

Health
Career
Programs

2016

This report will examine the successes and areas for improvement for Health Career Programs 2016 summer experience.

Annual Report

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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 Lori Gonzalez, 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. 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 Special Events & Community Affairs: 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: Ms. Evie Cornell, Ms. Laura McCormick, Dr. Bruce Keisling, Mr. Wayne Mullins, and Mr. George Richardson, 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. Cristina Gewin, Ms. Stefani Kennedy, Ms. Ruby McNeal, and Mr. Sean Scott: thank you for all of 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, Courtney Bell, Laurie Brooks, Sarah Dunnivant, Nikki Dyer, Tammy McCray, Marcia Seeberg, and Derek Wilcox, thank you for working so hard to encourage and guide the TIP 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, Dustin Fulton, Maggie Joyce, and Denise Steverson, thank you for your continued support and for helping our students become culturally well-rounded.

To our awesome student assistants: Hannah Ashitey, Vlad Gamalie, Jack Kang, and Dr. Warren Southerland, thank you for being on the front lines and helping make everything flow smoothly. 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, Jos Coleman, and Cynthia Crowe

Tennessee
Institutes for
Pre-
Professional
Students

2016

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 2025.¹

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.²

In 2013, about 32 percent of the U.S. population identified as Black or African-American, American Indian, and Hispanic or Latino³, but only represented approximately 8.9 percent of the physician workforce.⁴ A key component to increase quality, competent care throughout the nation is a diverse workforce² 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 seventy-three (173) applications, eighty-seven (87) were submitted as complete and TIP faculty and staff successfully supported forty (40) students in the 2016 summer program. The students reported 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 2016 program, as well as areas we will look to improve upon in 2017.

ii. Program Improvements

2016 UPDATES

- A full-time student assistant was assigned to Track I to facilitate Friday sessions for consistency in services.
- An internship orientation was held on the second day of the program to increase and highlight professionalism and learning in a clinical setting, as well as to help the students gain a better understanding of how to maximize their shadowing experience.
- A student assistant panel was provided for students to learn more about the application process for graduate/professional school.
- Continued to include the CPR-AED certification course.
- Assigned group presentations for the weekly internship discussion.
- Continued book discussions to address the impact of diversity on healthcare.
- Added a session in the UTHSC Dental Simulation Lab.

2017 PROGRAM IMPROVEMENTS

TIP Track I

- Continue internship orientation to increase and highlight professionalism and learning in a clinical setting.
- 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.

TIP Track II

- Continued restructuring of Track II to support long term stability and growth; contract with Kaplan on-demand programs for Track II.
- Recruited new Track II faculty to review specific content related to each test.
- 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.
- Increase student support via SASSI to ensure maximum readiness for exams.
- Provide workshop to closely resemble admissions mock interviews and
- Provide more focus on one-on-one meetings to discuss progress and scores.
- Provide the following workshops: student panel, resume/cover letter building, and interviewing skills.
- Create an activity to familiarize students with the city of Memphis.

TIP Track III

- 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.
- Continued review sessions with faculty.
- Incorporated wellness meetings with University of Memphis practicum students.
- Have student assistants contact each participant before orientation to advise them on the intensity of the program.
- Create an activity to familiarize students with the city of Memphis.

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 sixty-one (1,661) 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 one-hundred eighty-six (186) applications were created. Ninety-nine (99) applicants were denied because their applications remained incomplete despite repeated efforts to expedite their completion; forty-seven (47) applicants were denied because of academic deficiencies in their record and/or ineligibility; forty-four (44) applicants were accepted and of those accepted, three (3) withdrew their application for personal reasons and one (1) did not confirm their acceptance despite contacting them on numerous occasions to do so; six (6) applicants were waitlisted and of those waitlisted, we were able to offer one (1) applicant admission to the program. As is normally true, the majority of accepted students were women. Thirty-one (31) women and nine (9) men participated in the 2016 TIP Program.

Out of the forty (40) participants, thirty-two (32) 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.

Table 1. Distribution of Students by Institution	
Institution	Number of Students
Berea College	1
Christian Brothers University	1
Freed-Hardeman University	1
Howard University	1
Middle Tennessee State University	2
Mississippi College	1
Oakwood University	1
Rhodes College	1
Southeast Missouri State University	1
Tennessee State University	3
Tennessee Technological University	1
University of Memphis	12
Union University	1
Univeristy of Dayton	1
University of Tennessee – Knoxville	9
Vanderbilt University	1
Xavier University	2

Figure 1. Distribution of Students by Professional School Interest

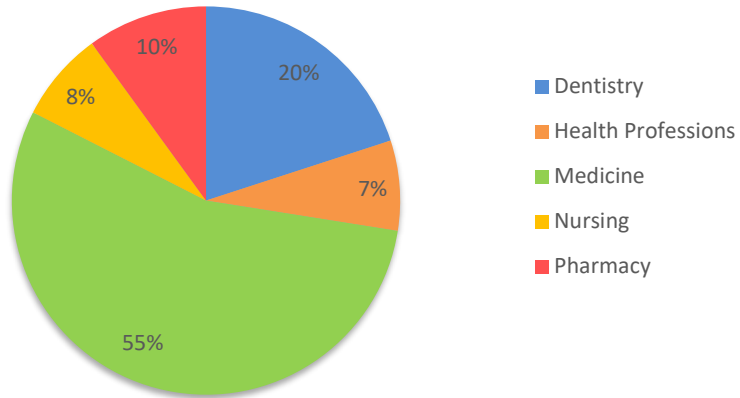
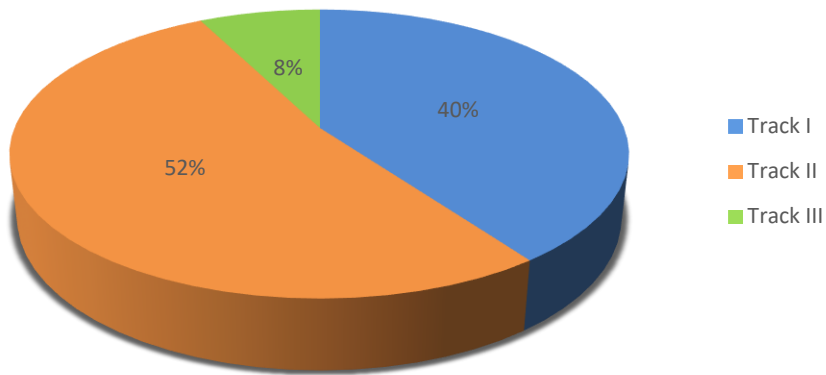


Figure 2. Distribution of Students by Track



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 sixteen (16) preceptors hosted "shadowing experiences" for the Track I students: eight (8) physicians, two (2) dentists, two (2) nurses, two (2) physical therapists, one (1) pharmacist, 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 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 topics such 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 five (5) faculty members provided for in-class instruction for **Track II** students in addition to the Kaplan online instructors. Track II faculty were recruited from Memphis University School, White Station High School, and UTHSC Boling Center. There were eighteen (18) UTHSC faculty members in **Track III** who taught courses to students holding acceptances to the Colleges of Medicine, and Pharmacy.

Track II Faculty

Evie Cornell
MCAT - Physics Review

Wayne Mullins
MCAT – Physics Review

Bruce Keisling, Ph.D.
Associate Director & Assistant Professor
MCAT – Psychology/Sociology Review

George Richardson
DAT/MCAT/PCAT – Chemistry Review

Laura McCormick
DAT/MCAT/PCAT – Biology Review

Track III Medicine Faculty

Lorraine Albritton, Ph.D.
Professor
Molecular Biology

Tony Marion, Ph.D.
Professor
Immunology

Joseph Callaway, Ph.D.
Associate Professor
Anatomy & Neurobiology

David Nutting, Ph.D.
Associate Professor
Physiology

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

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

John Cox, Ph.D.
Associate Professor
Biochemistry & Molecular Biology

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

Charles Leffler, Ph.D.
Professor
Physiology

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

Track III Pharmacy Faculty

Michael Christensen, Pharm.D.
Professor
Pharmacy Math

David Nutting, Ph.D.
Associate Professor
Physiology

George Cook, Ph.D.
Professor
Pharmacology

Rennolds Ostrom, Ph.D.
Professor
Pharmacology

Isaac Donkor, Ph.D.
Professor
Medicinal Chemistry

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

Charles Leffler, Ph.D.
Professor
Physiology

Dale Suttle, Ph.D.
Associate Professor
Pharmacology

Kafait Malik, Ph.D.
Professor
Pharmacology

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

Tony Marion, Ph.D.
Professor
Immunology

Students

Table 2 lists students by name, track, health career profession of interest, and undergraduate institution.

Table 2. Distribution of Students by Track, Discipline of Interest, and Undergraduate Institution		
<i>Track I</i>		<i>No. of Students: 16</i>
Female Student	Dentistry	Xavier University
Female Student	Dentistry	Rhodes College
Female Student	Medicine	University of Memphis
Female Student	Medicine	University of Memphis
Female Student	Medicine	University of Tennessee – Knoxville
Female Student	Medicine	Middle Tennessee State University
Male Student	Medicine	University of Tennessee – Knoxville
Female Student	Medicine	University of Tennessee – Knoxville
Male Student	Medicine	Vanderbilt University
Male Student	Medicine	University of Tennessee – Knoxville
Female Student	Medicine	University of Memphis
Female Student	Medicine	University of Tennessee – Knoxville
Female Student	Nursing	University of Memphis
Female Student	Nursing	University of Memphis
Female Student	Nursing	University of Memphis
Female Student	Pharmacy	Christian Brothers University
<i>Track II</i>		<i>No. of Students: 21</i>
Female Student	Dentistry	University of Memphis
Female Student	Dentistry	University of Memphis
Male Student	Dentistry	Tennessee State University
Female Student	Dentistry	University of Memphis
Female Student	Dentistry	Union University
Male Student	Dentistry	Howard University
Female Student	Medicine	Xavier University
Female Student	Medicine	University of Tennessee – Knoxville
Female Student	Medicine	Middle Tennessee State University
Female Student	Medicine	University of Tennessee – Knoxville
Male Student	Medicine	University of Tennessee – Knoxville
Female Student	Medicine	Tennessee State University
Female Student	Medicine	Oakwood University
Female Student	Medicine	Middle Tennessee State University
Male Student	Medicine	University of Memphis
Female Student	Medicine	Freed-Hardeman University
Female Student	Medicine	University of Memphis
Female Student	Pharmacy	Southeast Missouri State University
Female Student	Physical Therapy	University of Dayton
Male Student	Physical Therapy	Tennessee Technological University
Female Student	Physical Therapy	University of Memphis
<i>Track III</i>		<i>No. of Students: 3</i>
Female Student	Medicine	Berea College
Female Student	Pharmacy	Tennessee State University
Male Student	Pharmacy	University of Tennessee – Knoxville

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, Professionalism, 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 admission 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 admission tests 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, in addition to supplemental online assignments through the Kaplan program. Additional practice tests and questions were purchased for the DAT and PCAT. 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	GRE Hours of Exposure	MCAT Hours of Exposure	PCAT Hours of Exposure
Biology/Biochemistry	6	-	9	9
Critical Thinking/Reading Comprehension	12	-	9	6
General Chemistry	6	-	9	6
Organic Chemistry	6	-	-	9
Perceptual Ability	6	-	-	-
Physics	-	-	9	-
Psychology/Sociology	-	-	9	-
Quantitative Reasoning	6	8	-	6
Review w/On-Site Faculty	42	-	74	42
Verbal Reasoning	-	8	-	-

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 College of Medicine had 101 hours of instructional time which consisted of the following courses: gross anatomy lectures (16), gross anatomy lab (16), biochemistry (7), genetics (7), immunology (6), microbiology (10), molecular biology (9), and physiology (30). Students accepted to the College of Pharmacy had 108 hours of instructional time which consisted of the following courses: immunology (6), medicinal chemistry (22), microbiology (10), pharmacology (24), pharmacy math (16), and physiology (30).

Additionally, all students received regular meetings with an Educational Specialist from Student Academic Support Services and Inclusion.

v. Program Outcomes

STUDENT PERFORMANCE

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 1.48 points. In some instances, students' composite score increased by as much as twenty-eight (28) points. DAT students saw the greatest improvement in Biology. Students' diagnostic and final mock exam scores were taken from the Kaplan DAT reports and are summarized in Figures 3 and 4 below.

Figure 3. DAT Diagnostic and Final Mock Exam Average Score Comparison

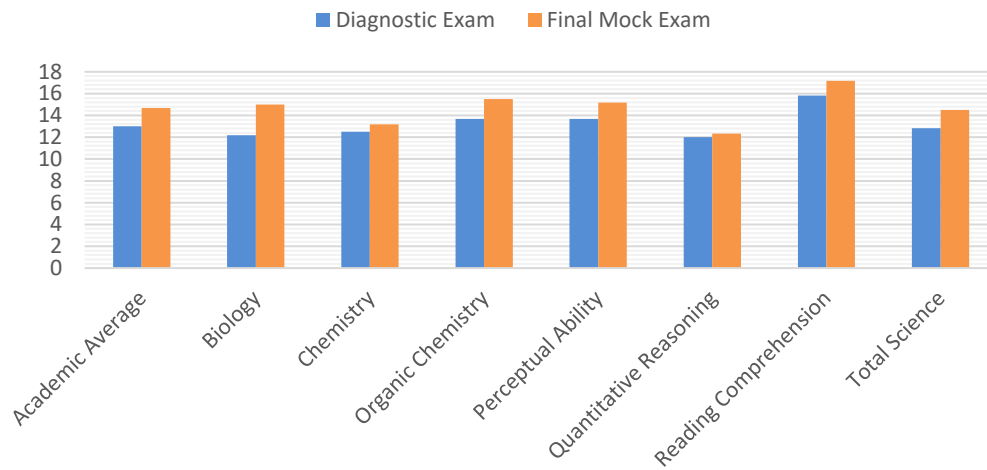
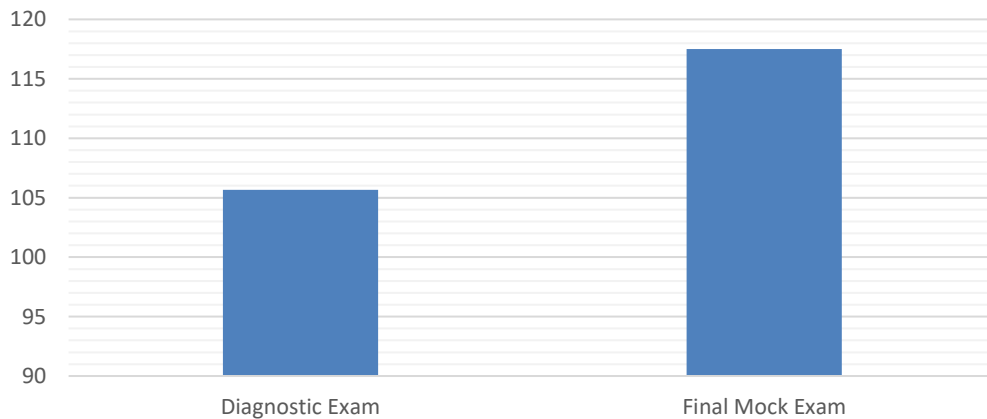


Figure 4. DAT Diagnostic and Final Mock Exam Average Composite Score Comparison



MCAT

MCAT students had exposure to practice questions and full-length tests via material and resources provided by Kaplan. In all sections, students saw an average increase of 1.29 points. In some instances, students' overall score increased by as much as thirteen (13) points. MCAT students saw the greatest improvement in Psychology/Sociology. Students' diagnostic and final mock exam scores were taken from the Kaplan MCAT report and are summarized in Figures 5 and 6 below.

Figure 5. MCAT Diagnostic and Final Mock Exam Average Score Comparison

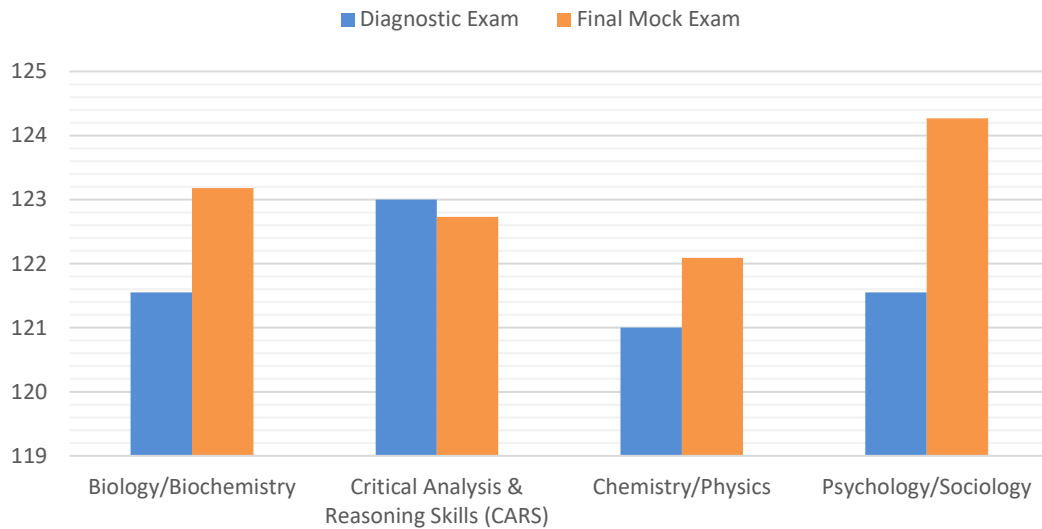
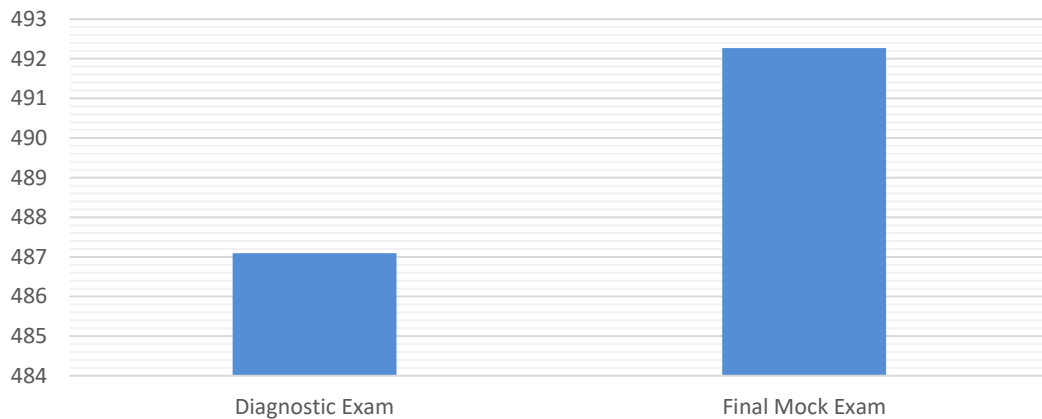


Figure 6. MCAT Diagnostic and Final Mock Exam Average Overall Score Comparison



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 8 points. In some instances, students' overall score increased by as much as nineteen (19) points. PCAT students saw the greatest improvement in Chemistry. Students' diagnostic and final mock exam scores were taken from the Kaplan PCAT report and are summarized in Figures 7 and 8 below.

Figure 7. Diagnostic and Final Mock Exam Average Score Comparison

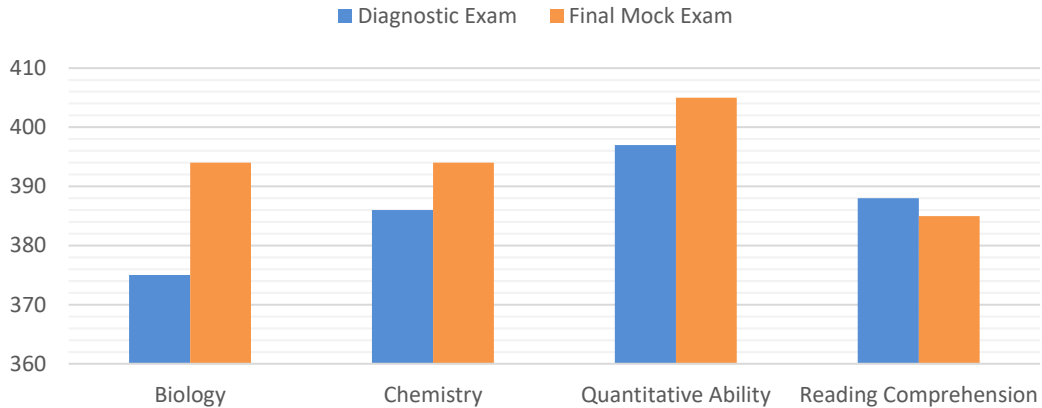
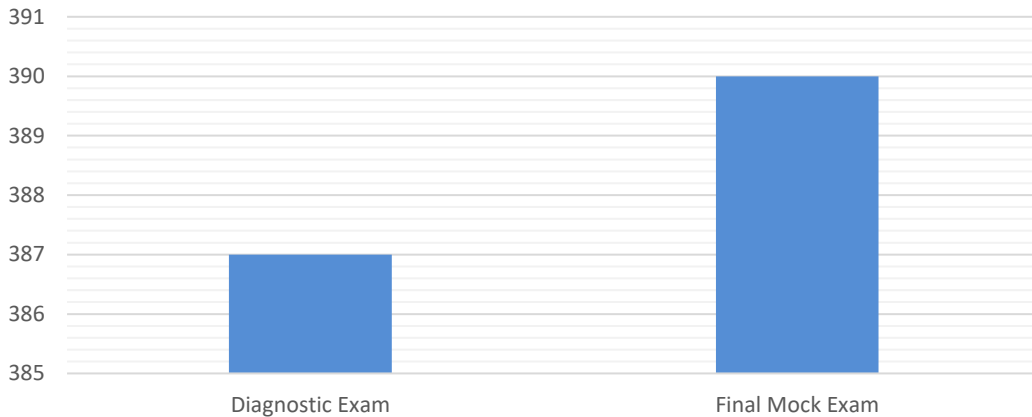


Figure 8. PCAT Diagnostic and Final Mock Exam Average Overall Score Comparison



Track III

Successful performance in Track III was judged by receiving no grades less than a “C” in any course. There were 3 participants – one (1) medicine and two (2) pharmacy. The College of Medicine student was invited to matriculate in the fall as a member of the Class of 2020.

LEARNING SKILLS DEVELOPMENT

TIP 2016 Report of Pre- and Post-Assessments

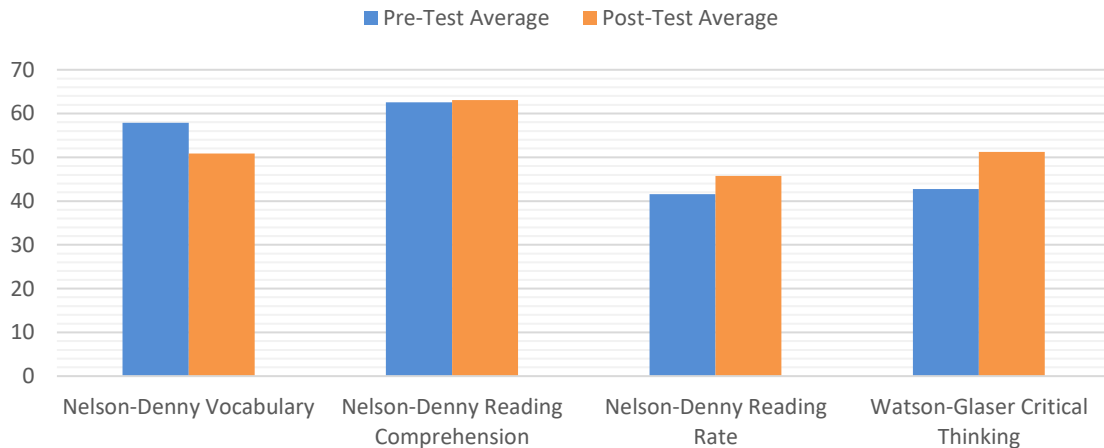
All TIP students were administered the following learning assessments: The Nelson-Denny Reading Test and the Watson-Glaser Critical Thinking Appraisal. The students' results were used as a tool to develop individual learning plans by Educational Specialists when giving academic advice in order to assist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

In all sections, students saw an average increase of 1.53 points. Students saw the greatest improvement in the Watson-Glaser Critical Thinking Appraisal. 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 40th and 99th percentiles. The pre- and post-assessment performance for all tracks is summarized in Figures 9-15 below.

ALL TRACKS

**Two students did not complete Nelson-Denny pre-assessments*
***Three students did not complete Watson-Glaser pre-assessments*
****Nine students did not complete post-assessments*

Figure 9. Tracks I, II & III Pre- and Post-Test Average %ile Rank Comparison



TRACK I ONLY

**One student did not complete Watson-Glaser pre-assessments*

Figure 10. Track I Nelson-Denny Pre- and Post-Test %ile Rank Comparison

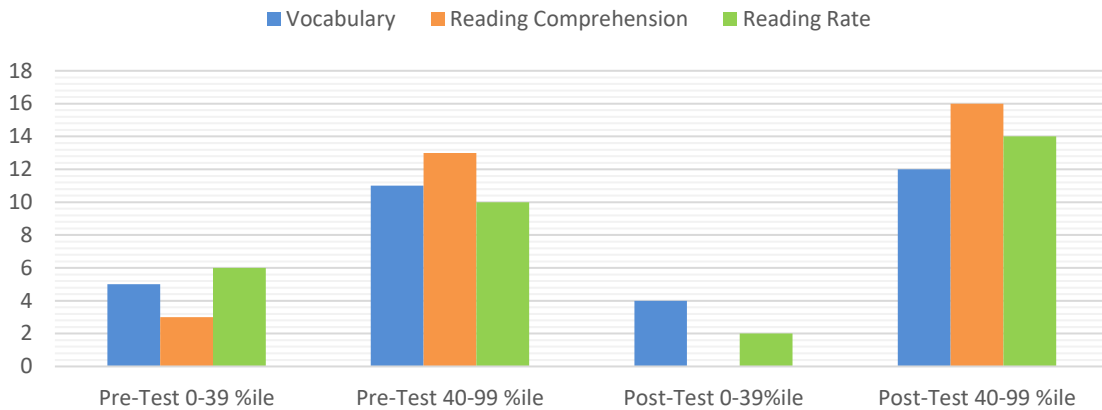
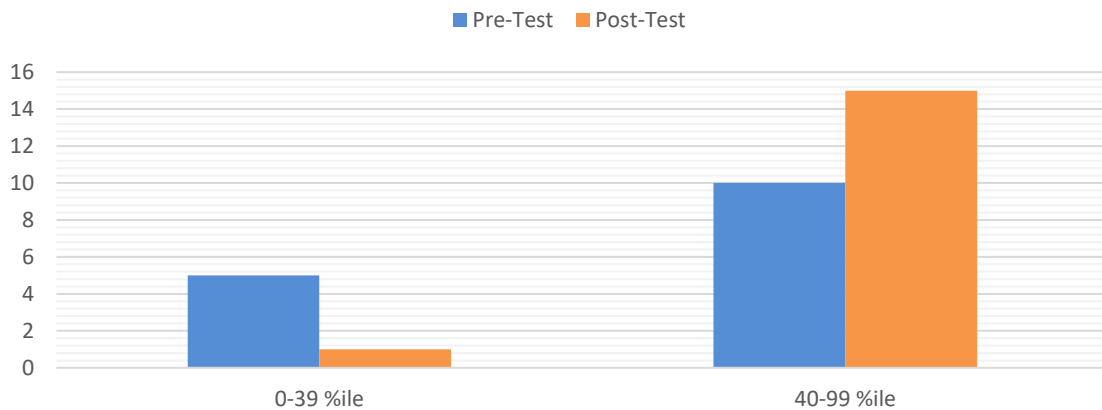


Figure 11. Track I Watson-Glaser Pre- and Post-Test %ile Rank Comparison



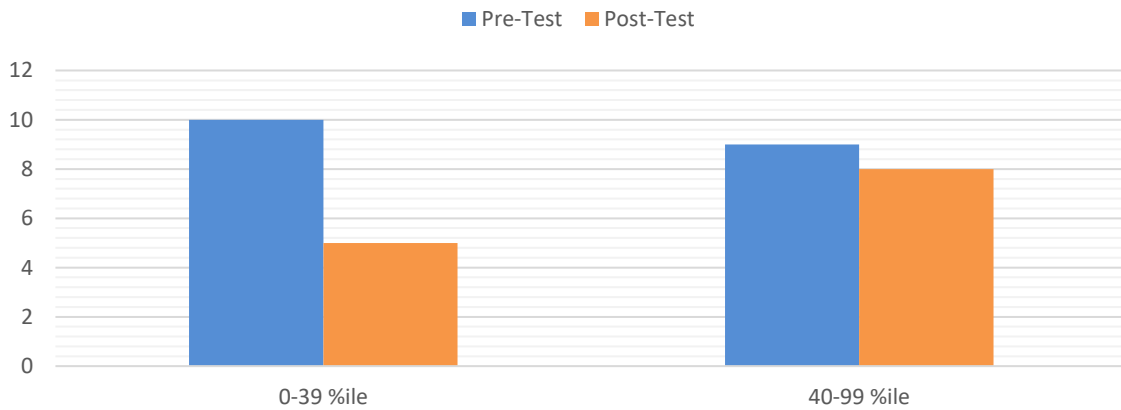
TRACK II ONLY

**Two students did not complete pre-assessments*
***Eight students did not complete post-assessments*

Figure 12. Track II Nelson-Denny Pre- and Post-Test %ile Rank Comparison



Figure 13. Track II Watson-Glaser Pre- and Post-Test %ile Rank Comparison



TRACK III ONLY

**One student did not complete post-assessments*

Figure 14. Track II Nelson-Denny Pre- and Post-Test %ile Rank Comparison

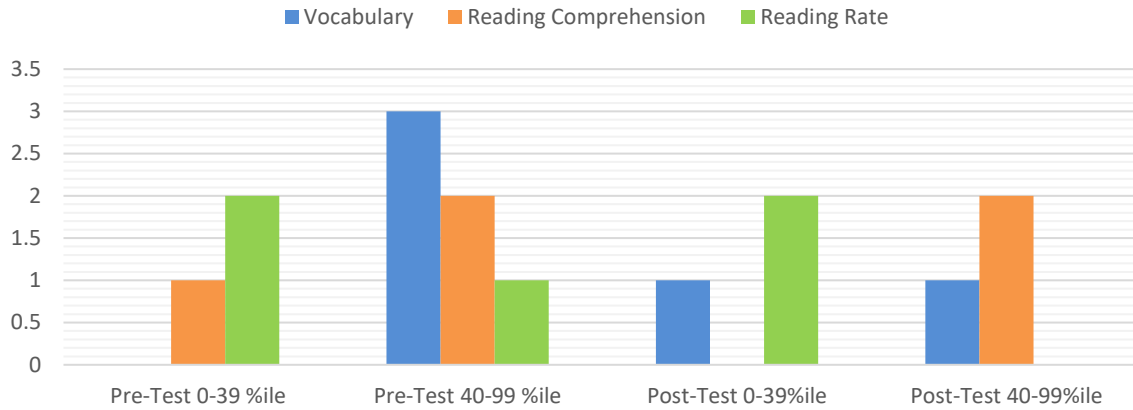
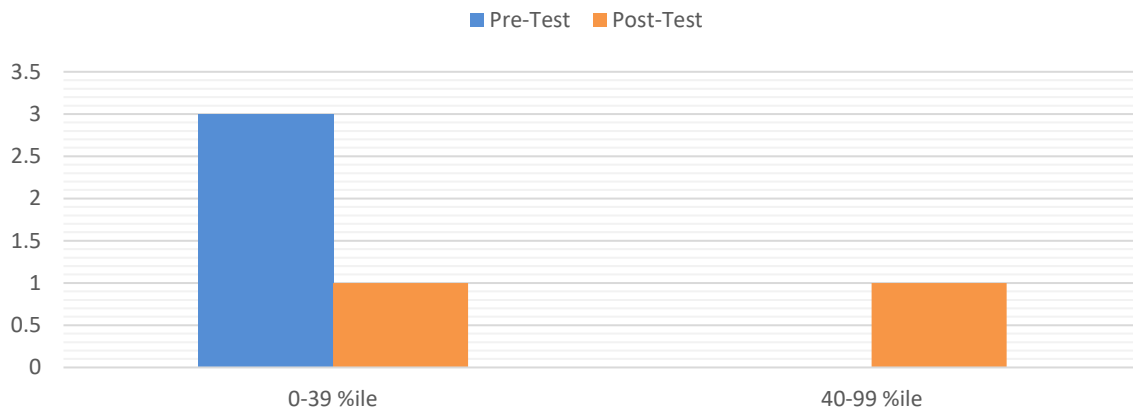


Figure 15. Track III Watson-Glaser Pre- and Post-Test %ile Rank Comparison



vi. Program Evaluations

TRACK I COURSE RATINGS

Number of students polled: 16

1. Reflecting on your overall Track I experience, please tell us at least three (3) things that you found valuable.

- 1) I found the relationship that I had with my preceptor was incredible – my preceptor taught me so many things about life and medical field.
 - 2) The resources of SASSI were amazing – I will definitely use these if I come to UT.
 - 3) The people in the program were great and I'm lucky to be such bright future doctors.
-
- 1) My shadowing experience
 - 2) The workshop about the LGBTQ community
 - 3) The internship discussion
-
- 1) Learning about what life as a medical student, resident, fellow, and attending is like
 - 2) Confirmation that I want to pursue pediatric neurology
 - 3) Being comfortable in not knowing
-
- 1) Shadowing experience
 - 2) Networking seminar
 - 3) Occasional guest speakers
-
- 1) The opportunity to be fully immersed in a hospital setting
 - 2) The opportunity to build relationships with healthcare providers
 - 3) The knowledge of what to expect over the next few stages of my life
-
- 1) The experiences that we had with our mentors was the most valuable asset of this program.
 - 2) The Friday sessions when we got to see the different parts of UTHSC was extremely helpful in assessing what the school is like
 - 3) Meeting with the respective Deans of Admissions was so valuable in helping us become better applicants
-
- 1) The shadowing experience with a person of a color as my preceptor
 - 2) The opportunity to connect with other pre-health professionals
 - 3) The chance to meet with the deans of my hopeful college
-
- 1) The presentation on different apps to use to take notes and the networking presentation
 - 2) The opportunity to have a preceptor based on your interest for two months
 - 3) Off-site tours
-
- 1) Networking with people on campus and with my preceptor
 - 2) Workshops on Fridays that focused on what being a doctor was like
 - 3) Gaining experience working in a healthcare setting
-
- 1) The shadowing experience – my preceptor and staff were accommodating, fun, and great teachers
 - 2) TIP participants – we have become a small family and I love it
 - 3) Networking – having the opportunity to be in contact with faculty, staff, med students, residents, and physicians

- 1) The simulation labs were helpful in understanding other medical fields besides medicine.
 - 2) The trips to the clinics and hospitals were useful in seeing different work environments.
 - 3) Meeting and learning from residents, fellows, and attending doctors was valuable.
- 1) The overall experience was extremely valuable – to be able to get an above and beyond shadowing experience for seven weeks is just amazing.
 - 2) The Friday sessions with the different labs – nursing, dental, and pharmacy – were extremely good because we got a feel for the different fields.
- 1) The shadowing experience because it gave us several shadowing hours for our applications to professional school.
 - 2) The simulation labs because they gave us insight into the careers and lives of students.
 - 3) Meeting with doctors like Dr. Sterling and the Deans of the respective colleges.
- 1) The connections and being able to network with different people that are already in our respective fields
 - 2) The shadowing experience at the location that I was at was very well-organized
 - 3) The people within the program were amazing – we fed off one another and came together to form our own family
- 1) The overall Track I experience has been more than valuable. This experience has not only confirmed what I want to do with my life, but it has allowed me to network with some amazing people within the program and at my shadowing location.
 - 2) The resources that were offered to use were very valuable – for example, the assessments allowed us to understand what type of learner we are, the book we read allowed us to get insight as to what life is like for someone already in the healthcare industry, and the tours of different facilities.
- 1) Being able to take a tour of Le Bonheur
 - 2) Having the opportunity to shadow my preceptor for seven weeks
 - 3) I enjoyed that I was able to get hands-on experience in the medical field dealing with children
- 2. Please tell us at least three (3) things that would have made your overall Track I experience more valuable.**
- 1) I wish that the med students got a more personal meeting with the people in admissions.
 - 2) I would have liked the Friday sessions to be more organized and time efficient.
 - 3) I would have liked more hands-on tutorials and meetings with different branches of the health department.
- 1) More organization
 - 2) More communication
 - 3) Less unnecessary workshops
- 1) More off campus visits to health facilities
 - 2) More exposure to Memphis' healthcare field and where the need for healthcare providers is in the city
 - 3) Less mundane presentations (e.g. study apps and habits – emailing the PowerPoint would have had the same effect with less time sitting and being restless while trying to appear interested in a presentation)
- 1) I wish that I was able to visit more places within my preceptor setting.
 - 2) The Friday sessions should have been shorter because they sometimes seemed to be filled with busy work.
 - 3) I wish we could have done more hands-on things during the Friday sessions, as well as having a better structured book discussion because it often felt like the students were the only ones engaging in discussion.

- 1) Less fluff in the Friday meetings
 - 2) Better communication between the preceptor and program directors
 - 3) Knowing that there would not be an adequate means of food preparation available to students living in the University of Memphis dorms
- 1) I would have liked to have had two different areas of medicine to rotate through or at least have been given the opportunity to pick what area I would have liked to shadow in.
 - 2) Sitting in an actual class during a Friday session might have been helpful in letting us really see what a professional school environment is like.
 - 3) I would have liked to have seen some of the research labs at UTHSC.
- 1) A complete syllabus of what was going to happen throughout the program
 - 2) An SA from each college represented in the program
 - 3) A session about what comes after getting into a college and the business aspects of being a health professional
- 1) More hospital visits or any other pre-professional business
 - 2) More mentorship discussion
 - 3) More hands-on activities
- Possibly creating a rotation of preceptors for students with varying interests
- 1) Having a TIP syllabus – I found that the Friday schedule could be unclear/disorganized. Also, I think a list of expectations should be included so there are NO misunderstandings from day one.
 - 2) Hoping that my mistakes in the past weeks aren't hung over my head.
 - 3) Making the book discussion more diverse – I feel like racial tension was the highlight each week.
- 1) Meeting with first-year medical students would have been valuable because they have most likely taken the new MCAT.
 - 2) A syllabus, list of expectations, or agenda in advance for the Friday sessions would have been helpful.
 - 3) More communication between mentors and the program would have allowed a smooth transition into the mentor's work environment.
- 1) I liked the Friday sessions, but I feel like we should have had more ways to create bonds with each other. In the beginning, I felt like we were all just there. The bonds got stronger towards the end of the program, but it took a while.
 - 2) If possible, make the program a week or two longer – I truly enjoyed my entire experience and I am sad it has to come to an end.
- 1) Better communication between program coordinators and students (e.g. an accurate itinerary of Friday sessions)
 - 2) Rotation of locations among students to give everyone the chance to see multiple aspects of the healthcare field (e.g. one week at Regional One, next week at Christ Community, etc.)
 - 3) More hands-on activities during Friday sessions similar to something like Kaplan Skills Night
- 1) More activities on Friday – tours and lab experiences elsewhere
 - 2) A better book selection that did not focus on the same topic
 - 3) Better organization and communication from UT staff

- Communication between the students and staff would have made the overall Track I experience more valuable – for example, instead of telling us things that were required of us the day of, it would have been less of an issue if the information was presented to use in the correct manner the day or days before
- 1) I wish I would have allowed myself to think of other ideas or questions for my preceptor.
 - 2) I can always improve on being a better person.
- 3. Based on your TIP experience, have you changed any of your career goals or has your experience confirmed your initial career goals? Please provide us with information regarding a specific instance(s) that contributed to your changes and/or confirmation.**
- I have gained a great appreciation for the time and dedication it takes to be a doctor. My preceptors really nailed it on the head about what it means to be a great doctor and I learned so much from them. My career goals haven't changed – I still want to help people out and improve their lives.
 - It has most definitely confirmed my career goals. I might not want to specialize in anything anymore so I can help a wider range of people, but I still want to go into the health professions to help others. I feel that as a health professional, it is our duty to serve the community. People that specialize in certain things tend to cater towards people that want a certain type of procedure and who can afford it. However, people with general practices cater towards those that need (and sometimes might not be able to afford) a procedure.
 - This has vastly confirmed my initial career goals. I came into the program very open to changing my route or even disregarding medicine entirely as my future, but after experiencing pediatric neurology, I know that is where my heart is. Being with other teams, even the general peds team with neuro patients, simply did not capture my heart or interest nearly as much as neuro did. When I was in between rooms with the other teams, I was either wishing I was with neuro or wondering what was going with *insert patients*! Moreover, I saw many personality characteristics that were similar to my own within the neurology program at Le Bonheur, which further confirmed that I am cut out of the field.
 - This experience has confirmed what I want to do, yet I now see how much hard work it is going to take. I also have seen the downside to my future career as far as death and the continuous paperwork is concerned, but I know that I can do it. I have also confirmed that I don't want to specialize in anything because I find it interesting discovering something new every day.
 - TIP has confirmed my career goals. Getting exposure to diagnostic cardiology was a form of intellectual stimulation that I strive to experience every day, and knowing that the results of the cardiology team's diagnostic efforts were aimed at improving the quality of life of another person made the whole process that much more rewarding.
 - This program has done nothing but reaffirm that medicine is what I want to do a hundred times over. Just being able to work with/see some of the same kids and eventually see their progress – whether it be for better or worse – really affected my perspective on medicine and influenced the kind of the doctor I would hope to be.
 - My career goals has been confirmed. Simply being able to go to a place every day, where I want to be in a few years, was enough for me. Seeing the patients and having that real life work day has only made it that much more obtainable to me.
 - Since my TIP experience, I have been able to validate that I want to become a nurse. As of right now, I would like to go back to school and receive a Master's degree in order to become a Nurse Practitioner.

- No, I have not changed my goals, but it was helped me in my decision making process to continue on the healthcare track.
- The TIP experience has confirmed my goal of wanting to branch into the world of medicine. My shadowing experience can take 90% of the credit because I was so involved in everything that my preceptor did on a daily basis. TIP lectures, talks, field trips, and discussions can take the remaining 10% because those made me realize what it really means to be in an academically professional setting.
- The experience has confirmed my career goals of entering the medical field. Witnessing how many of the doctors are humble and willing to help patients and others that come after them helped confirm my goals. The dentistry lab, although informative and helpful, convinced me that dentistry may not be ideal for me.
- The TIP Program has made me confirm what I want to do. Being able to make relationships with our preceptors helped a lot because they gave feedback on their experiences and journey to get where they are now.
- Having this shadowing opportunity has confirmed my desire to build a career in the healthcare profession. Having experience in the specific focus I desired opened my eyes to what I thought I wanted and has opened my eyes to other focuses to keep my options open. I have confirmed that I want to do something with children, but the focus beyond that will develop in medical school with more experience.
- Based on this experience, I know that I want to continue to follow my career goals. I am almost certain that I know where I want to work and the community that I want to target. Also, from this program, my goals have increased and the bar has been set higher for myself.
- Being a part of this Track I group has given me confirmation of the goals I initially set for myself. I have always wanted to someone within the healthcare industry; therefore, this program has allowed me to see what healthcare and true humanity is. Since I was born and raised in Memphis, I have always seen the lack of healthcare professionals, even African-American healthcare professionals; however, this experience made me realize that I would love to a healthcare professional within the 901 area. Initially I stated that I wanted to relocate to a bigger city, but I have realized while shadowing within a hospital where thousands of people travel to despite their home location, that there will always be a need for more and more healthcare professionals in Memphis.
- I haven't decided what area of medicine I want to pursue as a career and being a part of this program has allowed me explore other options. For instance, I know I would love to work with children – shadowing at a children's clinic has been amazing. I loved the way the children would smile and wave bye-bye to me. Knowing I was a part of that child's visit to make sure they will feel better is the greatest feeling ever.

4. Please indicate to what extent you agree or disagree with each of the following statements.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Program orientation/registration was a smooth and orderly process.	10	5	0	1	0
TIP staff and faculty were sensitive and responsive to my questions and concerns.	4	11	1	0	0

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The Student Assistants were helpful and available as needed.	1	4	6	4	1
Student Academic Support Services and Inclusion (SASSI) was a helpful resource and provided me with the academic and the emotional support as needed.	9	5	2	0	0
I fully understood my responsibilities and expectations as a TIP student.	2	5	3	5	1
My summer experience was enjoyable and beneficial.	13	3	0	0	0
Overall, the TIP Program provided resources and services that will be helpful in the pursuit of my career goals.	13	3	0	0	0

5. For statements that you “Disagree” or “Strongly Disagree,” please tell us why and any suggestion(s) you have to help us improve upon them in the future.

- I feel like the Student Assistants weren’t really present to help us.
- Orientation – there was a lot of uncertainty. Perhaps a list of what to bring and what to expect in the email welcoming us into the program would be helpful. SAs – most of the time, the SAs felt kind of unapproachable. I felt like I was going to be judged. Understanding of responsibilities – I think I can speak of everyone when I say our responsibilities and expectations were VERY unclear. I’m not saying this isn’t how life will be, especially for our prospective fields, and I know that real life makes us figure out what we should do as we go, giving our best efforts no matter what. However, a little bit of clarity would have been helpful. For example, most of us, if not all, thought Fridays were more casual since we were in formal settings most of the week, but we didn’t learn until halfway through the program that this was not the case. I think a brief overview of expectations as far as behavior in our shadowing areas and in our Friday sessions would be very pertinent for future TIP students. Thank you for the wondering opportunity and the invaluable life lessons! All in all, this is such an excellent program and we are incredibly grateful!
- The Student Assistants were not helpful to us in any way because it was often felt as if they were there to critique us. I think the most beneficial Student Assistant was Warren – he told us about his experience and how he learned from them which helped us a lot. I also feel that there were often times when we were not sure what was expected of us so a syllabus would have been very helpful. The timing of the emails could have been better as well.
- I believe the expectations as a TIP student should be explained in detail within a course syllabus, so misunderstandings will not occur.
- The Student Assistants were rarely available in terms of communication. They often dominated any type of discussions were having, particularly the book discussion. If were allowed to lead them with just student participation, they might have been more valuable even with occasional prompting for discussion from the SAs.

Our responsibilities and expectations as TIP students were often vague, given that the nature of the Friday sessions was more relaxed than the program coordinators desired. The coordinators would often have casual conversations with us but at the same time wanting us to apparently be extremely professional. Punctuality is understood as professionalism, but it seems very hypocritical to chastise the students for being when they would be late.

- I don't think the Student Assistants played as big of a role as I expected. They were very helpful during the registration process, but other than that, it just seemed like they were there as more of a fill-in certain times of the day. The book discussion wasn't much of a success in my opinion. I think the guidelines on many different things were not specified which led to many different assumptions which lead to miscommunication among both staff and students. Expectations were not specified as far as attitudes or actions – the only expectations that I gathered from day one was dealing with attire. I think that expectations dealing with professionalism and how we are expected to act should be explained and reiterated, if necessary. Most of the students in the program are just entering college or have been there for a short period of time, so they are adjusting to the professionalism of the college setting and have not begun to think about the level of professionalism that is needed at a school like UTHSC, they differ. I don't think it should be assumed that everyone knows that. Also, I believe that if a certain level of professionalism is expected by students, then it should be expected and practiced by staff. Even though I feel like the Friday sessions could be better planned and organized, overall, the program was very beneficial. I did learn a lot from being here. I am forever grateful to have this experience. Thank you all.

6. Reflecting on the First Tuesday Internship Orientation, please provide us with a least one (1) thing that you found valuable.

- The resources SASSI offers.
- I found the skit valuable – it showed us the general do's and don'ts.
- The learning style evaluation results were so informative and will be something I consider as I think about my study habits for the fall, for the rest of college, and for medical school.
- Learning about HIPPA was very useful because I wasn't aware of these rules and laws.
- The “What I Wish I Would Have Known...” segment presented by the Student Assistants.
- The PowerPoint on how to address and act towards our mentors was very helpful.
- The HIPPA talk was very helpful.
- Learning about the importance of networking and how to network.
- Determining our personality types and working on a group project.
- The discussions on what to expect at the preceptor's office.
- The presentation about the spoken and unspoken rules of shadowing a medical professional was valuable.
- The presentations, especially the one about networking.
- The presentation about what to expect while shadowing that was led by the Student Assistants

- Icebreakers – I think that as a staff, the ice was broken fairly quickly and were able to connect and rely on one another as a group.
- I found the overall internship orientation beneficial. The orientation gave us an idea as to what the shadowing experience would look like, what to expect, and what to do in certain situations. Even though certain things were very different in my shadowing experience, I feel as though the orientation was beneficial and well appreciated.
- I valued the lecture that Mr. Dustin provided us. He enhanced my critical thinking skills and made sure I understood the foundation of networking.

7. What did you find least valuable of the First Tuesday Internship Orientation? Please provide us with at least one (1) suggestion that would have made the Internship Orientation more valuable for you.

- It was a pretty good session – I can't think of anything off the top of my head.
- I feel like some of the Track II students that participated in Track I should have been present to give a little insight about the preceptors and what to really expect when shadowing because they have done what we were about to do.
- Less presentations, or more concise presentations. One entire hour for a PowerPoint is very difficult to hold a college student's attention span when we were basically programmed to go on autopilot unless something is engaging us.
- Too much fluff – most of the presentations could have been streamlined. I understand the value of what was being presented, but it could have been done more efficiently.
- Most of the information that was provided was pretty helpful. I would suggest giving students the option of receiving the information after in case they want to refer to it again.
- I don't remember anything being least valuable, but one thing that would maybe help would be to group teachers and students together based on their college of interest during lunch.
- Having UT alumni health providers come and speak about their experience.
- A schedule for the entirety of the program's Friday sessions, with times and locations of meetings.
- Being in one room the whole day, but that is a necessary part of any orientation. I don't think it needs improvement because all orientations are going to be tiresome in some way.
- Eliminating the constant breaks and waiting gaps would have allowed for a quicker and smoother day.
- Less presentations and more active participation activities (e.g. icebreakers)
- There was nothing least valuable.
- I did not view anything as least valuable about the orientation – everything provided was an essential tool for me.

Please use the following space to tell us at least one (1) thing that you found valuable and/or at least one (1) improvement for the following Friday programming.

8. Internship Discussion/Presentations

- I gained insight about the various tasks other students had during their internship, but it was time consuming.
- I thought they were great – they gave us insight about other people’s shadowing experiences and what they were doing.
- Valuable – made me comfortable speaking in front of my peers, reflection on my opinions and others ; Improvement – more discussion on what we learned during the week at our shadowing locations.
- I enjoyed hearing about other participants’ experiences, but it didn’t have to be an hour long – that just made groups add time fillers.
- This definitely helped with our public speaking skills and helped us become better presenters.
- It was valuable to hear about others’ experiences and passions which facilitated a better sense of cohesion within our group.
- I enjoyed hearing about everyone’s experience.
- Getting to know the people in the program better and I like how the topic was open-ended with few guidelines.
- The variety in each presentation – we all made different avenues of academic fun.
- Clear expectations from the first Friday morning.
- To get a feel of what others did during their internships while sharing your own experience.
- Group reflection on shadowing was valuable ; An improvement would be allowing time for the students to work together during the day on their presentations.
- They were very interactive and did a good job for further breaking the ice.
- I think it was nice to see how everyone appreciated their internship and to see how we all have similar goals in life.
- The presentations allowed me to enjoy group projects more.

9. “Black Man In A White Coat” Book Discussion

- I learned people’s view on race and social economical traits; I didn’t like the redundant nature of the book discussion topics.
- It was a very good book, but I felt our group discussions always came back to a discussion about race. I know that’s what the book was about – a BLACK man in a white coat – but I felt like the book also had other important topics that were just lightly touched on that we could have gone into further detail.
- Valuable – I made me think about areas of medicine that I probably would have previously overlooked and made me mindful of what to consider in the future when practicing; Improvement – COMPLETE student lead discussion. Instead of having an SA or other supervisor interfere, just hand questions to one designated discussion leader and let them handle it. Time was cut very short by things said that were not by a TIP student.
- I loved how we were able to discuss what we wanted to discuss rather than being forced to pick something to talk about, but I feel as though the facilitator should have been more helpful when it came to the awkward silences that often occurred during these sessions.
- Addressed very important topics, but got a bit redundant.
- I feel like the students could have gotten more out of the discussions if they didn’t revolve around the same few topics every week.
- Valuable – I actually read something this summer and I got to hear various takes/opinions on race which is always a good thing.

- It was refreshing to hear the different opinions among the group. I also enjoyed the message the novel portrayed.
- The book discussion was a great idea. If anything could be changed, it would be to let the students know exactly what is expected of them. Maybe provide examples – I found the expectations to be misunderstood.
- More variety of topics within the discussion – we improved upon this a group starting at week four.
- I found the discussion valuable because it allowed the group to relate the text material to current events and situations.
- Honestly, I’m not a fan of book discussions, but I did enjoy the book.
- The book relates to very real and on-going struggles concerning race and healthcare; however, it can a little one-noted with the single issue. Also, discussion would have been better being student led.
- I didn’t get much from it.
- Initially, I found the book very valuable, but once I encountered doctors with various backgrounds, they suggested that the healthcare industry is not exactly how the book portrayed. I feel as though the book continuously touched on the “black and white” issues and that was very depressing. Everything that was discussed throughout the book eventually came back to being “black and white.”
- I learned throughout the book that no matter what might come your way, you can always push through. No one can determine your future but yourself.

10. Meet the Deans Session

- It was a great way to make a first impression. I wish we had more time to talk to them face-to-face.
- This was a very important sessions for me. It gave me great insight into my future college and allowed me to see what I’d be doing, what courses I would be taking, the application and admissions process, etc.
- Valuable – putting a name with a face, having the opportunity to ask questions about admissions ; Improvement – maybe breaking up into groups with each dean and rotating groups halfway to have a more personable, less pressured opportunity to speak and ask questions.
- This was very interesting because we were able to hear exactly what the deans want from future students trying to apply to their program.
- Great opportunity – I appreciated the chance to do this. I would have liked to have had a more personal conversation, but that’s getting greedy.
- This was such a valuable asset in helping us calm our nerves and really getting information that we need to prepare ourselves.
- Valuable – I received very good information about how the admissions process works and what I should be doing now to get ready for it.
- Very informative for students who may interested in applying to UT.
- This was a really fun and insightful experience. No complaints.
- Just being in their presence was enough. Inspiring and personal for any student that asked questions.
- Possibly sitting down individually or in small groups for a few minutes, instead of a large group session, may have been more helpful.
- It was a ticket to get the keys to get into UT. There was soooooo much information provided that was very helpful and useful.
- I learned what puts you ahead of the competition on your application. The medical school maybe needed more deans to break the session off into more intimate groups.
- Amazing opportunity all around – make an impression, ask more specific questions, networking.
- This particular session was beneficial in so many ways. Each representative gave insight on each individual college and a little description about themselves.

11. LGBTQIA Presentation with Nikki

- I thought me a lot of terms that I had no clue existed in the LGBTQ community. Some of the stuff presented could have been covered in more detail.
- This clarified a lot of my questions and was very insightful about how I can be respectful towards the LGBTQIA community in my future profession.
- Valuable – exposed people unfamiliar with the community to new information, made us aware and conscious for the future as healthcare providers as well as the present as culturally aware humans ; Improvement – Nikki said “LGBT” or “LGBTQ” often, but I think it’s important to include a “+” at the end to signify that times are always changing and to be holistically inclusive.
- I feel as if this session should have been optional.
- Interesting, but nothing I hadn’t already heard at my freshman orientation.
- Maybe make the presentation for interactive.
- Valuable – I feel like I won’t be so awkward trying to figure out who’s who and instead, I’ll feel more comfortable just asking people.
- It could have been elaborated more, intrigue the audience more.
- I learned a lot with this presentation. No complaints.
- Informative and great information to know in order to culturally competent.
- Although information, the presentation seemed like it would have been more appropriate for a larger audience.
- It was kind of interesting and can be very useful.
- It opened people’s eyes to the LGBTQIA issues that often go ignored. I STRONGLY disliked how the presentation was opened with “I’m not trying to change anyone’s views” because when giving a presentation on sexual harassment or racism in the work place, you don’t hear people leading with that argument of not trying to change views. Acceptance and kindness are important, regardless of whether or not your understand something, people are people and should be treated as such.
- Miss Nikki was great! Very energetic. She covered a lot, however, it would take longer to break down such a field that is growing. I loved that she was more than willing to answer questions for those who were very lost or hearing things for the first time. She did a great job of bring personal stories that related to the topic.
- Miss Nikki is an amazing and sweet woman and I feel as though her presentation was very beneficial and well appreciated. Being that we are going into different and new environments, it is best to have an open mind about what we will see or the people that we will encounter.
- At first I was unsure about the presentation because I did not understand how it would relate to the medical field because everybody is considered equal. But after listening to Miss Nikki, I was able to understand the frustration that the LGBTQIA community goes through. I did not realize how big of a problem it is for them.

12. Student Assistant Question Panel

- They gave an in-depth look into the life of a med/pharm student. Some of the answers were vague.
- Improvements – SAs could come with a list of advice, things they wish they knew.
- Could have been more structured.
- Good, honest opinions.
- Very valuable in getting a student’s perspective. Maybe next time they could include their struggles of getting into their schools.
- Valuable, but perhaps don’t have it right after the Meet the Deans session. There were some questions that I didn’t think to ask because I was still processing info from the previous session.
- This was helpful to see what we will be experiencing once we enroll into medical school.

- This was extremely informative and I liked how the atmosphere was very open. Maybe ask students to prepare for this session by looking up questions or researching. Some students really didn't know what to ask when the session started.
- Informative and gave everyone an idea of what to look forward to.
- The SAs insight was valuable because they provided the application process through the eyes of a student instead of through an administrator.
- It was kind of dull in that many of use didn't have questions back-to-back. I feel like the SAs should have just given us an overall view of their entrance into their field along with experiences and some things done in the field, like during class, outside of class, etc.
- Gained insight into the life of a student. Could have used more students in all divisions, especially nursing, since there were none.
- The SAs were very open and forthcoming.
- This particular part of the program was somewhat beneficial.
- I did not think the SA Question Panel was valued because they basically repeated what the "Meet the Deans" had already said.

13. Le Bonheur Site Visit

- I loved the Le Bonheur site and the attention to detail they put in the hospital. Our tour guide was pretty dry.
- This was a wonderful tour. I learned a lot of things that I didn't know about Le Bonheur. It inspired me to want to donate to the hospital.
- Valuable – awesome to see what an amazing place we have right here in Memphis.
- I absolutely love Le Bonheur, especially since this was my preceptor site, and it was interesting to see the hospital from an outside point of view rather than the actual hospital. There were many interesting things I learned about the hospital that I didn't know even though I had been working there every day.
- Makes UTHSC that much more appealing.
- Such a fun experience to be able to know the various programs and reasons why Le Bonheur does what it does – I would definitely repeat it.
- Valuable – I live in Memphis so it's great to finally get to see why Le Bonheur is such a great asset.
- I enjoyed hearing the story about the hospital and learning about the different floors.
- No complaints! This was very fun and informative.
- The information the tour guide gave us was abundant and made me appreciate living in a city where miracles take place every day.
- Meeting with doctors that work there and hearing their experiences would have been helpful.
- Things went a bit too fast with the tour, but I did get a better understanding of Le Bonheur and would like to be able to provide help.
- Absolutely amazing experience. Seeing different aspects of the hospital as a unit, perhaps could have broken up into smaller groups to spend time following doctors.
- The tour guide at Le Bonheur was great – hearing the back story of how it was started drew me in even more.
- Le Bonheur is amazing!!!! Ever since I was a child, I have loved that place. I have had the opportunity to tour it several times, however, the tour with Miss Michelle and Track I was the best I've had.
- The Le Bonheur visit was an eye opening experience for me.

14. Pharmacy Compounding Lab

- I love the hands-on approach and working in the lab to make every day things. I wish we could have made more stuff!

- It was fun and entertaining.
- Valuable – it was fun to mix chemicals and a great break to do something hands-on.
- This was the best visit we had because we were able to see first-hand how pharmacists work, as well as the cool things they learn how to make that I never thought about.
- Overall, a good time. While it didn't offer much of an intellectual opportunity, it was definitely fun.
- This was such a fun experience and I would have loved to have had more time.
- Valuable – got to try out another discipline, even if I wasn't good at it.
- I appreciate that we were able to make tangible things.
- The best part of the lab was being able to make something to take home. No complaints.
- Interactive fun is the best type of fun to have. I still use the chap stick that we made in the lab.
- I found this lab valuable because it allowed me to see a different side of pharmacy that I did not know existed. Before the lab, I used to think that pharmacists were not active in making drugs, but only sold them.
- It think it was awesome – we got to make things that we could actually take home. I loved my chap stick, not so much the lollipops.
- Really valuable seeing different aspects of the healthcare system. We could have used more time to actually make some type of medicine or gel.
- I loved the compounding lab. I don't think I would be good at it, but it was a great experience. I loved that we were given the opportunity to take a glimpse into other professions to see if it could possibly be something we want to do or to reassure that it is not something we want to do. I love the chap stick – I still use mine!
- The Pharmacy Compounding Lab was very interesting and nice to be a part of.
- I liked that I was able to make lip balm and candy.

15. *Dental Simulation Lab*

- It was insightful to see the tools used by dentists, but it was a really boring and stale lab.
- Very fun and hands-on.
- Valuable – was great to be able to ask Jack questions. He was very relaxed and a helpful SA.
- This visit could have been a bit more organized – we didn't get to do much in the lab but talk and we only had one machine to practice on per 8 people in a group.
- Most of the time was spent asking the Student Assistant questions. Thirty minutes of the three hour session was actually spent interacting with the simulation.
- A shorter amount of time would be better because Jack ran out of stuff for us to do very quickly.
- Valuable – got to see and actually work with dentistry tools! Also learned about the reality of the cost of dental school.
- It was cool to actually be able to use the equipment and get a trial run of how the lab works, as well as learn about dental school and the students' schedules.
- Too much time was allotted for this lab, however, it was fun and the dental student who led it was very interested in the TIP students' future. He was eager to answer questions and provide feedback.
- Interactive learning was great. Jack has an easy-spirited personality and was my favorite SA.
- The lab could have been slightly shorter.
- It was cool that I got to make holes in teeth. I think I liked Jack the best out of the Student Assistants – he was very friendly and enthusiastic about talking to us. He also provided a lot of information about professional school in general.
- Really valuable seeing another side of the healthcare field from a student perspective.
- Jack was great! He did a very good answering questions not only about dental school, but about the school in general. We were able to try a few techniques and learn things about dentistry. He also did a great job

tying together dental school and the things he learned in life in general, no matter your profession. He was very laid back and open.

- The Dental Simulation Lab was very interesting to see and be a part of.

16. *Professionalism Workshop with Kathy*

- Kathy taught us a lot of important tidbits of information that can help people out with professionalism. I wish she could have given better examples on how the students were being unprofessional.
- Helpful for future endeavors.
- Valuable – awesome points to consider in being aware of our behavior.
- Don't remember this workshop.
- Useful reminder about the fact that how you present yourself matters.
- I liked how brief and to the point it was.
- Improvement – perhaps move this session towards the beginning of the program.
- A lot of good information that made me reevaluate myself.
- No complaints.
- Miss Kathy is so sweet and the professionalism workshop reminded us as students what is acceptable and what is not.
- The presentation was helpful, but it could also be misleading. Throughout the program, I learned that the medical work environment is not always strict and does not require a professional attitude all the time.
- She provided information that be used now and made really good points that easy to remember. I liked her as well, very enthusiastic.
- Good to hear about professionalism from other new face in the UTHSC system, including real life situations with people in healthcare who made poor decisions ; Activities probably weren't necessary.
- Miss Kathy was great! I loved that she brought up the fact that sometimes outside things can affect how a person performs in a professional setting.
- The professionalism workshop was very helpful seeing as how I will soon be working in a professional setting.

17. *Nursing Simulation Center*

- We got to see and learn about a lot of cool gadgets in the nursing station.
- Valuable – good to get exposure of the ins-and-outs of the behind-the-scenes aspect of hospitals.
- I loved this day because we were able to see how nurses train in order to be able to work on real people.
- Best simulation – interesting, engaging, and the nurses had a backup plan if they ran out of simulation tasks.
- This was so fun and the nursing staff were wonderful people!
- Improvement – maybe let us try inserting needs into something or more hands-on activities like that.
- Learning new vocabulary words, working with patients, learning about the veins.
- This was really fun – the two nurses who led it were very fun and made it interactive.
- FAVORITE lab experience – the hands-on learning and academic stimulation from the flash-card game were AMAZING.
- The lab was helpful in seeing the jobs and responsibilities of nurses.
- The instructors were awesome and they had a lot for us to do which was really fun.
- Really incredible seeing this lab where medical and nursing students interact. It could have been better with more hands-on activities.
- The ladies were amazing – they were very fun and kept our attention while teaching us many new things. I loved the game that we played at the end dealing with common medical terms.

- The fact that we all want to be in the healthcare industry, the nursing simulation gave insight as to what that looks like and some of the practices that we all eventually will do. This gave each of us time to connect with possible future authoritative figures in our lives.
- The nursing simulation lab gave us hands-on practice of what we will do in the future as a healthcare provider.

18. Church Health Center Visit

- I loved the concept of bring the doctor to the people. There's not really much I can say to critique it.
- It was very insightful – I feel like it's important to meet where they are. If they can't afford healthcare, I feel like it's still the physician's responsibility to serve those patients.
- Valuable – eye-opening and convicting as future health professionals.
- Very interesting because I didn't know places like this existed in Memphis.
- Incredible concept for a health center – made me consider coming back to Memphis to intern with them.
- I liked seeing what they do, but maybe next time let us know we're going off-site in advance. Also, I think seeing Christ Community would be cool, too!
- Valuable – I had never even heard about the Memphis Plan, so that was good to see how it works.
- This site makes you think about the less fortunate and what you could do to help – it gave me a vision of what I would like to be known for.
- I like this because I learned a lot about the CHC that I didn't know. I had heard about it a lot and students seemed to love it, but I didn't really know what it was.
- Learning the logistics of an operating practice was interesting.
- The elimination of the waiting time would have been great.
- I feel like they could have provided us a better tour, but I understand it was too hot for that.
- Amazing getting to see the side of healthcare that is underserved (which we read about in our book) ; It would have been more valuable if we could have done some sort of volunteering.
- I really like the tour, but I would have liked if we could have rotated a day or two and shadowed there to see how it operates.
- The Church Health Center visit was very nice and interesting to see. I was born and raised in Memphis and had never heard of/never encountered this facility. Therefore, it was very shocking to see some of the amazing things that go on there. Since health insurance could be very expensive and everyone needs it, it was nice to see the services and nice treatment offered to those who can't afford insurance in the 901 area.
- I did not know that the Church Health Center existed. It was great to know this center gives back to the community for uninsured people.

19. CPR-AED Training and Certification

- CPR is a lifesaving skill and I was happy to brush up on my CPR skills in case of an emergency. It was a great presentation and Miss Kelly was awesome.
- Great – something I will most definitely carry with me for the rest of my life.
- Valuable – so informative and so awesome!!!! You never know when some will need CPR.
- This was very fun and it's a useful skill to have.
- Useful skill – grateful that the program gave us the chance to get certified.
- Such a great experience and I am so glad I got a certification out of it.
- Valuable – I had been wanting to do this for a while, but I didn't know how to do so. So that was a really cool thing to do.
- We were able to get certified and learned how to potentially save a life.
- This was one of my favorite parts of the internship. This was uniquely informative because it gave us a skill to have and take with us.

- I've never attended a CPR course and this was a great experience to have.
- This course was valuable in learning a basic procedure that everyone in the health field should know.
- Very useful – I'm proud to say that I'm able to provide help to someone who needs CPR.
- Great to get a useful certification as a future healthcare provider ; Child and Infant certification would have also been great.
- Very quick process – I would have liked to get the full certification (baby, child, and adult).
- Being that I need CPR-AED training for school, I am truly blessed and thankful to be a part of a program in which I received the necessary resources for training at no cost. Thank you TIP!
- I have taken a CPR-AED training before, but to be able to do it again was great.

20. Please provide us with at least two (2) suggestions for additional Friday programming that you think would benefit future Track I students.

- 1) I think that deans from the different colleges should go to the SASSI Conference Room to talk to students so that students can ask more personal questions.
 - 2) More hands-on stuff would be stimulating.
 - 1) More interactive activities
 - 2) Less workshops (especially after lunch)
 - 1) Off campus visit to St. Jude, Choose901, Methodist, dental offices, anything really
 - 2) More hands-on activities – Harvey interactions, blood pressure cuffs, etc.
- Doing research about other pre-professional schools because I know I want to go into medicine but I have no idea what school I would like to go to. Everything else was great.
 - 1) Instead of having filler activities, assign another book that approaches medicine from a different perspective
 - 2) More presentations like the productive app presentation
 - Tour of the research facility.
 - 1) Thinking further than just getting into college
 - 2) What it looks like to actually own a business
 - 1) Introduce them to or show them different places they could go to gain more experience before entering medical school
 - 2) More guest speakers
 - 1) A tour of UTHSC campus and all of the colleges
 - 2) Maybe a workshop about applying to your professional program that focuses on what a student should be doing to prepare to apply
 - 1) More hands-on learning
 - 2) Add academic stimulation
 - 1) A tour of a private and a public hospital to compare and contrast the difference
 - 2) Meeting with physician assistants and researchers in the medical field

- 1) I think a tour of the entire campus would be nice.
 - 2) Better bonds between the other students – I feel like some of the students bonded well, but not all of them. I think activities to make the students bond better would be good. Maybe having the students get in touch with each other before the actual program starts because it's hard to mingle with each other at orientation.
- 1) More hands-on activities spending time doing things like listening to “Harvey The Heart Guy”
 - 2) A set list of expectations for Friday, as well as an itinerary
- 1) Tour of the VA and other sites
 - 2) A better book selection
- Fridays were just as valuable as any other day in my opinion. I feel as though I learned something daily.
 - I would suggest a deeper discussion with the book review.

21. Reflecting on your internship experience, please tell us at least two (2) things that you found valuable about the interaction(s) with your preceptor(s) and/or other staff.

- 1) Everyone in a medical environment must be on the same page for things to work smoothly
 - 2) Patience is key when dealing with patients
- 1) Doctor-patient interaction
 - 2) I saw how the office was a team/family
- 1) Building relationships with people I hopefully will encounter again down the road
 - 2) Having current healthcare providers I can go to with questions and concerns about my future
- 1) The most valuable thing I learned was to be patient because you never know how one word can affect someone's mood or interaction.
 - 2) I also found it extremely important to have great social skills, as well as teamwork skills
- They made me look at myself and how I interact in a variety of settings in a different way. They gave me a real look into the world of medicine.
- 1) I learned a lot from their experiences and it has motivated me to become a doctor.
 - 2) They also showed me how different methods of practicing medicine can be helpful.
- 1) He was a person of color which meant he could provide personal experience and give me advice about navigating through the rest of my life as a healthcare provider.
 - 2) He owned his own business. Although we didn't get to talk much about that, it was nice to see that I didn't have to join a group like I have been planning on doing.
- 1) I loved seeing the doctor-patient relationship
 - 2) Building a relationship with my preceptor and the staff at the clinic (networking)
- 1) My preceptor has agreed to write me a recommendation letter for medical school.
 - 2) My preceptor gave me advice on how to apply to other shadowing programs.
- 1) For even weeks, I was literally able to walk in the shoes of a practicing physician.
 - 2) With my preceptor and her staff, I made bonds that I will keep for a lifetime.

- 1) We would give at least one small presentation every week
 - 2) Interacting with them outside of the hospital for lunch was a valuable experience
- Networking and connections – I feel like I can get awesome recommendation letters from my preceptors, faculty, and even the coordinators for the program. I will most definitely visit my preceptors because of the bond created between us.
- 1) Inter-professional interactions.
 - 2) Time with patients in all aspects of the healthcare field.
- 1) Communication was consistent and done in a timely manner
 - 2) Very well-organized and quick on her feet to fix any issues
 - 3) Pleasant personality
- Being able to rely on my preceptor to answer questions and having a set schedule made my interactions with my preceptor very valuable.
- 1) I enjoyed how my preceptor was very helpful with answering any questions that I had.
 - 2) I like that I got hands-on experience.

22. Please tell us at least two (2) things that would have made your interactions(s) with your preceptor(s) and/or staff more valuable.

- 1) I would have liked to have done more things with my preceptor than just standing around.
 - 2) Knowing better when my lunch breaks would be
- If I would have spoken up more and sooner.
- 1) Giving them a heads up that I was coming because the first week they were not sure what to do with me so often times I was sitting in a chair waiting to assist someone.
 - 2) Making sure that I was exposed to as much medical stuff as possible.
- 1) If the doctor who ended up being my preceptor had known that I was something he was going to have to deal with for two months.
 - 2) If the staff would have given us a full itinerary for Friday meetings.
- 1) If we – and the mentor – knew that we weren't always going to be with one doctor in a hospital environment, then we could have let the other doctors know so they were prepared.
 - 2) I think it would be helpful if the students could be given badge access in the hospital environment.
- Maybe a longer shadowing period?
- 1) I could have asked to do more in the beginning of the experience.
 - 2) More networking
- My introduction and relationship with my preceptor was great – no complaints or advice to change anything.
 - N/A – I believe the experience that I had with my preceptor could not have been any better.
- 1) A clear set of instructions on who our preceptor was
 - 2) Perhaps a chance to meet our preceptor during orientation for a few minutes

- My preceptor mentioned some luncheon that I think would have been nice because lunch during the work day honestly isn't enough. Having a time to meet our preceptor before we start because it's awkward to work with someone that you just meet.
- Different preceptors – a wider variety of preceptors.
- Better form of addressing an issue or problem
- I think if certain things would have been said on the front end, I feel as though that would have made my interactions with the staff here more valuable. My interaction with my preceptor was more than perfect.
- If I was able to go to the hospital with the preceptor to check on the newborn babies.

23. Please tell us at least two (2) things that you can improve upon for your next internship experience.

- 1) I can be more assertive and proactive when it comes to my next internship.
 - 2) Improve my ability to connect with my preceptor and their staff.
- 1) Be more vocal and interactive with the patients – don't be shy.
 - 2) Ask more questions if I don't know something
- 1) ASKING about my expectations so I know I will meet them
 - 2) Arriving earlier to meetings
- 1) Speak up more
 - 2) Step outside of my comfort zone
- 1) Being more attentive during mundane presentations
 - 2) Taking more production active in situations I don't have control over
- I can definitely improve on being more vocal about what I need, as well as being more involved in discussions
- 1) Being more outspoken from the start with my preceptor
 - 2) Getting to know everyone better
- 1) Get everyone's contact information
 - 2) Offer my resume
- 1) Making sure I get adequate sleep so I will be prepared for the early mornings.
 - 2) Writing in my shadowing journal more often and in more detail.
- 1) Switching up my learning style to retain more information
 - 2) Continue to fuel frustration into positive actions – my cup runneth over with determination
- I will be more flexible to change and I will try to take the initiative to meet other people in the hospital other than my preceptor.
 - Always put yourself out there – constantly introduce yourself to people because it leads to connections and networking. Make as many relationships as one can and keep those relationships.

- 1) Being prepared to make my own connections
 - 2) Being more explicit about what I want from the program
- 1) Communication
 - 2) Better networking
- For my next internship, I could improve on my confidence and being more open to new ideas.
 - I would say to be more understanding to the students and be more open-minded to other ideas and suggestions.

24. Would you recommend the TIP Program to your peers interested in pursuing a career in healthcare?

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

25. For what reason(s) would you recommend the TIP Program?

- It is an amazing summer program that will provide hundreds of shadowing hours. Also, it lets you contemplate if you really want to be a doctor. Let's not forget that it is a paid internship!
- It's a great experience. You kind of get to dive head first into the healthcare world. You get to see what it's all about. You get paid. You get to explore different sides of the health professions.
- It was incredible to see what our futures will hopefully look like, build relationships that can be future references in life and on paper, experience clinical settings, and change your perspective of medicine.
- I learned a lot and the overall experience will be very helpful to me especially the shadowing experience.
- Who wouldn't want to get 200+ hours of invaluable shadowing experience, build a strong relationship with a doctor that can provide you with a letter of recommendation, and get paid at the same time?
- This is such a wonderful program that really showed me that healthcare is what I want to do with my life and the facilitators of the program were so helpful in making me realize that. This program is literally the best way to network, learn, and become a better individual for the healthcare field.
- It gives a wonderful opportunity to learn more about the field you're interested in and gives a more realistic view than anything else you could possibly do.
- It allows students to determine if they would like to pursue a career in health.
- It was a great and fun internship experience with lots of amazing opportunities.
- The shadowing experience you gain is PRICELESS. It will definitely reveal to you if healthcare is what you want to embark upon. The SASSI staff is great and supportive, even if they may cause you some confusion on occasion, they are TRULY looking out for your best interests. I wouldn't have done my first summer of college any other way. Inspiring and blessed are not even the words to describe what this experience has given me.

- The program is a great experience to gain exposure and accumulate many hours of shadowing. The residents and medical students provide insight on how to get into medical school through the perspective of someone who recently went through the process.
- Mainly because of the overall purpose of the program, a person gets the best of the best shadowing experience – not just one or a couple days, but seven weeks! Honestly, I think that is beyond extraordinary.
- For the shadowing experience.
- It is a way to network or to decide that this is not the field for you. This program is great motivation and shows what there is to look forward to or expect.
- It is an amazing program to be a part of.

26. For what reason(s) would you not recommend the TIP Program?

N/A

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

- It was an amazing seven weeks here at UT. I hope everyone in the program has a bright and promising future. Lastly, it gives you great appreciation for the medical providers here in the Memphis community.
- I'm very appreciative of this experience. It has been life changing and I'm so glad that I applied. Every day I went home with a smile on my face and told my family about the cool and new things that I learned or encountered each day.
- THANK YOU!!!!!!!!!!!!!!
- I loved the program and feel beyond blessed that I was able to be a part of it. that being said, although it was wonderful, I feel like I need to reiterate the fact that communication and expectations need to be established better between the program directors and certain preceptors.
- The TIP Program is such a valuable experience that I am so glad I spent doing instead of just relaxing during my summer. It really showed me how to be a better professional and healthcare provider.
- Nothing – this was a very enjoyable experience for me and I'm I got to have this opportunity.
- I am grateful that I was chosen to be a part of this program.
- I would just like to say thank you for the experience and I really appreciate all of the work that put into this program. I hope that with all of the unmet expectations that the staff felt for some of the Track I students that not all of the students were seen as unprofessional. I am honored that I was chosen to be a part of TIP and it is an experience that I won't forget.
- I believe all of the TIP students should retain as much information as they can to further expand their knowledge. Eventually, if healthcare is in their future, they will see the same information again.
- The assessments were valuable in determining what study habits I should change and improvements I can make.

- Overall, this has been an unforgettable experience. I am always talking to my family and friends about this program, bragging about the opportunities I have and the things I've done. I just want to say I'm grateful to be able to have gone through this program. Thank you for selecting me and for allowing to have this experience. I'm said that it has to come to an end, but I do hope to be back for Track II. Even if I don't get accepted into it, I will be back and hopefully attending UTHSC! Again, THANK YOU SOOOOOOO MUCH!
- Be sure to know your own potential preceptors in case the program doesn't have what you need or are interested in.
- I appreciate everyone who took the time out to make this program possible. Thank you.
- I'm very happy that I was a part of this program.

TRACK II COURSE AND PROFESSOR RATINGS – DAT/MCAT/PCAT

Number of students polled: 16

1. Reflecting on your overall Track II experience, please tell us at least three (3) things that you found valuable.

- 1) The Kaplan online course
- 2) Super helpful staff
- 3) Meeting the deans

- 1) The physics classes
- 2) Additional help sessions facilitated by the Student Assistant
- 3) The Kaplan course

- Reflecting on my overall Track II experience, I can honestly say I found 1) Kaplan practice/lectures, 2) in-class lectures with Mrs. McCormick, and 3) the SASSI staff – Tia, Cynthia, and Kamaria – extremely valuable to my progression within the dental field.

- Three things that were valuable to me was first and definitely the most valuable was access to the Kaplan course, the biology class sessions, and time allotted to study on my own.

- 1) I really enjoyed being on the UTHSC campus! It was motivating and it gave me an idea of what it might be like to be a med student here!
- 2) The Kaplan course with the materials was great! There is so much material to review and it would have been so expensive to purchase all of the resources without this program.
- 3) I thought that the staff was a valuable resource. I met with Kathy a couple of times throughout the program and we helped to refine my study habits/schedule. The student assistant was also very valuable! He was there every single day and he was committed to helping each of us understand difficult concepts.

- 1) The practice exams were a great addition to my studies.
- 2) The physics professor was outstanding.
- 3) All of the content available to us on the Kaplan website.

- 1) SASSI was so encouraging and really made it intentional to care about the students.
- 2) I did not expect to make any friends, but it was hard not to do because TIP had such a great group of people! Pushing each other and keeping each other accountable helped me strive for bigger goals.
- 3) The Kaplan program was extremely helpful – out of all DAT study methods, I feel like Kaplan mimics the actual DAT the closest.

- I found the books, practice tests, and the online resources very helpful.

- 1) The Kaplan program
- 2) Meeting with the deans
- 3) Study material

- I enjoyed my Track II experience. I really thought that the psychology/sociology and physics sessions were very useful and helpful. I enjoyed meeting the deans and hearing a little about medical school and the overall application process. I also thought that Kaplan was helpful.

- 1) The books
- 2) The practice tests

- 3) The online videos
 - 1) I found that being able to use the Kaplan study materials to enhance my success for my test was great.
 - 2) I enjoyed being able to meet the deans and gain more knowledge about the college. It was great to be able to hear from them what they are looking for in an applicant.
 - 3) Just being on the UTHSC campus is inspiring and keeps me motivated to continue my education and hopefully become a student at UTHSC.
- 4) The Student Assistant was able to clarify a lot of material
- 5) Having access to the building as well as time within the schedule allowed more focused studying
- 6) The Kaplan material was awesome regarding MCAT-style questions
 - 1) The Kaplan course
 - 2) On-campus classes
 - 3) Open door policy with faculty
- 1) Meeting with the Dean of Admissions
- 2) Meeting with a dental student from UT
- 3) Kaplan resources
- 1) The Kaplan program
- 2) Having a former medical student to help us
- 3) Being able to work with the teachers to help us with our studies

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

- 1) More time to study on own
 - 2) Less time in class
 - 3) More practice questions – how to handle the passages, not just content
- I feel as though a chemistry professor with more of a collegiate teaching level may have been more valuable. During my time here, I was not able to learn organic chem because the professor did not have a background of orgo. Other than that, my overall experience was great.
- 1) I think implementing a class that goes over math would have been helpful.
 - 2) A teacher with more knowledge in advanced chemistry, as well as general chemistry.
 - 3) More biology classes would have been helpful – there were a bunch of chemistry and very little bio, I would have rather had them evenly split.
- 1) It would have been better if there was not so much lecture time. Each of us have taken the classes so we really just needed a quick review and then could spend the rest of the time practicing the concepts with questions.
 - 2) Also, we spent so much of our class time covering physics which is only 15% of one section. The physics professors were outstanding, but it would have been more valuable to just hit the high yield topics and then dedicate more time to subjects that were a larger percentage of the test.
 - 3) I wish there was scheduled study time in the day that made us stay on campus the full period of time.
- 1) Less content review – we could have just read the books and they took up our whole day.
 - 2) The meetings we had with the advisers were frankly a waste of time. I obtained nothing from those meetings.
 - 3) All of the teachers (except the physics teachers) read straight from the PowerPoints.

- I think time was something I found the most valuable, and unfortunately, something I felt like I needed to fight for. It was hard to study according to the classroom lecture pace when I could cover the information by myself faster. Towards the last few weeks, I found myself listening to material that I had already covered weeks ago. It made it hard to feel like I wasn't wasting my time.
- 1) Have actual KAPLAN TEACHERS doing all of the content review in June AND THEN start doing practice questions with teachers every class period in July.
 - 2) Taking practice tests every Friday during the program, or at least one day out of the week.
 - 3) Having personal study time still on campus in the afternoon on some days, so we can do online Kaplan work.
- 1) More self-study time
 - 2) More class time going over questions and applying the knowledge
 - 3) Less time spent on workshops such as time management, stress, and note taking
- 1) I think that the MCAT students should have had more sessions in biology and less in physics.
 - 2) I also think that maybe having sessions in organic chemistry and biochemistry would have been useful.
 - 3) Also, maybe we could have had a brief session about what types of things are good and not good to put in a personal statement for the medical school application.
- 1) Less time spent on strategy with the Kaplan class online
 - 2) Less time going through content with the teachers – more time doing practice questions with the teachers
 - 3) More time to do self-study
- 1) Being able to have more individual study time instead of being in class all day
 - 2) More one-on-one time with the teachers
 - 3) Teachers who are more knowledgeable about the MCAT exam
 - 4) Less content review with teachers and more practice over the actual questions that will be presented on the MCAT
- 1) Regarding the structure of the program, I think that Kaplan teachers may be more efficient with the content and strategies versus high school teachers who are not familiar with the test. The physics teachers were allotted too much time that could have been spent in other areas that weigh more percentage wise on the MCAT, such as biochemistry and behavioral sciences. Also, I think section tests should be implemented into the schedule with the teachers so that we can review together.
 - 2) The preliminary testing through SASSI should be done online prior to the program, if possible.
 - 3) At least three full-length tests mimicking a normal testing site should be integrated into the schedule instead of just one.
- 1) More time!
 - 2) Food
 - 3) In-class instructors having specific material for DAT, MCAT, etc.
- Classes focused more on the DAT.
 - Instead of the teachers teaching us and reading information off their PowerPoint slides that we can read in our books, I think it would be more beneficial if the teachers told us what chapters to read before class and then we used class time to ask questions and do practice problems with the content we already know and have reviewed prior to class. Most of the content is already review for us, so there is little point in re-teaching us because we easily reminded of it when we read it or watch the Kaplan videos – where we struggle is applying the content to the MCAT questions. I felt as if I was wasting valuable time in class every day with the

teachers just reading off their PowerPoint slides to us because I would have to go home after class and watch the Kaplan videos and read the chapters again so I could complete the Kaplan program and that takes a lot of time. I felt like I was wasting time because I did not have as much time to do practice problems since I was trying to complete all of the content we had to review. But if we could have reviewed the content the night before and then practiced the next day, it might have been more beneficial. However, the physics teacher was very helpful and his classes were very valuable because physics is a little more difficult to read and understand from a textbook.

3. Please indicate to what extent you agree or disagree with each of the following statements:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Program orientation/registration was a smooth and orderly process.	10	2	3	0	1
TIP staff and faculty were sensitive and responsive to my questions and concerns.	9	5	2	0	0
The Student Assistants were helpful and available as needed.	11	2	3	0	0
Student Academic Support Services and Inclusion (SASSI) was a helpful resource and provided me with the academic and emotion support as needed.	8	5	2	0	1
I fully understood my responsibilities and expectations as a TIP student.	13	3	0	0	0
My summer experience was enjoyable and beneficial.	6	10	0	0	0
Overall, the TIP Program provided resources and services that will be helpful in the pursuit of my career goals.	9	7	0	0	0

4. For statements you “Disagree” or “Strongly Disagree,” please tell us why and provide any suggestion(s) you have to help us improve upon them in the future.

- The orientation was too long and pointless – many of the presentations were frankly a waste of time. I never used SASSI.

5. On a scale from 0 to 10, how prepared are you to take your admission test?

Answer	Response Count	Response Percent
0		
1		
2		
3		
4	1	6%

	Response Count	Response Percent
5	2	13%
6	5	31%
7	7	44%
8		
9		
10	1	6%

6. Please indicate to what extent you agree or disagree with the following statements:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I used my self-study time effectively.	7	7	0	2	0
I maximized the Kaplan material to its fullest extent.	4	9	3	0	0
I made necessary changes to my study habits as needed.	6	7	3	0	0

7. Please tell us what could have been done differently to help you feel more prepared to take your admission test.

- Used a variety of resources.
- I just needed more time to study on my own and practice problems, not just in-class lecture.
- More PAT help.
- Going over the Kaplan full-length practice on my own helped a lot, but I would have liked to have had an entire class dedicated to reviewing the test together.
- I just needed more self-study time. The lectures during the day were not very helpful and they took valuable time from actually studying the topics I needed to cover.
- Less content review and more practice exams!
- Possibly schedule my test date to a later date. I did not expect certain mandatory events to take up so much study time.
- Give more self-study time because I barely had any for myself after all of the class time we had. I think it would be beneficial to get teachers that have actually seen the format of the MCAT so they know how to teach us more effectively and how to approach the questions. That is why I feel like using Kaplan teachers is best. If regular teachers are used instead of Kaplan teachers, this program will not be effective in years to come.
- I felt like too much time was dedicated to classes and workshops, to the point where I would be exhausted when I return home to absorb and go over the information.
- I believe that this program did a great job preparing me for the admission test and it is now up to me to finish it strongly.

- Let the teachers see how the tests are and guide teaching around the tests because too much time was spent on things that we didn't need to know for the test. Also, I would have preferred to do more practice questions than content review seeing as how we were given the books and the online videos to study content.
- More practice time with the actual MCAT material and less content time with the teachers. The teachers really didn't know what to expect from the exam and couldn't really help us answer questions.
- More time spent on approaching questions and passages instead of content that was known by the majority of the class and/or that has either been removed from the test or not high yield material. Overall, it was like we only prepared for physics, biology, and psych. The other subjects were neglected.
- Nothing in my case – very helpful. I'm applying soon!
- Instructors that focused on the DAT.

8. Overall, how would you rate the quality of content of the review sessions (if the class does not apply to you, please choose N/A)

	Very Good	Good	Fair	Poor	Very Poor	N/A
Biology Review	3	6	7	0	0	0
Chemistry Review	1	1	4	7	3	0
Physics Review	5	1	3	1	0	6
Psychology Review	4	6	0	0	0	6

9. For "Poor" or "Very Poor" responses, please tell us why and provide at least one (1) suggestion for improving the quality of the content of the review sessions.

- It was very unorganized, scattered, and inefficient half of the time. The professor would repeat his lectures for three sessions in a row, made many mistakes, and seemed to be confused at times.
- Don't get stuck on a subject for more than one class and knowing organic chemistry would have been helpful.
- There needed to be an addition of organic chemistry implemented into the chemistry review session.
- The chemistry teacher made many mistakes and did not utilize his time wisely.
- The teacher was not very effective at teaching the material and was not confident in teaching it as well. I suggest you give them more resources to study the MCAT format at least two months in advance.
- Get a teacher who doesn't teach at a high school level. During all of the reviews, allow the majority of time spent to be spent on being able to answer MCAT questions and apply the knowledge. PRACTICE PRACTICE PRACTICE!
- The chemistry teacher wasn't confident in teaching the material. Also, we had a hard time getting us to understand the information. He knew the material, he just couldn't effectively relay the information. The

physics teachers took way too much time going over content. Things that I was taught in an hour of my college physics class took us about two sessions to cover. Also, we did experiments, which were fun, but ultimately a waste of time seeing as how we won't do that stuff on the test.

- Chemistry should have been a class that we had at least twice a week, but since we only had it once, our teacher was unable to maximize that time in class for us. He seemed unaware of how to even answer most of our questions when we would ask. When we went over some of the MCAT questions, he was unable to answer a majority of them.
- The instructor knows chemistry in general, however, he was not familiar with the structure of the test in chemistry. He could not perform calculations and he also had no knowledge of organic.
- For chemistry, the teacher was all over the place and hard to follow. We wasted much time on the same material over and over again. The content was not very helpful either. He talked too fast and it was hard to read his handwriting on the board. I did not get much out of his class, unfortunately. I think he is smart, however, I just think he had trouble teaching us for the MCAT rather than teaching high school students.

10. Overall, how would you rate the quality of instruction of the review sessions? (if the class does not apply to you, please choose N/A)

	Very Good	Good	Fair	Poor	Very Poor	N/A
Biology Review with Laura McCormick	3	7	6	0	0	0
Chemistry Review with George Richardson	1	0	5	9	1	0
Physics Review with Wayne Mullins and Evie Cornell	6	1	2	1	0	6
Psychology/Sociology Review with Dr. Bruce Keisling	5	5	0	0	0	6

11. For “Poor” or “Very Poor” responses, please tell us why and provide at least one (1) suggestion for improving the quality of instruction for the review sessions.

- Organized lecture.
- Mr. Richardson did not have a solid background of organic chemistry and we did not go over that once the entire summer. This was one of my poorest sections, so help would have been very beneficial.
- The chemistry instructor did not know how to work a majority of the problems and did not get through all of the material.
- Some days I did learn, though it was hard to follow his lecture style at times. I would recommend not repeating the same lecture more than once.
- Richardson didn't know organic chemistry and struggled when teaching the class general chemistry. His lecture had no structure and he talked way too fast. We spent three days doing over the same material. I felt his class was not an efficient use of time.

- Have a teacher who is more knowledgeable with the MCAT chemistry content and is able to help based on what we need for that section.

Please use the following space to us at least one (1) thing you found valuable and/or at least one (1) improvement for the following workshops/sessions.

12. Assessment Results/Learning Styles Workshop with Courtney

- Interesting, but slightly lengthy and repetitive.
- It was interesting finding out what kind of learner I was and potentially helpful ways to study.
- I found the Learning Styles Workshop EXTREMELY helpful! My reading score has gone up since then.
- This was valuable because I was able to see exactly where I needed improvement and what to work on in the short amount of time I had to prepare for my exam.
- I thought that seeing my learning style was valuable. I learned that I am very balanced in how I approach my studying.
- Did not find this useful whatsoever in my time here.
- Learning about the learning styles was interesting. Although I learned something new, it did not impact my study methods any differently.
- I enjoyed figuring out my weak areas so that I can improve.
- I think it was a waste of time – too much time was spent on someone telling me what I already knew about myself.
- I enjoyed this session and I have no suggestions.
- I believe that this workshop was beneficial in helping me find out the best methods to study based on my learning style.
- I liked knowing what kind of learner I am and I used those materials over the summer to be able to study for my exam.
- Pro – I was able to see my learning style on paper and even leaned things about myself I was not aware of ; Improvement – I think they should provide more suggestions for becoming more efficient in your learning style or partner people to see if it works for a study session.
- Definitely learned how to move on when I didn't know the question to save time. That was big for me.
- I appreciated finding out how I learn best and what things I should use to help me study.

13. Time Management Workshop with Tia

- Interesting, but slightly lengthy and repetitive.
- Making a schedule for my time was helpful.
- Miss Tia was awesome! My individual session with her really gave her an idea of my daily struggles and anxiety. She was very patient with me and together we came up with a plan to help me cope with the things that distract me.
- This was helpful because it made me sit down and make a schedule.
- Time management is, of course, the most valuable and most difficult habit to master. It was helpful though.
- Remove this session because everyone knows about time management at this point in their life.
- Some interesting points were made, but at the same time, I felt like it bordered on common sense. Ironically, a time management workshop made me anxious to study because I felt like I was wasting study time.
- Found good resources for time management.
- I think it was a waste of time. The fact that we made it through college and got into this program should show that we have good time management.
- I enjoyed this session and I have no suggestions.
- Tia gave us great tools to be more effective at managing our time.

- I enjoyed learning how to set aside time to be able to do all of the things that I like to do and still have time to study.
- Pro – I was able to create a schedule ; Improvement – I think the workshop could be online.
- Learned how to execute major decisions to change what’s needed to get ahead.
- This wasn’t very helpful for me, but that is because I don’t have a problem with time management.

14. Test Taking Workshop with Kathy

- Interesting, but slightly lengthy and repetitive.
- It was helpful.
- Good workshop!
- This helped with test taking skills.
- I enjoyed finding the “doctors” in questions.
- The Kaplan courses were more important than this session.
- I do not recall learning anything new.
- Helped me with test taking strategies.
- I like how we came up with test taking strategies.
- I enjoyed this session and I have no suggestions.
- The test taking workshop was nice and informative.
- Pro – she gave a great presentation ; Improvement – I think the workshop should display MCAT strategies.
- I’m ready and learned that practice questions are key.
- More examples on how to take a test would have been helpful.

15. Test Anxiety Workshop with Marcy

- Interesting, but slightly lengthy and repetitive.
- Learned how to manage my anxiety in different ways.
- The test anxiety workshop was something I had been looking forward to especially since I deal with a lot of test anxiety. After seeing Marcy she provided me with effective strategies to help me cope with anxiety on test day.
- This actually showed me that I have a small form of test anxiety that I didn’t even know I had. Knowing this helped me to adjust in certain situations.
- This was a helpful workshop to me because it showed how serious of an impact lack of sleep and chronic stress can have on an individual.
- Not everyone has anxiety when it comes to taking tests. This should be an individual topic of individual people.
- Some interesting points were made, but at the same time, I felt like it bordered common sense. Learning about coherence was my biggest takeaway.
- Helped me understand how to overcome some test anxiety.
- I like the meditation.
- I enjoyed this session and I have no suggestions.
- I believe she was great in providing us with different methods to relax and relieve some stress.
- The test anxiety workshop helped me because I used the strategies she taught us for relaxing while taking our exam.
- Pro – the suggestions were definitely applied during the program ; Improvement – I think the workshop could be done online.
- I’m not nervous at all about the exam.
- More examples of how to deal with test anxiety would have been helpful.

16. *Note Taking/Electronic Apps Workshop with Courtney and Derek*

- Helpful!
- I liked the apps that would close down your social media while you wanted to study.
- I found the note taking workshop EXTREMELY helpful! My whole notebook is filled to the max! Loved it! Also, Derek provided good feedback about apps, etc.
- This was helpful, but at this point, I have already figured out what type of note taking works for me. However, I may implement these in professional school.
- It was good – probably would be more valuable as an incoming medical student.
- Remove it. I did not utilize any of the expensive technology that was presented.
- Interesting, but it did not impact the way I studied. I did not use any of the apps mentioned either.
- Found out new tools such as apps that can help me with taking notes in future years.
- I loved it – they introduced us to study tech I didn't know existed.
- I liked how this session gave us different ways to take notes to maximize what we learn. I have no suggestions.
- The note taking/electronic apps workshop was nice. I didn't know about some of the apps that they showed us can be used for studying.
- Pro – this team gave great advice and showed me things such as the Schulte Table and a new strategy for note taking ; Improvement – the electronic apps that are mostly geared towards medical school could be omitted.
- Very helpful!
- This was not very helpful to me, but that's because I like the way I take notes already. However, I did like the Cornell note taking and I am trying that now.

17. *“Meet the Deans” Session*

- Amazing and super super super super helpful!!!!
- Understanding the process of applying to medical school and what not to do on your application.
- LOVED Dr. Covington! Very helpful and caring. I felt like he was very genuine when he said he is going to look out for the TIP students when it comes to submitting applications. He answered all seven questions I had and provided me with effective feedback for ensuring my success in the dental program.
- This was by far the most helpful sessions because not only were we given a networking opportunity, but we were able to ask questions and get valuable information and it helped to ease some of the stress and anxiety of applying.
- I enjoyed “seeing” who the deans were and listening to them answer questions, but it would have been much better to have some type of personal conversation.
- Extremely disappointing – I thought we were actually going to the meet the deans and not be given a lecture on things we already knew.
- Very helpful and encouraging; sometimes there were too many basic questions from Track I students.
- Enjoyed hearing some of the requirements that UT looks for in an applicant.
- Very useful! I felt like I was given plenty of insight! I loved it!
- I enjoyed meeting the deans and hearing about medical school and the application process.
- I believe the thing that would have made this experience better is probably unchanged. I would have enjoyed more individual time with the deans, but I know that since there are so many pre-med students, it's impossible.
- I enjoyed the “Meet the Deans” session. It was great to be able to hear from them and to know that they expect from applicants to be admitted to UTHSC.

- Pro – we were able to meet the people we need to impress ☺ ; Improvement – the deans could be more detailed about what they want from applicants. Since there are two people, they should split the group up to be more personable.
- I can't wait to be a student under Dr. Covington – he is awesome!
- This is very helpful, however, I wish we had more time to ask them questions or one-on-one time with the deans to ask them more persona questions that we wouldn't want to ask in front of the group.

18. One-on-One Meeting with an Educational Specialist

- Helpful!
- She gave helpful suggestions for managing my stress and schedule.
- My Educational Specialist was Tia. Overall, Tia was a very effective and nice mentor to have.
- I would have liked to have been given a list of specific programs to go along with the things I needed to improve.
- It helped me understand what I needed to work on and how to work on it.
- Not useful whatsoever – just explained the results of the tests.
- She was very encouraging.
- Introduced me to how the Question Log works and I have used that method.
- I like how we came up with a test takings strategy.
- I enjoyed this session and I have no suggestions.
- I believe Tia was helpful in confidence building and she gave me great support. I don't think much improvements should be made in this area.
- My one-on-one meeting with an Educational Specialist was helpful because she gave me a lot of ideas of how to study and how I could maximize my time while studying.
- Pro – Courtney was very encouraging and gave great advice ; Improvement – we should meet with the Ed Specialist through the program.
- Everyone is special and I pray that I'm here to get more help and knowledge from you all!
- I would have liked some more examples on what I can to help me learn best as a student.

19. HeartMath Meeting with Marcy

- It was fun doing the program and seeing how your rhythm changed on the different levels. It helped during my practice tests at times when I was getting distracted.
- The HearthMath meeting with Marcy was great. I learned that I was pretty coherent and she provided me with the tools that I will need on my test day if I'm anxious.
- This allowed me to help control anxious feelings.
- The heart coherence exercise was fun and valuable.
- Did not utilize anything.
- She was great! The coherence exercise was very interesting.
- Helped me realize the value of meditation to calm test anxiety.
- I enjoyed the breathing exercise. It helped with the stress.
- I enjoyed this session and I have no suggestions.
- I enjoyed the HeartMath meeting and I thought it was really cool to know that I can control and maintain a healthy state of mind during this stressful time of studying for my exam.
- Pro – it was soothing ; Improvement – this should be optional, like the classes that were emailed through the program.
- Great!
- This was very helpful. I liked learning the technique to calm down and breathe. I use this very often now.

20. Please provide us with at least two (2) suggestions additional programming that you think would benefit future Track II students.

- I don't think the workshops should be as long because that takes away time from studying. Unless you feel that you need help in those areas, you don't need to go to them. I feel like these programs cover all the bases.
 - 1) Definitely letting the students take at least one practice test under real test day conditions
 - 2) Provide them with a solid chemistry/organic chemistry teacher (maybe separate the two)
- - 1) Implementing group study sessions within specialties
 - 2) Longer classroom time
- - 1) I think a tour of the full campus would be incredible! We are all here because we hope to one day be a part of the UT family so it would be have been beneficial to see the whole campus and what it has to offer.
 - 2) I think that more built-in practice exams would have been beneficial. I did many practice exams on the weekend, but I really found that the last practice test that was taken in GEB was very useful in mimicking the actual test environment.
- Remove the technology session and anxiety session.
- Assessments are always helpful in that you learn how you study, but I would hope that students desiring to go to go to professional school have already figured out what works best for them. The assessments were time consuming and personally not very helpful to me.
 - 1) Possibly different aspects of the AMCAS application
 - 2) Workshop on how to become a stronger applicant
- Less time spent on workshops. If they are going to be incorporated into the program, they shouldn't take three hours. I think that the workshops should be optional. I think it's a good idea to have them, but I feel like it should be up to the discretion of the student if they want to go.
- I don't have any suggestions for additional programming, but maybe you can spread the workshops out so we have 4 or 5 in one day.
 - 1) I believe more self-study time would be beneficial.
 - 2) I also think it would be beneficial to provide the students with teachers who have some knowledge about the test format.
- - 1) It would be nice to have a workshop that explains the application process and what should be done prior to applying for medical school.
 - 2) Having someone review our resumes and personal statements so we can put our best foot forward and help our applications stand out.
- - 1) A workshop that addresses application questions and personal statements
 - 2) The deans or a representative from admissions should incorporate interview skills/strategies
- Introduce Crack the DAT and other resources earlier in the program!
- Maybe more meetings throughout the program to track progress and see if our methods have been beneficial, and then be given more examples about what we can do to further help us improve.

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

Answer	Response Count	Response Percent
Yes	14	93%
No	1	7%

22. 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 at UTHSC	14
Diversity of faculty/staff/students	8
Location/cost of living	14
Size of institution	11
Supportive academic environment	14
Reputation	9
Experience of others at UTHSC	11
Cost of tuition	11
Other* (responses below)	3

Please describe your reason(s) for choosing "Other."

- Of course the city of Memphis itself! I love this city and I hope to stay here and give back as much as possible the community when I become a doctor. Memphis is the greatest city in the world and there are so many opportunities in medicine in this like, including St. Jude and Le Bonheur.
- Parents are Alumni.
- I LOVE UTHSC ☺

23. Please explain your reasoning for not selecting UTHSC.

- I am still unsure of which school is my first choice.

24. Would you recommend the TIP Program to your peers interested in pursuing a career in healthcare?

Answer	Response Count	Response Percent
Yes	15	100%
No	0	0%

25. For what reason(s) would you recommend the TIP Program?

- It was just such a beneficial, rewarding, and useful program. I truly feel honored and lucky to be chosen to be a part of this program.
- Overall, my experience in the program was good and everyone was helpful and nice. The program is very helpful in providing many resources to help you reach your goal.

- For myself, I've already taken the DAT once and I saw that the way I was studying was not effective in scoring high. After doing the TIP Program, I feel better prepared, focused, and less anxious.
- So they have the opportunity to improve their test scores.
- It is very beneficial being on campus and seeing all of the support one will have when they're accepted here. In Track II, they provide so many resources that most minority college students could not afford alone.
- Excellent indicators for tests.
- Helps you score well on the test and the great group of people who want you to succeed.
- It is way more beneficial than studying on your own. You get FREE resources that normally cost thousands of dollars.
- They offer great study materials and insight on how medical school and the health professions work.
- I think that this is an excellent program for any student that wants to enter a healthcare profession.
- I believe TIP is a great program for future medical professionals. I did TIP Track I and I enjoyed the experience as I received valuable information in patient-physician interactions. In TIP Track II I was able to meet other pre-med students who have motivated me to take the MCAT and given me encouragement throughout the program. I was on the fence between med school and PA school, but now I believe I will go to medical school.
- I would recommend the TIP Program because it provided me with a background for my exam and the study materials necessary to be successful. Without this program, I would not have known how to study for my exam or how to even apply to take the exam.
- The TIP Program is a blessing because you are offered a program that costs around \$2000 and they provide a stipend which keeps us afloat.
- Definitely sets the stage and a pace to get you in school.
- It is an amazing opportunity that not many people get to help prepare for the MCAT! It is one thing to prepare on your own or just take a Kaplan class, but it's another thing to have help from teachers, medical students, and a medical school.

26. For what reason(s) would you not recommend the TIP Program?

N/A

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

- I would sincerely like to thank everyone who is a part of putting this program together. It truly was amazing and unbelievably helpful.
- I enjoyed the people I met and I hope we can all be in med school together.
- Thanks so much for the AMAZING opportunity!!! Forever grateful!
- I am thankful that I got the opportunity to be a part of it.

- I loved it!
- Great people and great friends.
- I would let students know before the program starts to recommend scheduling their test at least one week after the program.
- Thank you for accepting me! I know this program has helped in my MCAT performance!
- I appreciate the extra time our teachers and Student Assistant spent with us outside of scheduled hours.
- Overall, my TIP experience was good. I do believe too much time was spent on content that is not required for the test, but I made valuable connections with my fellow classmates and staff. I appreciate the teachers for spending time on us to come and teach us on and off campus and the HCP staff for paying for the Kaplan course, which I would not have been able to get if I had to pay for it on my own. So, thank you for allowing me to be a part of this program.
- Overall, I enjoyed my TIP Program experience and everything that was offered and made available to me. I enjoyed getting to know the staff over the program, the individuals who work in SASSI, my SA, and being able to meet the deans! This has been a great experience and I want to thank you for allowing me to be a part of such a great program!
- Continue this program! Please make revisions with the content/teachers so that when students leave they can feel like they can reach their ideal score instead of being pressed for time to do more preparation and possible reschedule.
- I matured more in the last six weeks than the last six months because everyone here pushes you to be that way. Very involved and professional environment. Love the quality of care here.
- Thank you for the experience!

TRACK II COURSE AND PRECEPTOR RATINGS – GRE

Number of students polled: 3

1. Reflecting on your overall Track II experience, please tell us at least three (3) things that you found valuable.

- 1) Being able to experience how the test works
 - 2) Having enough resources to prepare for the test
 - 3) Having the ability to shadow at a facility/clinic
-
- 1) The online lectures
 - 2) The PSR program
 - 3) The Kaplan GRE books
-
- 1) The ability to shadow while preparing for the GRE
 - 2) Being amongst a group that is aiming for one goal – graduate school
 - 3) Meeting deans and networking with others

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

- 1) Breaking down into smaller segments in order to reduce some of the workload
- 2) Maybe having due dates on some assignments
- 3) Having the biweekly time reports recorded online and sent to SASSI

- 1) If the GRE students had an SA like the other disciplines within Track II
- 2) Some form of tutoring for our areas of weakness
- 3) An opportunity to choose what form of physical therapist we shadowed (e.g. in-patient, out-patient, pediatrics, etc.)

3. Please indicate to what extent you agree with each of the following statements:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Program orientation/registration was a smooth and orderly process.	1	1	1	0	0
TIP staff and faculty were sensitive and responsive to my questions and concerns.	2	1	0	0	0
The Student Assistants were helpful and available as needed.	0	2	1	0	0
Student Academic Support Services and Inclusion (SASSI) was a helpful resource and provided me with the academic and emotion support as needed.	2	0	1	0	0
I fully understood my responsibilities and expectations as a TIP student.	2	1	0	0	0
My summer experience was enjoyable and beneficial.	1	1	1	0	0
Overall, the TIP Program provided resources and services that will be helpful in the pursuit of my career goals.	2	1	0	0	0

4. For statements you “Disagree” or “Strongly Disagree,” please tell us why and provide any suggestion(s) you have to help us improve upon them in future.

N/A

5. On scale from 0 to 10, how prepared are you to take your admission test?

Answer	Response Count	Response Percent
0		
1		
2		
3		
4		

	Response Count	Response Percent
5	1	33%
6	1	33%
7		
8	1	33%
9		
10		

6. Please indicate to what extent you agree or disagree with the following statements:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I used my self-study time effectively.	1	0	1	0	1
I maximized the Kaplan material to its fullest extent.	1	0	1	0	1
I made necessary changes to my study habits as needed.	1	1	0	1	0

7. Please tell us what could have been done differently to help you feel more prepared to take your admission test.

- Just having more time.
- I wish there had been a full-length GRE that we had to take the last week of the TIP Program.
- For the GRE students, I wish we had a student assistant that helped us when we still didn't understand the online class or the course online. For me, I utilized the SA for the MCAT students to help me with the GRE who was a significant help. For meet the deans day, the PT students didn't necessarily get to meet the deans for PT school. I wish that we had gotten a chance to meet them regardless of the size of our group. I wish we had a time when we could talk about applications or have mock interviews with some people in admissions to help those that were currently applying. Add more students to the GRE class because I feel like that is the reason we didn't have a Student Assistant and less attention was paid to use because we were a significantly smaller group.

8. Reflecting on your internship experience, please tell us at least two (2) things that you found valuable about the interaction(s) with your preceptor(s) and/or other staff.

- 1) Preceptors were really nice in explaining what they were trying to accomplish
- 2) Gave me the opportunity to help in the clinic
- 1) I really loved the environment – they really allowed me to be a part of their schedule and made it an active learning experience for me.
- 2) They were also open to answering any questions I had.
- 1) My ability to ask numerous questions helped apply what I had learned with my preceptor – I found that I knew more than I let on.
- 2) SASSI really helped me to figure out the best way to learn and I was able to apply it and use it as my strength while working on my weaknesses.

9. Please tell us at least two (2) things that would have made your interaction(s) with your preceptor(s) and/or other staff more valuable.

- 1) Being able to see more of the evaluations they do with the incoming patients
- 2) Seeing what kind of documentation they write in their patient's records

- 1) It would have been easier if my preceptor was provided with a schedule to know when to expect me there – my meetings with the Educational Specialists conflicted with hours I was supposed to be with my preceptor.
- 2) I would have also liked to have met him prior to beginning the internship.

- 1) If SASSI would have allowed us to follow a PT student in a clinical rotation, if possible, or even have a PT day when we just learn what a PT student would learn.
- 2) I enjoyed working with one PT in the outpatient setting, however, I wish I was able to work in an inpatient setting or at least one of the nearby hospitals.

10. Please tell us at least two (2) things that you can improve upon for your next internship experience.

- I can improve on asking some more questions.

- I will definitely do more research on the facility prior to the beginning and be more interactive with other members of the staff there to learn more about how they go to the point they're currently at in their career.

- 1) If I had tried to learn a new perspective on studying – something that I may be weak in
- 2) Using different techniques to study for the GRE to see if it they would suit me better

Please use the following space to tell us at least one (1) thing you found valuable and/or at least one (1) improvement for the following workshops/sessions.

11. Assessment Results/Learning Styles with Courtney

- Understanding my strengths and weaknesses and working on them.
- Provide a way that will help the students better understand their scores and assist them in setting goals from their assessment results.
- I enjoyed this assessment. I learned what I do well in, but better yet, how to balance out and use other learning styles/techniques.

12. Time Management Workshop with Tia

- Using the time management worksheet to organize my life and follow it to the best of my ability.
- I really struggle with time management, so the apps and tips she suggested were very helpful in finding new ways to manage my time.
- I personally think I manage my time well, so I did not necessarily need this workshop.

13. Test Taking Workshop with Kathy

- Learning about a variety of test taking strategies that I may feel comfortable using.
- This workshop positively changed my view point of test taking.
- In regards to the GRE, breaking down words works for me so that I will be able to figure out the answer.

14. Test Anxiety Workshop with Marcy

- Being taught how to control my test anxiety.
- She is very good at what she does! I just wish that her meditation had been offered for an additional hour throughout the week so those of us who also shadow off campus could have taken advantage of that resource as well.
- I've learned how to calm down while taking exams so that I will not miss as many questions.

15. *Note Taking/Electronic Apps Workshop with Courtney and Derek*

- Seeing how to use technology and put it to use for taking notes.
- The note taking workshop was very helpful. Trying the new note taking took a bit more time, but it made my notes a lot neater.
- Learning that there are many apps to help with note taking. However, recording lectures is one that helps me.

16. *“Meet the Deans” Session*

- Understood what things need to get done.
- Dr. Anderson really provided great insight to the admissions process and requirements. I definitely think that this should be continued in the future.
- The standards for PT school and the differences on acceptances.

17. *One-on-One Meeting with an Educational Specialist*

- Working on various aspects of learning styles.
- She was able to provide me with helpful programs to increase my reading rate, like the PSR download.
- I learned a better way to improve my studying technique while also familiarizing on what I’m good at.

18. *HeartMath Meeting with Marcy*

- I found this to be a bit bizarre. It just felt like I was being taught how to breathe and I didn’t think that I would be able to implement the HeartMath technique efficiently while taking the test.
- How to calm down when I have anxiety issues before or during the exam.

19. **Please provide us with at least two (2) suggestions for additional programming that you think would benefit future Track II students.**

- Having due dates on assignments
- 1) I think it would have been nice if tutoring or table hours with the SAs or tutors was available to help students with areas of high difficulty.
 - 2) It would have also been nice to have more days that the GRE students were required to come in to do work, instead of only when had lecture.
- 1) Shadowing experiences for those who have it
 - 2) PT students actually meeting the deans

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

Answer	Response Count	Response Percent
Yes	3	100%
No	0	0%

21. **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 at UTHSC	3
Diversity of faculty/staff/students	2
Location/cost of living	3
Size of institution	1

Answer	
Supportive academic environment	3
Reputation	2
Experience of others at UTHSC	1
Cost of tuition	1
Other	0

22. Please explain your reasoning for not selecting UTHSC.

N/A

23. Would you recommend the TIP Program to your peers interested in pursuing a career in healthcare?

Answer	Response Count	Response Percent
Yes	15	100%
No	0	0%

24. For what reason(s) would you recommend the TIP Program?

- It helps someone figure out if they would like to continue to pursue this particular field or not. Also, they are given the opportunity to get some study resources in helping them with whatever test they will be taking.
- I think this program is an absolutely amazing opportunity. It really allows you to delve into your career field of choice and determine whether or not you could really see yourself pursuing that as a career. TIP also gives you valuable resources to make the first steps towards getting there, like observation hours, GRE training, etc.
- Networking, learning what is necessary for the graduate school of your choice, how to study, and opportunity to learn what you really want to do. If UT is one of your top three choices for grad school, the motivation and clarification being surrounded by those like you.

25. For what reason(s) would you not recommend the TIP Program?

N/A.

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

- I am ashamed to say that I could have gotten a lot more out of the program if I had remained focused for the full duration of the program.
- Overall, I enjoyed this experience! It has helped me to broaden my horizon and actually find my purpose. It has helped me to look forward to being a PT or possibly a medical doctor. I wish I had gotten to meet the PT school faculty, but the information I received and ability to study has helped me more on the academic side of where I want to be and where I should be.

TRACK III COURSE AND PROFESSOR RATINGS

Number of students polled: 2

1. Reflecting on your overall Track III experience, please tell us at least three (3) things that you found valuable.

- 1) The Ed Specialist meetings
- 2) The free tutoring
- 3) The free book rentals

- 1) Time management and study skills workshop
- 2) Learning about SASSI and the resources available
- 3) Being in a supportive learning environment

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

- 1) Test review
 - 2) Emphasized studying on campus early on
 - 3) Having more peers in my track
- One day for a fun group activity – I feel like we didn’t get to know each other because everyone was doing different things at different places. The dorm was great, but there was no designated study place so it was hard for those who need a quiet place to study.

3. Please indicate to what extent you agree or disagree with each of the following statements.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Program orientation/registration was a smooth and orderly process.	2	0	0	0	0
TIP staff and faculty were sensitive and responsive to my questions and concerns.	2	0	0	0	0
The Student Assistants were helpful and available as needed.	2	0	0	0	0
Student Academic Support Services and Inclusion (SASSI) was a helpful resource and provided me with the academic and emotion support as needed.	2	0	0	0	0
I fully understood my responsibilities and expectations as a TIP student.	2	0	0	0	0
My summer experience was enjoyable and beneficial.	2	0	0	0	0
Overall, the TIP Program provided resources and services that will be helpful in the pursuit of my career goals.	2	0	0	0	0

4. For statements you “Disagree” or “Strongly Disagree,” please tell us why and provide any suggestion(s) you have to help us improve upon them in the future.

N/A

5. Overall, how would you rate the quality of instruction of the TIP faculty? (if the class does not apply to you, please choose N/A)

	Very Good	Good	Fair	Poor	Very Poor	N/A
Lorraine Albritton – Molecular Biology	1	0	0	0	0	1
Joseph Callaway – Anatomy	1	0	0	0	0	1
Angela Cantrell – Anatomy	1	0	0	0	0	1
Mike Christensen – Pharmacy Math	1	0	0	0	0	1
George Cook – Pharmacology	1	0	0	0	0	1
John Cox – Biochemistry	1	0	0	0	0	1
Isaac Donkor – Medicinal Chemistry	0	1	0	0	0	1
Ramareddy Guntaka – Molecular Biology	1	0	0	0	0	1
Charles Leffler – Physiology	1	0	0	0	1	0
Kafait Malik – Pharmacology	1	0	0	0	0	1
Tony Marion – Immunology	2	0	0	0	0	0
David Nutting – Physiology	2	0	0	0	0	0
Rennolds Ostrom – Pharmacology	1	0	0	0	0	1
Vicki Park – Genetics	1	0	0	0	0	1
Patrick Ryan – Microbiology	2	0	0	0	0	0
Dale Suttle – Pharmacology	0	1	0	0	0	1
Don Thomason – Physiology	2	0	0	0	0	0

	Very Good	Good	Fair	Poor	Very Poor	N/A
Michael Whitt – Microbiology	1	0	0	0	0	1

6. For “Poor” or “Very Poor” responses, please tell us why and provide at least one (1) suggestion for improving the quality of instruction.

- Dr. Leffler’s instruction was very hard to understand as he was very repetitive and he had difficulty using the computer. He confused us a lot. If you are able to, find another professor to teach the course.

7. Please tell us which instructor(s) you thought was exceptional and why?

- All of the other professors were fantastic and really cared to see if we understood the material before moving on.
- All of them were great, but I especially liked the ones who provided us with study questions or held a review session.

8. How would you rate your tutoring experience based on the following information?

	Very Good	Good	Fair	Poor	Very Poor
Availability of Tutors	0	2	0	0	0
Quality/Knowledge of Tutors	0	2	0	0	0
Length of Tutoring Sessions	0	2	0	0	0
Frequency of Tutoring Sessions	0	2	0	0	0

9. For “Poor” or “Very Poor” responses, please tell us why and provide us with at least one (1) suggestion for improving the tutoring experience.

N/A

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

- They made the material very relatable and it was helpful that at least one of them had been through the TIP Program before.
- Being able to ask questions and clarify any misunderstanding about the material. Tutoring was also a good way to find out which topics/concepts are high yield and I learned some study tips from the tutors.

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

- If we were able to squeeze in some more sessions, but I know that would be difficult considering the tight schedule.
- Different tutors for different classes so that we could have weekly tutoring for each class. I would have liked if our tutors had access to our classes – that way we could have focused on the learning objectives of the class and

avoided having too much or too little information on a particular area to make our session the most effective as possible.

Please use the following space to tell us at least one (1) thing you found valuable and/or at least one (1) improvement for the following workshops/sessions.

12. Assessment Results/Learning Styles Workshop with Courtney

- I learned great tips from Courtney in this sessions that I used throughout the program.
- Very helpful!

13. Time Management Workshop with Tia

- Awesome.

14. Test Taking Workshop with Kathy

- Very helpful!

15. Test Anxiety Workshop with Marcy

- This session taught me how to calm myself when I would find myself getting too anxious while studying or right before a test.
- Very helpful!

16. Note Taking/Electronic Apps Workshop with Courtney and Derek

- This session opened my eyes to come of the things in technology that can help me study since I consider myself a tech-savvy person.

17. One-on-One Meetings with Educational Specialists

- This session helped me express things that I probably would not have said in a group.
- Very helpful!

18. HeartMath Meeting with Marcy

- I think I missed my appointment.

19. Question Group Sessions with Educational Specialists

- These sessions help me become confident in my ability to answer questions I initially thought I didn't know.
- Very helpful!

20. Please provide us with at least two (2) suggestions for additional programming that you think would benefit future Track III students.

- 1) Meet with students earlier about establishing effective study habits
- 2) Plan out study schedules early on as well

- A test review session after exams

21. Would you recommend the TIP Program to your peers interested in medicine or pharmacy?

Answer	Response Count	Response Percent
Yes	2	100%
No	0	0%

22. For what reason(s) would you recommend the TIP Program?

- It gives a very clear picture about habits you need to break and skills you need to improve upon to be successful in the program.
- My experience in the TIP Program has been very enjoyable and beneficial. TIP is a great program for those who want to see if their interest in healthcare is a good fit or those who desire to find out what med/pharmacy is like. As TIP students, we have access to a great support system and my resources. I would recommend TIP to all students because it is one of the best ways to spend a summer.

23. For what reason(s) would you not recommend the TIP Program?

N/A

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

- I really enjoyed the program and I wish I would have taken better advantage of the program earlier rather than later in the program.
- The TIP Program has helped me to analyze my weaknesses and strengths as a student and provided me with tools to become a better learner and student. It also gave me the opportunity to familiarize myself with the campus, discover the resources that are available to me, and get to know UT faculty, staff, and students. I am better prepared for the upcoming school year.

Summer
Research
Programs

2016

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 ten (10) undergraduate students participated in the program this summer. The female to male ratio was 7:3. Six (6) out of the ten students currently attend Tennessee institutions. The students were assigned faculty mentors who provided them with hands-on biomedical research experience. Table 3 below provides the student participants as well as their classification, mentor, and the department in which they conducted their research experience.

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ii. Program Participants

Table 3. Distribution of Students by Institution, Classification, Mentor, and Department of Placement				
Student	Undergraduate Institution	Classification for Upcoming Academic Year	UTHSC Faculty Mentor	Department
Chitwood, Dylan	University of Tennessee – Knoxville	Junior	Dr. Mark LeDoux	Neurology
Cox, Sierra	Middle Tennessee State University	Sophomore	DR. Zhaohui Wu	Pathology
Danehy, Caroline	Elon University	Junior	Dr. Robert Williams	Genetics, Genomics & Informatics
Desai, Nuti	Christian Brothers University	Senior	Dr. Michael McDonald	Neurology
Fernando, Chrishan	Purdue University	Sophomore	Dr. Weikuan Gu	Orthopedic Surgery
Russell, Hannah	University of Tennessee – Knoxville	Junior	Dr. Jack Tsao	Neurology
Schumacher, Patrick	University of Tennessee – Knoxville	Junior	Dr. Jack Tsao	Neurology
Taylor, Angela	Union University	Senior	Dr. Isaac Donkor	Pharmaceutical Sciences
Thomas, Whitney	Union University	Senior	Dr. Larry Reiter	Neurology
Watkins, Christine	University of Memphis	Junior	Dr. Byron Jones	Genetics, Genomics & Informatics

iii. Program Evaluation

STUDENT PROGRAM AND PRECEPTOR EVALUATION

Number of students polled: 6

1. Which activities, if any, would you say contributed to the success of the program? Please check all that apply.

Activity	Response Count	Response Percent
Meet the Deans	6	100%
Tips on Podium Presentation Workshop	5	83%
Orientation	5	83%
Abstract Writing Workshop	5	83%
Abstract Assignment	3	50%
Lunch/Meet and Greet with Drs. Donkor and Thomason	5	83%
Final Oral Presentations	4	67%

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

- I thought everything was great. The meets were organized and had great speakers that really helped.
- It would be nice if the “Tips on Podium Presentation Workshop” was a bit earlier in the program.
- More deans sessions.
- The activities above were pretty good. There were some I had to miss because the I was in was far away and I was bit too busy to walk all the way there.

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

- I enjoy clinical research and that is what I had the opportunity of participating in this summer. Initially, I didn’t think I would enjoy research, but because of my experience this summer I can see myself possibly conducting clinical research studies after pursuing a medical degree.
- I was really teetering on switching concentrations for personal reasons. However, doing research this summer in the SRS Program brought me such confidence, pride, and satisfaction. Doing the program and the research, I know deep down that I would be happy with it as a career.
- I really enjoyed doing the lab work myself!
- It allowed me to get more hands-on learning.
- I got to see the more tedious and sometimes frustrating side of research this summer, but that was a good experience for me since that is also a part of research. More importantly, I learned that the more disappointing parts of research were not bad enough to make me feel any less excited about the fun parts.

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

- We all initially connected at orientation and then kept in contact through group messaging and SRS meetings. Additionally, we planned activities for ourselves to do (go out to eat, etc.)
- I didn’t really network with other SRS students except in the group sessions like the Meet the Deans session and the workshops. However, meeting people that I worked with and worked with my mentors was encouraging and

helpful in every way. I believe that I will stay in touch with my current mentor. I will also stay on her services while attending school and continue to grow in learning the skills necessary to be successful in a career.

- We established a GroupMe for SRS students.
- Group communication apps.
- We made a GroupeMe during lunch on orientation day. Most of the day was busy, but lunch was a nice time to talk and do stuff like make the GroupMe.

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

- I had a perfect experience and would not change anything!
- It would have been nice to have more social events like the baseball game during the first week.

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

- My mentor and the others in his lab were great. They were very helpful and encouraging. My favorite part was experiencing the progression of projects that I got to work on from the initial stages (drafting protocol, etc. for IRB approval) to the recruiting of participants and collecting data. It is rewarding to see something you have worked on come to fruition. I enjoyed recruiting participants and taking advice and opportunities from my mentor.
- I enjoyed my mentor allowing me to do the work and accepting my input. She pushed me to be more confident and allowed me to do just that.
- I enjoyed when I knew exactly what I was doing.
- Getting to know others that work in the labs with you and learning about the different responsibilities, as well as receiving advice for the future.
- I learned a lot about what it's like to be a graduate student, as well as the requirements one must pass in order to get a PhD.

7. How can we enhance the lab experience?

- I had a great experience. My mentor allowed me to periodically take time away from the lab to shadow him and other doctors.
- My opportunity here was very fulfilling. I do not see how it could have been much better.
- I did A LOT of sitting around and waiting for my mentor to return so I would know what to do next.
- It is already a great experience.
- It turned out that my mentor's main lab was in the VA Hospital and there were so many protocols to pass in order to work in the lab that students on rotation don't even get to do any lab work themselves. I really wish I could have done some wet lab work. Perhaps it would be better to find professors whose labs are on the main campus so that summer students can actually do some wet lab work.

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

- I think it might be good to have a panel of students from other colleges (pharmacy, medicine, dentistry, etc.) that also participate in research so that SRS students can find out about more research opportunities.
- Group gatherings more often such as free movies.
- Meet the Deans, orientation, social events.

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

- I would suggest giving students the option of working in a science-based or clinical lab. I was lucky enough to have my mentor give me the option, but I think it would be good for other students to at least indicate their preference. The reason being is that some people might hate clinical lab settings, but love basic science labs and vice-versa.
- Perfect already.
- It would be nice if students played a role in developing their own research questions and experimental procedures, but I understand that it would depend on the discretion of the mentor, as well as the skill level and knowledge of the student.

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

- I hope to keep in contact with my mentor to get updates on the projects that I worked on. Additionally, I hope to pursue a medical degree and possibly conduct clinical research later in life.
- I would make sure that all of the mentors understand their responsibilities and that of their SRS student. Some students didn't get started on their projects until late June and some were asked to work as late as 9pm – when we were told during orientation to leave by 5pm.
- It would nice if the program could work more closely with mentors to see if they have a coherent and feasible plan for students. It's not ideal for a mentor to take on a summer student without having a good idea of what they will be doing.

11. Additional comments and suggestions.

- Wonderful experience that was life changing!

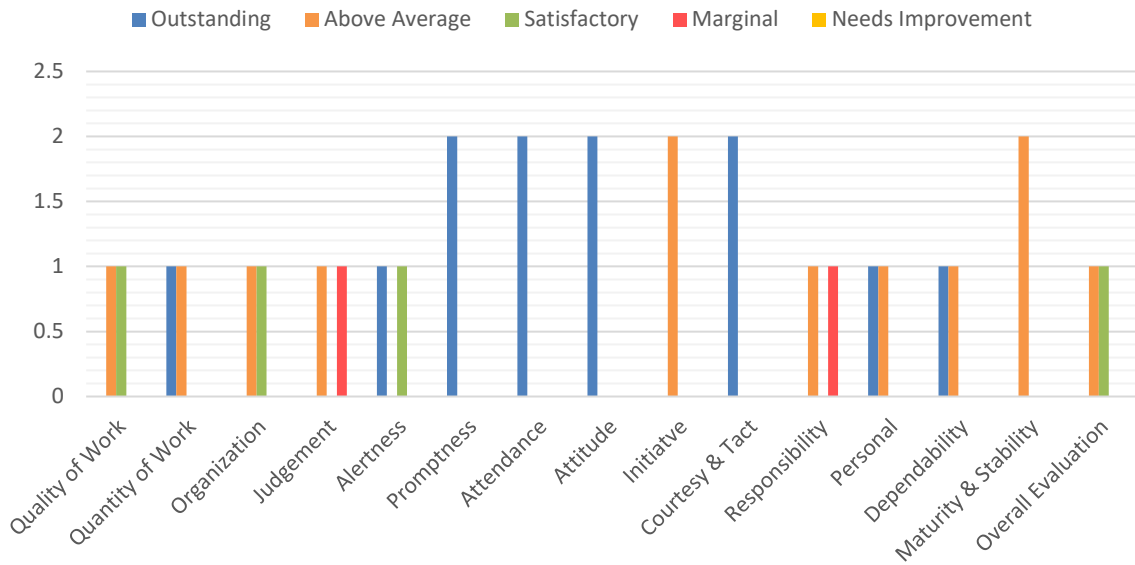
PRECEPTOR STUDENT EVALUATION

Number of preceptors polled: 2

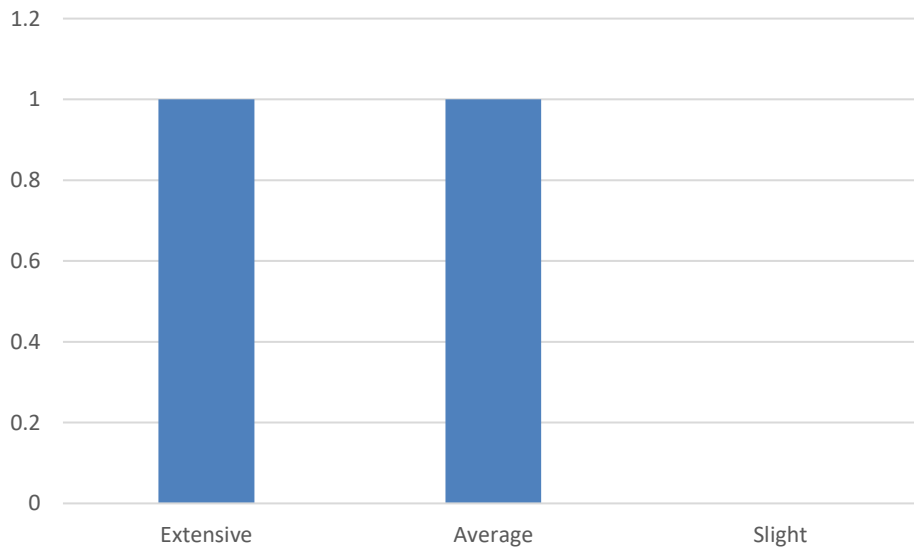
1. Please rate the SRS students in the following categories.

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

Figure 16. Preceptor Student Evaluations



2. Degree of contact with intern:



iv. Preceptor Recommendations for Summer Research Scholars 2017

- These kids need basic instruction on scientific method and observation. Maybe you should have a seminar course over the summer where they all learn how to present their work. Too much effort on my part to prepare her for the talk.

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