

Health  
Career  
Programs

2015

---

This report will examine the successes and areas for improvement for Health Career Programs 2015 summer experience.

Annual Report

## TABLE OF CONTENTS

	<b>Page</b>
<b>I. Acknowledgments</b>	3
<b>II. Tennessee Institutes for Pre-Professionals (TIP)</b>	4
<i>i. Executive Summary</i>	5
<i>ii. Program Improvements</i>	6
<i>iii. General Information</i>	7-8
<i>iv. Program Description</i>	9
<i>v. Program Participants</i>	
Faculty	10-11
Students	12-13
<i>vi. Program Operation</i>	
Curriculum: All Tracks	13-14
<i>vii. Program Outcomes</i>	
Student Performance: Tracks II & III	15-17
Learning Skills Development: Nelson-Denny and Watson-Glaser Assessments	18-20
<i>viii. Program Evaluations</i>	21
Track I: Course Ratings	21-39
Track II: Course and Professor Ratings	40-68
Track III: Course and Professor Ratings	69-85
<b>III. Summer Research Programs (SRS)</b>	86
<i>i. Program Overview</i>	87
<i>ii. Program Participants</i>	88
<i>iii. Program Evaluations</i>	89
Student: Program and Preceptor Evaluation	89-91
Preceptor: Student Evaluation	92-93

## **I. Acknowledgements**

The success of the summer programs offered by Health Career Programs (HCP) in the Office of Equity and Diversity is the direct result of a team of dedicated individuals pulling together resources to help students prepare for future careers in the health professions. In an effort to acknowledge most, we will undoubtedly forget someone whom we intended to say thank you to, to all who are reading, “Thank you! Thank you for your continued support of our students and our programs!”

To the University of Tennessee Health Science Center administration: Chancellor Dr. Steve Schwab, and Vice Chancellors Drs. Ken Brown and Cheryl Scheid, without your support, financially and professionally, the summer programs would not exist. We are proud to say that we have extraordinary support from within our institution.

To Drs. Stan Covington, Angela Finerson, Don Thomason, and Jennifer Williams, and Mr. Nelson Strother: thank you for your assistance in selecting an excellent group of students. The partnership with your colleges is such a blessing for our students.

To Elise Moore in the Office of Student Life: thank you for your continued assistance to ensure the Tennessee Institutes for Pre-Professional program is a success. Your support is greatly appreciated.

To Renata Gillispie in the College of Graduate Health Sciences: thank you for organizing the Summer Research Scholars Program and assisting the students whenever needed.

To the Track III faculty of the Colleges of Medicine and Pharmacy: thank you for your time and energy to teach our students not only the content knowledge, but how to be successful.

To the Track II faculty: Drs. Dan Osborne and Sherry Painter, the students are able to achieve their dreams because you care.

To the Track I preceptors: the exposure you provide to our students is invaluable to their career development. The students may have already said thank you, but please receive it one more time, “Thank you!”

To the Summer Research Scholars mentors and their laboratory staff: thank you so much for the seeds you have sown in the next generation of biomedical scientists.

To Ms. Stefani Kennedy, Ms. Ruby McNeal, and Mr. James Starks: thank you for all your hard work in preparing the exams for our Track III students and ensuring test days went smoothly, as well as keeping up with the administrative side of the Colleges of Medicine and Pharmacy.

To the SASSI staff: Kathy Gibbs, Tia Kofahl, Laurie Brooks, Marcia Seeburg, Nikki Dyer, Derek Wilcox, Courtney Bell, Sarah Dunnavant, and Tammy McCray: thank you for working so hard to encourage and guide the HCP students into academic success. From facilitating workshops and/or assessments, helping find books in the library, meeting with a student in crisis, or giving encouragement, it is appreciated more than we can say.

To the OED staff: Dr. Michael Alston, Ashleigh Brock, Jenna Fielding, Dustin Fulton, and Denise Steverson: thank you for your continued support and for helping our students become culturally well-rounded.

To all of our awesome student assistants: Blake Daniels, Malcolm Earle, Se’Toria Hamer, Crystal Harrison, Emeka Nwaneri, Sara Perry, Jazzmine Redden, and Brittany Taylor: thank you for being on the front lines and helping make everything flow. Your energy and knowledge excites, enlightens, and engages.

To all of our superstar tutors: thank you for helping guide our Track III students to success.

To the GEB staff: thank you for all of the room scheduling, clean-up, tables, IT, etc. You make it all happen!

We look forward to doing it again next year!

Kamaria Robinson, Travis Liggins, and Cynthia Crowe

Tennessee  
Institutes for  
Pre-  
Professional  
Students

2015

Annual  
Report

## **II. Tennessee Institutes for Pre-Professionals (TIP)**

### *i. Executive Summary*

The health care field has had workforce shortages for decades and it is estimated that with the Affordable Care Act (ACA), the newly insured population – about 35 million Americans – is expected to require at least 8,000 additional primary care physicians to meet their needs. The projected shortages range from 20,400 to 45,000 by 2025.<sup>1</sup>

While the overall health of Americans has improved, health disparities still exist among many populations within the U.S. Racial and ethnic minority populations and rural populations, for example, have poorer access to care and are less likely to receive preventive care and more likely to experience language barriers. Additionally, research suggests that physicians from these racial and ethnic backgrounds, typically underrepresented in medicine, are more likely to practice in areas designated as medically underserved.<sup>2</sup>

In 2013, about 32 percent of the U.S. population identified as Black or African-American, American Indian, and Hispanic or Latino<sup>3</sup>, but only represented approximately 8.9 percent of the physician workforce.<sup>4</sup> A key component to increase quality, competent care throughout the nation is a diverse workforce<sup>2</sup> and Tennessee Institutes for Pre-Professionals (TIP) was designed to address the inequities that exist within professional school education, patient care, and educational opportunities for traditionally underrepresented students. The program uses three tracks (Track I, Track II, and Track III) as a conduit to accomplishing its goal of increasing the number of underrepresented minorities in health professional programs (see page 9 for individual track descriptions).

Of our one-hundred nineteen (119) completed applications, TIP faculty and staff successfully supported fifty-four (54) students in the 2015 summer program. The students reported overwhelmingly strong satisfaction with the program's ability to help them pursue their career goals in all three tracks. Faculty also expressed their overall contentment with the program and the students. However, there is always room for improvement which will help with future success of the program. Below we identify the updates to the 2015 program, as well as areas we will look to improve upon in 2016.

## *ii. Program Improvements*

### **2015 UPDATES**

- A full-time student assistant was assigned to Track I to facilitate Friday sessions for consistency in services.
- Created a more diverse list of workshops A series of Cultural Competence workshops were provided for students.
- A student assistant panel was provided for students to learn more about the application process for graduate/professional school.
- Continued to include the CPR certification course.
- Updated the scoring rubric for poster presentations and utilized the professional poster boards in the GEB Café for the presentations.
- Continued book discussions to address the impact of diversity on healthcare.
- Added sessions in the UTHSC Nursing Simulation Lab and Pharmacy Compounding Lab.

### **2016 PROGRAM IMPROVEMENTS**

#### ***TIP Track I***

- Utilize Blackboard for more book and internship discussions to monitor the Track I students' experience; also for schedule changes.
- Continue simulation experiences in the UTHSC Nursing Simulation Lab and Pharmacy Compounding Lab.
- Include verbal and speed reading workshops as assessment follow-up to improve reading rate/comprehension.
- Consider options for rotation-style shadowing.
- Provide workshops on the following: taking the PCAT/DAT/MCAT/GRE, timeline of admissions process/when to apply, mock interviews.
- Create an activity to familiarize students with the city of Memphis.
- Host internship training session for Track I students before they begin their internships to increase and highlight professionalism and learning in a clinical setting.

#### ***TIP Track II***

- Continued restructuring of Track II to support long term stability and growth; contract with Kaplan on-demand programs for Track II.
- Met with Track II faculty for periodic updates on students and test scores.
- Continued to utilize study materials like Crack the DAT/PCAT and Orgomon series.
- Met with Track II students one-on-one to discuss progress and any concerns
- Streamlined the process for student's one-on-one meetings with SASSI Educational Specialists.
- Continued Mid-Summer Focus Groups in order to check-in with each section about their experience thus far and how it could be improved.
- Provided the following workshops: student panel, resume/cover letter building, and interviewing skills.
- Make tutoring available for Track II students.
- Research alternative test prep sites: Princeton Review, Berkeley.
- Provide workshop to closely resemble admissions mock interviews and
- Provide more focus on one-on-one meetings to discuss progress and scores.
- Add adjunct faculty to focus on MCAT changes.
- Continue student panel workshop.

#### ***TIP Track III***

- College of Dentistry partnered with TIP and the Colleges of Dentistry, Medicine, and Pharmacy students completed with 100% success.
- Recruited tutors for each subject and streamlined tutoring process
- Continued Mid-Summer Focus Groups in order to check-in with each section about their experience thus far and how it could be improved.
- Hosted "welcome reception" for Track III students and faculty to meet before classes started
- Continued review sessions with faculty
- Incorporated wellness meetings with University of Memphis practicum students
- Included "Break for Exams" events which offered snacks and refreshments as a stress reliever
- Have student assistants contact each participant before orientation to advise them on the intensity of the program.
- Continue "Break for Exams" events
- Provide faculty with more information regarding College of Dentistry students and their curriculum.

### iii. General Information

The Tennessee Institutes for Pre-Professionals (TIP) Program is a state-wide effort whose objective is to increase the representation of various groups of students who are underrepresented in the health professions. TIP operates on the campus of The University of Tennessee Health Science Center (UTHSC). Since TIP's inception in 1987, one-thousand six-hundred fifty-four (1,564) students have participated.

Program participants are all undergraduate students or new graduates. The participants are recruited from colleges throughout Tennessee and bordering states, as well as other states where there are Historically Black Colleges and Universities (HBCU) and sizeable concentrations of Tennessee residents (e.g. Mississippi, Georgia).

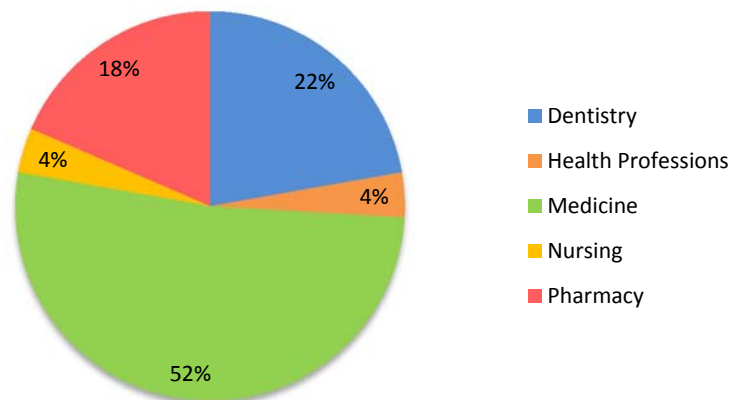
A total of two-hundred ninety (290) applications were created. One-hundred seventy-one (171) applicants were denied because their applications remained incomplete despite repeated efforts to expedite their completion; sixty-seven (67) applicants were denied because of academic deficiencies in their record and/or ineligibility; sixty-one (61) applicants were accepted and of those accepted, eight (8) withdrew their application for personal reasons and two (2) did not confirm their acceptance despite contacting them on numerous occasions to do so; six (6) applicants were waitlisted and of those waitlisted, three (3) accepted their offer to join the program. As is normally true, the majority of accepted students were women. Thirty-six (36) women and eighteen (18) men participated in the 2015 TIP Program.

Out of the fifty-four (54) participants, forty-seven (47) students attend/attended Tennessee undergraduate institutions. The number of students from various undergraduate institutions is reflected in Table 1 below.

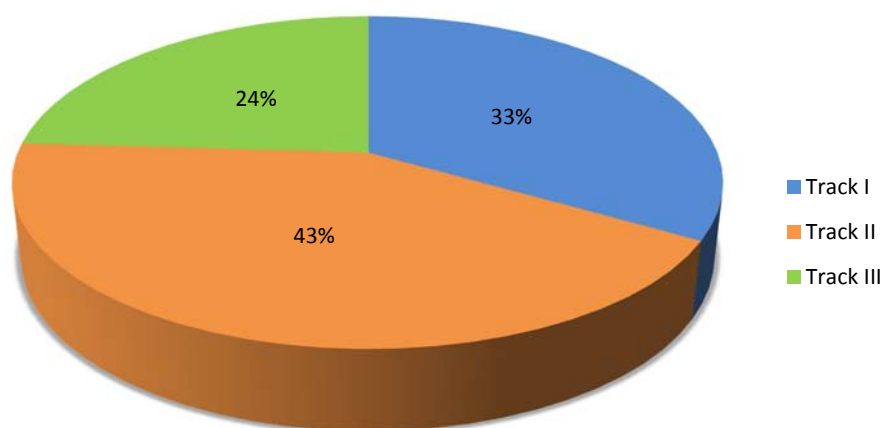
The distribution of students relative to their professional school interest and TIP Program track is summarized in Figures 1 and 2, respectively.

<b>Table 1. Distribution of Students by Institution</b>	
<b>Institution</b>	<b>Number of Students</b>
Austin Peay State University	3
Christian Brothers University	3
Cumberland University	1
Freed-Hardeman University	1
Lee University	1
Middle Tennessee State University	5
Oakwood University	2
Rust College	1
Tennessee State University	3
Tennessee Technological University	1
University of Memphis	11
Union University	1
Univeristy of Alabama	1
University of Mississippi	1
University of Tennessee – Chattanooga	6
University of Tennessee – Knoxville	10
Vanderbilt University	1
Xavier University	1
Yale University	1

**Figure 1. Distribution of Students by Professional School Interest**



**Figure 2. Distribution of Students by Track**





#### ***iv.. Program Description***

There are three distinct components, or tracks, of the TIP Program. The program ran for seven-weeks between the months of June and July.

##### **Track I**

Track I provides internship experiences where students work alongside local practitioners in the students' areas of interest. It enables students to fully understand the rigors and challenges of being a healthcare professional. For many, it provides a framework by which students may come to a) appreciate the stark realities of the profession, b) reaffirm their desires to become health professionals, and c) help them better articulate (to admissions committees) their reasons for wanting to pursue the vocation. So often, underrepresented students do not appreciate the importance of acquiring exposure to the health professional setting and are ill-equipped to express substantive reasons for their aspirations of becoming health professionals.

A total of fifteen (15) preceptors hosted "shadowing experiences" for the Track I students: five (5) physicians, four (4) dentists, two (2) nurses, two (2) physical therapists, one (1) occupational therapist, and one (1) pharmacy laboratory assistant. Track I students worked at their respective preceptors sites Monday through Thursday. On Fridays, the students devoted their time to personal and professional development through academic workshops, site visits, lab simulations, and reflection about their internship experience.

##### **Track II**

Members of underrepresented minority groups continue to experience difficulties associated with standardized exams. The Track II component of TIP is a test preparation program, where the intent is to enhance students' understanding of standardized test construction and to improve their skill levels on such exams. This track helps students to identify any deficiencies they may have in their test taking and learning skills. The students then learn how to overcome these deficiencies, which in turn will enable them to achieve the criterion score on the entrance exam critical to professional school admission.

##### **Track III**

The participants of the Track III component of TIP have already applied and been conditionally accepted to UTHSC Colleges of Dentistry, Medicine, and Pharmacy, but their eventual matriculation into these colleges requires that they achieve a grade of no less than a "C" in each of the courses offered in this track. The courses offered are the same as many in their first year curriculum (discussed in detail below).

The Track III component also includes a great deal of learning skills preparation. Formal workshops were given for such topics as time management, test and note taking, stress management, personal wellness, etc., but time in the schedule also allowed students the opportunity to work individually.

*v. Program Participants*

**FACULTY**

Track I was facilitated by HCP staff. In addition, a preceptor was assigned to each student for various internship exposures. There were two faculty members provided for in class instruction for **Track II** students in addition to the Kaplan online instructors. One Track II faculty member is full-time faculty at LeMoyne-Owen College in the Departments of Chemistry and Physics, and one is faculty at Southwest Community College in the Department of Natural Sciences. There were eighteen (18) UTHSC faculty members in **Track III** who taught courses to students holding acceptances to the Colleges of Dentistry, Medicine, and Pharmacy.

*Track II Faculty*

Kaplan provided various faculty for  
Biology/Biochemistry, General Chemistry,  
Organic Chemistry, Physics,  
Psychology/Sociology, etc.

Sherry Painter, Ph.D.  
Associate Professor  
Chemistry, PCAT/DAT Review

Daniel Osborne, Ph.D.  
Assistant Professor  
MCAT Review

*Track III Medicine Faculty*

Lorraine Albritton, Ph.D.  
Professor  
Molecular Biology

Charles Leffler, Ph.D.  
Professor  
Physiology

Bob Belland, Ph.D.  
Associate Professor  
Molecular Biology

Tony Marion, Ph.D.  
Professor  
Microbiology & Immunology

Angela Cantrell, Ph.D.  
Associate Professor  
Anatomy & Neurobiology

David Nutting, Ph.D.  
Associate Professor  
Physiology

George Cook, Ph.D.  
Professor  
Biochemistry

Vicki M. Park, Ph.D.  
Associate Professor  
Genetics

John Cox, Ph.D.  
Associate Professor  
Biochemistry

Pat Ryan, Ph.D.  
Associate Professor & Assistant Chair  
Microbiology

Ramareddy Guntaka, PhD  
Professor  
Biochemistry & Molecular Biology

Donald Thomason, Ph.D.  
Professor & Dean of Graduate Health Sciences  
Physiology

Eldridge Johnson, Ph.D.  
Professor  
Anatomy & Neurobiology

Michael Whitt, Ph.D.  
Professor & Chair  
Molecular Biology

*Track III Pharmacy Faculty*

Michael Christensen, Pharm.D.  
Professor  
Pharmacy Math

Tony Marion, Ph.D.  
Professor  
Microbiology & Immunology

George Cook, Ph.D.  
Professor  
Pharmacology

David Nutting, Ph.D.  
Associate Professor  
Physiology

Isaac Donkor, Ph.D.  
Professor  
Medicinal Chemistry

Pat Ryan, Ph.D.  
Associate Professor & Assistant Chair  
Microbiology

Lidia Gardner, Ph.D.  
Associate Professor  
Pharmacology

Dale Suttle, Ph.D.  
Associate Professor  
Pharmacology

Charles Leffler, Ph.D.  
Professor  
Physiology

Donald Thomason, Ph.D.  
Professor & Dean of Graduate Health Sciences  
Physiology

Kafait Malik, Ph.D.  
Professor  
Pharmacology

### Students

Table 2 below displays the names of the students, their respective tracks, health career profession of interest, and their undergraduate institutions.

<b>Table 2. Distribution of Students by Track, Discipline of Interest, and Undergraduate Institution</b>		
<i>Name</i>	<i>Discipline</i>	<i>Undergrad Institution</i>
<i>Track I</i>		<i>No. of Students: 18</i>
Cardoso, Liliana	Dentistry	University of Memphis
Mack, Justin	Dentistry	University of Tennessee – Knoxville
Smith, Kadijah	Dentistry	Tennessee State University
Smith, Kanisha	Dentistry	Tennessee State University
Donald, Destiny	Medicine	Middle Tennessee State University
Johnson, Caitlin	Medicine	University of Tennessee – Chattanooga
Kounlavong, Emily	Medicine	University of Tennessee – Knoxville
Lamallari, Seta	Medicine	Middle Tennessee State University
Martin, Molly	Medicine	University of Memphis
Nash, Darrian	Medicine	University of Tennessee – Knoxville
Newsom, Jerica	Medicine	Middle Tennessee State University
Pham, Alice	Medicine	University of Memphis
Stansell, Morgan	Medicine	Freed-Hardeman University
Thompson, Kamri	Nursing	Austin Peay State University
Yates, Ariel	Nursing	Austin Peay State University
Henderson, Jerrica	Pharmacy	University of Memphis
Davis, Samara	PT/OT	University of Tennessee – Chattanooga
Donkor, Aarom	PT	Tennessee Technological University
<i>Track II</i>		<i>No. of Students: 23</i>
Breton, Denisse	Dentistry	University of Tennessee – Chattanooga
Cho, Eric	Dentistry	University of Tennessee – Chattanooga
Lopez, Sue Ellen	Dentistry	University of Memphis
Sharpton, William	Dentistry	University of Tennessee – Chattanooga
Siddiqi, Sheeba	Dentistry	Middle Tennessee State University
Tong, Mike	Dentistry	Union University
Anderson, Christopher	Medicine	University of Tennessee – Knoxville
Banks, Elton	Medicine	Christian Brothers University
Banks, Quincy	Medicine	University of Tennessee – Knoxville
Caston, Ashley	Medicine	University of Tennessee – Knoxville
Huynh, Trang	Medicine	Middle Tennessee State University
Jackson, Bianca	Medicine	University of Memphis
King, Justin	Medicine	Christian Brothers University
Matteson, Kara	Medicine	University of Memphis
Mays, Justin	Medicine	University of Memphis
Peel-Peyton, Allison	Medicine	University of Memphis
Sheikh, Jawaad	Medicine	University of Tennessee – Chattanooga
Suwaneh, Fanta	Medicine	Rust College
Carmichael, Jerelyn	Pharmacy	Austin Peay State University
Polica, Madell	Pharmacy	Oakwood University
Rush, Kristina	Pharmacy	Oakwood University
Thompson, Tiara	Pharmacy	Tennessee State University

<b>Table 2. Distribution of Students by Track, Discipline of Interest, and Undergraduate Institution</b>		
<i>Name</i>	<i>Discipline</i>	<i>Undergrad Institution</i>
Tran, Cam	Pharmacy	University of Memphis
<i>Track III</i>		<i>No. of Students: 13</i>
Pritchett, Chandler	Dentistry	University of Alabama
Tribble, Chad	Dentistry	Cumberland University
Ashitey, Hannah	Medicine	University of Tennessee – Knoxville
Chamberlain, Damian	Medicine	University of Tennessee – Knoxville
Chernish, Vitaly	Medicine	Lee University
Davies, George	Medicine	University of Tennessee – Knoxville
Hailemariam, Michael	Medicine	University of Tennessee – Knoxville
Love, DeJuan	Medicine	Yale University
Saulsberry, Anjelica	Medicine	Vanderbilt University
Cox, Candace	Pharmacy	University of Memphis
Rogers, Alicia	Pharmacy	University of Mississippi
Stevenson, Damien	Pharmacy	Christian Brothers University
Tutwiler, Charnesa	Pharmacy	Xavier University

*vi. Program Operation*

**CURRICULUM**

***Track I***

As has been mentioned, the primary objective of Track I is to provide students with an exposure to health science professions. Such experience is essential as students contemplate health professional school applications. Additionally, a number of interesting workshops were also scheduled, including but not limited to: Art of Networking, Unconscious Bias, Time Management, and Meet the Deans. Track I students also completed Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) training and certification.

***Track II***

The curriculum focused on the application of the scientific body of knowledge contained in the specific to entrance tests required for acceptance to professional school. The fact that Track II students have completed the minimum science pre-requisites enables the curriculum to be structured in a test-specific manner.

The minimal pre-requisites for professional school exams require that students have taken the following courses: biology, general chemistry, organic chemistry, physics, and psychology/sociology (MCAT only). The online Kaplan course required students to complete several full-length practice tests during the program. Additional practice tests and questions were purchased for the DAT and PCAT. Test review sessions were spent in class with on-site faculty reviewing all of the appropriate subjects. Faculty were trusted to gauge weak subject areas and spend more time on those accordingly.

### TRACK II EXPOSURES

Lectures	DAT Hours of Exposure	MCAT Hours of Exposure	PCAT Hours of Exposure
Biology/Biochemistry	6	9	9
Calculus	-	-	3
Critical Thinking	-	9	-
General Chemistry	6	9	6
Organic Chemistry	6	-	6
Perceptual Ability	6	-	-
Physics	-	9	-
Psychology/Sociology	-	9	-
Quantitative Reasoning	6	-	3
Reading Comprehension	6	-	6
Test Review	24.25	48	24.25
Verbal Reasoning	-	-	6

### *Track III*

The Track III pre-matriculation program extends an acceptance to students contingent upon their successful completion of the seven-week TIP Program that consists largely of courses that will be taken during the regular school year. These courses are taught by members of the UTHSC faculty. Students accepted to the Colleges of Dentistry and Medicine had 102 hours of instructional time which consisted of the following courses: gross anatomy lectures (16), gross anatomy lab (14), biochemistry (11), biochemistry (11), genetics (8), immunology (6), microbiology (11), molecular biology (8), and physiology (28). Students accepted to the College of Pharmacy had 106 hours of instructional time which consisted of the following courses: immunology (6), medicinal chemistry (21), microbiology (11), pharmacology (24), pharmacy math (16), and physiology (28).

Additionally, all students received six 1-hour wellness sessions with a practicum student from the University of Memphis and each group received separate six 1-hour sessions with an Educational Specialist from Student Academic Support Services and Inclusion.

v. Program Outcomes

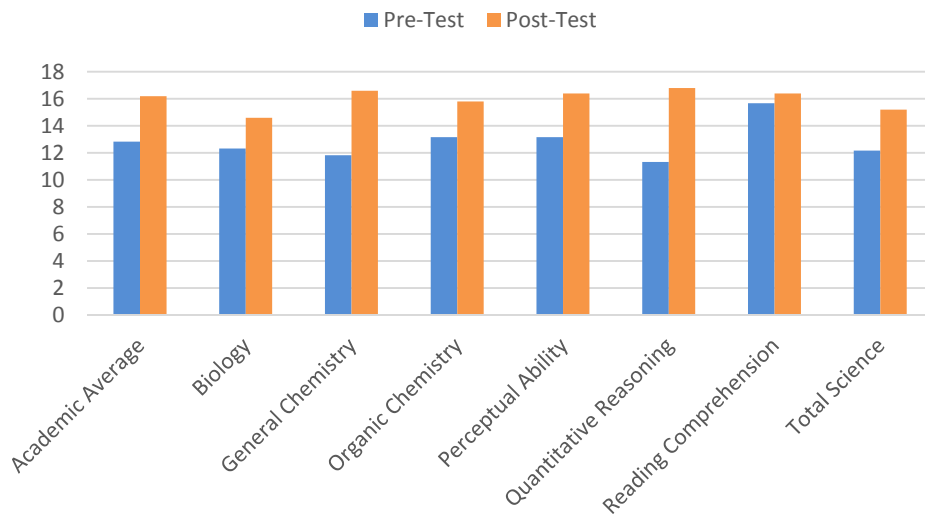
**STUDENT PERFORMANCE (TRACKS II & III)**

Track II students were offered basic science review courses and were required to take several mock DAT/MCAT/PCAT standardized exams.

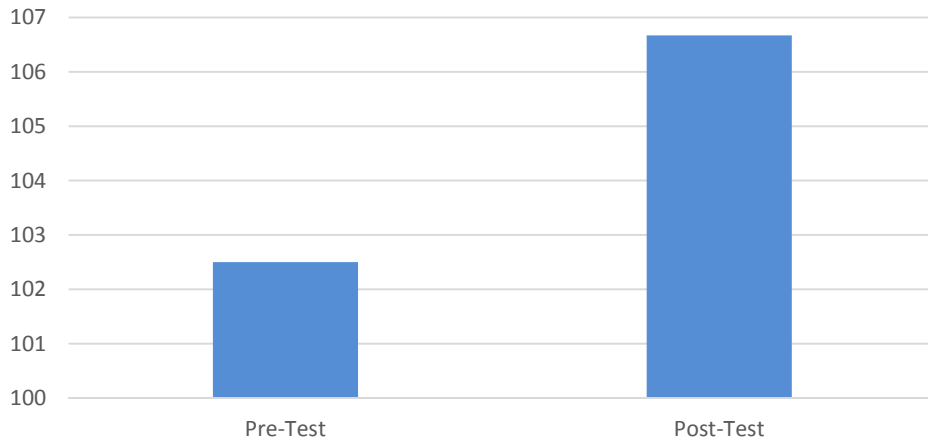
**DAT**

DAT students had exposure to practice questions and full-length tests via Crack the DAT, as well as materials and practice tests provided by Kaplan. In all sections, students saw an average increase of 3.19 points. In some instances, students' overall score increased by as much as sixty-seven (67) points. DAT students saw the greatest improvement in Quantitative Reasoning. Students' pre- and post-test scores were taken from the Kaplan DAT and are summarized in Figures 3 and 4 below. *Note: One DAT student did not complete a post-test.*

**Figure 3. Mock DAT Average Pre- and Post-Test Score Comparison**



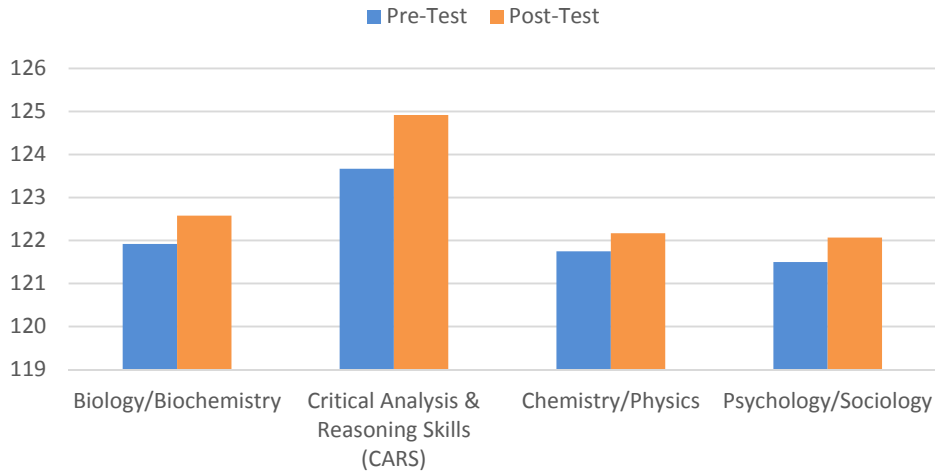
**Figure 4. Mock DAT Average Composite Score Comparison**



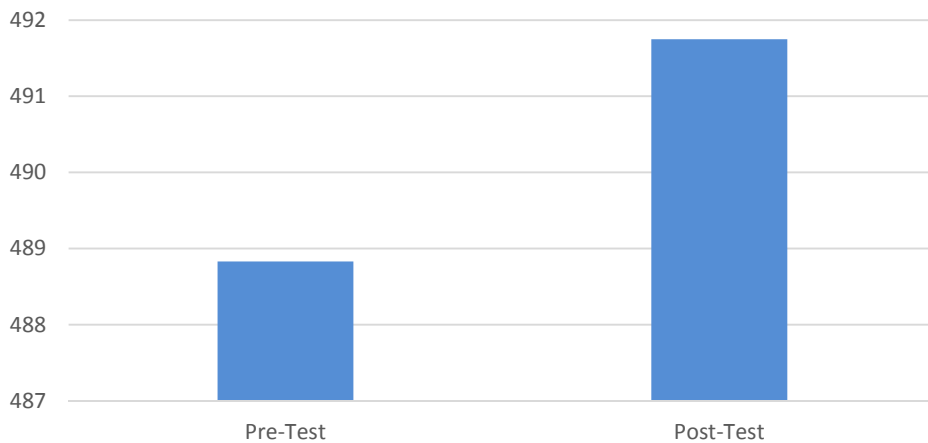
## MCAT

MCAT students had exposure to practice questions and full-length tests via AAMC, as well as the material and practice tests provided by Kaplan. In all sections, students saw an average increase of 0.73 points. In some instances, students' overall score increased by as much as eight (8) points. MCAT students saw the greatest improvement in Critical Analysis and Reasoning Skills (CARS). Students' pre- and post-test scores were taken from the Kaplan MCAT and are summarized in Figures 5 and 6 below.

**Figure 5. Mock MCAT Pre- and Post-Test Average Comparison**



**Figure 6. Mock MCAT Average Overall Score Comparison**

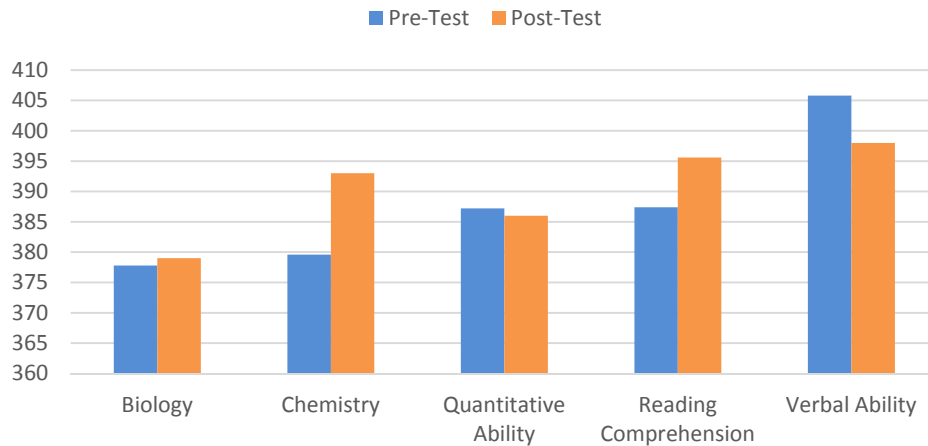




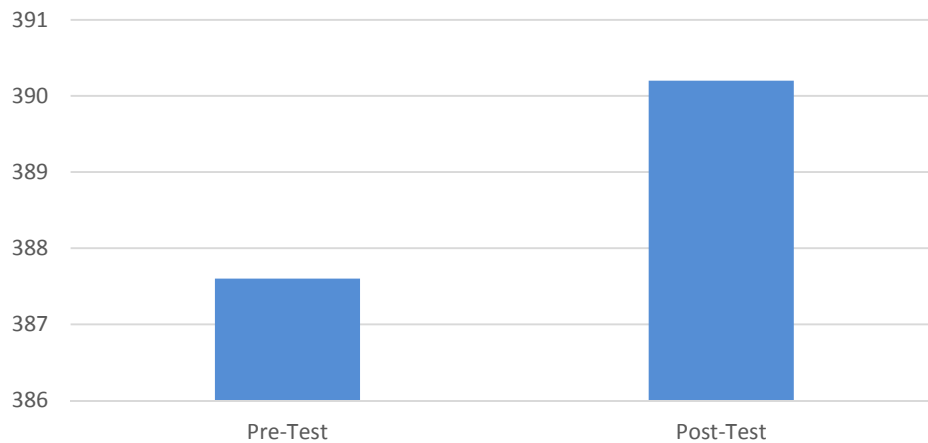
### PCAT

PCAT students had exposure to practice questions and full-length tests via Crack the PCAT, as well as the material and practice tests provided by Kaplan. In all sections, students saw an average increase of 3 points. In some instances, students' overall score increased by as much as seven (7) points. PCAT students saw the greatest improvement in Chemistry and Reading Comprehension, but struggled Verbal Ability. Students' pre- and post-test scores were taken from the Kaplan PCAT and are summarized in Figures 7 and 8 below.

**Figure 7. Mock PCAT Average Pre- and Post-Test Score Comparison**



**Figure 8. Mock PCAT Average Overall Score Comparison**



### Track III

Successful performance in Track III was judged by receiving no grades less than a “C” in any course. There were 13 participants – two (2) dentistry, seven (7) medicine, and four (4) pharmacy. All students successfully completed the program and will matriculate in the fall as members of their respective colleges. Of the College of Pharmacy students, one (1) student has deferred to Fall 2016 due to personal reasons.

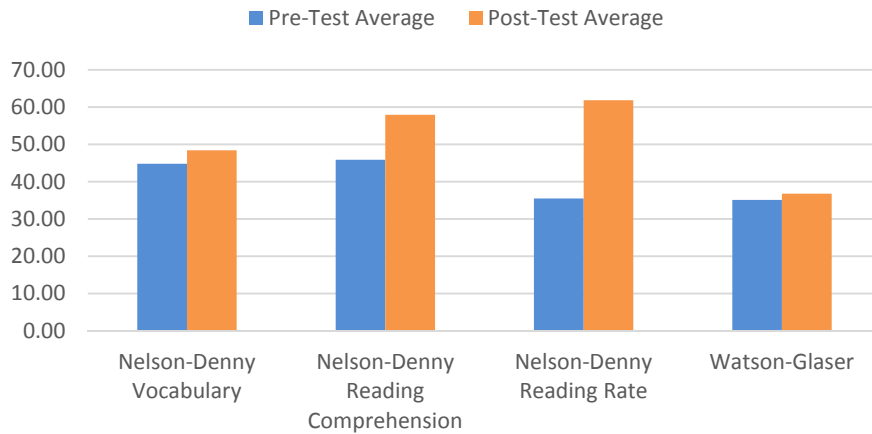
## LEARNING SKILLS DEVELOPMENT

### TIP 2015 Report of Pre- and Post-Assessments (Tracks II and III)

The students were administered the following pre-test assessments: The Nelson-Denny Reading Test and the Watson-Glaser Critical Thinking Appraisal. The students' results were used as a tool to develop individual learning plans by Educational Specialists when giving academic advice in order to assist them in improving their skills before matriculation.

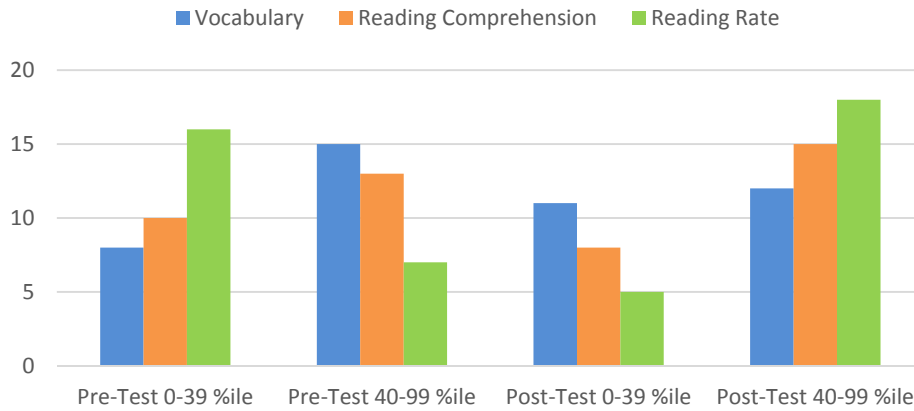
In all sections, students saw an average increase of 10.90 points. Students saw the greatest improvement in the Nelson-Denny Reading Rate. The range of scores indicative of average to excellent performance on the Nelson-Denny Reading Test and the Watson-Glaser Critical Thinking Appraisal falls between the 40<sup>th</sup> and 99<sup>th</sup> percentiles. TIP 2015 Tracks II and III students' pre- and post-assessment performance is summarized in Figures 9-13 below.

**Figure 9. Tracks II & III Pre- and Post-Test Average Score Comparison**

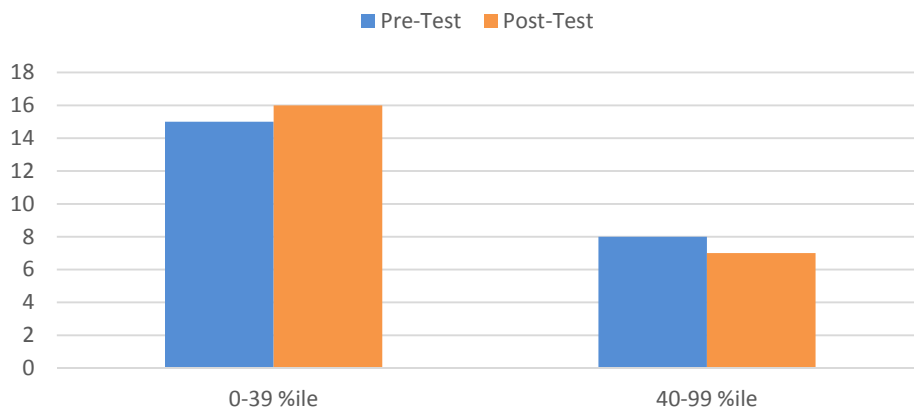


**Track II Only**

**Figure 10. Track II Nelson-Denny Pre- and Post-Test Score Comparison**



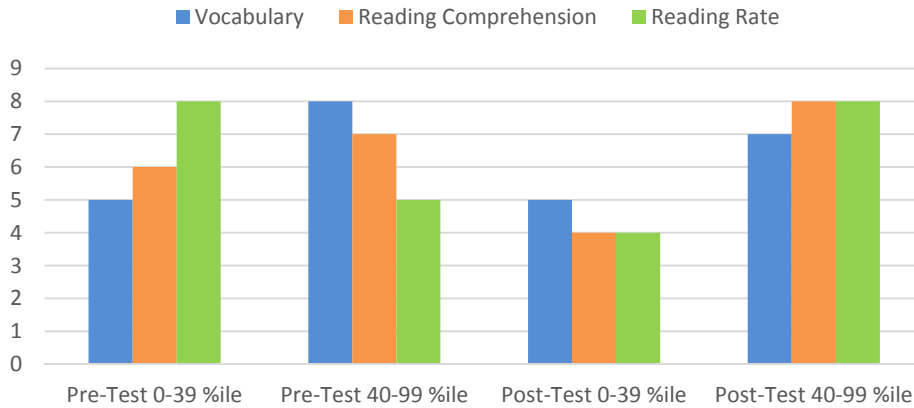
**Figure 11. Track II Watson-Glaser Pre- and Post-Test Score Comparison**



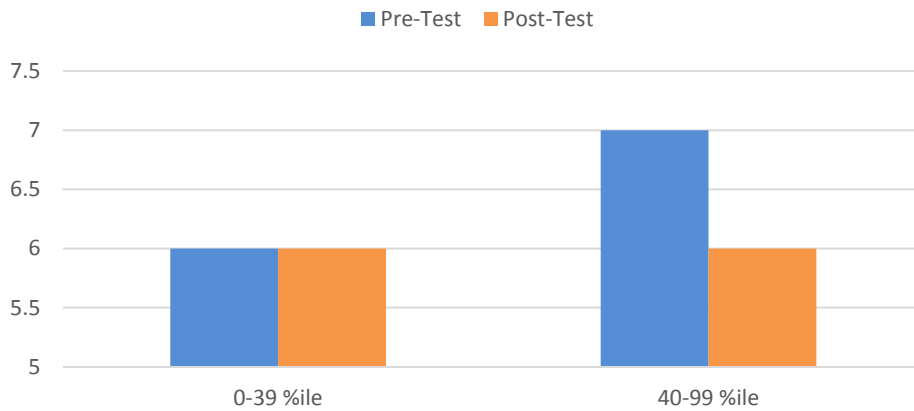
**Track III Only**

*Note: One Track III student did not complete post-assessments.*

**Figure 12. Track III Nelson-Denny Pre- and Post-Test Score Comparison**



**Figure 13. Track III Watson-Glaser Pre- and Post-Test Score Comparison**



*vi. Program Evaluations*

**TRACK I COURSE RATINGS**

Number of students polled: 16

**1. Thinking about your experience as a Track I student, please tell us at least three (3) things that you found valuable.**

- Internship, simulation labs, and guest speakers.
- Being able to meet various people that we will encounter throughout the process of applying to school here. Being able to shadow and gain experiences in various fields. Doing various workshops on Fridays to increase our knowledge and skills. Having the student panels and Meet the Deans session.
- The amount of time that I was able to spend with each doctor and form valuable relationships with these doctors. The poster presentation, which put in a position that forces me to learn and gain a more in-depth understanding of the field that I am pursuing. Finally, the activities that were done on Friday, particularly the activity done with Mr. Dustin Fulton which forced us to be quick witted, clever, and be able to sell ourselves to others at a moment's notice.
- I really appreciated the doctors I was assigned to because they made me do research constantly so that I learned throughout the entire program. I enjoyed seeing other fields of medicine because this is a health science center and everything was so close. I especially liked the Meet the Deans session and the student panel.
- The three things that I found valuable were the patient care, patient interaction with family, and getting to know the hospital staff.
- The shadowing experience. The exposure to the medical field. The workshops and presentations.
- Having clinical experiences was incredibly valuable with learned professionals. I also really liked seeing how the doctors interacted with the patients and subsequently the relationships and rapport that was built. Thirdly, learning about various medical ailments and common medical conditions amongst doctors was valuable. I learned a lot of point-blank information that I've actually already put to use in my everyday life. Overall, this experience was incredibly valuable for me as I got to see what internal medicine doctors ACTUALLY do in a clinic – as this is a field I'm interested in, the realities of clinical work set it. I enjoyed learning from them.
- The simulation labs were very beneficial. I really liked the reading assignment and meeting the deans and students really helped.
- 1) Clinical experience 2) Learning about different medical conditions 3) Visiting different institutions 4) CPR training 5) Getting to see the physician-patient interaction is crucial and helpful 6) Getting to know the daily life of a physician or medical provider
- Three things I found valuable were the chance to shadow at a hospital, rotating with different specialties in medicine, and exploring other fields of healthcare that I had not considered before. I think that all of these things will help me when I apply to professional school.
- I was able to get to know other students with the same interests as me and who were also in the same place in their school career as me. Working with doctors and nurses in the medical field in the real world gives you an

idea of how things really work. Discussing with the students and the events we did every Friday were valuable to me. Being able to tour the hospitals and speak to different doctors and students.

- I things I found valuable were the shadowing experience, the experience to be able to see different surgeries, and to be able to see what people do such as the people that are needed for surgeries.
- I found that being in the clinical setting of my career choice was very valuable because I was able to see the whole pictures. Another valuable part was that I was able to make long-term relationships with the hospital staff. Another valuable thing was that I was able to learn different techniques that each nurse used based on what worked best for each person.
- The hands-on learning, the networking and connection, and the advice about applying for grad school.
- The three things that I found valuable to me were getting the experience to shadow the profession that I am interested in, learning how to interact with patients correctly, and understanding how the admission process works at UTHSC.
- The clinical and on-site experiences was the most beneficial. It allowed me to determine what kind of career setting I would like to be a part of. It also helped me realize that important roles of physical and occupational therapists. I also valued meeting every Friday to discuss everyone's shadowing experiences – it allowed me to hear about other career options within the health care area. Lastly, meeting the dean from the PT/OT department was really helpful. It allowed me to better understand the application process and I learned about small tips that will make me a better candidate for graduate school.

**2. Please tell us at least three (3) things that would have made your Track I experience more valuable.**

- Being able to use the dental simulation lab.
- Being able to shadow in an area that I am more interested in. Having more opportunities to meet students and faculty to ask them questions. Having more one-on-one time with our mentors.
- Overall, I had a really good experience. But if I could say anything, I would say to make sure that each of the healthcare professionals that sign up to be preceptors are not only qualified and willing, but also truly available and modernized in their methods – what they may be doing may be a method that is already or will soon be out of date.
- I would have liked to see other specialties. I think more activities for the students to interact would have been nice. I think it would have been nice to have a professor come speak.
- The three things that would have made THIS experience more valuable would be seeing more than just one hospital, have a little more patient interaction, and being able to see more of the different opportunities within the field.
- If I was matched with a preceptor in a hospital setting; if I was matched with a preceptor in my specialty; if I would have had more time to ask questions one-on-one during workshops (specifically medicine).
- 1) Having slightly more varied experiences would have been a good thing. I enjoyed the variety of things we did on Fridays, but Monday through Thursday felt like a blend of the same day over and over again. 2) Being introduced to my preceptor before being thrown into the environment would have been nice, just because I would have gotten a better sense of his personality before working for him. 3) Being able to study under a different preceptor every week would have been interesting or at least doing a rotations with a variety of

professionals. However, I also know that this is almost impossible to accomplish, so I understand why we just stayed with one preceptor who was in a field that we are interested into.

- I think that the students who are from Memphis should have the option to live in the dorms with the other students. Also, more hangouts like the bowling activity would be great!
- Rotation so we could see different doctors.
- I think that having a more organized plan with the preceptors at hospital sites would have been more valuable during the program. I would have also liked to see my peers in the TIP Program more frequently because I do not live in the dorms. Everything else in the program provided a very structured and valuable experience.
- I would have loved to have seen more healthcare fields and have gotten to switch doctors every few weeks. This is so I could get a wider range of my options. I would have liked to have gotten to know the students a little better and hang out with them outside of the program. I love hands-on and it would have been fun to really get to see the mock scene at MERI or the simulation.
- Match to exact specialty you put on your application. Be matched with more than preceptor – for example, matched with a particular preceptor for three weeks or maybe rotate with others.
- I would have liked to shadow at an adult hospital to see the whole picture working with adults vs. only pediatric patients. However, I plan to work with children in the future after finishing nursing school. Also, I would have liked for us to be able to have more hands-on, but I understand that it's a liability issue. I also wouldn't have minded rotating to a private doctor's office to see how the nurses are with patients who are not hospitalized.
- Being able to shadow in a different field would have been very helpful.
- The three things that would have made my Track I experience more valuable are going to different clinics instead of staying in one facility, meeting with the preceptor before beginning the internship, and less drama.
- Having the opportunity to explore more than one site would be a nice addition to this program. This will help me understand the different subcategories within PT/OT, such as orthopedics, neurological, and pediatric clinics.

**3. Please use the following information to rate the effectiveness of the resources and services provided for Track I students.**

<b>Question</b>	<b>Somewhat Effective</b>	<b>Effective</b>	<b>Somewhat Ineffective</b>	<b>Ineffective</b>
Defining the responsibilities of TIP participants as stated in the Student Handbook	6	10	0	0
The orientation/registration process	1	15	0	0
Internship placement experience	4	12	0	0
Friday sessions	3	13	0	0

Providing information related to participants' career goals	4	12	0	0
Addressing the questions and concerns of the students	1	15	0	0

**4. Please provide us with at least one (1) suggestion for improving the following services and resources provided to Track I students.**

*Defining the responsibilities of TIP participants as stated in the Student Handbook*

- Providing us with more information about the internship, living facilities, and what is expected us
- Getting in touch the doctors to schedule specific hours
- Explaining them in-depth during orientation
- They could have given us a copy of the handbook
- I do not recall going over the Student Handbook
- Making sure all are hear like the rest of the students are
- I am not sure everything was clear to understand

*The orientation/registration process*

- Providing us with more information about what we will be doing over the summer and maybe have a questions and answer session about the internship during orientation
- Making sure that students have access to the building beforehand
- More organized
- Cater the tour to each track
- They could have given us more time to register? I'm not sure
- The long test at the beginning, not the end – students are drained
- The Nelson-Denny test should be administered at the beginning of orientation

*Internship placement experience*

- Trying to place people more where their interests are, but I know that isn't always possible, which is okay. Maybe giving us more opportunities to experience other fields in the afternoon like with the nursing and dental simulation labs and the pharmacy lab
- Insuring the students have positioned themselves to connect and contact with preceptors past their placement and looking forward into the future
- Rotate specialties
- Different hospitals, not just one
- Matching people with their desired specialty
- Asking thorough questions about what we wanted to do and then placing us better?
- I would have liked more prior knowledge about my internship site before shadowing. I would have also liked a notice stating that my area of interest was not available
- Rotating to adult hospital and private clinic
- Going to various facilities instead of one
- Provide more than one site for students to shadow

*Friday Sessions*

- More opportunities to spend time with the students and faculty to ask them questions
- More sessions that push students out of their comfort zones
- Have a professor speak
- More specific workshops



- All free lunches would have been awesome ☺
- More visits with doctors
- Longer time with the different simulations
- More time with different simulation labs with different careers

*Providing information related to participants' career goals*

- More opportunities to meet people in the career we want to pursue to ask them questions
- Have a sit down with a medical student to ensure all questions are answered
- Different opportunities
- Bring in people who have specialized to talk to us
- I would have liked more chances to interact with current UTHSC students
- Maybe more hands-on things
- More hands-on related to career or learning career paths of other participants

*Addressing the questions and concerns of the students*

- Providing more information about everything at the beginning of the program
- Maybe have one-on-one conversations about the week
- More time for Q&A
- Y'all did this very well! No suggestions ☺

**5. Please tell us at least one (1) thing that you found valuable about each of the following activities.**

*Internship discussion*

- I loved hearing everyone else's internship experience
- Being able to hear what our peers are doing and experiencing
- Very honest
- I liked hearing about other doctors, diseases, and experiences from other people
- Sharing experiences and finding commonalities and differences
- These helped process the events of the week in a group setting where we could share and learn from each other's experiences
- The internship discussions helped me realize how difference each career is
- Getting to know each other better
- I liked learning more about my peers' shadowing experiences and comparing theirs to my own
- Other students' experiences
- Able to discuss what we learned
- Good to hear and learn about the experience of others
- It gave me a chance to learn about other fields even though I didn't shadow in them
- Very insightful hearing about what others had experienced at their various sites
- Insightful. It allowed me to hear about other career options

*"Seeing Patients" book review*

- The book was very inspirational
- Being able to relate the book to current situations
- Many similarities between myself and character's story
- I liked how we tried to related the book to our lives now
- Learning about disparities in healthcare that I previously wasn't aware of
- Helped to create a sense of the importance of diversity in the work place
- Interesting to hear people's comments and opinions

- The book review was extremely motivating for my career and goals and eye-opening about social issues that I had not realized before
- How students perceived his situation
- The book is excellent – it gave me different views and how things are medically
- Very good choice – inspirational and eye-opening to the healthcare world
- It gave me a chance to understand things from not only the author’s perspective, but also my peers
- Understanding the issue on unconscious bias
- The book helped me realize how prevalent medical injustice is for minorities

*Assessment review workshop with Travis Liggins*

- I learned that I need to improve on my reading skills
- Being able to have a better understanding of my abilities as a student
- Informative
- I learned that I have reading rate problem, but not a comprehension problem
- Helped me think of basic strengths and weaknesses
- I learned a lot about myself during these talks
- I learned that there are resources that would help me improve my skills
- Interesting
- Knowing my study habits and strengths/weaknesses will help me improve the way I study and prepare for the MCAT
- Seeing how I learned
- Learned about my reading rates and what I need to do to be successful
- Very helpful and useful resources available
- It made me realize that there are other people who think like me, but it also made me look at people who don’t think like me in a different way
- Somewhat gauging on what we need to work on
- Self-reflection helped me understand my weaknesses

*“Unconscious Bias” workshop with Dr. Michael Alston*

- It helped me to see how biased I can be without even being mentally aware
- Realizing and understanding more about unconscious bias and how prevalent it is in our society so we can be better healthcare professionals
- The explanation of other biases
- Helped me realize that we all have biases
- Helped me recognize my own unconscious biases and that everyone has them regardless of race/culture/background. It’s just a natural part of human existence, but that doesn’t mean we have to let it impair the way we relate to other people
- I learned that we all judge without really knowing and that we should not let that get in the way of patient care
- The workshop made me recognize unconscious bias throughout my shadowing experience
- Knowing how important it is to not be biased
- Gave excellent examples and compared to real life
- It was very eye-opening and informative
- It made me do a strong self-evaluation about how I look at others
- How unconscious bias affects us all
- Explained how unconscious bias affects us all in a negative way

#### *Interviewing Skills workshop with Donna Lenoir*

- I learned some tips that I never knew on how to interview
- Being able to learn about the interviewing process
- Informative
- The explanation about proper etiquette for the day of the interview
- Learned how I should behave during an interview
- Helped me realize the importance of appearance and promptness
- She helped me brush up on some of my interviewing skills, like what to/what not to ask
- The workshop was very informative about the do's and don'ts of interviewing, in general
- Many things you wouldn't think about that are actually important in an interview
- How to be prepared for an interview
- It was helpful and there was good information to help with getting a job or interviewing for anything
- Understanding what to prepare for before going into an interview
- Great! She provided us with helpful tips on what makes a success interview

#### *Icebreaker/Team Building with Travis Liggins (First Friday)*

- We got to learn more about each other and ourselves
- Being able to meet the other people in our internship to grow as friends
- Got the students more comfortable and acquainted with one another
- The questions allowed me to get know things about the other students, but also gave me a chance to talk about myself. It was an activity for everyone so no one was left out
- Helped us to get to know one another
- Getting to know all the other students in the TIP Program was really fun ☺
- We got to know each other better
- Fun and interactive
- I enjoyed getting to know my peers better
- Getting to know students and working together
- Learn to work as team
- It was valuable to bring the group closer
- It made us more comfortable to talk to each other and participate in discussion
- Giving us the opportunity to understand one another
- Absolutely fun – helped me to know the group as a whole

#### *Dental Simulation Lab*

- Even though we didn't get to interact with the mannequins, I loved the PowerPoint presentation
- Being able to see a little more about what dental students do
- Learning about specifics for cleaning
- Exposure to a new area of medicine
- I loved seeing the real life labs that students learn in. it was also interesting talking to the dental students who were hilarious and insightful
- Loved it! I found out a lot about dentistry that I had not known before like many diseases
- Informative and fun
- Learning more about dental school has made me briefly consider dentistry as an alternative to medicine. The Q&A with dental students was very informative
- Speaking directly to dental students
- Learning how they are taught on the simulation
- Wish there was more hands-on

- It really showed me how intense the dental field is
- Practicing first before doing the real thing
- Hands-on practice before actually operating on patients

*Pharmacy Compounding Lab*

- Making the lip balm was very fun
- Being able to see what pharmacy students do
- Fun and peaked interest into the field
- Learning about the ingredients for lip balm
- Learning how to make chapstick and how things are in a pharm lab
- I loved making chapstick and talking with pharmacy students about what they did. I thought pharmacy was a much different profession than before I came here
- I really liked being able to mix ingredients to come up with my personalized lip balm
- Informative and fun hands-on activity
- Being exposed to the pharmacy compounding lab has made me consider pharmacy as an alternative to medicine
- Learning how to compound things to make lip balm. I love the pharmacy compounding lab
- Very fun and interesting to see how they can compound and make meds different ways for different age groups or certain patients
- It was great
- You can make almost anything you want in the lab
- Everything originates from chemistry

*Financial Literacy workshop with Chris*

- Learning a little more about what my financial situation will be when I enter medical school
- It opened my eyes to the reality of my potential situation and makes me want to be more careful with spending
- The access to the PowerPoint
- Provide more information for the other schools, not just medicine
- I learned about the financial aid process in graduate school and medical school
- Helped me understand the realities of loan payments going into medical school
- I learned that medical school is very expensive and about the many loans a student might have
- The workshop helped me get an idea of the costs for medical school and the types of loans that I will need to apply for, as well as the best ways to pay them back
- Learning how to handle money in med school
- How to manage money and prepare for the future
- Informative and eye-opening to budget
- It was good
- How to manage your money correctly while in graduate school and especially life
- Emphasized the importance of saving for graduate school

*Regional One Health tour*

- Learning more about Regional One Health because I didn't know anything about them
- Very informative
- Seeing clinics
- See more floors and have more people talk about their careers
- Saw all of the components of a hospital

- Learned a lot about how hospitals like that run
- I enjoyed learning more about physical therapy and pharmacy, as well as seeing an adult hospital
- Seeing how the hospital works and all the staff
- Learn about the different floors
- The tour wasn't the best because we were not able to see the actual settings – great workout!
- We could have had more interaction instead of just generic tour of the building
- See various rooms and what they do in each
- Fulfilling

*MERI visit with cadavers*

- MERI was very interesting, especially getting to touch actual human parts from the deceased
- Learning about MERI because I had never heard of them and they do wonderful things there
- Do not recall
- The figures
- Exposure to MERI
- How important it is to value human life
- I learned about how the cadavers are used to enhance medical procedures
- I liked the hands-on experience with the cadavers
- Seeing all the equipment
- Learned how they prepare to work on different things
- Interesting and informative
- It was amazing – holding those organs in my hand really made everything that I have been learning come to life
- See different simulators
- Knowledgeable – I loved seeing the different simulations

*CPR/AED/First Aid Training*

- I'm so thankful that I learned CPR because I can potentially save a life one day
- Being trained in it because that is awesome!
- I can now legally give CPR training
- Learned how to use an AED
- Numerous ways this can be valuable may be able to save a life
- Got CPR certified, so that in itself was an incredibly valuable and life-saving tool
- I learned how important it is to know CPR because you never know when you may have to perform it
- I think that being CPR certified will be very valuable in the extracurricular activities that I will be involved in
- Getting certified
- Learning how to give CPR
- Knowing that I could save a life
- I think this is a great skill to have gotten from this program
- How to correctly help the person who needs CPR
- It was a review from what I learned at UTC

*Student Assistant Student Panel*

- The student panel was very informative
- This was very much needed and beneficial
- I was able to ask questions about medical school and the application process

- Questions answered
- Learned what students really thought about their medical school experience and also how much time they have to study and how little free time they have
- Informative discussion – most of the questions were answered
- I liked that all the students were thorough and clear with their answers
- Maybe break students into groups with their specific interest
- Get information about medical school from students – EXCELLENT!
- Great advice
- To me, this one of the most valuable presentations we had during the program. Having actual students talk to us made a lot of the grey areas I had diminish. Information about how their life really is while in med, pharm, or dentistry school really helped me have realistic expectations about it
- Understanding the life of a graduate student
- Motivating to know that I could be in their seat one day

#### *Poster Presentation*

- I was kind of nervous before presenting, but I gradually became more comfortable and gained more confidence in public speaking
- Being able to show some important people here our abilities to be a professional student and make a presentation
- Very good in that it gave us the chance to study and look more in-depth into a topic related to the field we're interested in
- The presentation gave me confidence
- Learned something about a new topic
- I got to practice my presentation skills and also learn a lot about a new topic, diabetes
- I brushed up on some of my public speaking skills and also learned quite a bit about my topic that I had not known before
- Getting to explain to someone what we found interesting
- Getting to explain our research to all the judges
- Explain what you have learned from the internship
- Share what you learned
- It gave us a chance to go in-depth about a topic
- Learning more about my topic
- Tense

#### **6. Please tell us at least one (1) thing that would have made the following activities more valuable for you.**

##### *Internship discussion*

- Make it mandatory for everyone to speak
- More structure in the conversation (not much more)
- More time to discuss topics important to me
- I liked all of the Friday sessions
- Everyone talk about their internship, not just a few people

##### *“Seeing Patients” book review*

- The book was a little boring through most parts, but it was still good to discuss the book and be open with each other about how we felt about the book and discussion questions
- Making the conversations less about ethnicity but other biases in the medical field
- Relating book to internship experience

- Speaking in detail about themes of the book rather than things that happened in the book
- I would have loved to read another book because this book was more biography and didn't leave a lot of room for discussion
- Integrating the book discussion into the internship discussion would have been more valuable to me
- Make activities

*Assessment review workshop with Travis Liggins*

- Doing this first thing in the morning instead of right after lunch when we are sleepy and full ☺
- Explain why it was really important
- Give resources for outside help
- Not at the end of the day
- Better explanation of what each score or percentage meant
- Scheduling the assessment review earlier in the day would have been more productive
- Maybe have one-on-one meetings to discuss
- Maybe time to improve your skills on Fridays
- More opportunities to work on educational areas that need improvement

*“Unconscious Bias” workshop with Dr. Michael Alston*

- Talk more about the more uncommon biases
- Specificity that made it hit home
- Diving into our own unconscious biases a little bit more – perhaps exploring how we've been affected or how we affect others

*Interviewing Skills workshop with Donna Lenoir*

- Being able to practice mock interviews instead of just listening to someone talk about them
- Have our resumes reviewed
- Resume skills as well
- More about what we should say during an interview and less about how we should behave
- I would suggest to have people from admissions office instead to give us hints about the medical/dental school interview
- I would have liked to try mock interviews with my peers before the workshop ended

*Icebreakers/Team Building with Travis Liggins (First Friday)*

- Having more of these to learn more about our internship peers and supervisors
- Have more than 2 activities
- Different icebreakers
- More games!
- I would have loved to have more icebreaker activities because they are so fun
- I would have liked more icebreaker activities because I didn't know my peers very well

*Dental Simulation Lab*

- Being able to actually use the simulation tools
- Explained to the group was a whole what each thing did
- Let the students try
- Hands-on stuff, more like nursing
- None – I really enjoyed this one
- Getting to actually use the tools
- Go a little more in-depth

- Getting the chance to play with the simulation equipment
- Being able to actually use the mannequins

#### *Pharmacy Compounding Lab*

- See an exciting compounding and give its significance to the real world
- More specifically about pharmacy along with chapstick – relating it back
- Maybe discussion more about what the chapstick was made out of and the components that went into it. Just more detail about how we created it and how it was originally compounded – like when was chapstick created and what was it originally used for?
- Being able to stay longer
- Being able to create more compounds would have been interesting

#### *Financial Literacy workshop with Chris*

- Having more time to ask him questions
- Ways to get additional help
- Widespread facts about not only UT's financial aid
- Just more, more, more – I really wanted this talk to be longer because the financial stressors of medical school weigh heavily on me now and I'm not even in medical school. It's just a big factor in whether or not I can actually afford to go

#### *Regional One Health tour*

- See other things than the clinics
- Doctor speakers or students that work at Regional One
- Actually seeing something in the hospital other than the hallways and doors
- A more detailed tour of the hospital would have been more informative
- Complete an actual tour, not just seeing the hallways
- Able to see more of the clinical settings and not just walk and see walls
- Maybe a more behind the scenes tour

#### *MERI visit with cadavers*

- Having transportation
- More time there
- Seeing a cadaver would have been really cool
- Getting to see a simulation done

#### *CPR/AED/First Aid Training*

- Wished we would have gotten the opportunity to perform CPR on children
- Have full body mannequin
- It was rushed at the end
- Maybe learning how to do CPR on infants as well as adults, or just learning more about the particulars of that
- It was excellent – no other comments
- This was good. I wouldn't change anything

#### *Student Assistant Panel*

- Having more time to ask questions and more opportunities to see the students
- Longer session
- More time to ask questions



- Having them talk about process and cons of each school
- I would have liked more time ask the students questions
- Break students into groups based on interests
- Longer time
- We should have had more time allotted for this activity

*Poster Presentation*

- If we had the chance to actually conduct research and have data to present
- Time to learn about each other's presentation
- Wish I knew that I could print from the printing services
- If we could have had more access to on campus printing and supplies. Also, if we had a chance to really do research on our topics

**7. Thinking about your experience, please provide us with at least two (2) suggestions for additional programming, services, and resources that you think would benefit future Track I students.**

- I think that the students who live in Memphis should have the opportunity to live in the dorms so that we can mingle with and get to know the other TIP students.
- Having access to a printer for the poster presentation. More information about the city of Memphis.
- I think it would be beneficial for students to experience many specialties throughout the program. Also, on Fridays it would be beneficial to let the students have time to access the programs on the computers that will help with their results from the assessments.
- Being able to visit different hospitals or private practices so that we can get the overall experience. Having more learning resources that could prepare us for the admissions test.
- A simulation for medicine; more access to professionals who are done with school during workshops.
- 1) Having computer access would have been a very beneficial resources because I could have done more research. I didn't have access during my internship, so a lot of my day was sitting and waiting for patients to show up. I felt like it was a bit boring at points, but having some kind of access to do research (which were assigned to do every day) would have been awesome! 2) I think additional programs about finance would have been helpful. The realities of the financial strain of medical school definitely weight heavily on me and learning as much as possible about them early on would be helpful for me in the future.
- I would have liked a more informal way to contact my peers (such as a GroupMe chat), as well as clearer instructions for parking at the hospital.
- Getting to work directly with someone at Regional One on a specific day; getting it to sit in on a medical school class.
- The reading comprehension test and other tests done in the morning or afternoon, not at the end of the day because students are tired.
- More time to work on skills from assessments

**8. Thinking about your overall internship experience, please tell us at least three (3) things that you found valuable.**

- Connections made with preceptors, connections made with individuals that share similar goals as myself and also with those who desire to go into the field that I am interested in, and the confidence that it has built into me that I can achieve my goal.
- Patient exposure; attending conferences; talking to actual students in the field we are interested in.
- The three things that I found valuable were seeing the different patients, meeting the staff members that all work together, and seeing the different floors.
- Learning about patient care; learning about the medicine involved; being able to ask questions and gain connections.
- 1) Learning about clinic life from trained professionals that are in a field I'm looking to go into 2) Seeing the dynamics of a working office 3) Seeing how doctors and patients interact superficially and also how this relationship (whether honest or dishonest) affects patient outcomes in the longterm.
- Doctor-patient interactions; procedures used to treat certain conditions.
- 1) Getting clinical experiences 2) Seeing doctor-patient interaction and getting to ask questions about anything that was unclear to me 3) Learned a lot about different things.
- I think that shadowing at a hospital, talking to my peers, and Q&A panels were all very valuable experiences.
- Working directly with the doctor; getting to interact with patients and working alongside nurses; seeing how the doctor worked with her patients and how a typical day would go.
- Thoroughly explained and taught me how to treat patients, be patient.
- I got to see the full-picture; eye-opening communication; building relationships.
- What I found valuable was that my preceptor explained what was going on, I was able to see some evaluations, and I got to make patients feel welcomed.
- 1) The relationship I developed with the PT/OT at the clinic 2) The opportunity to see UTHSC and learn about the different programs that the school offers.

**9. Please tell us at least three (3) things that would have made your overall internship experience more valuable.**

- Rotate specialties. Time set aside to use computer programs. More exposure to the school we are interested in (i.e. classes, professors, departments).
- The three things that would have made my experience more valuable would be seeing different hospitals, private practices, and being more involved with the patients.
- If my time split between my two preceptors was equal; if my preceptor was in a hospital; if my preceptor was my specialty

- 1) Meeting my preceptor beforehand. 2) Having computer access at my preceptor site. 3) Having access to more of a variety of experiences (perhaps working at different hospitals and/or clinics).
- 1) Being in rotations each week so everyone could see the same kinds of things and maybe that could help some realize whether they're choosing the right field. 2) I would have suggested the possibility to choose whether a person wants to stay at the site where they were initially matched
- I think that more interaction with my preceptor, more time for Q&A sessions, and more shadowing would have made my experience more valuable
- Getting to work in other healthcare fields, getting to work specifically with the career I want to go into, and more one-on-one time with the patient
- Being able to observe more than one preceptor; more hands-on activities
- Rotating to adult hospital setting, private clinic setting, and more hands-on activities

**10. Please tell us at least two (2) aspects of your preceptor interactions that you found valuable.**

- The dentists wanted to help. They wanted to make sure I was getting all of the knowledge that I could.
- Being able to interact with them and ask them questions. Being able to see what they do every day.
- Seeing how they treated the staff and the lengths that they would go to offer services and help to patients.
- Daily research on related topics. Rounding every day.
- My preceptor was very knowledgeable and kind-hearted.
- Always explaining anything that I didn't understand; willing to answer questions.
- 1) Having daily discussions with my preceptor about a variety of topics was very valuable because he would always expand on different subjects that I had never heard of and that I found interesting. I learned a lot from him about many different subjects, not just medical. 2) We also went to lunch with him a few times and got to interact with him in a more casual setting. This was interesting – how he related to people in a professional setting v. a non-professional setting.
- My preceptors were extremely knowledgeable about what they do. I was able to see how things work at the front desk and in the back.
- 1) My preceptor was really knowledgeable and willing to share his knowledge. 2) Gave me some good advice.
- I liked that I could make contact with my preceptor and shadow her during the year. I also liked my preceptor explaining patients' conditions to me before entering the room.
- One-on-one talk about patients' diagnoses and how they should be treated. She would let me work with the children and would show me when things were wrong.
- Thoroughly explained things; taught us how to treat and have patience with patients.

- Very informative and knowledgeable; very helpful and resourceful. She made us a schedule to rotate and shadow different floors in the hospital.
- Getting advice and encouragement from them definitely made this experience better. Also, when you work with people who are very experienced in the field, it always yields new and fun things to learn every day.
- My preceptor was friendly to all the patients and explains what is going on to them.
- 1) Dr. Andrew Chalona was not micromanaging. 2) He would thoroughly explain different techniques that he performed while with each patient. 3) What technique to perform in relation to the pain the patient is experiencing.

**11. Please tell us at least two (2) things that would have made your preceptor interactions more valuable.**

- I wish I had more opportunities to spend time with my preceptor, but I didn't get to round with her once or get to know her. Maybe having a day where we just sit and talk with our preceptor to be able to ask them questions and get to each other.
- Availability.
- Getting to interact with other preceptors. I would have liked to have had more than one – I think it would have been good to assign a med student to each person.
- Feeling more welcome while shadowing; not feeling “in the way.”
- 1) If he had communicated in a more respectful way to me. 2) If we had shadowed him during doctor's visits or when he was having meetings.
- Being able to spend more time with our preceptor.
- I think that have more interaction with my preceptor (or rotating with only one team) would have allowed me to get to my preceptor better and make me feel more comfortable asking them questions. I also would have liked to stay with my preceptor for the full day.
- Getting to understand a little more about different diseases and how she did paperwork and diagnosed the patients.
- Nothing – she was excellent.

**12. Tell us about any confirmation or changes that may have occurred in your career goals and/or objectives based on your TIP experience. Please provide us with information regarding the specific experience(s) that contributed to your change.**

- I was undecided between orthopedics and dentistry. As I got to actually experience dentistry and its different perspectives, I started to make up my mind. Dentistry is a very interesting field and I really enjoyed getting to see what goes on in a dental office on a daily basis.
- This experience did not change my career choice, but it made me consider other options as a back-up plan just in case my plans don't work out. If anything, this program made me firmly confirm my career choice and path.

- More than anything this program confirmed that the field that I was interested in is one that I would like to stick with, but it also gave me some back-up ideas that I am now much more familiar with – plans that could Plan Bs.
- I have much more respect for the cardiology specialty now after learning so much about it. I had an eye-opening experience when I went to the anatomy lab and was able to hold a heart in my hand. I thought it was great that I got to see bedside manner daily.
- I do not have any changes in my career goal, but I did get to see other opportunities that I could pursue in my career field. I got to see the nurse anesthetist, nurse directors, clinical educators, etc. Now that I know of the different opportunities, I can take the information that I have learned and make my decisions while in nursing school.
- My internship experience confirmed that I want to go into healthcare. Working in a hospital setting and being in an OR confirmed that I want to go into surgery.
- I wasn't quite sure what field I wanted to go into when I applied for this internship. I've narrowed my choices down to some and it was confirmed that I do in fact probably want to work in a clinic where I can build patient relationships rather than doing something like surgery or trauma/ER where it's harder to build relationships – I'm a people person and I find that valuable. Overall, my career goals slightly shifted towards more passionately wanting to become a doctor who is more focused on rapport in relationships rather than just memorizing and spitting out medical know how.
- This experience confirmed my career aspirations. During my internship, I was able to experience diversity in the office, physically and personality-wise. It was also nice getting to see how different doctors operate their business, their differing personalities, and how they interact with both patients and coworkers. I also realized that this career is definitely what I want to do once I was able to see the many procedures that took place, as well as the many cases that came in daily.
- This program just reassured me that medicine is the right field for me and I'm glad I got to be a part of this program.
- I have started to consider pediatric medicine instead of pathology because my overall experience at LeBonheur was very positive and encouraging. Additionally, because I visited the pharmacy compounding lab in the afternoons, I would like to consider pharmacy as an alternative to medicine.
- It made me realize that what I had thought I wanted to do is really what I want to do. I was able to explore other student's interests and hear about their experience in different medical fields. Shadowing a pediatrician showed me how important it is to really love what you are doing and it showed me even more that going to medical school is right for me and what I want to do is what I know I can do.
- I may want to pursue becoming a nurse. I saw the nurse's interactions with patients and how they care for them and I feel nurses have more interaction with patients than anyone else other than the doctor.
- The whole experience confirmed and inspired me to continue to work hard and reach my career goal of becoming a nurse. This experience did not necessarily make me change my career path, but it allowed me to see the good and bad interactions that nurses deal with on a daily basis. Also, some diagnoses made me feel emotional – something I will have to work on while being at work.

- This definitely confirmed my views on the field. If anything, it made me to research the career more in-depth. Being able to work hands-on in a lab was the best part.
- As of right now, I am still deciding on which profession I am more interesting in doing.
- My initial goals were to become a physical therapist, but after shadowing the athletic trainer and occupational therapist, I realized that I now want to do occupational therapy. I will have more of an opportunity to be creative doing industrial rehabilitation where I can create specific work hardening schedules for patients that want to return to work.

**13. Please provide any additional information that you would like to share about your TIP experience and the TIP Program in general.**

- I am so thankful that I got this opportunity
- I am very thankful for this experience and I have learned so much with my field of choice that has made me even more excited to apply for this school. I highly recommend this to my peers.
- Any person who is in an underrepresented group in healthcare should try to get into this program.
- I very much enjoyed my experience here and would recommend it to anyone who is interested in the medical profession.
- TIP was extremely helpful. I didn't recognize how many people are so motivated in patient care like myself until I met them through this program. I learned so much from shadowing doctors, such as the many procedures they use to treat certain conditions and how important it is to communicate and interact with patients.
- Overall, my experience was a good one where I got to learn a lot and got to know some interesting people.
- I had a wonderful experience with my preceptor and her staff. I learned so much from them and was taught valuable lessons on how patients should be treated. Working with students who are in the same position as me gave me an idea that I am not alone and that there is always going to be people to support you. The TIP Program allowed me to explore my options and it offered me a valuable inside look into my future as a medical professional.
- TIP Program was an awesome experience.
- Absolutely amazing!

**14. Would you recommend the TIP Program to your peers?**

Answer	Response Count	Response Percent
Yes	16	100%
No	0	0%

**15. For what reason(s) would you recommend the TIP Program to your peers interested in healthcare?**

- I have learned so much over the past 7 weeks from not only my internship, but the Friday sessions as well. The tips from the guest speakers and the student pane were very helpful and informative.

- It was very beneficial and a great learning experience. I had so much fun and met so many people. I have made myself known around here which can help me when it comes to applying to school.
- The reason that I would recommend the TIP Program to my peers is because it is a paid job/internship that allows you to gain experience doing things that are relevant to the career you are pursuing, instead of not working at all or working a job that is completely irrelevant to what you have planned for post-collegiate life.
- It was an experience that reaffirmed my feelings for going into medicine and it also gave me excitement to see a preview of what I could be doing later on in my life.
- My rationale to my peers would be to apply to the TIP Program to see what their field of choice is really about and to see if they really want to continue with that choice.
- The TIP Program exposed me to much more than I would have ever gotten anywhere else. It opened doors for me and will be a part of the reason that I achieve my dreams and reach my goals. It opened my eyes and motivated me in a different way every day to strive to be in healthcare.
- It is a valuable program with shadowing experience and real-life clinical experience. This helps you realize if you actually want to be a part of the profession and if you are really interested in what you think you're interested in. I also liked seeing the different labs and learning about pharmacy, dentistry, and other aspects of the medical sphere that I otherwise would have known relatively nothing about. It's just very academic, informational, valuable, and helpful in the long-term.
- I would recommend this program to my peers because it really gave me a hands-on experience and confirmed that I really want to go into this field. Also, I saw that it had opened up some people's minds to the many careers that they could potentially be interested in.
- It is a good way to get clinical experience that as pre-professional students we need to have. Also, we get to create connections that could be helpful while applying to medical/dental/nursing school.
- I gained a lot of experience, shadowing hours, and contacts during the TIP Program that I think will be helpful to me when I apply to a professional school.
- I would tell them how important it is to explore your options and to be sure that medical school and the healthcare field is really where you belong. This program allows you to get an early inside look at what your future would be like in medical school and as a healthcare professional.
- It is a great experience, you get to see different things, and learn about other fields. It is a great program to put on your resume.
- The experience is eye-opening, informative, and inspiring.
- This program opened my eyes to how things really are in my field of study. We got to participate in hands-on things that you normally wouldn't get to experience.
- I would recommend the TIP Program because it allows you to apply what you learned in the classroom to the allied health field. The program also exposes you to different careers within the medical field.

**16. For what reason(s) would you not recommend the TIP Program to your peers interest in healthcare?**

n/a

## TRACK II COURSE AND PROFESSOR RATINGS

Number of students polled: 22

### 1. Please select the concentration that represents you.

Concentration	Response Count	Response Percent
DAT	6	27%
MCAT	11	50%
PCAT	5	23%

### 2. Thinking about your overall experience in the TIP Program, what are at least three (3) things that you found valuable?

- Kaplan courses, workshops, Dr. Painter's review sessions.
- The Kaplan course, Dr. Osborne, SASSI.
- ALL OF IT.
- 1) The Kaplan resources. 2) The SASSI staff. 3) The SASSI resources.
- One of the most valuable resources that I took advantage of was the support of SASSI. Whatever concerns or anxiety I had over the workload or stress that seemed to spontaneously enter into my life was dissipated by one conversation with a SASSI member. They are so encouraging and are able to change your perspective into a positive one. Another resource that I enjoyed was being able to use Crack the DAT whenever I could. Studying my mistakes and being able to see my progress by taking multiple tests really helped me. The last important resource that I enjoyed was the ability to email or text our instructors and/or staff with any questions we had regarding the program. Their insight and helpful hints made a difference.
- Kaplan program, Crack the PCAT, having an in-class profess (Sherry Painter)
- Kaplan, Kaplan, Kaplan! The course provided was invaluable when preparing for the DAT. Also, I found the weekly meeting with Dr. Painter to be very beneficial as well because we could ask very specific questions to bolster the Kaplan information. Lastly, I found the meeting with the admission dean of the dental school answered many of my questions about actually going to dental school.
- 1) The actual Kaplan course – before this program, I really was not prepared to take the PCAT and Kaplan program gave me a very good foundation to continue studying. 2) The experience and advice from the SAs – having students that just recently went through the admissions process to talk to and ask questions was very helpful as I start to apply for pharmacy school. 3) Meet the Deans – there are not many other chances to meet the deans of the health programs in such a small group like we did in this program.
- Access to Kaplan material, MCAT review with Dan, access to UTHSC library.
- The Kaplan course, the experience at UTHSC, and living in a dorm was a lot of fun because I always wanted to experience that.
- I really enjoyed the Kaplan class, the independent study, and the Wednesday meditation.



- 1) Kaplan courses were helpful in test-taking strategies. 2) MCAT review with Dan Osborne. 3) Relationships established with UT staff members.
- 1) The Kaplan course books were excellent and very beneficial. 2) Introducing us to the deans was perhaps the most beneficial part of the program. 3) Dan's ability to teach us the sciences and his overall caring for us was very helpful and awesome!
- 1) Kaplan course and study materials. 2) Student Assistants that are currently enrolled in my selected program of study. 3) Talking with the head of admissions from our particular program of study.
- 1) SASSI. 2) Kaplan test prep resources. 3) Dan Osborne. 4) Meditation with Marcy Seeburg. 5) Feeling more comfortable in a medical school setting. 6) Speaking with Nelson Strother. 7) Meeting and getting know (hopefully) future medical school classmates. 8) Becoming more familiar with the UTHSC campus. 9) Stipend.
- 1) Getting stipends to study for the MCAT. 2) Getting used to walking around campus and exploring UTHSC. 3) Meeting with the deans.
- 1) The program itself – just providing a free prep program to students who may not be able to afford the expenses of test prep. 2) The pre- and post-assessments – helps to identify weak areas as well as areas of strength. 3) Dr. Osborne – just having direct access to a knowledgeable instructor who also serves as a personal advocate in support of transitioning to Track III is beneficial to all participants!
- 1) Strong motivation. 2) Time management. 3) Dr. Painter.
- The resources we were provided; the opportunity to access the library; the staff.

**3. Please tell us at least three (3) things that would have made your experience more valuable.**

- Talk to the dean, student panel.
- If we were able to do some of what Track I was doing. It was monotonous sometimes going to class every day. If, maybe once a week, we were able to do something more hands-on, like shadow or visit the anatomy lab, it would have helped. Extending library hours would have been helpful and incorporating more independent study time.
- 1) More self-study during the day. 2) More structured classroom with Dr. Dan. 3) Kitchen access at dorms.
- 1) More time to do practice questions and passages with Dr. Osborne. 2) Someone to help with Psych/Soc section of the MCAT. 3) Make Kaplan sessions in the morning rather than in the evening. 4) Maybe integrate other study materials as well (e.g. ExamCrackers, Princeton Review, etc.) to maximize our review – some review materials are better than others and some also include practice passages in the books. Kaplan does not have practice MCAT style passages in their review books after each chapter. They only have review questions which are helpful only to a certain extent.
- I would have liked to have more study days towards the beginning of the program. It seems as though towards the beginning you are given all this information that must be reviewed and studied. I feel as though it would have benefit us more if we had maybe a Friday to have study time in the morning or evening. Sherry was an absolutely fantastic teacher. She is very knowledgeable in Organic Chemistry and General Chemistry; however, it would have been helpful to have someone who knew a bit more about Biology to help answer our questions on that or on PAT. At least for one day to help us practice a bit more. One final note would be a workshop for creating your personal statement. We did have the workshop on resumes, but it didn't seem to pertain much to

us. Another workshop pertaining to the application process would also be beneficial to us. This was extremely beneficial and the most rewarding experience I have encountered so far. I will strive to keep the study habits and knowledge that I learned here and apply it other aspects of my life.

- I can't think of anything – everything was great!
- There are not many things I can look back on and say I went without. This program did a very good job at providing everything I needed and even some things I didn't know I needed. If anything, more opportunity to talk with the deans and actual dental students, specifically the process of applying to your specific field.
- 1) A little more organization – there were a couple scheduling issues and conflicts. 2) More help on the Kaplan side – no one really knew about Kaplan, so if we had any questions, we had to call the toll free number and wait. 3) More time with admissions and financial aid offices – being able to speak directly with the dean of admissions for Pharmacy was very helpful, but a session with the Office of Financial Aid would also have been helpful.
- More self-study time; access to material/resources concerning the behavioral sciences; programs similar to Crack the DAT/PCAT for the MCAT if they exist.
- More access to the library computers; better gym equipment; more online video lessons.
- The communication should be enhanced by the TIP coordinators. At the beginning of the program, things seemed to be very unorganized. The MCAT review session with Dr. Osborne should have been more structured.
- 1) Replace MCAT Channel with sessions on completing medical school applications. 2) Individual meetings with professors or deans to review transcript and likelihood of entering medical school. 3) More self-study time to review content areas to prepare for weekly practice tests (assign topics to review each week).
- 1) I think the day we talk to the deans and other students should be scheduled closer to the start of the program, so that we have motivation to start studying. 2) More access to the building – some complications while taking classes. 3) Little more free time in between.
- 1) I needed someone to help in CARS because Dan as a resource was not able to do so. 2) The response to emails was often non-existent and this should be improved upon. 3) I would like to have had more contact with the current medical students, but the session with the fourth year medical student was very valuable. 4) Meeting with a Kaplan instructor online was not very beneficial and was often a waste of time that could have been used elsewhere. Having an in-class teacher would have been more helpful.
- After the Kaplan class ends, it would be helpful if shadowing opportunities were available for the Track II students who do not have that experience yet. 2) The one-on-one sessions were a good idea, but I believe that mine wasn't as effective as other students. I think it would have been better if my counselors had been better prepared to walk me through my assessments. 3) PharmCAS just recently opened up for the 2016 cycle – it would have been helpful to receive a tutorial on how everything works on the site.
- 1) More self-study time. 2) One-on-one time with a med school student to help out with the application process and personal statement. 3) Access to unlimited printing.
- 1) If possible, incorporate more self-study time for students to really capitalize on independent studying. 2) Encouraging students to prepare for the exam prior to entering the program so that once the session begins,

studying won't be so overwhelming. 3) Program was great, so I cannot find a third reason not already incorporated!

- 1) Help from Student Assistants. 2) Slight modification to the syllabus. 3) Meeting Dr. Painter earlier in the semester.
- More self-study time; more structured class time with Dr. Dan; not just doing full-lengths every week for the sake of doing them.

**4. Please use the following information to rate the effectiveness of the resources and services provided for Track II students.**

Question	Somewhat Effective	Effective	Somewhat Ineffective	Ineffective
Defining the responsibilities of TIP participants as stated in the Student Handbook	3	19	0	0
The orientation/registration process	3	18	1	0
Review sessions with Dan Osborne	10	6	2	2
Review sessions with Sherry Painter	2	11	0	2
Providing information and resources pertinent to the DAT, MCAT, or PCAT	4	18	0	0
Providing helpful information during the career development sessions	7	13	2	0
Addressing students' questions and concerns	6	16	0	0

**5. Please provide us with at least one (1) suggestion for improving the following services and resources provided for Track II students.**

*Defining the responsibilities of TIP participants as stated in the Student Handbook*

- Making it clear that we are supposed to write 8 hours for every scheduled day on our timesheet
- Honestly, I don't remember anything about a Student Handbook
- Put in how much we going to get paid an hour so we can plan accordingly
- Give the participant more exposure as to how life will be in dental school
- Being more thorough/precise with schedule... "MCAT ends at 4, but scheduled to 5"
- Some of them should be accounted for in class
- Effective
- I hope everyone could participate
- The handbook was fine, but having the schedule of events included in the handbook would have been very helpful
- Everything was clearly defined in this area. Thank you
- I don't think anything needs to be changed with this
- The responsibilities were well-defined. Make it clear to future students that scheduled activities, tests, and meetings on campus are mandatory

- Good
- Recommend to continue implementing responsibilities
- Staff were very helpful, but I did not experience any particular help from Student Assistants. I don't want my statement to be counted against them because I heard from other TIP students that Student Assistants were helpful to them

*The orientation/registration process*

- Letting us know that we didn't have to get there so early in the morning
- If anything, just how and where to turn in paperwork on registration day – neither the group leaders nor office workers knew definite answers about anything concerning paperwork
- Explain the forms a little more – several people have never filled out some of the financial forms
- Perhaps keeping everything in one building
- Very smooth and fast
- Icebreaker games in sections; bowling was great!
- Quicker way to register everything and organize
- On the first day, the directions for parking were very good. However, the directions to the GEB were very confusing
- Orientation was awesome. Thank you
- The registration process was pretty organized
- Please include and expanded tour of the medical, pharmacy, and dental school classrooms
- Please make it shorter and to the point next time
- Maybe have more of a variety during breakfast. Lunch fine!

*Review sessions with Dan Osborne*

- Keep him on track. He did a wonderful job teaching us valuable content for about 3 or 4 days. The rest of the time he was just repeating what our Kaplan instructor told us.
- Ask him to use more of the practice passages that he assigns – those really helped
- Make sure that he utilizes the scheduled time
- I enjoyed it – he was funny and friendly
- Very unstructured, spent most of the time talking about other things that did not relate to content review
- Add content review courses
- Somewhat less effective than Sherry (rather have more time with Sherry)
- Dan was knowledgeable in the sciences but was of no help regarding CARS and Psychology/Sociology. I think Dan should stay as he is a valuable resource in this program, but these areas should be supplemented by some other outside resource
- Dr. Osborne should make a schedule of subjects that will be taught and adhere to it
- Please have a set schedule of what to go over each day and more practice passages during review sessions
- New for Dr. Dan, but make sure he spends the ENTIRE TIME ALOTTED. He needs to be more efficient and meet with every student on a weekly basis to see what their strengths and weaknesses are
- He should be more focused, more structured with content review
- More structure

*Review sessions with Sherry Painter*

- She was fantastic!
- I only wishes she was able to help us with the other areas on the test besides Chemistry

- More individual meetings
- Have more classes, but shorter classes. Also have review sessions with professors that can help in other subjects like biology and math
- I think if we could go over more content and specific questions that are problematic on test day it would be more helpful than going over a test... we can do that ourselves
- This was a good session
- The review sessions with Sherry were helpful when it came to general chemistry and organic chemistry! It would have been nice to have someone explain quantitative as clearly as she explains chemistry
- These review sessions were very helpful
- Meet Dr. Painter earlier in the program

*Providing information and resources pertinent to the DAT, MCAT, or PCAT*

- Getting us our Kaplan books ahead of time. Also, having Dan's photocopies made ahead of time
- More time should be given to recheck and study previous tests after Crack the DAT and Kaplan
- Make it clearer that there are more resources available in SASSI
- The information provided was very good
- Supplemental testing material, such as Princeton Review, ExamCrackers
- Keep up the good work – wish we knew we had access to DAT Destroyer problems earlier...
- MCAT Channel was not every helpful and that time could be dedicated to more time with Dan, independent study, or time to review practice MCAT tests we have already taken
- All information and resources were provided. Thank you
- The Student Assistants didn't give much insight into their studying experience
- A copy of the AAMC's new MCAT material handbook would have been helpful in addition to the Kaplan materials
- Would be nice to have just a few extra tests from different prep companies in addition to Kaplan
- Ship materials to students earlier and encourage self-prep prior to the start of the program

*Providing helpful information during the career development sessions*

- Maybe helping us to schedule a one-on-one session with the deans. Also, more emphasis on the personal statement workshop
- Workshops on personal statements and applying to dental school
- I wish there was personal one-on-one session for mock interviews and someone who could help with personal statements. The individual who came to speak to us was more geared toward a job interview, not for school
- I wanted more time to speak with the dean of the dental school
- Have workshops that are more focused on personal statements, etc. for pharmacy school. Have workshops about the online application
- A personal statement workshop would have been extremely useful
- This was a very beneficial part of the program
- Session on completing the medical school application
- Keep up the good work
- I can't think of anything that would improve this aspect of the program
- Our personal statement workshop was not helpful. There was no individualized editing and she focused more on applying to jobs and job resumes

- Maybe two sessions of a personal statement workshop would have been more helpful to non-native English speakers
- The only workshop I found helpful was the Meet the Deans
- No suggestions, works just fine! Would be more beneficial when there is more data available nationally pertaining to AAMC scores
- Someone to go over dental school application with students

*Addressing students' questions and concerns*

- Daily emails from TIP (because rooms change, Dan changes A LOT, etc.)
- None – emails/texts were answered in a timely manner
- The group leaders need to make sure their phone numbers are given out so we can contact them if needed
- Adding the student panel was extremely helpful
- Reply in a timely manner
- Very ineffective – the coordinators rarely responded to emails, had to actually walk to their office
- Keep up the good work
- There were occasions that I and others did not receive responses to emails to the TIP staff
- All questions and concerns were addressed. Thank you
- Kamaria did a great job doing this
- I can't suggest an improvement for this category. Everyone was helpful and welcoming
- Please provide more knowledgeable Student Assistants and preferably those who are med school students so we can get more questions answered
- Possible have more sessions to address students' concerns
- Anonymous survey from time-to-time

**6. Please provide us with at least two (2) suggestions for improving the academic support the TIP staff provides to Track II students.**

- Send the email out earlier.
- Allowing students to go to the library or SASSI to do work because 107 can get distracting at times. Not making us take a practice test every week. I know I was burned out so instead, let us take 1, 2, and 3 and let us have the next Friday dedicated to only reviewing old practice tests. Then the following week, resume with test 4 and then test 5.
- I feel that the academic support system is adequate. It is mainly up to the students to set up meetings with the academic support team.
- Stressing how important it is to go to SASSI. Maybe having another one-on-one session with a staff member scheduled during the middle and end so they can accurately assess your stress levels/where you are. I think this would promote good relationships and trust between the members of SASSI and the future dental students. It might also help us once we are in dental school. We will have the upper-hand of knowing how to deal with the stress or to go and see them for help if we were already trained to do so. I am sure this improve morale.
- Everything was great.
- All the extra events and food provided by the staff made the program very enjoyable. We need more information as to what all is in SASSI and how we can find it there.

- 1) Make the students more aware of all the resources that SASSI can provide. I did not realize until close to the end of the program that there were several other books with practice questions, etc. 2) Give us access to the library at longer hours.
- Secondary assessment meeting to discuss and review second assessment scores; a workshop to discuss more broadly “Effective Ways to Study.”
- Following the schedule and contacting us when there has been a change in the schedule.
- We need more help with the application on AASDAS and an in-class instructor for reading comprehension.
- Having a medical student in our classroom to answer questions and who could relate to us, not a pharmacy student. Hiring someone who could help us with the psychology and sociology section because Dr. Osborn only focused on the hard sciences.
- 1) Maybe using a different supplement than Kaplan (Princeton Review, Exam Krackers, etc.) 2) Lecture classes would be helpful in review content knowledge to supplement Dan Osborne’s MCAT review class.
- 1) I wish that we had a private tutor or something to go over the problems one-on-one. 2) I wish that we had more access to the building where we could do problems through the computer.
- 1) Having a medical student available for us. 2) Although Dan was knowledgeable in the hard sciences, he was not useful for CARS or psychology/sociology and this should be supplemented through another source.
- The staff could be more open. I feel that there was a subtle awkwardness that couldn’t be surpassed.
- 1) The Student Assistant’s should be more responsible for quieting down disruptive students who are distracting other students trying to study. 2) There should be a teacher for quantitative reasoning.
- 1) Someone to help the students with the CARS section. 2) Someone to teach students the psychology/sociology section. 3) A greater emphasis on biochemistry!! Biochemistry is the basis on essentially every passage in the science section.
- Provide a Student Assistant who is currently a med school student. More self-study time and less time with Dan.
- Have weekly vocabulary quizzes for students which would force students to improve vocabulary! Another program that deals with critical thinking and analysis.
- 1) Modifying the syllabus a little bit. 2) Student Assistant’s help of any kind. 3) Fridge and some type of oven in the dorm.

**7. Please tell us at least one (1) thing that you found valuable about the following classes/sessions offered for Track II students.**

*General Chemistry*

- Review materials
- Enjoyed the comment portions and being able to directly write to Dan/Mark
- How to identify harder problems and how to move past them
- A very good review on general chemistry
- Review was great

- Discussion on catalysts
- In-class session with Sherry was good
- Galvonic cells
- Sherry kept track of our test scores and informed us of what could be done to continue working towards our goal score
- Dr. Painter was very helpful with gen chem
- Kaplan video resources
- Strategy and classroom instruction by Dr. Dan
- Quick study sheet

#### *Organic Chemistry*

- Was confusing at first, but Dan helped to answer all of my questions
- Organic trends, seeing how things generally work as a whole
- Very helpful in determining what I know and what I need to study
- Learning some reactions
- In-class session with Sherry was good
- Remembering old reactions
- Dr. Painter was very helpful with organic
- Sn1 and Sn2 reactions review
- Dan's organic chem knowledge is very good and helpful
- Strategy and classroom instruction by an organic chemistry expert, Dr. Dan!
- Quick study sheet

#### *Biology*

- Broke it down and made it simple
- I was not aware of how detailed the information would be on the DAT about biology so it was more of just an eye-opener
- Very helpful in determining what I need to study
- Learning about decay
- Wish that we had an in-class session for this as well
- Channel sessions regarding pathways/loop of Henle
- The Kaplan biology courses were okay, but I did most of the bio studying on my own
- Kaplan video resources
- The last session we did on biology was very helpful
- Strategy and classroom instruction by Dr. Dan

#### *Physics*

- Optics somewhat
- Dan's questions sheets and his teaching
- Strategy and classroom instruction by Dr. Dan

#### *MCAT Review Sessions with Dan Osborne*

- We now have another connection with UT. Also, we he was a help with general chemistry
- His practice passages were very valuable
- Reviewing sections of the full-length tests
- Reviewing practice tests and learning to eliminate answer choices



- Excellent, but needs to be supplemented with someone knowledgeable of the CARS and psych/soc section
- Chemistry review
- Advice he gave us about what score we need to get on the real MCAT
- Good at breaking down topics that were difficult
- Very knowledgeable and a decent instructor... when he instructs
- Very thorough in reviewing various science concepts

*DAT/PCAT Review Sessions with Sherry Painter*

- She went over the test and answered our questions that weren't on the test
- I liked how explained specific topics
- It was beneficial to have an in-class profession that you could ask specific questions and review with
- She was very knowledgeable
- Sherry kept track of our test scores and informed us what could be done to continue working towards our goal score
- Dr. Painter spent individual time with us and I really appreciated that
- Dr. Painter was amazing, of course

*Crack the DAT*

- Loved the PAT on there and also the math portion. It really helped me identify my weaknesses better
- The reading comprehension was a good comparison to the test
- Good review
- This was really good
- VERY HELPFUL FOR PAT SECTION!
- Particularly, PAT was very helpful

*Crack the PCAT*

- Crack the PCAT's questions are actually a bit more challenging than the questions asked by Kaplan, which is a good thing. I love how they have explanatory videos

*MCAT Channel*

- The videos had some good content, they were just long and drawn out
- They variety of topics
- Fix the bugs, like the highlighting of the CARS section on the full-lengths and the practice base questions
- Not very useful. Could never log into the LIVE MCAT sessions
- Biology videos were helpful
- The video resources were very helpful and extensive – almost an entire library's worth of material
- Would be useful if more in-depth analysis of subject material is needed, but could be replaced with independent study time. Takes away from time that could be used to learn new material
- Extremely helpful for certain struggle areas

**8. Please tell us at least one (1) thing that would have made the following classes/sessions more valuable for Track II students.**

*General Chemistry*

- Content review
- More content review in person
- A formula sheet would have helped us out

- Two class days, instead of one, focusing on chemistry would have helped me a little more
- More practice questions
- More online and in-class sessions; more content instead of test review
- I wish that we had known that DAT Destroyer was at our usage earlier
- Review and emphasis on the BIG ideas in general chemistry (e.g. ideal gas laws, Le Chatelier's Principle, etc.)
- We didn't do very much general chemistry and when we did, we went over it very fast so it wasn't very helpful in my opinion
- Continue doing practice passages immediately after reviewing topic area with Dr. Dan
- Maybe some videos like the MCAT students had

#### *Organic Chemistry*

- Content review
- More content review in person
- More time on the IRA Spectra
- Addressing the most common themes of organic and teaching to that instead of just every single thing in organic
- More online and in-class sessions; more content instead of test review
- More information on Sn1 and Sn2 reactions
- This is a very small portion of the MCAT now and we spent too much reviewing it in relation to other large portions that have been added. I understand that Dan is an Organic Chemist, but going so in-depth through the mechanisms is unnecessary and has little payoff to getting questions right on the MCAT.
- Dan making a written review of the big ideas and handing them out
- More organic sessions because I feel like Dan is best at teaching organic
- Continue doing practice passages immediately after reviewing topic area with Dan
- Maybe some videos like the MCAT students had

#### *Biology*

- Content review
- More content review in person
- Needed more content – seemed like it gave general knowledge, but that general knowledge didn't help on some answers on the test
- Possibly a quick review of animal kingdoms would better acquaint us with everything else in biology
- More practice questions
- Learning about early embryogenesis
- Incorporating the general concepts would have been far more beneficial than teaching us the nitty gritty details of the mechanisms, which are poorly represented on the MCAT anyway
- A professor to teach brief biology session on the big ideas
- More biology and biochemistry sessions; more practice tests

#### *Physics*

- More information on kinematics and how to remember the equations
- Too much time was dedicated to formulas – the new test is more conceptual and more time should be dedicated to this
- Requiring students to write the formulas on a practice sheet every day that they're here
- More actual physics practice in class

#### *MCAT Review Sessions with Dan Osborne*

- More specific content
- Structure
- More content review integrated with the practice questions
- More structured content – we do not need to hear information regarding his personal life
- Spend some time to solely focus on content review at the beginning of the program – without some knowledge of content, there is no way we can eliminate answer choices
- On the first day, Dan taught very little. Instead, he focused on “bragging upon himself” which, although it made us confident in him, we could gain confidence and trust in him by him showing us his knowledge instead of showing it off or saying how great the course would be. Also, Dan was rarely on time – usually 15 minutes late and class always ended about 30 minutes early
- Better organized and no changing of the schedule
- Less Dan sessions – he should have a goal of what to do each day and bring MCAT 2015 passages for us to do after lecture
- Continue doing practice passages immediately after reviewing top area
- More structure in what is reviewed during class time – perhaps only “high-yield” material would be helpful

#### *DAT/PCAT Review Sessions with Sherry Painter*

- Having a biology portion or a math portion to help us with probability and formulas
- More individual meetings would help her cater even closer as to how to teach us
- A professor that also was able to help with biology and calculus on PCAT
- Wish that she had a set schedule to go through all of the general chemistry and organic chemistry sessions
- She’s amazing at chemistry – would like someone to help with quantitative

#### *Crack the DAT*

- More time to review our test. The test took a while to take and by the time we were finished, we had to leave to go to our other class. We weren’t able to sit down and slowly review what went wrong
- In some subjects/sections more actual test options
- More computers installed with this software
- Adjust time on our schedule to allow for us to review our tests

#### *Crack the PCAT*

- More time with the program and explanation on how it is scored – the scores on Crack the PCAT are always much lower than Kaplan’s scores
- The explanations could be shorthanded or shown to where we could do them within a shorter time slot

#### *MCAT Channel*

- If it allowed more interactive questions – it’s boring to watch the online instructors for four hours at a time
- Move to earlier in the day so the afternoon can be used for homework
- Kaplan should fix the bugs regarding highlighting the CARS passages
- Kill the LIVE MCAT Channels – allow students to self-study, practice in PSR Lab, or sessions on statements/applications
- Sessions were unhelpful and time should be allocated to other resources (e.g. independent study time, time with Dan)

- We all had issues with being able to actually get into the MCAT Channel live classes because the computer connection was too slow
- Get rid of MCAT Channel and make it into self-study. We can do MCAT Channel at home. It is pointless to put us all in a room and expect all of us to sit down and do what we're supposed to do. Half of the class during MCAT Channel talked loudly, distracting other students who are actually serious about this and are trying to study
- Offered at different times – a student may not always be available to interact online at the time the channel is offered (but this may be out of scope for TIP)

**9. Thinking forward to a month after completing the TIP Program, rate your feelings towards being prepared to take your admission test.**

Concentration	Very Prepared	Prepared	Somewhat Prepared	Somewhat Unprepared	Unprepared	Very Unprepared
DAT	0	2	4	0	0	0
MCAT	2	3	7	0	0	0
PCAT	1	2	3	0	0	0

**10. Please tell us what could have been done to make you feel more prepared to take the DAT, MCAT, or PCAT.**

- More classes with Dr. Sherry.
- More content. Maybe even have a class once a week dedicated to psych/soci.
- Receipt of study materials prior to arrival.
- I really feel like there should have been an instructor to help with the psych/soc section of the test. Dr. Osborne did not specialize in the subject, so he did not focus on it all. I would also suggest assigning days where we do “practice passages” and not only practice tests. In doing passages, we are better able to get an idea about what weaknesses we have. We are also not overloaded with so many passages at once, providing us more time to focus on those subjects that we need to solidify.
- I have used many other resources as well as Kaplan and Crack the DAT. I have used DAT Destroyer which, in all honesty, destroyed my confidence the first time; but in keeping at it and not giving up, it has also helped me. Another resource was DAT Bootcamp and using Coursesaver as a way for me to get more content.
- Nothing, the rest is on me.
- More time should be worked into the schedule to review practice tests.
- Offering more practice tests and having in-person sessions with professors that teach biology or math.
- Perhaps weekly quizzes on information.
- Great resources were given – it's up to me to keep myself prepared.
- The Kaplan workload was very difficult. If we had more online videos to reference the material, that would be great. I can only read so much – more of a visual person.

- More class sessions with Dr. Osborne where we stayed the entire time and him not focusing on one specific person's weaknesses.
- Some days would have been helpful to review big content areas seen on the MCAT (endocrine, acid-base, etc.)
- I hope that we had a set of scheduled sessions with Sherry that goes along with the Kaplan course (at least for gen chem and organic chem).
- Having help in the CARS section of the MCAT would have been helpful. Also, having an in-class Kaplan instructor to supplement for the CARS and psychology/sociology sections would have been helpful.
- It's not the program all. You guys have provided me with everything I need to pass this exam.
- More time spent at the program to study efficiently.
- 1) Additional teachers to assist with the CARS and psych/soc section. 2) Requirement for MCAT students to have completed a biochemistry course.
- More self-study time, less MCAT channel time, and make sure Dan has a set agenda of what to go over each day instead of randomly going over stuff. Also, it would be nice if someone was there to make students be quiet during the MCAT channel and class time. There's no point in being here during MCAT channel and class if everyone is being inconsiderate and talking out loud the whole time.
- More time to study the material!
- I am very thankful and grateful for this experience and I believe if our books arrived on time, I could have started studying earlier and would have been more prepared by now. Also, if the syllabus was a little different at the beginning of the program. I felt like I was everywhere and lost at the same time for the first 3 weeks. After I met with Dr. Painter, I felt so much better. She is not only a good teacher, but also a great motivator and advisor and very kind, of course.
- More structured class time and more self-study time.

**11. Please tell us at least one (1) thing that you found valuable about the following workshops/activities for Track II students.**

*Assessment Results/Learning Skills Workshop with Courtney Bell*

- I was reminded of my learning style
- Helped me identify what type of learner I was and plan accordingly
- Learned what kind of study method works best for me
- Helped me see my learning styles
- Did not help – don't feel like it did anything
- Good to assess where I started and where I improved at the end of the program
- I knew what my learning style was from that
- I don't remember it
- Helped with my reading speed
- Not very helpful to me personally because I already knew my learning style
- Good to my reading rate and improve it
- I like taking the assessments and getting an idea of what I'm good at
- Great because it shows where I stand compared to other students

*Time Management Workshop with Tia Kofahl*

- Good for planning out my at-home planning for this course
- Made a schedule and stuck to it
- Important information
- It did a good job letting me know how to study and plan
- Helped me with scheduling this summer and ideas to help schedule and better manage my time in the fall
- Very helpful in determining how I use my time
- Somewhat useful
- Knowledgeable – still would like to know how schedule my own time management
- The speaker was good, but don't need help with time management so this session did not particularly benefit me
- Helpful! I struggle a lot with time management
- Will be very helpful to know for medical school!
- Helped to realize I need more of this
- Yes, very helpful

*“Imposter Phenomenon” Workshop with Nikki Dyer*

- Very inspiring and good stance information
- Good topic
- Helped me to realize that it wasn't a mistake that I got into this program and that even though I felt unprepared, that I could actually fake it until I felt confident enough, which I did
- Very relatable
- Very relatable and helpful – good confidence boost
- Gave confidence about participating in a pre-health program
- Interesting concept presented and helpful with self-evaluation/awareness
- Don't remember much
- Knowledgeable – I was able to relate to the topic
- Don't remember
- This session was interesting, but was not exactly relevant to the MCAT. However, it was interesting and very constructed. It's nice to know that it wasn't just who thought this way
- I had been feeling this way for a while – it's comforting to know that I am not the only one!
- Ehhh. Not really relevant to my life, I think.
- Good to know that's a common phenomenon!
- Good for boosting confidence
- ALL of it was eye-opening \*I'm doing my superwoman pose as I type this\*
- Effective

*Test-Taking Workshop with Kathy Gibbs*

- I don't remember
- Helped me learn how to take a test better
- She did well letting us know where to go for help
- Helpful for time management during tests
- Learned how to approach tests
- This was not very beneficial
- Pretty helpful
- Helps with learning what you do know and what you need to brush up on

- Identified how to test better than I was doing

*Test Anxiety Workshop with Marcy Seeburg*

- Good
- Learned how to breathe well and calm my mind
- She's a very calm person
- She gave us a super effective stress relief technique
- Helpful for general anxiety
- Her session was most helpful in understanding how to relieve stress
- Different options to alleviate test anxiety, such as exercising, has been helpful
- This was really good
- This was not very beneficial
- Helpful because I struggle a lot with test anxiety
- OMG! This was so helpful and I've already used techniques
- Good at identifying what we already know about our stress
- Very helpful meditations

*Meet the Deans Session*

- Putting names and faces to the deans
- This was very good opportunity to ask questions
- Loved speaking with Dr. Covington and asking him questions face-to-face
- Great to hear from them
- One of my favorite things the whole time – Dr. Covington is great all-around
- It gave me time to talk to the dean and ask any serious questions that I might have
- Most informative/relevant session, especially concerning MCAT
- Enjoyed it a lot
- Love! Important to meet and ask questions as it pertains to interviews and applications. One-on-ones would be a great help!
- VERY VERY VERY good experience
- By far, this was the best part of the program. Great job guys!
- I enjoyed Dr. Finerson and all of the tips and advice given
- This was a great opportunity for the deans to recognize our faces and get to know us
- Good to hear what they had to say and put a face with a name
- Being able to ask questions to the deans directly was very valuable
- Somewhat beneficial, but really cannot be helpful until more data is received
- Definitely meeting Dr. Covington has always been a pleasure!
- Insight into what they are looking for
- Getting questions answered regarding application process

*Hearthmath with Marcy Seeburg*

- It was nice to meet Marcy
- Good
- Learned how to breathe purposely
- Interesting
- Very interesting getting to see how you can control your body
- Good for anxiety
- Learned to regulate heart rate/anxiety

- Enjoyed it
- Able to assess anxiety level
- Helpful
- This was not helpful and should be omitted from future programs. However, I did enjoy her meditation sessions
- This was interesting to experience! Gave me insight about my anxiety and just how bad it really is! Great!
- Loved it and I am feeling calmer!
- I like it
- Teaches me how to breathe during stressful situations, which actually calms me down temporarily

#### *PSR Lab*

- Helped with reading rate
- This actually helped to increase reading rate and comprehension – keep this as long as it is effective
- Mostly used it for Crack the DAT
- Helpful to improve skills
- Improved reading rate and comprehension skills
- Did not need it
- Good tool for increasing reading rate!
- Don't remember.
- The PSR Lab was not helpful at all
- I never did the PSR Lab because I do not struggle with reading
- Helped with my reading rate and I really liked it
- Will only help if material was more difficult. Sort of gave false hope with reading speed, then once I encountered a more difficult passage, my reading speed dropped tremendously!
- Increased my reading speed
- Somewhat effective

#### *Note Taking/Electronic Apps with Derek Wilcox*

- The pen he showed is was cool
- It was informative
- Interesting to know about the different apps
- I found a few new apps that will me with note taking and reviewing notes
- Gave me more apps to use on my phone to help with school
- Found useful apps for studying
- Love! These apps will be useful entering medical school – technology is a useful, time-saving tool!
- Somewhat resourceful
- This was not very beneficial
- He suggested a wide array of apps that are compatible with all kinds of different devices
- I'm sort of a computer/tech dummy, so this was also very helpful to learn about the options
- Helpful with at least knowing the apps that are available
- Somewhat helpful – gave us information on apps

#### *Assessment Review Meeting with an Educational Specialist*

- It was nice to meet them
- This was very helpful in that it actually showed areas that needed improvement – keep this
- Tia and Kathy were so funny and encouraging!



- Great
- Helped me see my learning styles
- Very good – going over my scores helped me see where I need to improve
- Beneficial in understanding how best I can learn and retain information
- Was intimidating, but needed, in order to improve over the course of the program
- Somewhat helpful
- This was not very beneficial
- Helped with my reading speed
- This was very helpful for me. They addressed any questions I had and I loved that they let me know a lot and they didn't just talk at me
- This confirmed what I thought about my study styles and boosted my confidence
- Helped me realize that I am NOT THAT SLOW!
- Somewhat effective

*Meditation with Marcy Seeburg*

- Good
- Wasn't able to attend
- Helped to decrease stress
- It was cool and very relaxing!
- Sadly, I did not get to attend one of these sessions ☹
- I need to be able to buy one of these sessions on iTunes. They have been so helpful to me – my blood pressure has actually dropped after 4 weeks of these sessions
- LOVED it! Best thing to do, especially right after lunch!
- Very helpful
- Relaxation

*Resume/Cover Letter Building and Interviewing Skills Workshop with Donna Lenoir*

- Good review
- Very good
- Enjoyed learning about resumes
- Great for applying for a job
- Good review on how to write a business resume
- Learning how to format a resume
- Helpful for job applicants
- Useful
- She hasn't replied back to us yet...
- Donna was great!
- Helpful, could have been better catered to students entering into healthcare professions
- Not helpful because was focused on job interviews/resumes instead of personal statements and essays for the application
- Donna pointed out that the cover letter needs to be specific to the job that you are applying for
- Helped to edit my own resume
- Not a thing
- Did not have a chance to attend – sent email at last minute

*Student Panel*

- Awesome information!

- There was only one student, but he answered some very good questions
- I liked being able to ask them questions
- Great to hear about current students' experience
- It was nice to see and talk to real/current students
- Asking the SAs and other students pertinent student questions about pharmacy school and the admissions process
- Interesting and more so refreshing – helped to relieve anxiety about the process
- Very helpful, but MCAT only had one student
- Very good and super helpful
- Loved this!
- I liked getting insight from different dental students in different years
- Enjoyed hearing what he had to say!
- He was very nice and tried to answer our questions to the best of his ability
- Student panel was awesome – helped me incorporate a new way to study
- Very effective

**12. Please tell us at least one (1) thing that would have made the following workshops/activities more valuable for Track II students.**

*Assessment Results/Learning Skills Workshop with Courtney Bell*

- It was sort of boring
- Move to second day and give people a heads up that they will be doing it
- Be able to implement ways to improve weak areas
- Keep doing what you guys are doing
- I don't remember it
- Take this out of the program – most of us already know our learning styles from college
- Provide an example from the categories of our weak areas and show examples of how to improve that particular weakness

*Time Management Workshop with Tia Kofahl*

- Provide more take home materials
- I have good time management already
- I manage time well and it was not useful for me
- She provided good facts to keep in mind
- I don't find this helpful in my opinion. Time management is something people learn by themselves and not something that can be taught in an hour
- Gear it towards students in their programs – show students this what an effective MCAT/PCAT/DAT schedule looks like

*“Imposter Phenomenon” Workshop with Nikki Dyer*

- Nothing – it was awesome!
- Please keep her!! And do this every year!!
- Provide more examples of how it applies to “real world”
- It was good, but not relevant for success in the program
- Unnecessary
- I like taking the quiz, but the workshop ended up being longer than it needed to be
- Great for confidence, but I doubt that these things will really change through the course of our careers

*Test Taking with Kathy Gibbs*

- I don't remember
- Take home materials
- It was not very relevant to success on the MCAT or program as a whole
- It was okay
- Not applicable to MCAT
- Gear it towards specific programs (DAT/PCAT/MCAT) and help tackle strategies

*Test Anxiety with Marcy Seeburg*

- More ways to combat anxiety outside of Heartmath
- What to do fix the test anxiety – I still have it
- It was some relevant to success on the MCAT or program as a whole
- Helpful
- Helpful, but please make this shorter – it's longer than needed to be
- Show how to reduce stress

*Meet the Deans*

- More time with them
- Wished there was a one-on-one talk
- More time, more time
- More time with the deans and time with the Office of Financial Aid as well
- Scheduled one-on-one's would be very useful to get an opportunity to meet them personally
- I would like to have had more time with them
- Nothing should be changed – this is a great thing!
- Very helpful!
- I do not feel there is anything that could have made it better

*Heartmath with Marcy Seeburg*

- Rather not have gone
- More meetings throughout the program would be interesting to see if you're getting better at controlling yourself or not
- More time to discuss results and suggestions
- It was not very relevant to success on the MCAT or program as a whole
- More sessions!
- Mirror the meditation sessions and probably will help with coherent breathing

*PSR Lab*

- Less time in PSR Lab
- Updated to the 2000s maybe?
- More up-to-date version
- Scheduled PSR Labs should not be mandatory!
- I don't know if this really helps or what...
- This was not helpful at all
- Didn't do it
- Incorporate a program with more challenging content
- More vocabulary building

*Note Taking/Electronic Apps with Derek Wilcox*

- Sort of boring
- Wasn't that beneficial – I don't use note taking apps
- More organized – in other words, he could come prepared with what works best rather than just asking the crowd what they like
- Having a little more organization – we just seemed to bounce all over with different apps that may or may not be helpful
- More enthusiastic speaker
- It was not very relevant to success on the MCAT or program as a whole
- Didn't find this helpful, personally
- A written list of all of Derek's recommendations
- Unnecessary – felt like most students knew more about electronic apps than the speaker himself...
- If the presenter was more interactive with students

*Assessment Review Meeting with an Educational Specialist*

- Wasn't really a help
- One session in the beginning, middle, and end of the program
- Possibly review actual test scores at the end of the program
- Keep doing what you guys are doing
- It was not very relevant to success on the MCAT or program as a whole
- Nothing – this was great!
- No suggestions for improvement
- The assessment results and learning skills workshop already explain to us what the results mean so this is unnecessary
- It is just fine

*Meditation with Marcy Seeburg*

- Offered at a time outside of lunch
- This was awesome
- Didn't go so I don't know
- Keep it like it is

*Resume/Cover Letter Building and Interviewing Skills with Donna Lenoir*

- More specific to MCAT or getting into medical school
- Waste of time – needs to focus on medical/dental/pharmacy school specific items
- Personal statement workshop/application process workshop instead!
- Cater it more to the actual DAT process rather than just any resume for any job anywhere
- A workshop more geared towards getting into professional school
- Gear towards application
- Donna was good
- Not helpful – again, was irrelevant to us
- Get rid of this. The workshop is more geared towards how to write a resume and apply for a job. We're here to learn how to get into professional school, not how to get a job. In the end, I did not get any criticism or corrections on my personal statement and the mock interview was not representative of a professional school mock interview
- Provide copies of the slideshow – too much information to write down, but information is useful

### *Student Panel*

- More students
- A few more students and bit more time
- More students with different experiences
- If they can more time to let us know their struggles and school life
- More students present would have been better to have different opinions and views of medical school
- The medical student was good
- At least one female student
- It would be nice to have more than one med student at the student panel to get differing opinions
- Provide more students, which would offer different opinions
- Having more than one person
- A variety of students would have been great, but it is understood that everyone may not be able to make it seeing as though they are in medical school

### **13. Thinking about your experience as a Track II student, please provide us with at least two (2) suggestions for future programming, services, and/or resources to be offered for Track II students.**

- Add “hands-on” activities at least once a week to give us a break from the classroom all week. More question banks from ExamKrackers, Princeton Review, etc.
- Someone needs to focus on content review. The MCAT review with Dan focused on much the same things as the Kaplan course instructor, at least for the first 3 weeks. Allow Kaplan to teach the students how to approach the test and have Dan review high-yield content. The bowling night was fun, maybe incorporate a few more activities.
- A main suggestions would be incorporate other testing materials. Kaplan is a good course, but there are other MCAT review resources that may be even more helpful than Kaplan. For instance, Kaplan has good CARS review passages, but ExamKrackers may be more efficient when it comes down to CARS. I would also look into some kind of psychology/sociology review person.
- Personal statement workshops and having more review sessions with Educational Specialists.
- The only suggestion I would say is to mention in the handbook that transportation is also necessary.
- The Crack the DAT was incredibly beneficial, but in some of the test sections, few test options were available (four or five tests) while others had almost twenty tests to choose from and take – more options just gives us more time to review and experience actual test layouts. Also, more access to campus – as a Track II student, I was limited as to when and where I could study on campus and it’s very inconvenient to go back and forth between the dorms and UT campus. The first week we were not allowed in the library and we were never allowed access to the computers.
- 1) Make it clear to students that they could stay on campus for housing, if needed. Some of our students had to drive from Cordova and other areas and most of the time it could be an hour commute in the morning and in the afternoon because of the construction. 2) Give more notices with schedule changes. Driving to campus and walking to the GEB only to find that an activity is cancelled, etc. and email was sent 30 minutes ago is extremely frustrating. It was very frustrating for people who had just commuted an hour. 3) Look at the timing on the schedule – sometimes the activities do not take as long as they are schedule (e.g. this survey). People are done at 9:45am and have to wait until 12pm for lunch and the closing ceremony. 4) Workshops on personal statements and the online applications for admission.

- Access to the library outside of TIP hours, if possible; personal statement/application workshop.
- Emails getting sent out early.
- Overall, I think this was the most awesome experience ever and I really appreciate everything UTHSC has provided and the incredible staff. But more access to the library resources would have been great and more time to go over our Crack the DAT test.
- We should have more independent study time and more time to network with physicians.
- 1) Information on filling out medical school applications and deadlines (when to take the MCAT, when to submit app, etc.) 2) Lecture courses for content review (specifically psych/soc).
- I know that you guys have done everything for us and I really do appreciate it a lot. Keep doing what you guys are doing and help us to achieve this goal. 1) I know that you guys tried your best to pick the right candidates for this program, but some students were not diligent enough and it really bothered me. I hope you guys set rules so that it restricts them from not coming to class. 2) In the future, I wish I had a session for filling out my AASDAS application – it was very time consuming to do them on my own.
- Supplement Dan with someone knowledgeable in CARS and psych/soc.
- Other than the suggestions I’ve already mentioned, nothing! You all were so great! I can’t thank you enough for taking the summer to cater to us and make sure we have everything we need to study. I am also sad that Travis is gone because he was one of my favorites. Always so willing to help out a student and always said hello and brightened my day!
- 1). Please provide access to the UT workout facilities for the TIP students. 2) Also, provide a list of must-see things to do in Memphis (the Pink Palace offers a free summer membership via email every summer), a bag with coupons for local restaurants (they would probably be happy to give them to the program), and a “Welcome to Memphis” packet of some type.
- More self-study time and get rid of some of the unnecessary workshops. Make sure Dan has more structured lectures. It would be nice if the Student Assistants can be more authoritative and tell students to be quiet during class time and MCAT channel time. If that’s not possible, then it would be better to just let students do MCAT channel on their own time in their own quiet space.
- Provide books to students earlier and include self-study time.

**14. Did you participate in any “Break for Fun” activities (e.g. Meditation with Marcy, breakfast, massage therapist, popcorn, bowling, etc.)?**

Answer	Response Count	Response Percent
Yes	21	95%
No	1	5%

**15. Please tell us what influenced your decision to not participate in the “Break for Fun” activities?**

- Timing.

**16. Please tell us what you found valuable about the “Break for Fun” activities.**

- Helped me to reduce stress about the PCAT.
- Free food, got to talk with other students, oh, and puppies!!!!
- They were very relaxing. We need relaxation time when doing hardcore studying.
- Loved the popcorn and breakfast!!
- I loved the free popcorn and time to just relax.
- I only got popcorn on Fridays – nice boost on a Friday
- I enjoyed being able to socialize with other students from different tracks.
- They provided a change to things that were not solely academic.
- Massage Therapy and Heartmath.
- I enjoyed the meditation with Marcy.
- It was very useful and a treat for UT to provide services to help relax minds and socialize with one another.
- Keep doing what you guys are doing.
- Marcy was relaxing.
- Gave my mind a bit of a break from the stresses of studying and learning more information.
- They were a good break for us!
- I really liked the meditation with Marcy. I will continue to use meditation at home. The massage was a nice surprise, too.
- They are a nice addition to the program.
- Thought it was very useful and deemed as a stress reliever!
- It was a great break from studying, plus a good opportunity to introduce ourselves to our peers.
- It was relaxing.

**17. Please tell us what would have made the “Break for Fun” activities more valuable for you.**

- Donuts.
- They were fun.
- Breakfast was a little late in the day (8-9am).
- More options for activities.

- Reconsider the times offered.
- Popcorn every other day!
- It should be a time other than lunch because some of us leave for lunch and can't enjoy it – maybe in the morning around 9am.
- More activities should have been incorporated.
- More icebreakers to help everyone get to know each other. Since some of the Memphis residents are not allowed to live on campus, we did not get to see our peers on a daily basis to really get to know one another.
- I wish it was based on our time.
- Nothing – this was good.
- They were all tension breakers.
- Popcorn and puppies.
- Snacks included.
- I made more friends and had a good break from studying.

**18. Please provide us with at least (2) suggestions for future “Break for Fun” activities.**

- Bring back the puppies! More variety of food.
- Maybe start playing some music.
- It was great!!
- Food.
- Another social activity like the bowling we did at the beginning of the program. Other anxiety relieving activities.
- More “Break for Fun” activities – implement them into the schedule.
- More time.
- 1) Icebreaker games such as “Do You Love Your Neighbor?” 2) Night on the Town (Midtown, Mollie Fontaine’s 21+)
- Maybe some game activities in between to get to know each other better
- More group activities. Bowling night was fun. It would be nice to have a group activity in the beginning and then towards the end!
- 1) A pizza day – students could pay \$3 or \$5 for pizza and a drink. 2) A BBQ day at lunch time (Tops is tops!)
- Ring toss; snack challenges.



- Students should make their own “Break for Fun” activities and go out once every two weeks maybe for a good activity.

**19. If you were admitted to professional school at The University of Tennessee Health Science Center (UTHSC) and all the other schools to which you applied, would you attend UTHSC?**

Answer	Response Count	Response Percent
Yes	21	95%
No	1	5%

**20. Which of the following best describes your reason(s) for selecting UTHSC over other schools? Please select all that apply.**

Answer	Response Count
Positive experience or perception of UTHSC	19
Cost	12
Diversity of students/faculty	12
Location	13
Size of institution	13
Supportive academic environment	13
School’s reputation	17
The experience of others at UTHSC	12
Other* (responses below)	7

**Please describe your reason(s) for choosing ‘Other.’**

- SASSI support!!!
- Dr. Covington made it seem very inviting. Difficult, but inviting.
- I just loved my experience here with the program and enjoyed everyone. I felt at home.
- TIP Program and its resources. The staff was very helpful and seemed to really care and have hope for me to be successful.
- UT is an excellent school and offers hands-on experience with patients during medical school training.
- If I had a choice of applying to one school only, I would definitely school UTHSC.

**21. Which of the following best describes your reason(s) to attend another school. Please select all that apply.**

Answer	Response Count
Positive experience or perception of UTHSC	0
Cost	0

Diversity of students/faculty	0
Location	0
Size of institution	1
Supportive academic environment	0
School's reputation	0
The experience of others at UTHSC	0
Other*	1

**22. Please provide any additional information that you would like to share about your TIP experience and/or the TIP Program in general.**

- I had a great time. I would honestly love it if this program were to last until early August!
- I think Cynthia Crowe is awesome. The end.
- Overall, the experience has been very beneficial.
- Love the material and the support.
- Lovely staff and felt that everyone here was interested in my future success. Loved the experience – nothing I would really change!
- Overall, this program is amazing. All around, the program offers information vital to scoring well on these tests and the staff that provided it was even better – everyone was-is the epitome of friendliness and helpfulness.
- This is a phenomenal program and really seeks to promote diversity within the healthcare field. I truly enjoyed my time here and wouldn't have wanted to spend my summer any other way.
- Feels like a school environment to study v. studying at home or at the library. Seems to make you more committed. And networking is always great!
- This was an awesome opportunity and priceless.
- I really did enjoy having the opportunity to be a part of this program.
- It has been a great opportunity for me and my future goals.
- A special thanks to everyone involved. You guys rocked it.
- It would be nice if the program wasn't only limited to Tennessee residents.
- TIP was such a great experience. I did the studying I need to do, got paid, and made great friends in the process. What more could I have asked for? ☺
- I am so thankful for this opportunity. The TIP Program is a great introduction to medical school. I feel much more at home at UTHSC now than if I was not able to attend the program.
- I needed the help and thank you for everything! I am headed in the right direction to turn my dreams into reality.

- Lots of students in Tennessee are unaware that TIP exists or its name. I would like TIP to become popular enough so every student who is qualified has the chance to apply. Next, I wish I could do something in return for the TIP staff and coordinators for providing such an amazing program for us.

**23. Would you recommend the TIP Program to your peers interested in healthcare?**

Answer	Response Count	Response Percent
Yes	22	100%
No	0	0%

**24. For what reason(s) would you recommend the TIP Program to your peers interested in healthcare?**

- It is very helpful and prepares you for the PCAT, DAT, MCAT.
- It helped motivate me and prepare me for my MCAT. I was able to get a feel for UTHSC by taking classes on the campus/meeting the faculty. It definitely gave me a lot of connections.
- The experience is invaluable to anyone wanting to go to med school. The amount of test prep, the facilitators, the facilities, the interactions with current students/staff – it is priceless.
- Valuable test preparation which is number one priority.
- It gives them the experience of what dental school will be like so they won't be blindsided.
- Great opportunity and helps you get ready for the exam.
- This program is invaluable in preparing for any healthcare related test. Seriously, I do not know where I would be without it.
- It is a very good experience for people who want to pursue a career in healthcare.
- TIP helps to give the guidance to be successful in healthcare that cannot be found elsewhere – a very unique and beneficial opportunity.
- The resources are great for test preparation.
- It's free and a great way to prepare...
- The TIP Program is a really beneficial program where you have the opportunity to meet future physicians like yourself and have valuable resources that the average MCAT student is not exposed to.
- It is a great preparatory program for the MCAT and it really pushes you to see if this is the field of work you want to go into. I am leaving the program very motivated to continue to work hard and aim for a high MCAT score!
- The programs that they had were very resourceful and helpful at the same time for people like us and they should come here for school.
- It offers several valuable resources.

- The TIP Program is an amazing opportunity. I know that the majority of my peers are not so privileged to have the funds to pay for admission test prep programs. And because TIP offers a generous stipend along with paying for the online Kaplan course, it is perfect for those who come from families that have financial restraints.
- Because you guys provide an opportunity to study very efficiently, it forces you to study which is what is needed for these kinds of exams. It helps a lot to be around other people who are also struggling and going through the same thing you are. We always helped each other out and I made several good friends.
- Excellent test preparation and resources and great staff!
- It was helpful in that we were able to receive free access to Kaplan courses and also stipends.
- If one cannot afford to prepare for an exam, try TIP and to get a foot in the door for minorities.
- It's a great experience not only academically, but also personally and psychologically. I made more friends and I will stay in touch with them after the program is over. My roommate and I became very good friends and we will be studying for the DAT together until our test day. Coming to a different city was a very good experience for me – I learned more about the world and people.
- It was very helpful to me.

25. **For what reason(s) would you not recommend the TIP Program to your peers interested in healthcare?**  
n/a

### TRACK III COURSE AND PROFESSOR RATINGS

Number of students polled: 12

**1. Please select the concentration that represents you.**

Concentration	Response Count	Response Percent
Dentistry	2	17%
Medicine	7	58%
Pharmacy	3	25%

**2. Thinking about your overall experience in Track III, please tell us at least three (3) things that you found valuable.**

- 1) The professors' notes. 2) The TAs. 3) The practice questions.
- 1) Becoming familiar with the school buildings 2) Finding out about all the opportunities that are available with SASSI. 3) Getting to know my classmates.
- The relationships that were formed with my fellow classmates, and future colleagues, was invaluable to my success in this program. Without the time we would take to get to know one another, I believe the program would have proved far more stressful. The return to a classroom setting, for me, was essential because I had been out of school for a year. The immense help and concern of the Student Assistants and SASSI staff was also an integral part to the success of my classmates and I.
- Learning the best strategies for test taking; learning the best way I study and knowing how to apply the skills to different courses; meeting future classmates and building relationships with them, as well as professors.
- 1) The support system from SASSI, the Student Assistants, and the faculty proved to be very important throughout the summer. 2) Tutoring. 3) A sense of what to expect in the fall will surely prove beneficial in the near future.
- Learning how to study a lot of material; recapping material; getting used to campus and how to utilize all of its resources.
- The Student Assistants; the books provided to us by SASSI; the meeting with Marcy.
- Overall, my entire process was great. I found through the interaction with staff I was able to learn their teaching and testing styles. The use of the facilities and software was valuable. The SAs were very helpful and honest.
- I valued having a preview of the curriculum, the opportunity to become oriented on campus, and being introduced to the supportive and kind staff of SASSI. I also valued opportunities for tutoring.
- 1) I liked being able to check out books from SASSI – I found that very helpful. 2) I enjoyed meeting with our professors before we started classes because we were able to see them outside of a classroom setting which eased any worries we might have had starting the program. 3) I found participating in TIP valuable because we were able to get a preview to our courses we will be taking in the fall and figure out anything we needed to work on with our study skills.
- 1) Getting an idea of the workload involved, as well as the necessary study skills. 2) Doing dissections in the anatomy lab since that type of work was new to me. 3) Attending tutoring sessions – primarily for anatomy lab.

**3. Please tell us at least three (3) things that would have made your experience more valuable.**

- 1) More practice questions. 2) Less rigor. 3) More hands-on interaction.
- Having access to the correct buildings at the appropriate time.
- I truly cannot think of even one thing that this program did not provide in order to see each be successful.
- Student Assistants, my classmates, and all of the resources available.
- If we could have had a practical class, such as compounding, so we could be more hands-on. Also, if the tests were more evenly spread out (had less time to learn the second half material).
- I would have appreciated meeting faculty and students from the dental school. I would have appreciated it if the faculty were more informed about the nature of the program and if they were able to make connections between medical school curriculum and dental school curriculum. I would have appreciated being able to engage in new opportunities without the pressure of having my entire future career in jeopardy at every assessment. I would have appreciated being presented with a standardized syllabus for the six-week program with grade breakdowns outlined for my cohort. I would have appreciated being presented with a mission statement for the program during the first week of classes instead of having a faculty member tell me that I was in the program because there are “red flags” on my application.
- 1) I would have liked to have been able to have test review after tests so that we could see what questions we missed and figure out why we missed those particular questions. 2) I think not having tests on the same day as we have class or in between different lectures classes would have been nice because on days when we had a test we found ourselves not paying attention to that lecture because we had a test right after class. 3) I also think that having a consistent schedule would have been more valuable because there were a lot of changes or a lot of things added at the last minute.
- If you have a “class” that only has two people and you tell people what their score is on a test and then report the class average, then it’s pretty easy to deduce what the other person scored on that test.

**4. Please tell us your perception of the following services provided by the TIP staff.**

<b>Concentration</b>	<b>Somewhat Agree</b>	<b>Agree</b>	<b>Somewhat Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
The online Student Handbook was clear and helpful	3	8	1	0	0
Program orientation/registration process was smooth and orderly	2	8	1	0	1
SASSI was a helpful resource for addressing my questions and concerns	1	11	0	0	0
Faculty/Director/TIP staff were sensitive and responsive to my needs and concerns	1	10	0	1	0
Student Assistants were available and helpful	1	11	0	0	0

I fully understood my responsibilities in the summer program	1	10	0	0	1
My summer experience was enjoyable and beneficial	1	9	1	1	0
Overall, the program provided information that will be helpful in the pursuit of my career goals	2	9	0	1	0

**5. Please tell us at least one (1) thing that would have made the following services provided by the TIP staff and faculty more valuable.**

*The online Student Handbook*

- Payment/stipend information could be more thoroughly provided
- A more clear understanding of who is funding the program and why
- Warning future students that the dorms lack a functional communal kitchen, dishes/cutlery, etc.

*Program orientation/registration*

- I thought it went as smooth as it could have
- Closer parking
- More team-building activities for the specific levels of TIP

*SASSI*

- Do the last assessment after finals are over
- A more organized entrance exam process

*The sensitivity and responsiveness of the faculty/director/TIP staff to my needs and concerns*

- I thought everyone was great and extremely sensitive to our needs
- Oh geez.

*The availability and helpfulness of the Student Assistants*

- They were perfect
- A dental student assistant in TIP III would be very helpful
- Making the class handouts available the day before

*The provision of information will be helpful in the pursuit of my career goals*

- I would have liked to have had the anatomy that I will be doing

**6. Thinking about the academic support you received during the TIP Program, please tell us at least (3) things that you found valuable.**

- 1) Practice questions. 2) The professors' support. 3) SASSI.
- 1) Access to tutoring. 2) First wellness check-in. 3) All of the resources available in SASSI.
- The wealth of resources that SASSI provided was important as it allowed us to utilize as many aids as we needed to be successful. Our Student Assistants provided printed lecture slides, which was a major help to each member of Track III. Our various meeting with the SASSI staff was helpful because it showed that there would always be a group on campus looking to support us in any way we needed.
- SASSI is awesome. Great tools, great people, very approachable and willing to help.

- 1) Helped me to identify the most effective study methods for myself. 2) Helped me get oriented to the different resources that will be available to me in the fall. 3) Made sure that our academic needs were met on all levels.
- Tutoring gave an alternative view of the material; all of the books in SASSI; SAs having the lecture notes ready for us.
- The supplemental books from SASSI; tutoring has also been very valuable; 24/7 access to the anatomy lab.
- Tutoring and review sessions by instructors.
- I valued the opportunity to use a variety of resources. I valued the introduction to Heartmath. I valued the attempts that were made to build community within the program, particularly by Cynthia. I especially valued the opportunities to talk with Marcy about challenges that I am trying to overcome.
- 1) Practice questions. 2) Heartmath with Marcy. 3) Meeting with the Educational Specialists one-on-one was beneficial because they took time to see if we had any particular questions and gave ways to help us get through the seven weeks.
- 1) I really appreciated the work Xin put into the anatomy tutoring sessions. 2) I enjoyed getting a better idea as to my learning style, as well as how to complement it with strategies I was less inclined to incorporate on my own (studying with partners, emphasizing practice problems, etc).
- In the second half of the program, Kamaria and Marcy did a great job of checking in with me to make sure I wasn't completely overwhelmed.

**7. Please tell us at least two (2) things that would have made the academic support more valuable.**

- 1) More practice. 2) More hands-on participation.
- Limit the wellness check-ins. I have no more wishes.
- I truly cannot think of even one thing that this program did not provide in order to see each student succeed.
- Encouraging one-on-ones instead of the group meeting.
- More solidified tutoring hours/schedules.
- I'm not sure what would have been better.
- We don't need as many practicum or test answering strategy classes.
- I was completely ignored by one of the tutors during a group tutoring session and when my classmates and I pointed it out, the tutor was rude and continued to ignore me for the remainder of the session. When I spoke to an academic counselor about trouble I was having with a specific class, I felt threatened instead of guided by that person's response. I felt my questions about my future at UT were often shrugged off because I was only able to ask people who are involved in the medical school and not in the dental school (specifically regarding the response of the Student Assistants, but also faculty).
- 1) I don't think having the group Educational Specialist sessions every week was beneficial because we couldn't use the testing strategies on the actual computer-based tests. It would have been more beneficial if we



took tests on paper. I also think that after having it the first week we understood the method. 2) Test review during group Educational Specialist session to go through questions we missed.

- 1) Having access to full-length practice Nelson-Denny and Watson-Glaser tests. 2) Using more of the educational support time for individually working on vocabulary, reading speed, and comprehension. 3) Receiving our class slides and handouts the day before.
- The high-pressure environment of TIP III seemed contradictory to the apparent goals of the program. Why would an organization dedicated to “inclusion” put together a group of non-traditional students and then make them do an additional stressful round of coursework and testing while making them feel like they are in real danger of being “weeded out” and having their career plans trashed? The extra preparation provided by TIP III is helpful, but the implied threat is disturbing. While the SASSI staff regularly emphasized the importance of taking time to relax, it is impossible to do so if you are under the impression that failing the pop quiz on Monday will affect your career in the same way that skipping half of the DAT might.

**8. Please rate how helpful the following TIP faculty were for Track III students (Medicine/Dental only).**

<b>Concentration</b>	<b>Somewhat Helpful</b>	<b>Helpful</b>	<b>Somewhat Unhelpful</b>	<b>Unhelpful</b>
Dr. Cantrell – Anatomy	1	7	1	0
Dr. Johnson – Anatomy	1	7	1	0
Dr. Thomason – Physiology	3	6	0	0
Dr. Cox – Biochemistry	3	6	0	0
Dr. Ryan – Microbiology	1	8	0	0
Dr. Guntaka – Molecular Biology	4	3	2	0
Dr. Marion – Immunology	1	7	1	0
Dr. Park – Genetics	1	8	0	0
Dr. Leffler – Physiology	2	2	5	0
Dr. Belland – Molecular Biology	4	3	2	0
Dr. Albritton – Molecular Biology	1	7	1	0

**9. Please tell us at least one (1) thing that would have made the following TIP faculty more helpful (Medicine/Dental only).**

*Dr. Cantrell – Anatomy*

- She was my favorite teacher
- When a student proposes a study technique, try “yes, and...” instead of, “No, that is a waste of time.” I feel like every technique I suggested was shot down and I left conversations feeling very confused

*Dr. Johnson – Anatomy*

- He was very helpful
- Fact check slideshows

*Dr. Thomason – Physiology*

- Thought he did a great job
- Let Dr. Thomason teach more classes! His curriculum was very well-organized and his expectations were clear

*Dr. Cox – Biochemistry*

- Went extremely fast
- Dr. Cox went out of his way to be kind to students outside of class. I would like to hear a little about his research and about the research of all of the faculty, maybe in a Pecha Kucha session in the first week?

*Dr. Ryan – Microbiology*

- He was very clear
- Personal anecdotes were very helpful and made information presented seem relevant and very important. I wish there was more emphasis on this course.

*Dr. Guntaka – Molecular Biology*

- Hard to understand at times, but other than that, no change
- Couldn't understand him
- Dr. Guntaka was so enthusiastic about presenting material that it made up for the difficulty I had understanding his accent

*Dr. Marion – Immunology*

- He was very clear
- Sometimes this course seemed overwhelming and it was hard to pre-study effectively. I wish more hours were spent on this course

*Dr. Park – Genetics*

- She made it very easy
- I really enjoyed the team-based learning and would encourage Dr. Park to lobby for more instructors to use this technique

*Dr. Leffler – Physiology*

- A bit confusing
- Very difficult to understand verbally and lecture-wise
- He wasn't clear on a lot of things and his practice problems weren't answered correctly on a lot of them
- Providing the proper answers to the practice exam
- What a hoot! I really enjoyed this class and would love if Dr. Leffler could have taught more sessions!
- Working the questions we as a class tended to struggle with on the board, step-by-step
- It will be great if he remembered the information he was presenting. His answer key was wrong and he couldn't remember how to work a problem

*Dr. Belland – Molecular Biology*

- Hard to follow though lecture
- Very straight forward and clear
- Providing better explanations to questions presented in class
- Refusing to present practice questions seemed unreasonable, but repeating slides with summaries regularly throughout lectures almost made up for that
- Providing practice problems

- He sometimes didn't know the information on his own slides

*Dr. Albritton – Molecular Biology*

- Very enthusiastic, which was nice
- Expectations for this class were very unclear and slides were very poorly designed and hard to understand, especially with the odd “textured” brown backgrounds

**10. Thinking about your classroom experience, please tell us about the quality of instruction you received from the TIP faculty (Medicine/Dental only).**

<b>Concentration</b>	<b>Very Good</b>	<b>Good</b>	<b>Poor</b>	<b>Very Poor</b>
Dr. Cantrell – Anatomy	7	0	0	1
Dr. Johnson – Anatomy	7	0	0	1
Dr. Thomason – Physiology	5	3	0	0
Dr. Cox – Biochemistry	3	4	1	0
Dr. Ryan – Microbiology	8	0	0	0
Dr. Guntaka – Molecular Biology	2	5	1	0
Dr. Marion – Immunology	5	2	1	0
Dr. Park – Genetics	8	0	0	0
Dr. Leffler – Physiology	1	2	4	1
Dr. Belland – Molecular Biology	1	6	1	0
Dr. Albritton – Molecular Biology	5	3	0	0

**11. Please tell us at least (1) thing that would have improved the quality of instruction you received from the TIP faculty. (Medicine/Dental only).**

*Dr. Cantrell – Anatomy*

- Make sure that everyone can hear and see what is done in the lab. Often Drs. Cantrell and Johnson were talking at the same time or talking over each other

*Dr. Johnson – Anatomy*

- Please fact check slideshows

*Dr. Thomason – Physiology*

- Fantastic online organization
- Summarizing the main idea before moving on to the next topic

*Dr. Cox – Biochemistry*

- Slow down
- Speaking slower

*Dr. Ryan – Microbiology*

- No change

*Dr. Guntaka – Molecular Biology*

- Hard to understand at times, but other than that, no change
- Put notes in with slides
- Speaking louder

*Dr. Marion – Immunology*

- No change

*Dr. Park – Genetics*

- No change

*Dr. Leffler – Physiology*

- A bit confusing
- Very difficult to understand, verbally and lecture-wise
- Be clear on concepts and put notes in with slides
- Providing the proper answers to the practice exam
- Spending more time on the clinical correlations and how to better associate data values with certain diseases/conditions

*Dr. Belland – Molecular Biology*

- Hard to follow through lecture
- Providing better explanations to questions presented in class
- Providing practice problems

*Dr. Albritton – Molecular Biology*

- Pay attention to the clock! Make pre-study more clear

**12. Please rate how helpful the following TIP faculty were for Track III students (Pharmacy only).**

<b>Concentration</b>	<b>Somewhat Helpful</b>	<b>Helpful</b>	<b>Somewhat Unhelpful</b>	<b>Unhelpful</b>
Dr. Thomason – Physiology	2	1	0	0
Dr. Christensen – Pharmacy Math	1	2	0	0
Dr. Donkor – Medicinal Chemistry	1	2	0	0
Dr. Cook – Pharmacology	1	2	Dr. Donkor	0
Dr. Ryan – Microbiology	1	2	0	0
Dr. Malik – Pharmacology	1	2	0	0
Dr. Marion – Immunology	1	2	0	0
Dr. Leffler – Physiology	0	2	1	0
Dr. Nutting – Physiology	2	1	0	0
Dr. Gardner – Pharmacology	1	2	0	0

**13. Please tell us at least one (1) thing that would have made the following TIP faculty more helpful (Pharmacy only).**

*Dr. Thomason – Physiology*

- Give more detailed notes or put them in a PowerPoint format

*Dr. Christensen – Pharmacy Math*

- No change

*Dr. Donkor – Medicinal Chemistry*

- No change

*Dr. Cook – Pharmacology*

- Not covering so much material for the last test

*Dr. Ryan – Microbiology*

- No change

*Dr. Malik – Pharmacology*

- No change

*Dr. Marion – Immunology*

- No change

*Dr. Leffler – Physiology*

- Better organization of material
- More detailed and organized notes!

*Dr. Nutting – Physiology*

- No change

*Dr. Gardner – Pharmacology*

- No change

**14. Thinking about your classroom experience, please tell us about the quality of instruction you received from the TIP faculty (Pharmacy only).**

<b>Concentration</b>	<b>Very Good</b>	<b>Good</b>	<b>Poor</b>	<b>Very Poor</b>
Dr. Thomason – Physiology	2	1	0	0
Dr. Christensen – Pharmacy Math	2	1	0	0
Dr. Donkor – Medicinal Chemistry	3	0	0	0
Dr. Cook – Pharmacology	1	2	0	0
Dr. Ryan – Microbiology	1	2	0	0
Dr. Malik – Pharmacology	3	0	0	0
Dr. Marion – Immunology	2	1	0	0
Dr. Leffler – Physiology	1	1	1	0

Dr. Nutting – Physiology	2	1	0	0
Dr. Gardner – Pharmacology	1	2	0	0

**15. Please tell us at least one (1) thing that would have improved the quality of instruction you received from the TIP faculty (Pharmacy only).**

*Dr. Thomason – Physiology*

- No change

*Dr. Christensen – Pharmacy Math*

- No change

*Dr. Donkor – Medicinal Chemistry*

- No change

*Dr. Cook – Pharmacology*

- No change

*Dr. Ryan – Microbiology*

- No change

*Dr. Malik – Pharmacology*

- No change

*Dr. Marion – Immunology*

- No change

*Dr. Leffler – Physiology*

- No change

*Dr. Nutting – Physiology*

- No change

*Dr. Gardner – Pharmacology*

- No change

**16. Please tell us which instructor(s) you thought was/were exceptional and why.**

- I thought Dr. Donkor was exceptional because he taught organic in a way that I understood best. He broke down every piece of information enough for me to fully understand and receive a really high grade on his tests.
- I truly felt that Professors Cantrell and Johnson were exceptional teachers that really enjoyed coming to class every day. Dr Park was always enthusiastic and Dr. Marion also enjoyed teaching. Dr. Albritton has an excellent pre-study system.
- I felt that Drs. Cantrell, Thomason, Park, and Ryan were all exceptional instructors because they all took our learning of the material very seriously and worked to make sure we understood the lectures in as great a detail that we wanted to know.
- Dr. Cantrell’s method of teaching is great. She presents material and challenges to us to no have tunnel vision. Dr. Johnson was always willing to help and with his experience, I learned so much that on the anatomy practical

I got a question right that several people missed because Dr. Johnson pointed it out to me. Dr. Park presents material in the simplest form and helps challenge you to apply the information.

- Both anatomy professors, Drs. Cantrell and Johnson, were extremely helpful and thorough in their instruction. Due to the amount of time that was spent in anatomy lecture and lab, I was able to get to know them both fairly well and am very appreciative of their time and support. Drs. Park and Albritton were also very passionate about their subjects. This passion definitely rubbed off on me and made me excited about learning the material.
- Dr. Cantrell explained everything very well and took time to organize notes and slides so the information was easy to learn and build on top of each concept.
- Dr. Albritton was exceptional as she explained her lectures with great detail and excitement.
- Drs. Donkor, Malik, and Christensen were all exceptional. Before this program I absolutely hated chemistry, but Dr. Donkor's teaching style makes it easy and fun to learn. I think medicinal chemistry will probably be my favorite pharmacy class this fall. Dr. Malik drilled the concepts and he periodically tested us in class to make sure we were obtaining the information correctly.
- Dr. Thomason was extremely organized in presenting his expectations and in sharing the right resources for studying. Dr. Park was very supportive and ran across the street through traffic just to offer encouragement and her kind words stuck with me for the rest of the program. Dr. Leffler did a great job applying humor to his material that is hard to joke about tastefully. His jokes and anecdotes made his class something that I looked forward to and I will continue to remember the information he presented. Dr. Ryan's presentations and kind manner emphasized the importance of the material he was presenting, making the chore of memorizing drug names seem like a worthy investment of my time and resources.
- Drs. Donkor and Malik took time out to make sure we truly understood the material and gave study guides and practice questions similar to how they were going to test.
- I found Drs. Cantrell, Johnson, Ryan, and Albritton to be exceptional. Their excitement for their material was contagious and they would not let a student leave confused by a questions or dissatisfied with a certain answer.

**17. Please rate the tutoring services based on your experience.**

	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Very Poor</b>
Availability of Tutors	8	1	1	2	0
Quality of Tutors	8	2	0	2	0
Amount of Tutoring Time	9	1	2	0	0
Overall Tutoring	7	2	1	2	0
Quality of the Tutoring Experience	7	2	1	1	1

**18. Please tell us at least two (2) things that were valuable about tutoring.**

- 1) Practice. 2) Class participation.
- 1) Xin, in general – really great at anatomy tutoring. 2) Emily was very knowledgeable and nice.

- Tutoring allowed lecture material to be reintroduced and reinforced in a perspective other than our own and the professors', so I found it immensely helpful. Also, the tutors were all great at their job.
- Seeing the material again; learning ways to digest the information as well as how professors test the info.
- 1) Practice questions. 2) Lecture review.
- The tutors gave a new view of the subjects. They gave us advice on the test and prepared questions for us that would resemble the test.
- It helped in simplifying concepts; provided practice questions.
- Kevin Ouma was awesome.
- There was no stigma attached to tutoring and the Student Assistants made sure that no one missed the sign-up sheet.
- 1) Practicing for the anatomy practical was absolutely necessary. 2) Emphasizing the need for practice problems. 3) Getting an idea as to the style of the professor.

**19. Please tell us at least two (2) things that would have made tutoring more valuable for you.**

- 1) Timing. 2) Tutor repetition.
- Availability of practice questions in all tutoring sessions.
- No change to tutoring – they were all phenomenal.
- No complaints.
- It helped in simplifying concepts; provided practice questions.
- Able to learn from a different perspective than your own to learn the information.
- The availability of paid, private tutoring would have helped me with anatomy as I felt very uncomfortable in the lab and embarrassed to share that discomfort and ignorance with my peers. Also, I was excluded by a tutor.
- Having tutoring during the week instead of on the weekend; having tutoring set up ahead of time for the week.

**20. Please tell us how beneficial the following workshops/activities were based on your experience.**

<b>Question</b>	<b>Somewhat Beneficial</b>	<b>Beneficial</b>	<b>Somewhat Unbeneficial</b>	<b>Unbeneficial</b>
Assessment Results/Learning Skills Workshop with Courtney Bell	3	9	0	0
Time Management Workshop with Tia Kofahl	2	10	0	0
“Imposter Phenomenon” Workshop with Nikki Dyer	2	9	1	0
Test Taking with Kathy Gibbs	1	10	1	0



Test Anxiety with Marcy Seeburg	1	10	1	0
Note Taking/Electronic Apps with Derek Wilcox	1	7	3	1
Assessment Review Meeting with an Educational Specialist	1	10	0	1
Heartmath with Marcy Seeburg	0	10	2	0
Meditation with Marcy Seeburg	0	8	3	1
Question Group Sessions with an Educational Specialist	2	9	0	1
Stress Management Sessions with Practicum Student and SASSI Staff	4	8	0	0
Student Panel	1	8	3	0

**21. Please tell us at least one (1) thing that would have made the following workshops/activities more beneficial for you.**

*Assessment Results/Learning Skills Workshop with Courtney Bell*

- I enjoyed the questions related to our courses

*Time Management Workshop with Tia Kofahl*

- No change

*“Imposter Phenomenon” Workshop with Nikki Dyer*

- Not really necessary
- Thought this was good

*Test Taking with Kathy Gibbs*

- No change

*Test Anxiety with Marcy Seeburg*

- I don’t have test anxiety, so I didn’t really get anything out of this

*Note Taking/Electronic Apps with Derek Wilcox*

- Not my thing
- Making the material less haphazard

*Assessment Review Meeting with an Educational Specialist*

- I enjoyed talking to my specialist

*Heartmath with Marcy Seeburg*

- I don’t get that anxious, so it didn’t really do anything for me

*Meditation with Marcy Seeburg*

- Never went

*Question Group Sessions with an Educational Specialist*

- More questions
- We do not need that many sessions – maybe two or three, but not six

- Not having them every week
- Having fewer sessions

*Stress Management Sessions with Practicum Student and SASSI Staff*

- Stressed me out more

*Student Panel*

- It was informative
- I don't think this was really necessary because each college has a panel during their preview week as well as during orientation
- Having more student input
- Introduce this earlier in the program

**22. Please recommend at least two (2) workshops/activities for future Track III students.**

- Stress relief workshop and "Understanding Your First-Year" workshop.
- Review sessions; meditation.
- Having clinical medicine workshops/exposure is a possibility.
- More breakfast; better parking.
- Time management with Tia; Heartmath with Marcy.
- Community volunteering with St. Jude families; farmer's market; trip to Church Health Wellness.
- 1) Assessment results/learning skills. 2) Heartmath.
- Volunteering in the community via Volunteer Odyssey, Church Health, St. Jude, etc.; trip to the climbing wall at Bridges.

**23. Did you participate in any "Break for Fun" activities (e.g. Meditation with Marcy, breakfast, massage therapist, popcorn, etc.)?**

Answer	Response Count	Response Percent
Yes	11	95%
No	1	5%

**24. Please tell us what you enjoyed most about the "Break for Fun" activities?**

- Food.
- The breakfast in the mornings were very helpful in starting the day and interacting with classmates.
- The activities and interacting with students and staff.
- I enjoyed spending time with my peers outside of the classroom setting and getting a momentary break for our minds.
- I only went to the breakfast – the food and coffee.

- Being distracted from school work for a couple of hours was not only enjoyable, but also therapeutic.
- The food.
- Just being able to relax and take your mind away from studying.
- Free food ☺
- I enjoyed the breakfasts – it was a great low-pressure social activity and a reward for getting to class and being prepared early.

**25. Please tell us what could have been done to make the “Break for Fun” activities more enjoyable.**

n/a

**26. Reflecting on your career goals/plans before and during your participation in the TIP Program, please tell us about any changes you may have made.**

- My career goals are still the same as when I first came to TIP.
- My career goals remain the same.
- My goals have never changed and have only been further motivated due to my involvement in the TIP Program.
- Changing my mind about study strategies. I was used to studying for the test and now I study to know the information because of relevance to my career field. That helps me retain it better and have a good understanding as well.
- The TIP Program has solidified and confirmed my passion for wanting to become a physician. I have made new friends that share my passion for medicine and I am extremely excited to get to work in the upcoming semester.
- Just learning to study different ways for each class.
- My career goals have not changed much. However, the TIP Program has provided me with the tools that I will need as I begin my journey through medical school.
- TIP has made me reevaluate my study habits to improve for the fall semester.
- I still plan on pursuing a career in dentistry.
- I have not made any changes to my career goals.
- None – this program has reaffirmed my desire to become a doctor.
- I will still be a dentist when I am finished.

**27. Please provide any additional information that you would like to share about your TIP experience and the TIP Program in general.**

- Everyone was extremely helpful and supportive.
- I really enjoyed the program and would recommend it to just about anyone. Overall, it made me feel more comfortable with the school and I feel much more prepared for the fall.

- TIP was very helpful to me as it allowed me to meet and get to know some great individuals that I will maintain connections with for years to come. It has also allowed me to get back in the swing of studying diligently to attain success. I am appreciative of TIP and everything that is has provided me.
- Overall, the TIP Program was an excellent experience. I am grateful to UTHSC and all involved for the opportunity to participate this summer and I am anxious to get started in the fall.
- I wish I had a longer break between the end of TIP and the beginning of school.
- Use the tools that are available to you.
- I would love have more than one week between the end of TIP and beginning of dental school.
- Thank you so much for the opportunity!

**28. Would you recommend the TIP Program to your peers interested in dentistry, medicine, or pharmacy?**

<b>Answer</b>	<b>Response Count</b>	<b>Response Percent</b>
Yes	10	83%
No	2	17%

**29. For what reason(s) would you recommend the TIP Program to your peers?**

- For experience and practice once they actually enter the school of their choice.
- Keeps your brain thinking during the summer.
- This program helps students get a small glimpse into the type of material that will be presented in their medical school curriculums.
- Practical experience, meeting classmates, learning more about yourself, and giving you confidence that you can handle the material.
- The Track III TIP Program in particular would be very beneficial to any students interested in pursuing a professional career in any of the previously mentioned fields. It provided me with a good sense of what to expect as a medical student and provided me with strategies of how to go about studying.
- I feel better prepared for the first semester of school.
- It truly helps students transition into the medical school environment.
- It allows students to get back into the swing of things sooner than later; this summer practice allows time to improve your skills.
- I would recommend it because it allows you to get a preview of what your course load will be like in the fall. It also will allow you to see if the path you want to go down is really right for you before you start the semester and realize it's not what you really want to do anymore.
- To understand the workload involved and how to approach the volume of material.

**30. For what reason(s) would you not recommend the TIP Program to your peers?**

- Because I was reminded daily that this program isn't for dental students.
- I would recommend TIP I and II, but TIP III felt a lot like walking a tightrope. If a friend could get into school without going through that stress, I would recommend that they do so. If the program were presented as a brain-builder instead of as a way to weed out "red-flag" students, I would recommend it.

Summer  
Research  
Programs

2015

---

Annual Report

### **III. Summer Research Programs**

#### ***i. Program Overview***

The Summer Research Program is an eight-week, hands-on laboratory-based program offered by the College of Graduate Health Sciences (CGHS) at the University of Tennessee Health Science Center. The goal of the program is to serve as a conduit for increasing enrollment of talented prospective U.S. students in the various graduate programs offered by CGHS. One program was offered this summer, namely, the Summer Research Scholars (SRS) Program. The SRS program was funded by the CGHS.

A total of eleven (11) undergraduate students participated in the program this summer. The female to male ratio was 8:3. Six out of the eleven students currently attend Tennessee institutions. The students were assigned faculty mentors who provided them with hands-on biomedical research experience. Table 1 below provides the student participants as well as their classification, mentor, and the department in which they conducted their research experience.

.

ii. Program Participants

<b>Table 1. Distribution of Students by Institution, Classification, Mentor, and Department of Placement</b>				
<b>Student</b>	<b>Undergraduate Institution</b>	<b>Classification</b>	<b>UTHSC Faculty Mentor</b>	<b>Department</b>
Borcky, Theresa	University of Alabama	Junior	Dr. Larry Reiter	Neurology
Elkelany, Osama	Tennessee Technological University	Sophomore	DR. Zhaohui Wu	Pathology
Hill, Katie	Mississippi State University	Senior	Dr. Rennolds Ostrom	Pharmacology
Lovett, Renn	Murray State University	Junior	Dr. Murali Yallapu	Pharmaceutical Sciences
Maxwell, Sarah	Belmont University	Junior	Dr. Frank Park	Pharmaceutical Sciences
Meshreky, Eiriny	Lipscomb University	Senior	Dr. Michio Kurosu	Pharmaceutical Sciences
Parker, Sara	University of Tennessee – Knoxville	Senior	Dr. Megan Mulligan	Genetics, Genomics & Informatics
Perry, Hayden	Mississippi College	Sophomore	Dr. Subhash Chauhan	Pharmaceutical Sciences
Rao, Surabhi	University of Alabama – Birmingham	Junior	Dr. Monica Jablonski	Ophthalmology
Robinson, Katherine	Christian Brothers University	Senior	Dr. Adebawale Adebisi	Ophthalmology
Wattsr, Meagan	Christian Brothers University	Sophomore	Dr. Santosh Kumar	Pharmaceutical Sciences



### iii. Program Evaluation

#### STUDENT PROGRAM AND PRECEPTOR EVALUATION

Number of students polled: 6

##### 1. What activities, if any, would you say contributed to the success of the program?

Activity	Response Count	Response Percent
Meet the Deans	5	83%
Tips on Podium Presentation Workshop	2	33%
Orientation	2	33%
Abstract Writing Workshop	1	17%
Abstract Assignment	5	83%
HCP Closing Program	2	33%
Final Oral Presentations	4	67%

##### 2. How can we improve the activities you selected above?

- In the Meet the Deans session, have a little more time in the first section.
- It would be more convenient and more effective if the abstract was pushed back to the final week so that more findings and conclusions can be made to enhance the project.
- I think the activities listed were good. The podium presentation workshop would have helped more if it had been a little earlier. I think most people were done making their presentation by the time the workshop was held.
- Abstract deadline should be a little later in the program so that we can finish all experiments. For Meet the Deans, it would be nice if it can be a longer sessions and if we can one-on-one questions to the deans.

##### 3. How did the program confirm your interest in research?

- Gave a real life example of what it is like to work in a lab every day, not just to have fun every now and then.
- It placed me in a lab that was tremendous at the research process. Furthermore, it challenged me to work as an equal researcher in the lab, not being treated like a lesser “intern.”
- I have worked in a lab before so I already knew that I was interested in research. This program gave me more experience and allowed me to learn some new techniques.
- It let me know how exciting research can be. It also exposed me to lots of different research methods and ideas. I learned data analysis and how to use new software.

##### 4. What helped you network and stay connected to other students?

- There was nothing in place to help me connect with other students making it the hardest part of this experience.
- The orientation was a good source of contact information, as well as the frequent emails and activities.
- The programs/workshops we attended.

- There was not much connection with other students. Usually, the only way I saw other students was in the workshops. I usually saw and connect with the other TIP students at U of M in the housing.

#### **5. How can we enhance the areas you described above?**

- Add more activities.
- Use some of the free time available at orientation or make a separate activity focusing on getting to know the SRS participants specifically.
- Maybe have more workshops or lunches where the students can discuss what they are working on in the lab.
- Allow students to extensively tour their respective colleges. Provide students opportunity to ask current medical students questions. Incorporate weekly research talks done by graduate students or professors (similar to the POE lunch and talk at St. Jude). Give tours of surrounding healthcare facilities (St. Jude, Methodist, Baptist, Regional One). The tour of UTHSC on orientation day was very bad. We should tour the inside of buildings, not just see them from the outside. We should go inside the Cancer Research Building, see some labs, that kind of thing. The SRS Program should have its own closing program. For some reason, I feel as if all the attention is geared towards the TIP Program. Students doing research are just as important.

#### **6. What did you enjoy most about your lab experience?**

- The people in my lab were wonderful. They really made me feel comfortable and at home.
- The vast amount of knowledge and experience it gave me. I felt very comfortable in the lab with my own projects by the end.
- I enjoyed being able to learn new techniques that I had never done before.
- Learning all of the new lab procedures and being able to use various machines in the lab to carry out my experiments. I also loved it when I got good results for my experiments and my experiments worked.

#### **7. How could we have enhanced your lab experience?**

- Allowing students to pick their lab according to their own interests.
- Lab experience was great.
- Set demos from different fields explaining in detail the process of different research techniques and procedures would have helped. That way one could learn a vast amount of research knowledge and gain experience in many different ways.
- I think the lab experience was good.
- It would be better if we could choose preferences over which mentor we would like to go to on the SRS application. The application should describe the project you will investigate with each mentor and what kind of work (e.g. what kind of experiments) you will be doing for the project. This will give us a better understanding and be more confident before going into lab on the first day. I had no idea about anything on the first day I entered the lab. Also, giving students the chance to get a publication after working in their lab would be nice.

**8. What would be integral activities to include (those currently included and not currently included) in the SRS Program?**

- More activities that bring the students together to mingle.
- Some group lunches would be nice.
- Lab procedural demos mentioned previously and social events to bring together the students in the program informally.
- Orientation, abstracts workshop, and podium presentations workshop.
- Weekly research seminars. Guided tours of various healthcare facilities like St. Jude and Methodist Hospital. Group social activities like going to the MLK Museum, Beale Street, and other Memphis attractions. Also, there should be meetings with other deans like research deans or the heads of the various research departments at UTHSC like Pathology, Cardiology, etc.

**9. How can we encourage future student engagement throughout the eight-week program?**

- More events, such as mixers.
- Help the students in the program get to know each other. I know that it has been very hard on me here considering I don't know anyone and there were not any good opportunities to meet anyone.
- Increased publicity and more time.
- Have more activities for the students to go to.
- Incorporate more social activities like the research seminars, tours, going to attractions. Have the students update each other on what they have done in the lab every two weeks.

**10. What steps should be taken to accomplish your vision?**

- Add more mandatory events.
- Increase the publicity by using the internet or publicizing the opportunity to universities and maybe make it a week longer with a little more pay to ensure enough time to achieve the desired research experience.
- Have more staff working on this program so that they can brainstorm ways to have more social activities, more research seminars, more tours, etc.

**11. Additional comments and suggestions.**

- I enjoyed it!
- Thank you for giving me the opportunity to do research at UTHSC!

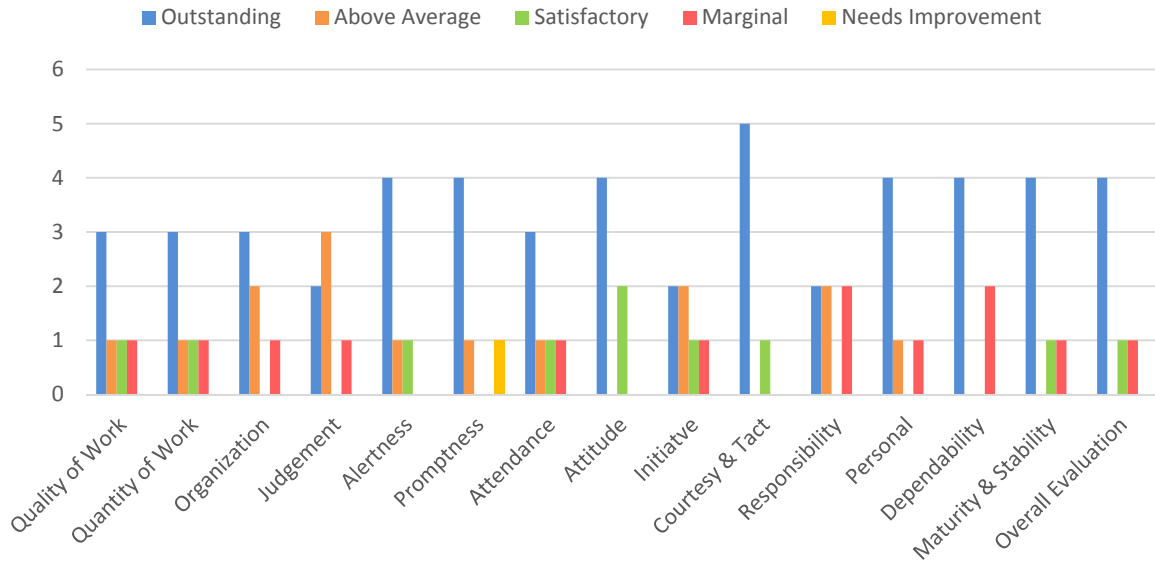
## PRECEPTOR STUDENT EVALUATION

Number of preceptors polled: 6

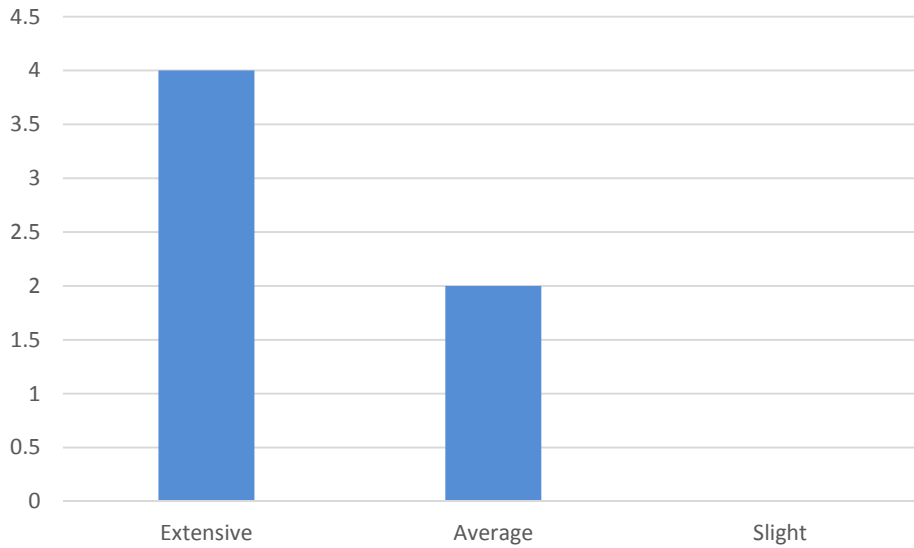
### 1. Please rate the SRS students in the following categories.

	Outstanding	Above Average	Satisfactory	Marginal	Needs Improvement
QUALITY OF WORK - effective, neat, accurate	3	1	1	1	0
QUANTITY OF WORK - effective completion of volume of work under normal conditions	3	1	1	1	0
ORGANIZATION - proper planning of work: knowing priorities	3	2	0	1	0
JUDGEMENT - ability to alert you to problems and important matters	2	3	0	1	0
ALERTNESS - ability to learn and understand; flexibility for mastering new routines and work methods; grasping and retaining instructions	4	1	1	0	0
PROMPTNESS - observation of lab hours, lunch hours and breaks	4	1	0	0	1
ATTENDANCE	3	1	1	1	0
ATTITUDE - behavior regarding total work situation; follows established office procedures	4	0	2	0	0
INITIATIVE - self-starter in obtaining work objectives	2	2	1	1	0
COURTESY & TACT - relations with other employers	5	0	1	0	0
RESPONSIBILITY - works independently without direct supervision	2	2	0	2	0
PERSONAL - uses time effectively; limits personal phone calls; appropriate personal grooming and attire	4	1	0	1	0
DEPENDABILITY - reliability to see a project through to conclusion	4	0	0	2	0
MATURITY AND STABILITY - ability to withstand pressure in crisis situation	4	0	1	1	0
OVERALL EVALUATION of intern's performance	4	0	1	1	0

**Figure 14. Preceptor Student Evaluation**



**2. Degree of contact with intern:**



**iv. Preceptor Recommendations for Summer Research Scholars 2015**

- I highly recommend this fellow for 2016 summer research program.

## References

1. Amy Anderson. The Impact of the Affordable Care Act on the Health Care Workforce. March 2014. The Heritage Foundation. <http://www.heritage.org/research/reports/2014/03/the-impact-of-the-affordable-care-act-on-the-health-care-workforce>. Accessed September 11, 2015.
2. Association of American Medical Colleges, *Diversity in the Physician Workforce: Facts and Figures 2014*. Section I: Cultivating a Health Care Workforce. Available at: <http://aamcdiversityfactsandfigures.org/section-i-cultivating-health-care-workforce-that-increases-access-to-and-quality-of-care/>
3. U.S. Census Bureau. <http://quickfacts.census.gov/qfd/states/00000.html>. Accessed September 9, 2015.
4. Association of American Medical Colleges. *Diversity in the Physician Workforce: Facts and Figures 2014*. Section II: Current Status of the U.S. Physician Workforce. Available at: <http://aamcdiversityfactsandfigures.org/section-ii-current-status-of-us-physician-workforce/>.