Hello Class of 2024!

Welcome to UUSOM! We gathered some of the most important information for first year into one document. This information is based on what we and upperclassmen have found useful. It encompasses things that we wish we would have known before we started, and serves as a resource you can return to when you have questions. This is the second year this document has been maintained and edited by MSIIIs, and we are excited to see the tradition continue.

This is NOT a replacement for the Medical School Handbook or course syllabi, nor an exhaustive list of resources.

Good luck!
- Class of 2023
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How to use this guide

Do not feel like you need to memorize everything in this guide right now! This is for you to refer back to when you need it, if you want it. Transition to Medical School week is very overwhelming: do not think that you need to know everything/buy all the resources before school starts.

Before school starts, definitely peruse the MS1 Overview Section with special attention to the first semester courses and Learning Anatomy for the First Time. Also check out Tools to Consider Purchasing, Wellness, and Study Strategies sections.

After first semester, before a new course starts, look at that course info in the MSI Overview section.

If you are new to SLC check out the Fun Things to do in SLC section when you get here for a starter list of fun activities.

Pay attention to the Pearls of Wisdom. They are directly from a survey of our class.

This guide is meant to be fun and informative and to EASE YOUR STRESS. So curl up and read our advice! Then, feel free to take it or throw it out!

Ultimate Pearls of Wisdom

“Do what makes you happy.”

“Don’t be afraid to ask for help.”
MS1 Overview

Pearl of Wisdom: “Everyone is coming in at a different level, so don’t compare yourself to your peers. If you are overwhelmed please reach out to your MS2 mentor (i.e. Academic Coach, Big Sib, or any friendly MS2), academic success, course directors, or the Wellness Program. If these courses are easy for you, please be mindful of those who may be struggling.”

Pearl of Wisdom: “The beginning of med school is crazy and stressful but the MOST important part for me was finding my people. There will be lots to study (always) but getting a strong social support is worth the time and effort at the front end.”

A Message About the First Week of Medical School

“The first week of medical school is...exhilarating? I called the Wellness Center on the second day of school because I was having so many panic attacks. During the first week of medical school you may have a ton of fun and be totally fine. But a lot of people have a decently stressful, anxious, overwhelming, horrifying week in which they wonder if it’s too late to stop the loans from coming. Just know that nearly everyone is having a hard time and that it does not last. Just get to Friday. It gets better, I swear. It is a lot to adjust to and no one expects you to adjust in one day, or even one month.”

Pearl of Wisdom: “Just know that the beginning is always the hardest.”

Science Courses

★ Foundations of Medicine (FOM) lasts from August until December. It is the only foundational science class you have and will be covering a lot of basic science, anatomy, and histology.
★ Molecules, Cells, and Cancer (MCC) starts after winter break. It lasts 8 weeks.
★ Host & Defense (H&D) starts in March and lasts 9 weeks.
★ In your first reading of this packet, don’t worry about MCC or H&D yet. Just focus on FOM.
★ First year classes are traditionally held M T Th F 1-5PM (most days have some sort of “expected attendance”) and Wednesdays 8AM-5PM. Wednesdays have anatomy lab in the morning 8-12AM and lecture 1-5PM. *** Plans for AY 2021-22 have not been formally announced, and so could easily be different from this, especially with the changes made in response to Covid-19. ***
★ You DO NOT need to pre-study for the first semester of medical school. FOM is designed to put everyone on equal footing to tackle later courses.
★ All science courses have two “Course Directors,” a Ph.D. and an M.D. They teach a lot of the sessions, write exams, arrange for lecturers, etc. They will be present in the classroom for all sessions. They work extremely hard, so thank them and give them feedback respectfully.

★ The UUSOM has “Core Educators” that consistently teach their content area. However, we still have a lot of “one-time” lecturers that only teach one session.

★ ALL SCIENCE COURSES ARE PASS/FAIL. No more clawing for that “A.” Just pass.

Disclaimer: We will talk about AOA in another section of the starter pack.

★ All courses have the following Assessments:
  ○ “Assignments” that must be completed to pass the course.
  ○ “Quizzes” every two to three weeks.
  ○ “Final Knowledge Exam.”
  ○ Each course differs in their requirements for passing scores for both the Final Knowledge Exam and the course itself.

Pearl of Wisdom: “Some quizzes you will be near the top of the class, other classes you will be near the bottom, don’t let this frustrate you. Just ignore it and keep focusing on your studies.”
Online Learning Strategies (COVID-19)

★ Pearl of Wisdom: “Online learning is a difficult adjustment on top of the adjustment to medical school. Give yourself some room to learn, try new strategies, and become successful. It’s okay to not be spectacular right out of the gate, you’ve never done this before! Remember that academic success and us MS2s are always here if you need us!”

Due to the global pandemic, you may be placed in an online learning environment. The following tips have been compiled from “class-goers” who were forced to adjust their learning styles to study from home. Try some of these to help you be the best online student you can be, even if you’d prefer to be attending in-person sessions.

★ Watching lectures:
- “The biggest piece of advice I have for adapting to online learning is to follow the lecture schedule and don’t get behind. Get into a good routine and try to stick to it every day. Try limiting distractions at home and find a study spot conducive to learning (as tempting as it is to lay in bed all day, this is probably not the best place to study).”
- “Hold yourself accountable and stay on schedule. If you like having a structure of attending class every day from 12pm to 5pm, then do that whether the sessions are in person or online. I set my schedule to watch the posted lectures for each day as if I was attending class in person. This means watching Monday’s lectures on Monday, Tuesday’s on Tuesday and so forth.”
- “Don’t feel pressured to work ahead, watch lectures at 2X speed, or skip watching them. You might hear from others in your class that they aren’t watching lecture or that they are two weeks ahead. While that is great and works well for those classmates, it doesn’t have to work well for you.”
- With the above in mind, another student said, “For me, the major pro of switching to online was efficiency by watching lectures at 2x. Find what you need out of lecture and adjust from there. Don’t adjust based on what “everyone else” is doing.

★ Connecting with others
- “I’d definitely encourage going to office hours, even if just to chat/check in. I made sure to attend every zoom office hour session, partly to ask the list of questions I’d assemble throughout the week but mostly just to chat and get to know the professors - the community part of in-person lectures was what I missed most, so it was nice to get to see everyone a couple times a week!”
“Find an online study group. Having a small group of people to work through concepts with or review class sessions was extremely beneficial. It provided an environment to ask questions and learn, but also for a little social interaction that made the weeks more bearable. Zoom and Google Hangouts are great tools for this.”

★ Personal wellness/other tips

- “Try to get dressed every day. Working and studying at home seems great until you realize your productivity is in the toilet. Something that helped me was getting up and studying at a set time (8am for me) and getting dressed (comfy pants and a basic T shirt are great alternatives to pajamas). This mimics the routine I would have had if I was going up to campus to study and attend lecture.”
- “I guess if I had to make one statement about the switch, the thing that helped me the most by far was keeping a detailed spreadsheet of how I studied: I recorded the hours I spent doing each thing every day (anki, lecture, sketchy, practice questions, etc.) that way I could objectively see if I was studying enough and spending my time wisely despite the lack of schedule. On that same spreadsheet I recorded what sketchy, pathoma, etc. videos I’d done and cards I unsuspended, and seeing that numerically organized helped a lot too in terms of motivation.”
Foundations of Medicine (FOM)

**Course Directors:** Kathryn Moore (Ph.D), TBD  
**Coordinator:** Jana Stoneman  
**Timeline:** MS1 August-December  
**Content:** anatomy (gross and microscopic), biochemistry, embryology, evidence based medicine, genetics, medical ethics, nutrition, pharmacology basics, and physiology.  
**What to buy:** Probably nothing. Talk with your Academic coach before you buy! See “Resources” section below. Things that (some) people used during FOM: First Aid, Anki.  
**Note-Taking:** Most students use some sort of note-taking app to organize all their notes and PDFs; see Resources section below. IMPORTANT NOTE: If you use OneNote, start using it with your university account, not a personal account. A personal account will quickly run out of storage and transferring notes from one account to the other was a major challenge, even for the IT department. This is bolded and underlined because many students ran into this problem.  
**Tests:** Quizzes in FOM count toward your grade.  
**Grading:** Foundations does not impact your MSPE and is not applied when creating ranking for AOA. All that matters is that you pass.

**Goals of Foundations of Medicine:** This semester is called “Phase 1.” Basically that means that it’s an introduction and is meant to get everyone on the same page.

★ If you took physiology, biochemistry, anatomy, embryology, bioethics, and/or histology in undergrad, awesome! You’ll have an easier time in FOM. Take the opportunity to teach your classmates. DON’T SLACK though. Develop good study habits or Phase 2 may take you by surprise.  
★ If you don’t have any experience with any of those courses coming into medical school, YOU WILL BE FINE. FOM will be a struggle, but you will get through it and at the end you will all be on the same page and you will be prepared for the struggles in Phase 2.  
★ FOM is an opportunity for you to experiment with your study strategy. You can try something new every two weeks to see how it goes. See the Study Strategy section below for details.

**Pearl of Wisdom:** “Medical School is like trying to drink from a fire hose. You will hear this a lot. The fire hose will ebb and flow, but everyone will feel it at some point. It will hit you in FOM or MCC. Just know that everyone feels it.”
Learning Anatomy/Embryology for the First Time

Introduction
If you have never taken Anatomy/Embryology before, FOM will give you a crash-course. It is not ideal to learn this way, but they have limited time to give you a lot of information. Luckily, Drs. Morton and Moore are amazing.

How to Study
★ If you like Flash Cards, Anki is a great way to study anatomy. Not the only way, but a good way. (See the Resources section for Anki details).
★ Many people say that anatomy is just a bunch of memorization, but it is very possible to conceptualize it. Don’t forget to keep asking yourself, “Why does this anatomy make sense functionally?” “Why does it make sense that it is named that?” “How does the embryology explain this anatomy?”
★ Drawing and coloring are critical to learning anatomy and have been shown to be some of the best methods for learning anatomy.
★ One of the most important things to do when studying anatomy is to look up the etymology of the structure’s name. It may seem like an extra step, but if you learn the latin root, you connect something you already know with something new and your brain can remember it easier. For example, the latin root of “penis” means “tail.” ...This is actually a poor example because the penis is clearly not a tail so that name does not make sense and early anatomists should have named it “xyphus” which means “sword” which is way better because “vagina” means “sheath.” ...See? Etymology makes everything more fun.
★ When studying embryology pay particular attention to the disease processes caused when things go embryologically “wrong”.
★ Practice Questions in FOM are an important way to assess your learning. Big Picture Anatomy and Histology have great practice questions (See “Resources” section below) and the “Quizzes” module on canvas also usually has embryology questions.

Watch at the beginning of FOM
Dr. Morton has a YouTube channel that he will direct you to for Pre-Work. On it is an introduction video (length 4:41) that he never told us to watch, but if you have never taken anatomy before it will be very helpful for you. Watch this short video at the beginning of the semester.

Cadaver Lab
Every Wednesday morning in FOM you will dissect a human cadaver. This experience is a highlight for some people and difficult for others. Some people love to be around dead bodies. And that is OK. Some people hate every second of it. And that is OK too. The only thing that is necessary is to show respect to your cadaver. This person donated
their body for your education. Take advantage of that. Even if you do not like cadaver lab, go into it with a good attitude - you will get out of it what you put into it. 

If cadaver lab is difficult for you emotionally, know that that is fine and you are not alone. If you have never seen a dead body or been to a cadaver lab, it might be shocking at first. But don’t be nervous, this is something that every doctor has had to go through. Reach out to your classmates, Wellness, an MS2, Kerry Peterson (manager of the body donor program) or Dr. Morton if you would like to talk about it.

At the beginning of most labs you will have a quiz in which structures are probed and you will have to identify it and answer a follow-up question. To study, grab a buddy and quiz each other using the cadavers over the weekends.

**Winter Break Pro Tips:**

- ★ Consider reading *The Emperor of All Maladies*. It is a phenomenal book (also an audiobook) that will be an optional read in MCC.
- ★ Look at the Resources section below and start thinking about what you might like to purchase. You don’t have to figure out what you’ll do by the time MCC starts, it’s a learning process. But Winter Break is a good time to organize a **group discount** for resources. Your co-presidents will usually organize this group discount. Don’t be afraid to ask them to do this or ask MS2s what they did to arrange the discounts. For example, SketchyPharm is used commonly in MCC and then SketchyPharm and SketchyMicro are used in H&D, so getting a group discount for all of Sketchy during Winter Break is a good idea.
- ★ REST and have some fun! This is one of your last breaks that is this long - so take full advantage of that time.
**Molecules, Cells, and Cancer (MCC)**

*** THIS COURSE STARTS IN JANUARY AFTER WINTER BREAK ***

**Course Directors:** Tim Formosa (PhD), Karen Moser (MD)  
**Coordinator:** Jana Stoneman  
**Timeline:** MS1 January - March  
**Content:** molecular, cell biology, genetics, hematology, cancer biology, and oncology.  
- In FOM there were “Histology Labs”. In MCC there are “Pathology Labs”. These are different from Histology Labs.  
  - They are **not** Expected Attendance but the material from these sessions **IS some** testable so don’t forget you are responsible for the material presented in them.  
  - You will have to decide if these sessions are helpful to you by trying one out. We recommend at least going to the first one. Some students prefer to go only if they’ve completed the pre work, some love these sessions without prework, and others don’t obtain any benefit at all. We repeat though - this material **DOES** show up on quizzes.  

**What to buy:** This course is where everyone diverges and starts using different study resources. See Resources section below for details on each.  
- Almost everyone uses something to simplify/organize the pathology (e.g. Pathoma, Boards and Beyond, or SketchyPath). The pathology textbook (“Robbins”) is a great book. But it is big and scary-looking. These resources can help calm those nerves.  
- In MCC you start learning drugs. There are so many and their names are stupid so you might want something to help you remember them. Most people use SketchyPharm.  
- You will start to learn a lot of diseases. It is helpful to organize all the diseases in some way so you can refer back to them. People call these notes “illness scripts.” Everyone does different things: Tables, Mind Maps, OneNote Pages, Google Docs, etc. You do you. Ask MS2s to show you examples.  
- In MCC the questions start getting longer and closer to “Board Style.” Most people find that one of the most helpful things to do is practice questions. USMLE Rx and Webpath are commonly used.  
- **Pearl of Wisdom:** “People love to preach about their resources and how no one can succeed without them. But...EVERYONE USES SOMETHING DIFFERENT and we all succeeded. I realized in MCC that I had the power to tell people to stop talking when they started preaching to me about their resources, because it was stressing me out. Now I tell people, ‘Thank you, I appreciate the help, but if I want your advice I will ask for it.’ I didn’t figure out what worked for me until the 6th week of MCC. It’s never too late to try a new resource or experiment. You’ll figure it out by the final.”
Spring Break Pro Tips:

★ Consider learning or reviewing the basics of bacteriology, virology, and mycology. Perhaps even consider delving into individual microbial characteristics of specific gram + bacteria. (The speed and volume of content caught many of us off-guard)

★ Begin considering a strategy/timeline for tackling the large number of bugs and drugs.

★ Confirm summer plans particularly if you plan on conducting research.

★ REST and have some fun! This is your last break before summer.

Host and Defense (H&D)

*** THIS COURSE STARTS IN MARCH AFTER SPRING BREAK***

Course Directors: Adrienne Carey (MD), Karen Eilbeck (M.Sc., Ph.D.)
Coordinator: Jana Stoneman
Timeline: MS1 March - May
Content: Physiology, pathology and treatment of infectious disease and immune disorders, including immunology, microbiology, and pharmacology.

Resources:

★ The most commonly used resource in H&D is Sketchy. SketchyPharm has all the antimicrobials you will learn and SketchyMicro has nearly all the bugs you will learn. BUT NOT ALL OF THE BUGS YOU NEED TO KNOW ARE ON SKETCHY! Almost everyone used SketchyMicro.

★ The content order of Sketchy does not follow the content order of the course. You will have to figure out how to manage this disconnect. Talk to academic success and course directors if you need help with this part!

★ Lots of people continued to reference Pathoma and use Question Banks.

★ This Podcast Will Kill You is a fun podcast that can actually help you study! See the Podcast section below.

The first two weeks: The first two weeks of H&D are a medical school rite of passage. Basically they show you everything you will learn in 9 weeks and cram it in 2-3 weeks. YOU WILL LEARN IT ALL BY THE END, DON’T WORRY. The course directors will tell you what to focus on for the first quiz. This can be an incredibly overwhelming time, so don’t forget about what resources are available to you (Wellness, Academic Success, Course Directors). This is a good time to remind yourself that you are in med school for a reason and you deserve to be here! Feel free to reach out to any MS2s to talk further, we’re here for you and we remember how intense adjusting to H & D was.
End of Year 1 Final (EOY1)

Course Directors: Janet Lindsley (PhD)
Coordinator: TBD
Timeline: MS1 May

Content: A comprehensive knowledge exam, covering the entire first year curriculum.

★ What is it? This is a comprehensive NBME exam for the first year of medical school. It is long (~3hr, 150 qtns), grueling, and primarily factual recall. It does not impact your MSPE. All that matters is that you pass. Previous Course Directors chose questions that they know you learned the info for.

★ What should I study?
  ○ H&D: You’ll have just finished H&D, so don’t study that.
  ○ MCC: Review the cancers you learned, (especially paraneoplastic syndromes) and molecular methods. If you can do Formosa’s questions, you can do the NBME questions.
  ○ FOM: It’s really hard to study everything, so if you pick a couple topics to review, you’ll get most of the questions. High yield topics: Anatomy, Metabolism, EBM, Physiology, Genetics, Histology.

★ When should I start studying? This really depends on you. Some people study throughout MCC and H&D. Others begin the week before. Talk with your academic coach. Academic success should send out a PDF of NBME specific questions and we highly recommend at least going through these. Some of these questions will appear word for word on the EOY1 exam. Also, use this website for three, 40 NBME question blocks.

★ Does this impact my ranking for AOA or go on my MSPE? It does not impact your MSPE and is not applied when creating ranking for AOA. All that matters is that you pass. Even if you have to retake the exam - a record of that does not go anywhere.
Clinical Methods Curriculum, (CMC)

**Course Director:** CMC 1 = Megan Fix (MD); CMC 2 = Jacob Robson (MD)  
**Coordinator:** Sarah Poole  
**Timeline:** CMC 1 = August-December; CMC 2 = January-May  
**Content:** Taking an adult history, how to write a history, vital signs, cardiovascular exam, pulmonary exam, abdominal exam, etc.  
**What to buy:** See Tools to Consider Purchasing section below. The textbook, “Bates,” is a great book and if you are a textbook learner, go for it. Bates has online videos that are free and give you the same information, so you may want to try those before purchasing the book.  
**Goal of CMC:** The goal of CMC is to give you experience and practice talking to and touching patients. One of the best ways to practice these skills is by going to the clinic (see Clinic section below). Once you learn how to take a history (week one) you will be ready for clinic (you may not think you are ready, but you are).  

**Check-Offs:** Once you learn a physical exam you will be required to perform the given exam on a standardized patient. Yes, you have to have the entire PE check off memorized for this. The first one can be really intimidating (and it is probably the hardest one), but just remember to practice in the way that works for you. Some students make flashcards of the check off list and others practice the skills with their classmates, friends or family members multiple times. Pay attention to when open labs are available!

**ELOs:** During spring semester you are required to complete 3 Experiential Learning Opportunities, which are external patient contact experiences. They will give you details in class, but make sure you are signing up to volunteer at student health clinics during CMC2 (after Christmas) so you are able to fulfill this requirement.  

**Note:** This is one of the most fun and rewarding experiences of your MS1 year! Enjoy every minute of it.
Layers of Medicine, (LOM)

Course Directors: Gretchen Case (Ph.D), Karly Pippitt (MD)
Coordinator: Mariela Vazquez Gordo
Timeline: LOM 1 = August-December, LOM 2 = January-April
Content: LOM explores the more personal side of medicine. Topics include Spirituality in medicine, Culture in Medicine, etc.
What to buy: Nothing
Goal of LOM: The goal of LOM is for you to be able to discuss with your peers and patients the parts of medicine that can’t be studied in a textbook.
Final Project: You will create a final project for both LOM1 and LOM2: 1) an art project and 2) a paper written about a Watchful Waiting observation that you complete. You choose which semester you do which project. They will accept almost any idea. So be creative and don’t do something that takes up way too much time. If you do your art project in the spring, consider taking advantage of winter break or spring break to complete the project.
Pathways and Electives

To graduate you must complete 24 credits of electives and you could do all of them in your 3rd and 4th years, though completing some during 1st and 2nd years will free up time later. **12 of these elective credits must be clinical, so if you do more than 12 elective credits during your first two years, be aware that anything beyond 12 are purely for your own enrichment.**

There are several electives that you can take during the first year, and many of them are a part of a Pathway. Completing a Pathway is like getting a Minor in college. If a Pathway sounds interesting to you, go to the sign up for it and go to the first session. You can drop it up until the last day of class! Signing up for a class does not commit you to completing the Pathway. If you want to try a Pathway in Spring that you didn't in Fall, that is OK!

The following pathways are currently available, and more are under development:

**Health Promotion and Integrative Health**
This Pathway is for you if you are interested in integrative medicine (healthcare philosophy that combines allopathic medicine with complementary/alternative medicine). [More info here.](#)

**Contact info:**
Amy Locke, MD ([amy.locke@hsc.utah.edu](mailto:amy.locke@hsc.utah.edu))

**Population Health**
This Pathway is for you if you enjoy studying the health of a community, how to improve it, how policy affects population health, etc. [More info here.](#)

**Contact info:**
Elissa Ozanne, PhD ([elissa.ozanne@hsc.utah.edu](mailto:elissa.ozanne@hsc.utah.edu))

**Students as Teachers**
This Pathway is for you if you like to teach and may be interested in Academic Medicine as a career path. [More info here.](#)

**Contact info:**
Peter Hannon, MD ([peter.hannon@hsc.utah.edu](mailto:peter.hannon@hsc.utah.edu))
Value Driven Healthcare
This Pathway is for you if you are interested in learning about value-based healthcare delivery, including quality improvement, patient safety, patient experience, and cost containment. [More info here.]

Contact info:
Brigitte Smith ([Brigitte.Smith@hsc.utah.edu](mailto:Brigitte.Smith@hsc.utah.edu))
Ryan Murphy ([ryan.murphy@hsc.utah.edu](mailto:ryan.murphy@hsc.utah.edu))

Global Health Graduate Certificate
This Pathway is a bigger commitment because it awards you with a Certificate that goes on your transcripts. If you are interested in learning about delivering healthcare in other countries and actually travelling abroad, this Pathway is for you. [More info here.]

Contact info:
Ty Dickerson, MD, MPH ([Ty.Dickerson@hsc.utah.edu](mailto:Ty.Dickerson@hsc.utah.edu))

Personalized Medicine Graduate Certificate
This Pathway is a bigger commitment because it awards you with a Certificate that goes on your transcripts. This Pathway is for you if you love genetics and are interested in learning how to make care unique to each individual. [More info here.]

Contact info:
Pathway Director: Amy J. Hawkins, PhD ([amy.j.hawkins@utah.edu](mailto:amy.j.hawkins@utah.edu))
Study Strategies

**Pearl of Wisdom:** “Don’t listen to what everyone says about how to study. You do you. Don’t let others stress you out.”

**Pearl of Wisdom:** “Technology is made to ruin our attention/effectiveness. I don’t have Facebook or Instagram on my phone. I don’t have any notifications at all on my iPad or computer. I only get notifications on my phone for texts/calls and I usually put it on do not disturb when I am studying. I try and set really strict limitations on my ability to visit non-helpful websites (news, YouTube, etc.) when I’m in my study hours.”

**Pearl of Wisdom:** “There are times in the day when our brains work best. For me, that’s the morning so I try to capitalize on that. This also means I’m not stressed about studying at night because I know I won’t be any good. Basically, a small amount of high quality study does much more for me than a lot of ok study time.”

★ Trying to pre-study before medical school starts is unlikely to be effective and will probably lead to (earlier) burnout.
★ If you have been out of school for a while, it might be a good idea to start training yourself to focus for longer periods of time. Finding something to keep your brain working will allow you to hit school with a running start. This could be as simple as re-reading a favorite book series.
★ There is way more content in medical school than in college. Therefore, your study strategy needs to adapt in order to process it all.
★ Each person has a unique study style and schedule. Reflect on what worked for you in college and adapt it. You may also end up doing something completely different. Cherry-pick what works for you.
★ Talk with your Academic Coach and Academic Success.
★ Foundations of Medicine is a great time to experiment with various techniques. However, each course will require some modifications.
★ Cramming DOES NOT WORK in medical school.
★ Remember, you got into medical school because you are a good student. To stay in you will need to continually improve your approach. Add one new modification at a time to properly assess if the change is helping or hurting your performance.
★ The most important thing, no matter how you study, is to answer the Objectives that are posted for each lecture. Test questions, and the important clinical knowledge you need, are directly related to the Objectives. Also, they prevent you from going down rabbit holes.
Categories of Medical Students
(These are gross generalizations; remember everyone is unique). Note that you will probably not just use one of these methods to study. Figure out what works best for you!

The Class-Goers
This ever-shrinking species of medical student is committed to learning in person.
Characteristics include:
- ★ Like to have their days structured by class.
- ★ Like to ask questions (or hear other students’ questions).

Ways different people engage in class:
- ★ Sit back and listen
- ★ Type notes next to slides
- ★ Write notes on slides on iPad
- ★ Make Anki cards/pull anki cards during class about the topic
- ★ Write notes on plain notepaper

Notes about class:
- ★ Some lecturers are purely didactic and some are flipped-classroom style, see Canvas Module for the session.
- ★ Sometimes class isn’t very beneficial if you don’t do the pre-work. Sometimes the pre-work doesn’t matter and you don’t need to spend the time doing it. That all depends on you, the professor, and the content.
- ★ You will learn which core educators you learn really well from and those you don’t. The one-time lecturers are tricky because you don’t know until you go to class.

The Anki-ers
This passionate species of medical student will take a bullet for Anki, they love flash cards so much.
Characteristics Include:
- ★ Like repetition.
- ★ Like to review old material to ensure long-term retention.
- ★ Like to be able to study on the go.

Ways people Anki
- ★ Make their own cards.
- ★ Pull cards from pre-made decks.
- ★ Some people just use anki for specific things, like drugs, while others use it as their sole study method for everything.
- ★ Create cards based on live lecture, the podcasts, or outside resources.
- ★ DO NOT FEEL LIKE YOU HAVE TO DO ANKI BECAUSE EVERYONE AROUND YOU IS. There are many successful medical students who do not use Anki.
★ Pearl of Wisdom: “Don’t unsuspend or create too many Anki cards in a day. Even if that means you don’t get all the details. Keep your deck reasonable or you won’t end up using it at all.”

The Podcasters
This species of medical student prefers to make their own schedule and set their own pace. ***All of joined this species to a certain extent when classes moved online for Covid-19***
Characteristics Include:
★ Enjoy studying at home.
★ Like to make their own schedule.
★ Like to be able to pause and rewind lectures or view at double speed.

Notes on Lecture Recordings ("podcasts")
★ Posted on Canvas by the evening of the day the lecture took place.
★ Can be sped up, slowed down, and paused.
★ Student questions cannot be heard.
★ You are responsible for the content of a lecture where recording tech fails and they are either not posted at all or posted after a quiz!

Boards and Beyond Worshipers
This species of medical student prefers to learn via video from a consistent source.
Characteristics Include
★ Thrive off of auditory, lecture based learning with the occasional visual cue.
★ Prefer to answer the objectives and prep for Step 1 using a single video source.

The Mix-and-Matchers
This species of medical student likes to be flexible and tailors their study style to the material at hand.
Characteristics Include
★ Like to have variety in how they study.
★ Need to change up what they do in order to stay engaged.
★ Will pick and choose from the above categories to guide how they study.
★ Feel like they will never be satisfied with only using one tool.
Academic Success

Academic Success is a program dedicated entirely to helping you as a medical student succeed. The staff is committed to supporting medical students by providing academic coaching, tutoring services (at no cost to you!), workshops, and learning resources. Many (probably most) medical students meet with Academic Success regularly, whether or not they are struggling academically, to review quizzes and figure out how to best prepare for upcoming exams.

**Academic Success Pro Tip:** Schedule an appointment at the beginning of the semester, maybe even before and set it for sometime after the first quiz. If you wait, spots will be full. No matter how you do on the first quiz, it’s good to talk about it with them. If you know you want to meet with them more that semester, schedule appointments early. [https://medicine.utah.edu/students/current-students/academic-success/](https://medicine.utah.edu/students/current-students/academic-success/)

**Pearl of Wisdom:** “Everyone can have a tutor regardless of how you are performing. In fact, I would recommend everyone get a tutor. Certain sections are harder for some people than others, in ways you might not expect. It’s good to have people in place to help you when that happens.”

Steven Baumann  
Senior Director

Rebecca Lish  
Director

Neil Vander Most  
Learning specialist

To make an appointment with Dr. Lish or Neil Vander Most, go to the [Academic Success website](https://medicine.utah.edu/students/current-students/academic-success/).
Outside Study Resources

This list is not exhaustive and not required. There are new resources coming out all the time. We covered the main ones used by our class. Even in our year, some students were successful using other material. Reach out to your Academic Coach, Academic Success, and/or MS2 mentor for further information.

Pearl of Wisdom: “Beware of Resource Exhaustion. It is impossible and not effective to use every resource out there. It is better to use 1-3 resources to their fullest potential, than superficially use 10.”

Pearl of Wisdom: “You’ll hear a lot of things from a lot of people. Don’t take what everyone says as things you have to do (you’ll find quickly that’s impossible and overwhelming). So much of medical school is about finding what works for you, and how you’ll want to do things yourself. Make sure you’re collaborating with others about that, but that you make sure that you’re the ultimate arbiter of how you do things.”

General Recommendations:

★ In Phase 1, start using one of the Note-taking software to organize notes (OneNote or Notability).

★ In Phase 2, most students have something to make the pathologies easier to digest (e.g. Pathoma, SketchyPath, Boards and Beyond, etc).

★ In Phase 2, something to help with drugs is helpful (e.g. SketchyPharm).

★ In Phase 2, the professors give you less practice questions, so start using one of the question banks (e.g. WebPath, USMLE Rx)
## Resource Master List

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description/Should I buy?</th>
<th>Tips/When will I use it?</th>
<th>Links</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Note Resources</strong></td>
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<tr>
<td>Anki</td>
<td>Flashcard app which uses an algorithm to only show you the cards you need to study that day.</td>
<td>Regardless of your views on flashcarding, we would still suggest giving Anki a shot during Foundations as this is a formative period in which you are encouraged to try out a variety of different study habits.</td>
<td><a href="www.youtube.com/theAnKing/playlists">www.youtube.com/theAnKing/playlists</a> <em>(This youtube channel was made by U of U students and has multiple playlists on how to use Anki and which decks to use &quot;Start with this&quot;)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pros:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Robust community and large repository of premade decks available (STEP specific decks as well as UUSOM specific decks. See links for more details.)</td>
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<tr>
<td></td>
<td></td>
<td>2. Excellent tool for memorizing large amounts of material in fine detail and retaining it for STEP.</td>
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<tr>
<td></td>
<td></td>
<td>3. Study on the go (e.g. waiting in line, restroom, waiting for friends, in bed).</td>
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<tr>
<td></td>
<td></td>
<td>4. Definitive end to study time. Once you are done with your cards, you are done studying for the day.</td>
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<tr>
<td></td>
<td></td>
<td>Cons:</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>1. Effective use of Anki requires that you complete all flashcards every single day. Even over breaks. Otherwise the cards will build up.</td>
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<tr>
<td></td>
<td></td>
<td>2. Complicated user interface.</td>
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<td></td>
<td></td>
<td>3. Poor at teaching big picture concepts. Big picture vs small picture. Anki is great at helping you memorize small details and minutia (which is what medicine is all about). It will not help you learn large, overall concepts. You will need some other study mechanism to do that (e.g. reviewing the lecture objectives every weekend and/or watching lecture/review videos before doing the Anki cards). It’s difficult to learn concepts from Anki cold-turkey as everything becomes fragmented.</td>
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<td></td>
<td></td>
<td><img src="https://example.com" alt="Anki Desktop App" /> <a href="https://example.com">Desktop app: Free</a> <a href="https://example.com">Android app: Free</a> <a href="https://example.com">iOS app: $25</a> Desktop app is absolutely required. Mobile apps are there for convenience (study on the go). There is no difference between the android and the iOS app save for price. In addition to the desktop app, the desktop version has multiple add-ons that will make it far easier to use. Recommended and additional add-ons are included as playlists on the AnKing youtube channel (See links)</td>
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<tr>
<td></td>
<td></td>
<td><img src="https://example.com" alt="Anki Mobile App" /> It would be to your advantage to at least get the desktop app as your class will likely share anatomy/histology/CMC decks with each other</td>
<td></td>
</tr>
<tr>
<td><a href="https://example.com">Zanki</a> - matches Pathoma and First aid (use the AnKing version if you want cards organized for Foundations)</td>
<td>Excellent Step 1 decks:</td>
<td><a href="https://example.com">Lightyear</a> - matches Boards and Beyond</td>
<td></td>
</tr>
<tr>
<td><a href="https://example.com">Lolnotacop</a> - matches Sketchy Micro/Pharm for H&amp;D</td>
<td></td>
<td><a href="https://example.com">Pepper Deck</a> - Simpler version of Sketchy Micro/Pharm cards with a different card style</td>
<td></td>
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<tr>
<td><a href="https://example.com">Bros 2.0</a> - Old school deck, but still comprehensive if you like the style</td>
<td></td>
<td><a href="https://example.com">Netter’s Deck</a> - Anatomy diagrams</td>
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</tr>
<tr>
<td><a href="https://example.com">Histo! deck</a></td>
<td></td>
<td><a href="https://example.com">U of U decks:</a></td>
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<tr>
<td></td>
<td></td>
<td><a href="https://example.com">U of U Zanki Deck</a></td>
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</table>
| Onenote | Free with Office 365 subscription  
Onenote exists across all devices and OSes. As a student, you will automatically have a subscription to Office 365 during your four years which will grant you access to more storage space and features.  
You can import PDFs, audio, pictures, etc. and type or write notes directly on them. It automatically syncs on all your devices. You can also access/edit your notes online from any computer.  
This is the most commonly used Note-Taking software. |
| --- | --- |
| **Pros:**  
2. Can import PDFs and annotate.  
3. Depending on device, you can write and draw.  
4. Easily organize and consolidate all lectures and notes in one convenient place.  
5. Free  
**Cons:**  
1. Can be finicky/featureless, depending on what version you are using.  
2. If you set Onenote up on your personal account, you will run out of space very quickly. Will have to set up your notebooks to exist on your student Office 365 account.  
3. Have had problems with syncing huge medical school notebook |
| **Onenote**  
[UoU instructions for downloading free Microsoft apps (Word, Excel, Onenote, etc.)](#)  
**Login for Microsoft**  
Username = unid@umail.utah.edu  
Password = CIS password |
| Notability | This is an excellent Mac/iOS app, costs $10, that allows you to take handwritten/typed notes on your iPad/Mac. It syncs on all of your apple products and notes can be backed up on iCloud/Google Drive/Dropbox/etc.  
This is the second most commonly used Note-Taking software. |
| **FOM, MCC, H&D**  
**Pros:**  
1. Storage space is not an issue like it can be in OneNote if you use your personal account.  
2. This app is one of the best for taking notes on iPads.  
**Cons:**  
1. It takes a little more time to organize your notes in a logical way than in OneNote.  
2. If you upload a ppt or word document it takes more time to import because it converts it to PDF (**pro-tip:** convert everything to PDF before importing). |
| **Notability** |
| Study Resources | **First Aid**  
Buy this. Step 1 prep Bible.  
Old copies in the student lounge (HSEB 3rd floor) and in the School of Medicine building study rooms on the basement level.  
Not great to learn from, but a great “checklist” of what you need to learn. Some students write notes in the pages.  
Use as a reference to gauge the long-term relevance of what is covered in lecture and to fill in crucial info not covered in lecture.  
| **FOM**  
**MCC**  
**H&D**  
It is a good idea to become familiar with it in Fall. Don’t buy the newest version until January 2021.  
Note that if you join the AMA they send you a copy! | **First Aid** |
| **Pathoma** | **MCC**
|-------------|-------------|
| This is a great source for all the pathologies you need to know for Step 1. Most of it is covered in class/textbook readings. If you are intimidated by how big Robbins and Cotran Pathologic Basis of Disease is, this is like Robbins Lite. Robbins is the most complete source, but Pathoma is more digestible and emphasizes what is important for exams. Most students have this. Explains pathology behind diseases and symptom, comes with an excellent easy-to-follow lecture series and textbook with high-yield facts. | MCC = SketchyPharm & SketchyPath
H&D = SketchyPharm & SketchyMicro (covers 95% of the bugs you are expected to know)
Only buy this if you're a visual learner.
If you want to see what it is like before you buy, ask an MS2 to show you theirs.
Almost everyone in our class used SketchyMicro. Many used SketchyPharm. SketchyPath is least used, but people who use it love it. |

$99 for one year *(wait until MCC)* | **Pathoma**

| **Sketchy** | **Sketchy**
|-------------|-------------|
| SketchyMedical is a visual memory palace resource. The creators made sketches that use clever recurring symbols to help you remember facts. Videos take you through the Sketches and then you can go back any time to review the symbols on a picture of the sketch. SketchyPharm is for drugs. SketchyMicro is for microorganisms. SketchyPath is for pathologies (diseases). There are multiple anki decks that students use to supplement the sketches. However, be prepared to edit them as you go. Many students make their own anki cards for the information. | Sketchy
Subscription service. Important to time purchase correctly. Group discounts are available if you get enough classmates to sign up. Email the Sketchy people and ask for a group discount during Winter Break. 

$370 for 1 yr initial price for all three Step1 courses in a package. |

| **Boards and Beyond** | **Parallers First Aid page for page. There are practice problems with membership. Similar style to Pathoma.**
<table>
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<tr>
<td>Boards and Beyond is a comprehensive study resource for all that is covered on Step 1. It has lecture videos that are sometimes paired with a question bank. Not all the videos have questions but they are in the process of expanding this. Works well if you like auditory learning and visual learning - he ties a lot of his slides with pictures. Consider buying this.</td>
<td>Useful physiology background content for Foundations, would consider buying this earlier than later. Videos are paired with the anki deck “light year.” See the anki section for link.</td>
</tr>
</tbody>
</table>
| $199.00/year | **Boards and Beyond**

25
<table>
<thead>
<tr>
<th>Medical School Starter Pack</th>
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</thead>
<tbody>
<tr>
<td><strong>Osmosis</strong></td>
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<tr>
<td>Osmosis has wonderful, short videos on Pathology and Physiology topics. Lots of videos are available on YouTube, so check those out to see if you like it. Their full collection is available for purchase. They also offer a free trial. Great for if you need help organizing all the lecture material and concepts, and also will create quizzes and flashcards for you based on topics you’ve covered. Can also make a Step 1 schedule for you ~$300 for 2 yr (can get discounts)</td>
</tr>
<tr>
<td><strong>Physeo</strong></td>
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<tr>
<td>Physeo is a video resource for Step 1 prep. It was started by two third year medical students at the U in 2016. By the end of June 2020, Physeo will be a complete Step 1 resource (including pathology and the most complete and manageable pharmacology resource anywhere) and it is totally free for all U med students, so try it and see what you think. The video content is like a hybrid of Boards and Beyond and Sketchy, including hundreds of conceptual and mnemonic videos, review questions, and pre-made Anki decks to help you really learn the material. You could use this resource from day 1 of med school to learn the physiology, biochem, genetics, biostats, etc., foundationaly, and then continue using it though each organ block (they have a micro section that has all the Sketchy bugs + others that are commonly tested on Step 1). They are very receptive to student feedback about any part of their product.</td>
</tr>
<tr>
<td><strong>Histo!</strong></td>
</tr>
<tr>
<td>Histo! is an app for iPads and was created by UUSOM faculty. It is essentially a histology question bank with thousands of histology slides organized into systems. You can use this and/or Big Picture Histology and/or the histology lab handouts to study histology. If you are a Socratic learner, Histo! is great. We highly recommend using this app to become more familiar with the visual aspects of histology!</td>
</tr>
</tbody>
</table>

To use the premade Histo! Anki Deck please be sure to purchase the app.
Zyg Med organizes the most popular study resources in one place, and matches them to your lectures. You can quickly find, organize, and track your study.

You will find the most relevant Step 1 resources organized and matched to each of your lectures, so you can efficiently prepare for school exams and boards simultaneously. Here are Zyg's most used features:

- Step 1 resources matched to your lectures
- Simplified study tracking
- Integration with the AnKing Anki deck
- Custom and shareable playlists
- Centralized topic structure based on First Aid
- Advanced search by keyword or title
- Learning dashboard with personalized charts and graphs

It's FREE for UUSOM students and should help make medical school better. If it doesn't, they are SUPER receptive to feedback. Send an email to zygem@gmail.com with suggestions.

Create an account at: www.zygem.org

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<tr>
<th>Textbooks (note: lots of older students will be selling their books for cheap, check All-Class Facebook)</th>
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</thead>
<tbody>
<tr>
<td><img src="image" alt="Gross Anatomy" /></td>
</tr>
<tr>
<td><img src="image" alt="Histology" /></td>
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*Library and Student Lounge have copies to borrow. It is also available for free on the library website!*

*Note that the online version does not have the practice questions, so most students buy it for those.*

*The practice questions are excellent.*
<table>
<thead>
<tr>
<th>Bates’ Guide to Physical Examination and History Taking</th>
<th>Consider buying this. No online version, <strong>BUT there are helpful videos from Bates available for free through the library</strong> that really cover all you need to know. “Required” for CMC. This is <strong>the</strong> textbook for history taking and physical examination skills. If you are a textbook person and want to be able to get complete information on what you learn in CMC, this is a great resource. Library and Student Lounge have copies to borrow. Look for 4th years selling their copies. $90 new on Amazon.</th>
<th>CMC</th>
<th>Bates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLINICAL MICROBIOLOGY made ridiculously simple</strong> Edition 6</td>
<td>If you do not like SketchyMicro, then try this resource. It has all the bugs you will learn in H&amp;D, organized in a less intimidating manner. Academic Success has copies. Look for 4th years selling their copies. $30 new on Amazon.</td>
<td>H&amp;D</td>
<td>Clinical Microbiology Made Ridiculously Simple</td>
</tr>
<tr>
<td><strong>IMMUNOLOGY made ridiculously simple</strong></td>
<td>If you do not like SketchyPath, then try this resource. If you are struggling with the immunology material provided in class, this is an excellent resource. Look for 4th years selling their copies. $22 new on Amazon.</td>
<td>H&amp;D</td>
<td>Immunology Made Ridiculously Simple</td>
</tr>
<tr>
<td>Robbins</td>
<td>This is the main “required” textbook for all our courses. It’s provided free online but some people prefer physical copies. When you have a question, Robbins will answer it. This is the resource that question writers use when they are writing questions. Good practice questions for MCC. There is a “pocket” version of this book that many students like.</td>
<td>FOM, MCC, H&amp;D</td>
<td>Watch for 3rd and 4th year students selling this book on the all-class page. You can also access it through the library’s online catalog</td>
</tr>
</tbody>
</table>
### Question Banks (and more)

<table>
<thead>
<tr>
<th>USMLE Rx</th>
<th>WebPath</th>
<th>UWorld</th>
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<tbody>
<tr>
<td><strong>USMLE Rx</strong>&lt;br&gt; <strong>Rx360</strong>&lt;br&gt;<strong>Qm, Ff, Ex</strong></td>
<td><strong>WebPath</strong>&lt;br&gt;<strong>WebPath</strong></td>
<td><strong>UWorld</strong>&lt;br&gt;<strong>UWorld</strong></td>
</tr>
<tr>
<td><strong>This is the most commonly used Question Bank.</strong> Rx360 has three services: question bank, flash facts, and express videos. Most people just have the question bank. You can do questions based on subject, or search for keywords. <strong>Rx 360</strong> (question bank, flash facts, express videos): $119-$449 (1 month-24 months)  <strong>Qmax</strong> (question bank): $89-$339 (1 month-24 months). This resource is best for students that learn through practice questions. Consider using to improve performance on clinical scenario questions. <strong>Consider buying near the end of Foundations. It becomes much easier to find relevant questions during MCC and H&amp;D, when you will for certain want to be using a question bank. This one is widely viewed as a middle tier bank. One big positive is that they run discounts approximately every 3 months of 30-50% off. Most people in our class bought it on their Black Friday sale.</strong></td>
<td><strong>Use these question sets in these courses -</strong>&lt;br&gt;<strong>FOM:</strong> General and Special Topics in Pathology&lt;br&gt;- Embryology&lt;br&gt;<strong>MCC:</strong> General and Special Topics in Pathology&lt;br&gt;- Cellular Injury&lt;br&gt;- Neoplasia&lt;br&gt;- Coagulation&lt;br&gt;<strong>Organ System Pathology</strong>&lt;br&gt;- Breast&lt;br&gt;- Hematopathology&lt;br&gt;<strong>H&amp;D:</strong> General and Special Topics in Pathology&lt;br&gt;- Immunopathology&lt;br&gt;- Inflammation</td>
<td><strong>Do not buy this until the second year. Academic Success may provide a discount around January of your second year. Otherwise, your class may try to organize a group discount.</strong>&lt;br&gt;Nearly everyone uses this question bank during the “dedicated” study time for Step 1 (after Phase 2 courses conclude).</td>
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</table>
AMBOSS has a library of illness scripts similar to UpToDate, but condensed to create medical student-directed outlines. They also offer ~2,400 STEP 1 questions and have more STEP 2 and Shelf questions. Additionally they have more analytic tools than other questions banks, such as recommended topics for review based on the exam that you are preparing for, complete integration with their library with highlighting features that identify information that you were tested on and missed, and collapsible text based on test-specific relevancy. The STEP 1 question format is highly consistent and easily accessible to the learner that uses questions to both learn and test themselves on the material. AMBOSS allows you to tailor your question sets so you choose from basic recall questions (perfect for Foundations) to extremely difficult questions that will prepare you well for Step 1. Also, with the ANKI add-on it pairs well in regards to the continuity and goals of the ANKI user.

AMBOSS may be the best qBank to explore in Foundations as its bank has the greatest ability to filter questions to what is pertinent. AMBOSS has incorporated ANKI into its scope of learning tools with their add-on. So really AMBOSS can be effective from day one of medical school to your final year of residency.

If you have questions please reach out to MS2s - we are available for in-person meetings or zoom calls.

Marc Matsumura
(marc.matsumura@hsc.utah.edu)

Marshall Henrie
(Marshall.Henrie@hsc.utah.edu)

Karch Smith
(karch.smith@hsc.utah.edu)

Kaplan is widely considered to have a high-quality question bank, on par with USMLE-Rx. Their questions are often a little easier than UWorld or Amboss. They also uniquely present questions on Health Science Systems topics such as insurance structure and quality improvement initiatives/strategies. These topics will eventually be added to STEP 1.

The integrated plan includes videos and other resources.

Because of the inflexible pricing options for the Qbank (1 month or 1 year), consider buying Kaplan early and retiring it long before you enter dedicated STEP study and move to a top-tier Qbank (UWorld and AMBOSS)

UpToDate is the Wikipedia for doctors. This is what all physicians use to research pathologies and find out what the recommendations/latest protocols are. Use when you are preparing your CBL presentations and when you’re doing Assessment and Plan write ups in CMC2.

Use when you are preparing your CBL presentations and when you’re doing Assessment and Plan write ups in CMC2.

Interlibrary Loan
Access articles outside of the U’s library system

Research ethics and compliance training.
Training that is mandatory if you are conducting research. Check with your PI for specific courses to take.

U of U library website
Under “Quick Links” click “UpToDate”

Under “Quick Links” click “UpToDate”

EHSL ILLiad

CITI Program
Tools To Consider Purchasing

Click on the hyperlinks for affordable but awesome options on Amazon.
Tip: Black Friday is a great time to buy items that aren’t needed immediately.

Must Buy

1. **Bluetooth keyboard.**
   - ★ You need the keyboard for quizzes/exams. You won’t need it until the CMC I final exam, but get it before then so you can get used to it. You will use it a lot during Spring semester.
   - ★ There are many options on Amazon.
   - ★ [Popular option/great price](#)

2. **Professional clothes for clinic/patient presentations***

*An important note on patient presentations: These are Expected Attendance. Patients and their physicians graciously give up their time to come and present to us. This can be a vulnerable thing for them to do. Not only that, these are some of the most meaningful sessions you will attend during your didactic years. The patients are inspiring and help us to remember why we want to be doctors! Please show them the respect and dignity of your presence and full attention.

Optional

1. [Ipad case](#)
2. [Stylus for iPad](#)
3. [Hard drive to backup your data/notes](#)
4. [Blood pressure cuff and sphygmomanometer](#)
5. A [case](#) to hold all your clinical tools.
6. [Noise canceling headphones for studying](#)
7. [Reflex Hammer (NOT the ones with triangle heads. They suck)](#)

Other clinical tools include Ophthalmoscopes, Otoscopes, etc. You really don’t need these, you’ll get plenty of time in the skills lab to practice. You will be receiving a stethoscope at the white coat ceremony so do not purchase one!

**Pearl of Wisdom:** “I bought an Ophthalmoscope and Otoscope so that I could practice the HEENT exam and it was helpful, but also I could have just practiced in the skills lab. I bought cheap ones because I didn’t want to pay a fortune. But now I have these cheap ones (which were still a lot of money) that I won’t actually want to use on real patients, so they are now useless and a waste of money.”
Extracurricular Opportunities

**Pearl of Wisdom:** “Don’t sign up for everything, it’s exciting to be in medical school and a lot of doors have just opened. They will stay open though, you don’t have to run into these opportunities.”

There is a wide variety of ways to get involved in extracurricular opportunities here at the U! Choose to get involved in things you are passionate about and that add to your medical school experience. Reach out to Dr. Stevenson, MSII’s, mentors, or academic success if you need help deciding what to do or finding an appropriate balance of school and activities. Remember that your classes are YOUR TOP PRIORITY.

**Research**
A lot of information regarding research, how to get involved, and how to find a PI will be presented to you during first and second semester. Your summer between MS1-MS2 will be a great time to get research time in too so keep that in mind.

**Student Government/Leadership**
Keep an eye out for emails looking for people to run for various positions. Most positions are elected by your fellow classmates.

**Co-presidents (2) and class council (4)**
★ Responsible for cultivating class culture and cohesion. Duties include planning student body-wide events, class specific events, all class meetings, and advocating for your fellow students.

**OSR/ART (2)**
★ OSR/ART reps serve dual roles as representatives of the student body to the medical school accreditation body and the AAMC. We strive to be the voice of the University of Utah students to faculty on matters related to accreditation and strive to connect University of Utah medical students to the larger community of national medical students.

**Curriculum Committees MS1s Can Be On**
★ Curriculum Committee Student Representatives provide student perspective to the committee, vote on proposals, and relay updates to their class.
★ **Curriculum Committee:** This committee covers all 4 years of curriculum and is the top of the curriculum committee pyramid. All changes to curriculum will go through this committee. 2 representatives per class.
★ **Phase I & II Subcommittee:** This committee oversees Phase 1&2 only. All proposed changes to Phase 1&2 will go through this committee before going to the Curriculum Committee. 2 representatives per class. A specific job for the student representatives is to organize the feedback groups for their class (see Feedback section).
★ **Educational Technology Subcommittee:** This committee oversees new changes to the use of technology in the curriculum. 1 representative per class.

**Professionalism and Diversity Committee (~30)**
★ Group of self-selected students who plan and hold events for other students in the realm of professionalism and diversity. Each class’ committee determines on their own what they would like to specifically do. Call for participants usually goes out in December/January.
★ The P&D Committee has been very active throughout the past year in part due to recent events. They have drafted a letter especially for your class that is included in this packet as an appendix [here](#). The entire committee is passionate about Diversity and Inclusion and encourages you to reach out to any of them with questions or concerns.

**Interest and Leadership Groups**
Interest groups will hold lunches and dinners with various speakers throughout the year. Some groups hold hands-on events like suture workshops or procedural experiences. If you are interested in being involved in organizing those, don’t be afraid to reach out to MS2s who are involved to find out more:

**Current UUSOM Leaders**

The above document lists all of the leaders and groups. You can also peruse medical student interest groups and request membership through [getinvolved.utah.edu](http://getinvolved.utah.edu) > organizations > categories: Medical School Student Interest Group

In the Spring (sometimes fall), Interest Group Leaders will send out applications for new leadership.

**RealMD**

RealMD is a program driven by student representatives from each class and administrative faculty. Although it is student-run, it also serves as a complementary component of the curriculum. This program strives to foster professional identity development, career development, and leadership development, emphasizing the overlap of all three.

Identifying one’s purpose within medicine and its evolution over time is a central component of RealMD, as it guides the aforementioned types of development while also preserving authenticity. Two students will be selected to represent the class of 2024 at the end of FOM and will hold this position for the remaining 3 ½ years of medical school.
Volunteer Clinics

General Volunteering Advice

1. Find the best volunteer experience for you by trying all of your different options. Feel solidly in your academics before you do this though - (you can't become a physician who serves others without passing curriculum first!)
2. You will learn physical exam skills in CMC, but you can start volunteering as soon as you like though, because physicians and MS2’s are happy to help you learn skills.
3. You can volunteer as often or as little as you like, most clinics use SignUp Genius.
4. Review Current MS2022 Leaders if you don’t want to always have to reference the starter pack.

Why volunteer?

1. Hands on clinical experience in the first two years
2. Practice for CMC exams
3. Give back to your community
5. Get to know your peers
6. Leadership opportunities
7. It is so much fun!

Clinic Information

Medical Student Homeless Outreach Clinic (MSHOC)
Description: Med student run screening clinic that serves the homeless population
When: Every Saturday from 7:45 AM - 11AM
Location: The Weigand Center in Downtown SLC
Sign up: Use the Signup Genius link on our Facebook page and emails.
Contact info: MS2 Co-Presidents
   Logan Beach: logan.beach@hsc.utah.edu
   Kevin Voll: Kevin.voll@hsc.utah.edu
   Lizzy Stauder: lizzy.stauder@hsc.utah.edu
   Mercede Erickson: mercede.erickson@hsc.utah.edu
   Erica Arnold: erica.arnold@hsc.utah.edu
Midvale CBC Clinic

**Description:** Medical student-run interprofessional community health clinic that serves the uninsured medically underserved population of Salt Lake Valley

**When:**
- General Medical Clinic:
  - Every Tuesday evening (5:00 PM - 9:00 PM)
  - Every Wednesday evening (5:00 PM - 9:00 PM)
  - Every Thursday morning (8:00 AM - 11:30 AM)
- Pediatric Clinic:
  - Monthly: Monday evening (5:00 PM - 9:00 PM)
- Diabetes Interprofessional Clinic:
  - Monthly: Monday evening (5:00 PM - 9:00 PM)

**Location:** 49 W Center Street, Midvale, UT 84047

**Sign-up link:** SignUp Genius

**Contact info:** MS2 Co-Directors
- Taly Polukoff: u0770115@umail.utah.edu
- Natalia Garcia: natalia.garcia@hsc.utah.edu
- Neil Sahasrabudhe: neil.sahasrabudhe@hsc.utah.edu

Maliheh Free Clinic

**Description:** Located in Millcreek (South of Salt Lake), Maliheh Free Clinic is devoted to providing care for underserved populations and low-income patients. Saturdays are completely student-run and allow students to work at a pace that allows them to have as much experience as they would like, in order to practice their clinical skills. Maliheh provides students the unique experience of experiencing every aspect of the visit, from the greeting at the front door to the documentation after the patient has departed. Students are also able to work side-by-side with the attending providers, pharmacy students, and translators. Feel free to contact the Co-Directors with any questions!

**Sign-up link:** will be posted on the Facebook groups when clinic starts in the Fall semester.

**When:** Every other Saturday with slots starting at 8 am and ending around 1 pm.

**Location:** 941 East 3300 South, Millcreek, UT 84106

**Contact info:** MS2 Co-Directors
- Riley Pence: riley.pence@hsc.utah.edu
- Ivy Christofferson: ivy.christofferson@hsc.utah.edu
- Chase Paulson: chase.paulson@hsc.utah.edu
- Marc Matsumara: marc.matsumara@hsc.utah.edu
- Amanda Cooper: amanda.cooper@hsc.utah.edu
**Maliheh Ophthalmology Clinic**

*Description*: Medical-student run ophthalmology clinic to serve the medically underserved population.

*When*: One day every month, usually the third week of the month, schedule will be announced.

*Where*: Maliheh Free clinic

*Sign up*: To sign up please contact Brad, Nate, or Tom (emails below)

*Contact Info*: MS2 Co-Directors

  - Brad Hillyard: bradley.hillyard@hsc.utah.edu
  - Nathan Jensen: nathan.jensen@hsc.utah.edu
  - Tom Sant: thomas.sant@hsc.utah.edu

**Fourth Street Dermatology Clinic**

*Description*: Medical student-run dermatology clinic that serves SLC’s uninsured and homeless population. Come see what dermatology is all about!

*When*: First Tuesday of each month, 5-8pm

*Location*: 4th Street Clinic: 409 W 400 S, Salt Lake City, UT 84101 (southwest corner of 400 South and 400 West)

*Sign Up*: To sign up, please contact Ryan or Lauren (emails below). Sign up is based on a lottery system and two students will be chosen every month to volunteer. Sign-up list will be posted on Facebook.

*Contact Info*: MS2 Co-Directors

  - Holly Lind: holly.lind@hsc.utah.edu
  - Gabrielle Adkison: gabrielle.adkison@hsc.utah.edu

**Fourth Street Gynecology Clinic**

*Description*: Medical student run gynecology clinic that serves SLC’s homeless population. Develop patient interview skills and work with residents and attendings to assist in colposcopies/biopsies, pessary placements, contraceptive placement, and much more!

*When*: Every 3rd Monday of each Month, from 5-7 pm

*Location*: 4th Street Clinic: 409 W 400 S, Salt Lake City, UT 84101 (southwest corner of 400 South and 400 West)

*Sign Up*: To sign up please contact Sophie or Amanda (emails below). Sign up is based on a lottery system and two students will be chosen every month to volunteer.

*Contact Info*: MS2 Co-Directors

  - Dani Bonser: danielle.bonser@hsc.utah.edu
  - Kaitlyn Whitesitt: kaitlyn.whitesitt@hsc.utah.edu
Fourth Street Neurology Clinic
*Description:* Medical student run neurology free clinic that serves the homeless population.
*When:* Every 2nd Monday of each month from 4:30-8:00 PM.
*Location:* 409 W 400 S, Salt Lake City, UT 84101 (southwest corner of 400 S and 400 W)
*Sign up:* Our sign up list will also be posted on Facebook and emailed out.
*Contact info:* MS2 Co-Directors
   - Ludovica Farese: ludovica.farese@hsc.utah.edu
   - Justin Campbell: justin.campbell@hsc.utah.edu

Fourth Street Ophthalmology Clinic
*Description:* Medical student run ophthalmology clinic to serves the medically underserved population.
*When:* One Tuesday every month, usually the third week of the month, schedule will be announced.
*Where:* The 4th Street Clinic
*Sign up:* To sign up please contact Duncan or Ayesha (emails below)
*Contact info:* MS2 Co-Directors
   - Duncan Hartt: duncan.hartt@hsc.utah.edu
   - Ayesha Patil: ayesha.patil@hsc.utah.edu

Free HIV PrEP Clinic
*Description:* We offer PrEP for free to people who don't have health insurance and are at risk of getting HIV.
*When:* 2 Saturdays/ month
*Where:* Redwood Health Center 1525 West 2100 South, Salt Lake City, UT 84119
*Contact info:* MS2 Director
   - Hailey Mclean: hailey.mclean@hsc.utah.edu

Geriatric Clinic at the VA
*Description:* This clinic is run by the Geriatric Medicine Interest Group and takes place at the VA under the supervision of Dr. Phillip Kithas.
*When:* One Saturday/month 9am-12pm. Students will be slotted for one hour.
*Where:* VA hospital, geriatric clinic
*Sign Up:* [SignUp Genius](#)
*Contact info:* MS2 Co-Directors
   - Siale Teaupa: siale.teaupa@hsc.utah.edu
   - Sejal Mistry: sejal.mistry@hsc.utah.edu
   - Espen Earl: espen.earl@hsc.utah.edu
   - Lea Karabegovic: lea.karabegovic@hsc.utah.edu

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Summer Opportunities

Start considering different ways you could spend your summer in about January or earlier. Check in with Dr. Stevenson, your mentors, and your family about your plans. Don’t be afraid to ask questions about different opportunities. There are a thousand different ways to organize this break to be useful to you - so what you do will depend on your unique goals and needs.

1. **Medical Student Research Program (MSRP):** Summer long program. Competitive mentored research program with a stipend which allows students the opportunity to work with basic science, clinical science, or health care research investigators. (31 students last year)
   - **When:** Have PI/mentor by November. Apply in January.
   - **Pros:** Paid research. Formalized training. Research credit possible.
   - **Cons:** Only certain fields of research qualify. Typically, a rigid schedule of 40hrs/week for 10/12 weeks of summer break. Requires a written proposal to apply.

2. **RUUTE Summer Research Experience:** Summer-long program, similar to MSRP (with stipend) but with a focus on research impacting rural or underserved populations. Pilot year was 2020, so still under development.

3. **Other research Opportunities:** MSRP & RUUTE are not the only research program, and there may be limited summer funding. Many other groups conduct research and have funding available. Note that not all students engage in research, but many do.
   - **When:** Up to you, some start research before classes begin and continue through Foundations. Others set up their summers and primarily focus on research then. Finding mentors earlier can ease the stress later. See here for potential mentors for MSRP and other research.
   - **Pros:** Limited MSRP & RUUTE funding available, same as MSRP Pros.
   - **Cons:** Sometimes more initiative and networking required. May end up only receiving credit w/o being paid.

**Pearl of Wisdom:** “Getting research set-up early was a huge relief down the line. Some of my classmates were unable to find funding, but having a mentor and summer funding lined up in October prevented that stress. FOM is a great time to find mentors and research projects since it is PASS/FAIL.”

4. **Surgical Exploration and Discovery (SEAD) Program:** 2-week program for rising MS2’s which provides a comprehensive exposure to the surgical subspecialties. This program is created for those who do not have much experience in an OR but have an interest in surgery. Participants will be exposed to the operating
room and clinic, learn basic surgical skills in the simulation lab, and engage in
career discussions with current faculty members in the department of surgery. A
variety of surgical subspecialties including cardiothoracic surgery, neurosurgery,
ophthalmology, orthopedic surgery, otolaryngology, pediatric surgery, plastic
surgery, vascular surgery, urology and general surgery will host students. Beware,
you may fall in love with surgery after completing this program!

_When:_ Email will be sent out end of March. Applications due April.
Notification of acceptance end of May. They usually accept around 10
students.

_Pro: _Hands-on experience in the OR, networking, basic surgical skillS
training, lunches provided, can be done in addition to MSRP (if your PI
gives approval), free, gives you confidence in how to shine in your 3rd
year surgical rotations.

_Cons:_ 2 weeks of summer, only selected students can participate (if you
have tons of surgical experience already, you can still apply but they will
prioritize those that have little over you), unpaid.

5. **Ghana Learning Abroad:** 3-4 week program where field work and activities take
place around Kumasi and surrounding villages. Projects vary by year, but all
pertain to public health. Students work directly with village and community
members to understand and improve overall health conditions locally. During
summer 2018 students were divided into one of three projects: assess presence of
antibiotic resistance in community latrines, understand barriers to accessing cleft
palate surgeries, record dermatologic conditions in West Africa. New projects
each year. There is a one week add-on where the group travels to Paris
together. This significantly increases the cost of the program but is supposedly an
amazing time. Check the start of M2 year schedule to make sure the start of
classes give you enough time to add this week on.

_When:_ 3-4 weeks in July, typically towards the end of the month.

_Pro: _If you are considering a career in global health then this will give you
an authentic experience; research elective credit possible.

_Cons:_ 3 weeks of your summer, cannot be done with MSRP, expensive.

6. **Wilderness Medicine Study Abroad in Chamonix, France:**
The Wilderness Medicine in the Alps program is a two-week course in
Chamonix-Mont Blanc, an incredible mountain town tucked into the largest and
highest mountain range in Europe. During this course, students learn to practice
medicine in remote environments; it builds a foundation of knowledge so they
can both avoid and manage emergencies in the backcountry. The course
consists of 50% didactic teaching, 40% hands-on training, and 10% small group
practice. In addition to academic coursework, students will have ample
opportunities to explore the Alps on group excursions.

_When:_ Two weeks
7. **External Internship:**
There are many different summer internship/research programs that you can apply to that are at different institutions. Start looking into these early as they usually have a winter deadline for application! Again, pursue something that you are passionate about! Note that some of these can be related to research and others can be related to things like medical education.

8. **Wellness Summer:**
We recommend that EVERYONE take some time during their summer to check in with their wellness. Spend time with your family, friends, and yourself. Watch Netflix all day, exercise, cook, hike, bike, climb, or do anything you love to do. Many of us decide to go on vacations abroad or out of state. Some students feel the need to spend the entire summer focusing on their wellbeing after the MS1 year. This is okay too, but we highly recommend talking about those kind of summer plans with Dr. Stevenson.

9. **Camp Cardiac, Camp Neuro and Camp MD**
These are separate week-long camps run during the summer at the University of Utah. Each is provided for high-school-aged students, and put on by medical students. Medical students are expected to organize the itinerary, schedule speakers, and activities for the week that meet guidelines set by the camp organization. 4-5 medical students are needed to run each camp, but one person is required to be the coordinator for each camp, and must be there all 5 days from 8:30am-4:00pm. All other students have more flexibility in their schedules during the week of camp.

Further introductions to the camp will occur during the fall at a lunch event, so watch for that if you want to get involved. Leadership will be decided at the beginning of spring for the upcoming year.

*When:* Dates for camp are decided by the groups of medical students running the camps. Usually in June or July.
*Pros:* Only one week during your summer and can be accommodating to MSRP students. Great leadership opportunity, great way to get involved with the community, work with kids, and network with physicians & faculty.
*Cons:* Difficult to do if you want to do an internship/research outside of Utah. Requires time during the school year to plan the itineraries.
Questions can be directed to current camp leadership contacts if you are interested in learning more.

Camp Cardiac: Samantha Derzon, samantha.derzon@hsc.utah.edu
Camp Neuro: Rachel Huynh, rachel.huynh@hsc.utah.edu
Camp MD: Trent Parry, trent.parry@hsc.utah.edu

10. Create Your Own Adventure:
There are a variety of things you can do that don’t fit into a singular box. For example, you may decide to apply to SEAD, go on vacation, and then do a research project. You may plan a global health trip with a faculty member. Perhaps you want to volunteer and spend time in advocacy this summer! If you are passionate about something - pursue it! One of the best parts of attending UUSOM is that there is space and support for student innovation. That’s how our PrEP clinic was started and how this guide came to life!
Wellness

Pearl of Wisdom: “It took me an entire year of ups and downs to finally find a routine that made me feel best in my body and mind. I had to be adaptable and more importantly, kind to myself, as I figured it out. It came down to that I had to take care of myself before I could be a present, productive and grateful medical student.”

Medical Student Wellness Program

The UUSOM Wellness Program is excellent and the services are FREE while you are a student here. Whether you are really struggling or not, these resources are invaluable as a medical student. Note that as a student your immediate family members are also able to use these services!

If you want to access any of these services contact Teresa Stocks. She will set up an intake appointment with you and work with you to establish a plan for accessing the various wellness services.

**Teresa Stocks: teresa.stocks@hsc.utah.edu (801-585-1207)

Services offered:
- Individual and Couples Counseling
- Medication Management
- Crisis Intervention
- Support Groups

**Note: setting up services may take some time (days), so be prepared for this. If this is an emergency health crisis, reach out to the services below.

**After-Hours Mental Health Emergencies**

- UNI Crisis Line: 801-587-3000
- Mental health hotline: (800) 273-8255
- Suicide hotline: (800) 784-2433

**Student Life Center**

A membership to the University of Utah Student Life Center is included with your tuition. During the summer there is a break in your access, but wellness tries to get those who will be in town for the summer free to affordable access. Check your email towards the end of the year for this. **Pro-tip:** there is a climbing and bouldering wall at the gym that is super fun!
Medical School Starter Pack

Fun things to do around SLC
New to SLC? Here are some things just to get you started!

**Restaurants**

**Asian**
1. Little World
2. Cafe Anh Hong
3. Dim Sum House

**Breakfast/Brunch**
1. Eggs in the City
2. Hub & Spokes
3. Blue Plate Diner
4. Publik Kitchen

**Burritos**
1. Betos
2. Hectors

**Japanese/Sushi**
1. Kyoto
2. Takashi
3. Jinya Ramen

**Mediterranean**
1. Mazza
2. Spitz

**Mexican**
1. Cafe Rio
2. Red Iguana or Blue Iguana

**Pizza**
1. The Pie Pizzeria
2. Big Apple Pizza
3. Salt Lake Pizza & Pasta

**Pub Food**
1. Wasatch Brewery
2. Porcupine Grill
3. Fiddler’s Elbow
4. East Liberty Tap House

**Vegetarian/Vegan**
1. Veggie House
2. Budz
3. Zest

**Coffee Shops**
1. Salt Lake Roasting Co.
2. Nostalgia
3. Watchtower Cafe (comic coffee shop)
4. Coffee Garden
5. Sugarhouse Coffee

**Hikes**
1. The Living Room
2. Bell’s Canyon
3. Donut Falls

**Mountain Biking**
1. Trailside Park - Park City
2. Pipeline Trail - Millcreek Canyon
3. Solitude Ski Resort

**Rock Climbing**
1. The Front (indoor)
2. Momentum (indoor)
3. Big Cottonwood Canyon

**Historical landmarks**
1. Temple Square
2. Antelope Island
3. The Salt Flats

**Museums/Gardens**
1. Museum of Natural History
2. Red Butte Botanical Garden
3. Utah Museum of Fine Arts

**Parks**
1. Sugarhouse Park
2. Liberty Park
3. Tanner Park (off-leash dog trail)
4. Memory Grove (off-leash dog trails)
UUSOM Administration Profiles

The following people are part of our administration. These are people you may want to meet with during the year. Who are these people and when/why should you meet with them? Click here to make appointments with them.

Dr. Adam Stevenson

Who is he? Associate Dean, Student Affairs.
What does he do? It is his job to help us plan and prepare for residency applications. He also oversees administration, so when administration responds to student concerns, he is leading that response.
Why should I meet with him? You should meet with him to discuss what you are passionate about and how you are exploring that passion in medical school. He will help you decide how much research you need to do, what your “brand” will be, what to do with your summer break, and specialties you should explore based on your interests, etc. In addition, if you have a serious problem (e.g. serious issue with a professor/fellow student, a family emergency, etc.) he is the person to talk to.
When should I meet with him? Meet with him once during first semester for introductions and then again in second semester for a check-in. You’ll meet with him more frequently during 3rd year.
Tom Hurtado

Who is he? Director of Student Affairs
What does he do? Tom supervises the following Student Affairs areas including: Academic Advising, Career Advising, Student Records, Financial Aid and Scholarships, and Event Programming. He is Dr. Stevenson's right hand. Tom is also part of the advising team for several student programs including SBO's, REAL MD, and the Professionalism and Diversity committees. He also oversees credentialing and compliance processes.
Why should I meet with him? You should meet with him if you have any questions about resources or needs. He has more walk in hours than Dr. Stevenson by design so he can triage any issues or concerns.
When should I meet with him? Meet with him once during first semester for introductions and then again in second semester for a check-in. Checking in with Tom each semester as you have questions or need resources will be beneficial to you.
Who is she? MS1/MS2 Advisor and also program manager for Professional Development (RealMD)
What does she do? “I work with students to help them go through the process of professional and career development. Through my role I am also involved in helping faculty become effective mentors and work together to help our medical students find their career path! My main focus is helping MS1/2 but I work with students from matriculation up until the match! Look out for events like Mentor Mixers, Career Day, and workshops throughout the year to engage in your own professional identity. P.s. I also work with the social media team, so if you have anything you want to say or showcase on UUSOM social media send it my way too!”
Why should I meet with her? “For the reasons above, but you can also meet with me for CV and personal statement help. If you’re struggling with drafting an important email to faculty, or a potential mentor we can meet. Also, if you just need a cheerleader, someone to have your back and give you assurance that you’re doing what’s right you can come to me as well! I am here for you!”
When should I meet with her? “You should meet with me at least once a semester. Let’s catch up and make sure you’re doing everything you should be doing.”
Curriculum Team

Sara Lamb, MD
Associate Dean of Curriculum

Janet Lindsley, PhD
Assistant Dean of Foundational Science Curriculum

Kerri Shaffer, MEd, MLIS
Director of Curriculum
Commonly Asked Questions

1. **What do I need to do the summer before med school to prepare for class?**
   a. Trying to pre-study for Foundations is unlikely to help and may lead to burnout. Enjoying your time before the semester starts may be the best thing you can do for yourself.
   b. If you really want to prepare, consider priming your brain to focus for long periods of time by reading an academic paper without allowing yourself to be distracted, working on a project without detouring to Facebook or Instagram, or even reading a novel for a set amount of time without stopping to check your email or text messages.

2. **How do I get involved with student interest groups?**
   a. To learn more about what is available, attend the lunches that will be posted on Facebook throughout the year. Most interest groups will hold them in an HSEB classroom and they are a great way to get to know the people and purpose of the group. Plus, Free Lunch!
   b. To see a complete list of medical school interest groups and to join, go to getinvolved.utah.edu > organizations > categories: Medical School Student Interest Group.
   c. If you are interested in becoming more involved, new leadership applications will usually be advertised on Facebook in the spring.
   d. You may join as many student interest groups as you like. The commitment can be as small or as large as you make it.

3. **How do I reserve a room in HSEB for an interest group?**
   a. Check the HSEB schedule at this link
   b. Send a message using this form or email Nancy Litz directly at nancy.litz@utah.edu with the room number and time you want.

4. **Promotions Committee**
   a. **What is it?** A group of faculty, residents, medical students and attendings who meet at the end of each course. They have the authority to impose academic action based on a student’s performance in a course, USMLE licensing exam, and/or delayed course completion. The committee considers a student’s entire academic record, overall professional development, behavior and attitude in deciding an appropriate academic action.
   b. **When should I be concerned about my performance?** If you are consistently performing poorly on quizzes, if you fail the final exam, and/or fail the course.
c. **If I have to go before the promotion committee, how should I prepare?**
   You can choose an advocate to vouch for your effort; most students select Dr. Stevenson. During phase II, quizzes become formative (meaning they don’t count towards your final grade); however, the scores from these quizzes will be used by the committee to determine whether the student should be allowed to retake the exam, retake the course, or be dismissed from the program. For example, a student who fails a final exam but has performed well on all formative quizzes will be seen more favorably than a student who has consistently underperformed.
   i. See the Medical student handbook for a more detailed explanation.

5. **AOA: Alpha Omega Alpha**
   a. **What is it?** Nationally recognized honor society. At UUSOM, the top 5% of students at the end of year II join AOA. Performance is based on course scores from all of the phase II courses, except Layers of Medicine and EoY1 Exam. An additional 10% of the class will be inducted into AOA based on performance in clerkships. If this is something you are really concerned about, we recommend speaking to Dr. Stevenson to find out specifics.

6. **What should I do if I fail a Quiz?**
   a. Relax, take a deep breath.
   b. TALK TO YOUR COURSE DIRECTORS. They are here to help you.
   c. Schedule a meeting with Academic Success. They are really good at helping students improve their academic performance.
   d. Talk with your Academic Coach and/or MS2 mentor for further support/advice.
List of Contributors

Student Co-Leaders
- Jordan Nishimoto (2020 Starter Pack Co-Leader)
- Amanda Cooper (2020 Starter Pack Co-Leader)
- Abigail Luman (2019 Starter Pack Co-Leader)
- Gina Allyn (2019 Starter Pack Co-Leader)
- Rachel Tsolinas (2018 Starter Pack Co-Founder)
- Sam Wilkinson (2018 Starter Pack Co-Founder)

Faculty Mentor
- Dr. Kathryn Moore (Starter Pack Faculty Mentor)

Class of 2021
- AJ Ferris (Boards & Beyond)
- Chris Badger, Miekan Stonhill (General Advice)
- James Tran (Anki section)
- Leslie Denson (edited)
- Paul Bluth (USMLE Rx, Amboss, Pastest question banks)
- Spencer Bub Lindsay (Kaplan)
- Veronica Urbik (Volunteer Clinics)

Class of 2022
- Derek Woodruff (OSR/ART)
- Megan Budge (Wilderness Medicine Study Abroad)
- Nicholas Flint (Anki section)
- Nicolette Jensen (Notability)
- Sabina Imanbekova (Future Doctors)
- Samantha Derzon (Camp Cardiac/Neuro/MF, Science Powers/Navigators)
- Travis Norseth (Physeo)
- Various anonymous MS2022 students for Pearls of Wisdom

Class of 2023
- Marc Matsumura, Marshall Henrie (Amboss section)
- Logan Beach (Anki section)
- Corey Shayman, Ambur Staab, Lizzy Stauder, Sofia Tuttle (online learning section)
- Alex Powell (Study Strategies section)
- Ha Le (Professionalism & Diversity)

Faculty
- Dr. Baumann
- Dr. Lindsley
- Dr. Rebecca Lish
- Mo Laguan (UUSOM Administration Profiles)
- Teresa Stocks (Wellness)
- Tom Hurtado (UUSOM Administration Profiles)
- Kerri Shafer (UUSOM Administration Profiles)
Medical School Starter Pack

For the Person Beyond the Med Student:  
A Brief Guide to Diversity & Inclusion at the UUSOMs  
from the Class of 2023 Professionalism & Diversity Committee

Purpose

Let's be honest: the UUSOM has a unique class cohort and culture. And as a newly minted MS1, handling potential issues and finding support networks can be daunting. Your Class of 2023 Professionalism & Diversity (lovingly abbreviated as P&D) wish we had received more information surrounding this topic, so a few of us have come together to provide a quick guide to navigating spaces and issues related to diversity and inclusion, particularly for the BIPOC, LGBTQ, and femme students.

Your support network

Your “success” as a student is far secondary to your wellness as a person, which means a support network is one of the most essential aspects of your time here. While some of these support networks will develop organically over time, there are some well-established strategies to facilitate this process.

For instance, at the medical school, you can join Project Progress events to find a community of BIPOC students; reach out to Melanie Hooten for delicious snacks (if you’re able to stop by her office during non-COVID times) and deep conversations; or attend the Wellness Diversity Group Zoom calls happening every other Tuesday. These calls often center on a particular aspect of identity and provide a setting for students to speak to the intersection of that identity and medicine and allow for processing of experiences in med school. There are also community resources in Salt Lake City, such as the Utah Pride Center, the Jewish Community Center, and Sorenson Unity Center.

Below find a brief list of people, departments, and interest groups that can become your community (and of course, there are also us—the authors of this guide).

Student interest groups at the UUSOM:

- American Medical Women’s Association (AMWA)
- Asian Pacific American Medical Student Association (APAMSA)
- Latino Medical Student Association (LMSA)
- LGBTQIA+ and Allies in Medicine
- Pacific Islander Medical Student Association (PIMSA)
- Project Progress
- WE WILL: Women Empowering Women in Leadership
- White Coats for Black Lives (WC4BL)

Faculty and staff:
Medical School Starter Pack

- **Office for Health Equity, Diversity, & Inclusion (OHEDI)**
  - Dr. Paloma Cariello, Associate Dean (paloma.cariello@hsc.utah.edu)
  - Melanie Hooten, Student Services Manager (melanie.hooten@hsc.utah.edu)
  - Mauricio “Mo” Laguan, Programs Manager, Faculty & Staff (mo.laguan@hsc.utah.edu)

- **Medical Student Wellness Program (MSWP)**
  - Dr. Michelle Vo, Director (michelle.vo@hsc.utah.edu)
  - The MSWP also hosts small-group sessions around lunch-time for women, BIPOC, and LGBTQ students to share and process their experiences, along with a group for white students to discuss and process their racial privilege. We highly encourage attending these sessions for honest conversation and camaraderie!

- **Office for Student Equity & Diversity (on the main campus)**
  - Daniel “Ti” Kinikini, Academic Advisor, Retention Program Coordinator (d.kinikini@utah.edu)

A few community and main campus centers:

- Utah Pride Center
- Jewish Community Center
- Sorenson Unity Center
- Urban Indian Center of Salt Lake
- University of Utah LGBT Resource Center
- University of Utah American Indian Resource Center
- University of Utah Black Cultural Center
- University of Utah Center for Ethnic Studies
- University of Utah Dream Center

**Navigating issues at the UUSOM**

If you experience discrimination, harassment, or mistreatment during your time at medical school, you have different options for approaching the situation. For instance, at the end of each course, the feedback survey will inquire as to whether a student has experienced harassment or mistreatment. This survey would be an opportunity to report your experience. However, should you like to address these during a course you can:

- **Reach out to the course directors,** Dr. Steven Baumann, or Dr. Adam Stevenson; these options may NOT allow for anonymity if you want direct action taken.
- **Contact the Office of Ombudsman and the Facilitation Service.** This resource is available to all members of the University of Utah Health community including trainees (yes, you!) and provides informal conflict management from a third-party source. You are able to report anonymously, and many have attested that it is especially helpful when navigating issues during clerkships—though that should not stop you from utilizing this service now!

Additional info about reporting can be found [here](#).
Furthermore, the MSWP offers free and confidential one-on-one counseling services to students and their partners. The program is another way to receive support, as you process and navigate the stressors of the medical school. Being matched with a therapist does take time, however, so we recommend reaching out to MWSP at the beginning of medical school to enter the program.

Resources on diversity, allyship and more

For a primer on “diversity,” please read the Class of 2023 P&D’s statement [here](#). A more comprehensive list of resources on a variety of topics, compiled by the Class of 2023 P&D, can be accessed [here](#).

About the Professionalism & Diversity Committee

The P&D Committee consists of approximately 30 students from each class who aim to facilitate professional communication, model appropriate discussions, and address difficult conversations with the larger student body. The Committee focuses on providing the student body with exposure to a variety of topics regarding diversity, ethics, and professionalism through lectures, discussions, and events. The Class of 2023 P&D cohort consists of six subcommittees focused on different goals: Community Outreach, Diversity Training, Education, Justice, Professionalism, and Research.

We are ultimately here for you as you get situated into your new environment. As medical students passionate about health equity and justice, we want to ensure the UUSOM is inclusive and welcoming; never hesitate to reach out to any of us with questions or concerns.

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