studentsuccess](http://www.jefferson.edu/studentsuccess)

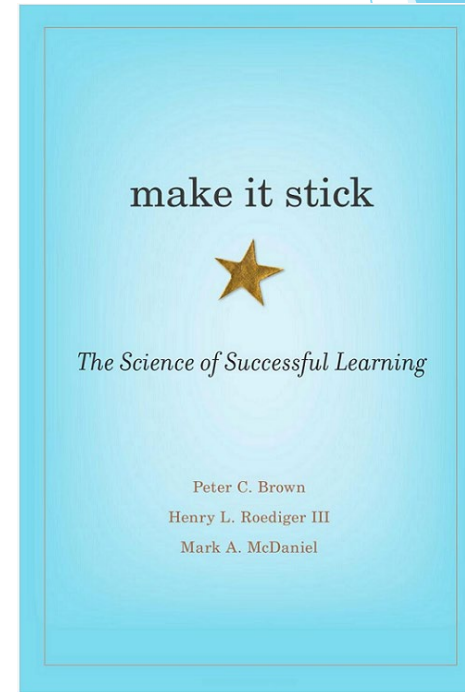
# Your Key Takeaways from: Adjusting and Improving Learning Strategies

- ▶ 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



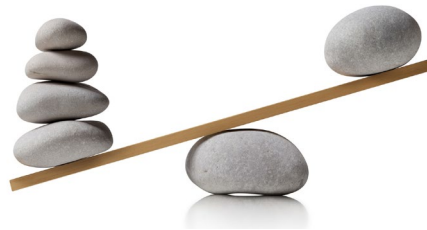
# Some more key takeaways:

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



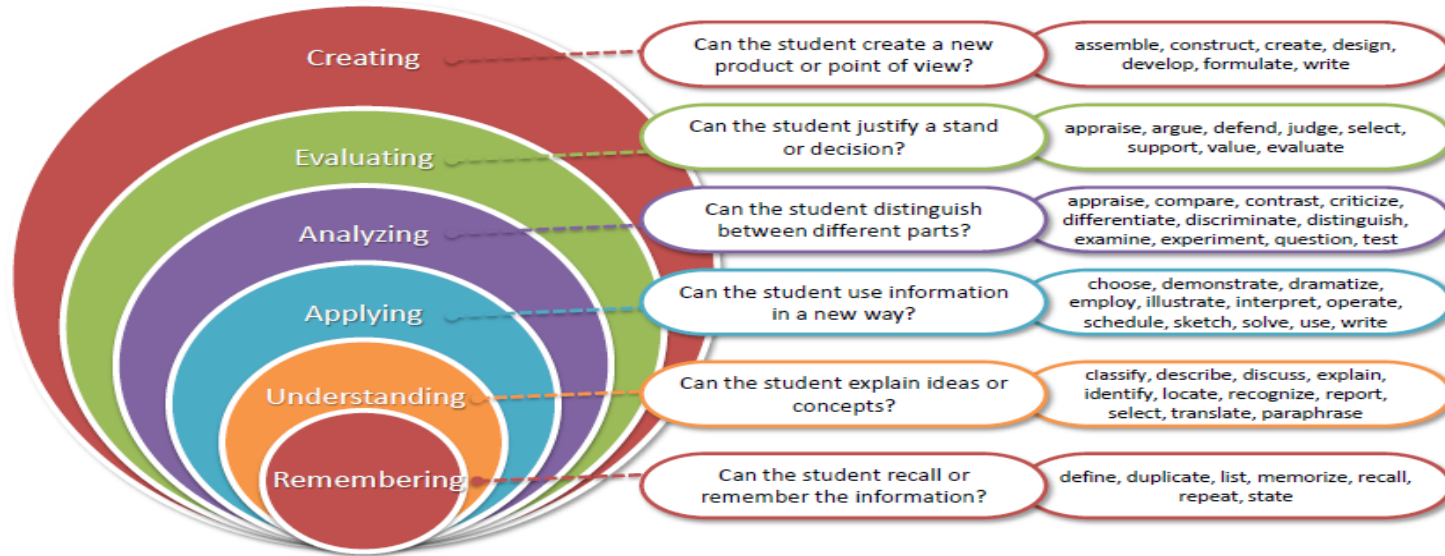
# A shift in balance:

- ▶ *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)

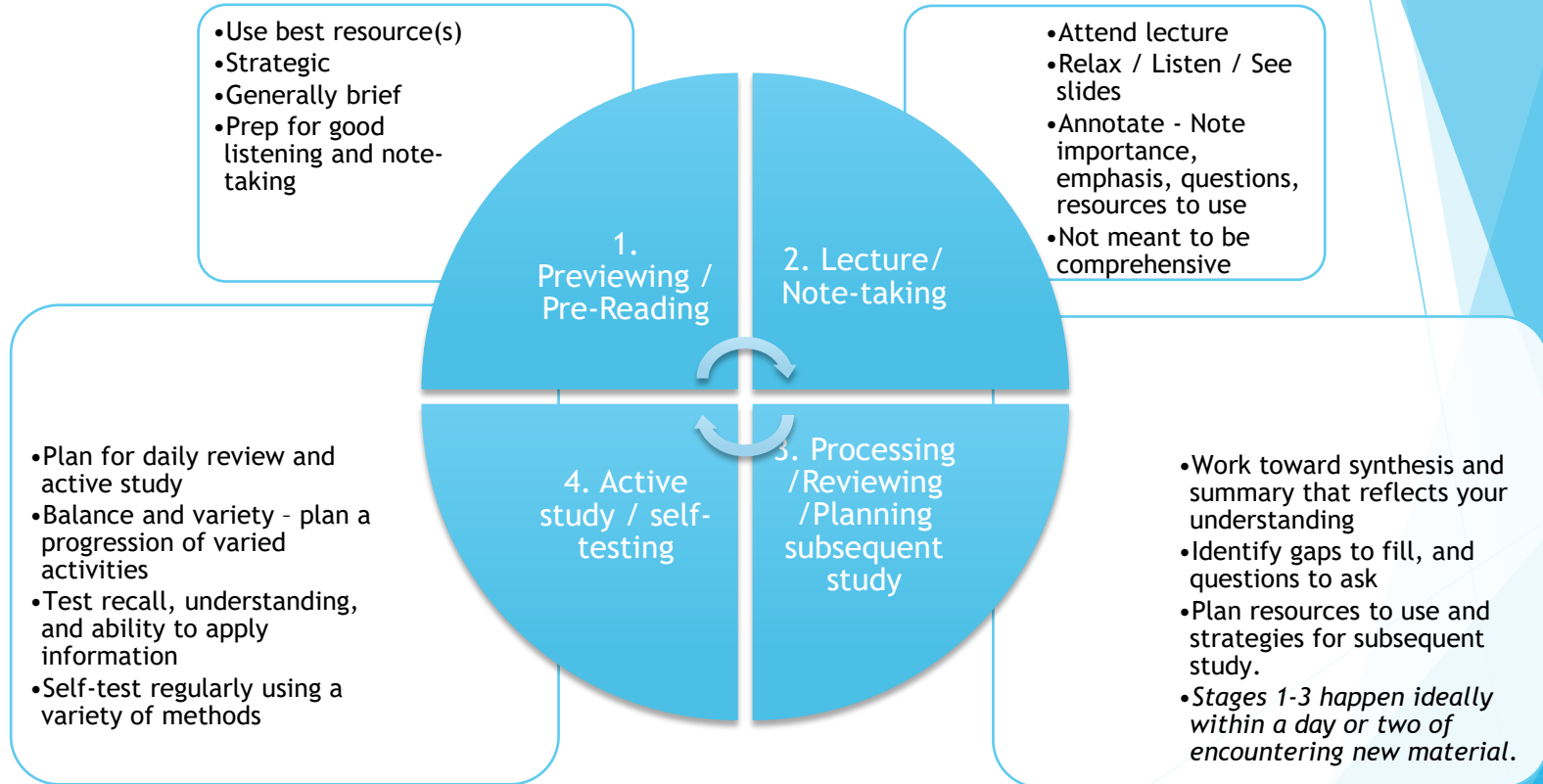


# Strategies described by the Learning Scientists



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

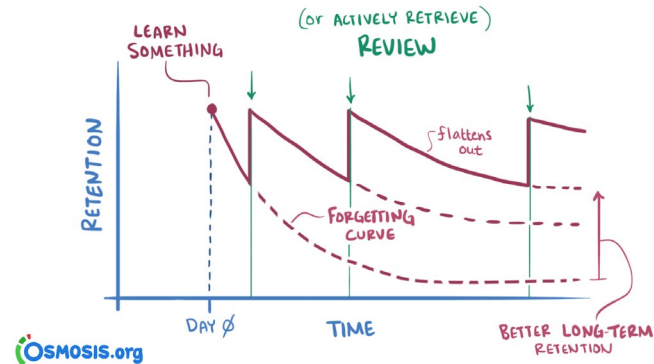
# Adjusting the Study Cycle - Planning for multiple passes working with material





# 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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- ▶ When you think about how you approach stages of the study cycle or active study - what has worked well for you and what adjustments have you made in your study practices?

# Student Panel - Q and A



# Let's Talk about Remote or Online 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.



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# 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
    - ▶ Plan for activities in time frames
    - ▶ 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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- ▶ Any advice for asynchronous learning or use of online resources?

# 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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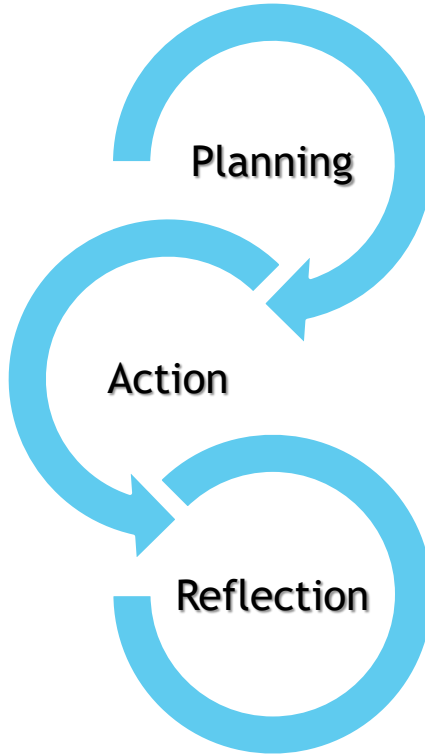
# Getting Organized and Studying Efficiently

## 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			
2:30			
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3:30			
4:00			
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5:00			
5:30			
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							

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31	September	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	Start Paper	A&P Quiz					
5	Lab Quiz						
12	Bio Chem Exam	A&P Quiz	Report Due!				
19		Immun. Exam					
26							
2							

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

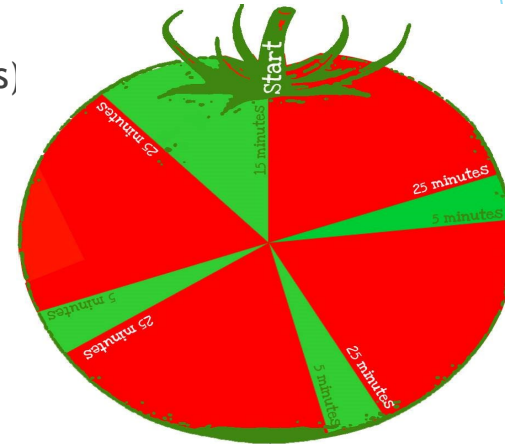
\*Remember to think about when you will get up in the morning and go to bed at night!

	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								
12-12:30								
12:30-1								
1-1:30								
1:30-2								
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5:30-6								
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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								

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

## ► Plan:

- Progression of activities (and courses to address)
- 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



Trying the Pomodoro Technique  
■ Work ■ Break



# If procrastination is an issue...



- Procrastination is not the result of lack of will...
- Try to notice factors that lead to procrastination
- **Do not dwell on finishing, but rather starting**

# 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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- ▶ Please share advice about time management - and specifics of any resources you use, or adjustments you have had to make, etc...

# 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

# Test Preparation and Test-Taking Strategies



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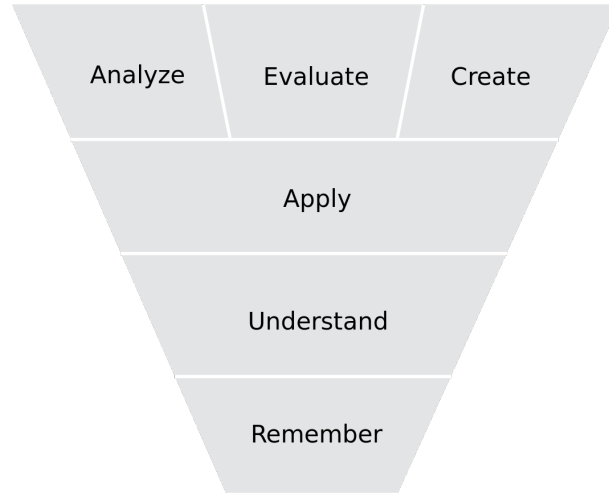


# Study Strategies - Test Preparation

- ▶ Exam preparation = performance
  - ▶ ...and this prep highlights the TM and AS strategies we have been discussing
- ▶ Study subjects at regular intervals every week
- ▶ Use **active** study techniques that involve answering questions and self-testing as early and as often as possible
- ▶ Do more questions - and use feedback to guide targeted review

# Types of Questions - What do I need to know... and how do I need to know it?

- ▶ 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?”



## Overview of an approach to complex MCQs

- ▶ Read the last two sentences of the stem first. What kind of question / what is being asked?
- ▶ Briefly preview answer choices
- ▶ Then read the whole stem carefully, noting keywords and details. (Use highlighting and scratch paper...)
- ▶ Pause to think, simply, in one sentence what the question is asking. Try to anticipate answers 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

# 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. Use practice and prior experience to gauge how much time you need.
- ▶ Flagging - flag after giving a question a good, thorough attempt; return to flagged questions after doing a few "easier" questions. Don't save all flagged questions until the end.
- ▶ Often a good practice to chunk the exam into manageable sets of questions - 10, 15, 20? Do them with purpose and then pause and give any flagged questions a second attempt. Then move on to next section of the exam.
- ▶ 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!
  - ▶ When you return to questions, give them a second attempt and start from step 1.
  - ▶ Plan to not change answers unless you clearly shift to preferring another answer for a specific reason.
  - ▶ Do not change answers if you are still wavering.
  - ▶ When in any doubt, the odds generally favor sticking to your first response.



# After practice, engage in error analysis

- ▶ After practice, analyze why you missed questions or struggled with others... and analyze what questions are testing and how they test learning objectives...
- ▶ As you analyze, try to practice elaboration or extension - imagine how the question would need to change for other answer choices... imagine how else questions could be asked about the same topics...
- ▶ 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
- ▶ Document your progress with self-testing - refer back regularly to plan study and exam review - Set up a simple spreadsheet
  - ▶ Questions answered
  - ▶ Topics covered
  - ▶ Why missed
  - ▶ Learning targets revealed

# ERROR ANALYSIS TABLES (“WHY I MISSED IT” SHEETS)

QID	Topic	Why I Missed It
ScholarRx 42818.4	Pathology of myocardial infarction	Didn't remember relevant order of events (content)
ScholarRx 1980.14	Etiologies of anemia	Misinterpreted lab values
ScholarRx 3651.17	Leukocytoclastic vasculitis	Didn't pay attention to pertinent negatives
ScholarRx 43200.1	Translocations in lymphomas	Clicked the wrong bubble

# 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 - best if prep has been ongoing
- ▶ Have everything ready the evening before... make the morning easy
- ▶ 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 Counseling Center (SCC)

- ▶ 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.
- ▶ SCC 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 - representing JCP, JCPH, JCRS

- ▶ Brenden Finley [Brenden.Finley@students.jefferson.edu](mailto:Brenden.Finley@students.jefferson.edu)
- ▶ Joy Friedman [Joy.Friedman@students.jefferson.edu](mailto:Joy.Friedman@students.jefferson.edu)
- ▶ Natalie Mann [Natalie.Mann@students.jefferson.edu](mailto:Natalie.Mann@students.jefferson.edu)
- ▶ Please share any advice you have about test prep, and test-taking strategies

# Student Panel - Q and A



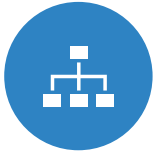
# Resources - Use them



**Jefferson**

Thomas Jefferson University  
HOME OF SIDNEY KIMMEL MEDICAL COLLEGE

# 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:

- ▶ Center for Academic Success:  
[www.jefferson.edu/studentsuccess](http://www.jefferson.edu/studentsuccess)
- ▶ Library: <http://library.jefferson.edu/scott.cfm>
- ▶ Student 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):



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- ▶ Natalie Mann [Natalie.Mann@students.jefferson.edu](mailto:Natalie.Mann@students.jefferson.edu)
- ▶ Please share any advice you have about using resources to support learning or wellbeing... or for any other purpose
- ▶ Do you have any other advice - about anything?



# Student Panel - Q and A



# Questions you most want to discuss today

- ▶ Time Management, Study schedules, Amount of time for study...
  - ▶ Focus, avoiding procrastination
  - ▶ Work / Study / Life Balance
- ▶ Efficient study practices
  - ▶ Differences/adjustments needed to transition from UG to G
  - ▶ Active study
  - ▶ Efficient note-taking, reading strategies...
  - ▶ What to expect of classes (demands and requirements)
  - ▶ Group study
  - ▶ How to learn deeply and retain information
- ▶ Resources for support
  - ▶ Mentors, tutoring, faculty office hours...
  - ▶ Accessibility services
- ▶ Test Prep and Test Taking
  - ▶ Strategies for test-taking, dealing with anxiety...
- ▶ Other: Maps / getting around campus, networking for leadership, activities...

# Please complete a brief evaluation

- ▶ We highly value your feedback and will use it to guide future programming. <https://www.surveymonkey.com/r/FYZWM7C>
- ▶ Thank you for participating today and good luck in your studies!



# Center for Academic Success

[www.jefferson.edu/studentsuccess](http://www.jefferson.edu/studentsuccess)



## 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](http://www.jefferson.edu/academic_support)

[www.jefferson.edu/student\\_writing](http://www.jefferson.edu/student_writing)



# Jefferson

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