

## Tips for Second Semester of First Year

### General Recommendations

- **Time management** is key.
  - Make a schedule each day and do your best to stick to it.
  - On days you have a lot of lectures, prioritize which lectures you can reasonably review in the same day. Know where/when (i.e. weekends) you will review the lectures you are unable to get to.
- Stay up to date with material. **Do not get behind.**
- If you feel like you are zoning out/burning out while studying, STOP. Either take a break or move to a different subject.
- **Go to all review sessions** led by professors.
- There are a lot of resources and recommendations: focus on trying a few and **figure out what works best for you**, especially when it comes to tutoring.
- Pay attention to lecture objectives and be able to do what they say you need to do.
- Be able to recognize how class practice questions apply to the lecture objectives.
- **Preview the PowerPoints BEFORE lecture** so that you are mentally prepared for what is to come.
- Do not be discouraged if you get practice questions wrong, instead, use them to learn and adjust the variables to create new scenarios/questions.

### Physiology

- Important to **focus on details and cause/effect/compensation**. One word can change an entire question/answer. Study carefully and read test questions carefully.
- Read the textbook and think of BRS as a supplemental resource.
- **Pay extra attention to flow diagrams and graphs**. ESPECIALLY CARDIO!!!!
  - Be able to draw them from memory. If you understand the concepts and can apply them to the diagram, you will do well.
- If there is a review session, make sure you go to it!
- If something does not make sense, Boards and Beyond does an incredible job simplifying physio (videos are most helpful for systems – i.e. respiratory, cardio, etc.).
  - Try to use the videos as a preview prior to lecture in order to get the big picture.
- Take the time to actually UNDERSTAND the information. **The better you understand physio, the easier it is to understand Pharmacology** when you get there. Plus, IT ALL COMES BACK SECOND YEAR!
- **Listen to what your instructors are telling you**. If they say PowerPoints are for them and PDFs are more useful for your studying, then take notes on their PDFs and use those for studying. Remember, they're making your exams and are the professionals.
- Think about studying in two ways:
  - **Explaining it to your classmates** – You're all in the same course, so you recognize the terminology. Take the time to rationalize why things work the way they do on an individual level and explain that to one another in your own words.
  - **Explaining it to a patient** – Patients (or think of siblings, parents, cousins, Directors of Academic Support) haven't taken this course, so they won't recognize the terminology. Take what you're learning and explain it in a way that would make sense to them.
- Use the Library: <http://library.lmunet.edu/medlib/osteopathic-medicine>

### MFMI

- This course will consist of microbiology [bacteria, viruses, parasitology, mycology] and immunology.
- *Microbiology*
  - Sketchy Micro is a SUPPLEMENT to the material, but it DOES NOT REPLACE IT.
    - You will often get questions on information about organisms that Sketchy does not always focus on.
  - **Color coding your bacteria is helpful if you are a visual learner**. [purple = gram + vs pink=gram -]
  - KNOW YOUR **MEDIA!!!**
    - Which ones are selective, differential, etc. and what specific bugs grow on them. They will often be the KEY piece of information.
  - KNOW YOUR **VACCINES!!!!**
    - Live attenuated, inactivated, passive/active immunizations etc....
  - **Group based on what they cause**.
    - Ex: all the ones that cause diarrhea (what is different about the diarrhea); ones that cause vaginal discharge (what is different about the discharge), paralysis (what are the various patterns), pneumonia (how are they different on X-Ray) etc...

## ■ Immunology

- This will most likely be new information for you, even if you covered immunology in a former Microbiology course.
- Lectures are structured to cover 3-4 concepts
  - The concepts will provide a quick summary of what the lecture topic is and the relevant information
  - Each concept will have learning objectives and the questions will be derived from these learning objectives
  - Exams will be built with the notion of 1 question per concept in each lecture
- Read through the concepts prior to each lecture
- Each lecture will have a set of practice questions. Try to answer these (without looking at the answers) after going over the PowerPoint.
  - If you get the question wrong, follow it back to the concept/learning objective back to those slides
- Expose yourself to the PowerPoints at least 3 times
- It's CRITICAL to keep up due to the time period immunology is taught in (approx. 3 weeks)
- Use your textbook to clear up any confusion and as a supplemental resource. Contact the instructor for help as well.
- Diagram, on a whiteboard or sheet of paper, concepts and steps in the responses after going over them in the PowerPoint. If you get stuck, look back at your PowerPoint to fill in gaps. Erase (or get a new sheet of paper) and try again until you work through the lecture.
- Use practice questions and quizzes to help assess your understanding and focus your study on materials you need to master, not ones you have already mastered.
- All topics in the course are linked together.
- Begin building a table to help with the list of cell surface markers and cytokines as they're mentioned in lectures
  - Link these to processes

## Neuroanatomy

- If there is a diagram, know how to draw it. It takes 30 seconds to redraw it on your scratch paper.
- Know your vasculature and how it correlates to dysfunction.
- Most of your questions are about dysfunction of the tracts, vasculature, and various CNS/PNS regions.
- It is a very straightforward course, you are given all the materials that you need.
- If your instructor says "don't worry" about something, seriously, don't worry.
- Know the repeated information or case scenarios given in class (Ex: "So if you have a patient that comes in with...")
- Read your textbook chapters before lecture. They are short chapters that are clinically oriented, and many of the pictures will be reproduced in the PowerPoint.

## Pharmacology

- Be able to categorize the drugs into groups based on treatment purpose and mechanisms of action.
- Focus on mechanism of action/uses/adverse effects/contraindications/drug interactions. Pay attention to the oddball side effects (odd dreams, visual disturbances, seizures, tendonitis, etc.)
- Listen your instructors, they will tell you what is important. TRUST THEM.
- This is not an easy course, you will need to put in a lot of work, but it is all about REPETITION!
- Learn physiology and microbiology well to make pharm make more sense.
- Start learning drug names from the beginning – don't wait until the last minute.
- Make the connections between pharm and physio.
- Look for patterns in the words, make up stories, make up pneumonics, use flashcards, etc.
- Sketchy Pharm is more beneficial in 2<sup>nd</sup> year, so don't rely heavily on that this semester.
- Examples

- 1<sup>st</sup> Generation Ceph
  - Cefazolin
  - Cephalexin
- 2<sup>nd</sup> Generation Ceph
  - Cefoxitin
  - Cefuroxime
  - Cefaclor
- 3<sup>rd</sup> Generation Ceph
  - Ceftriaxone
  - Cefotaxime
- 4<sup>th</sup> Generation Ceph
  - Cefepime

- 5<sup>th</sup> Generation Ceph
  - Ceftaroline
- Beta Blockers – lol
  - Timolol
  - Atenolol
  - Propranolol
- Anti-Muscarinic – TROPS and SCOPS
  - Benzotropin
  - Tropicamide
  - Scopolamine
  - Atropine