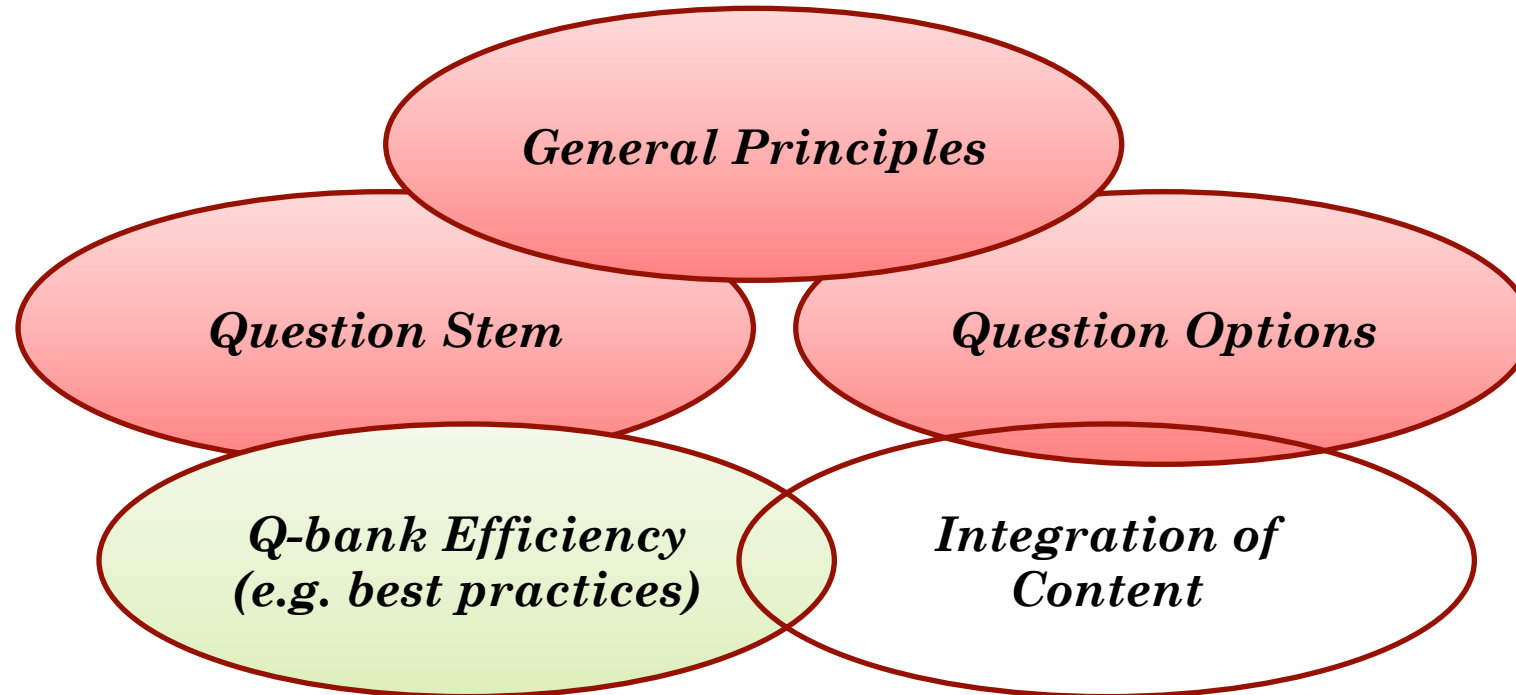
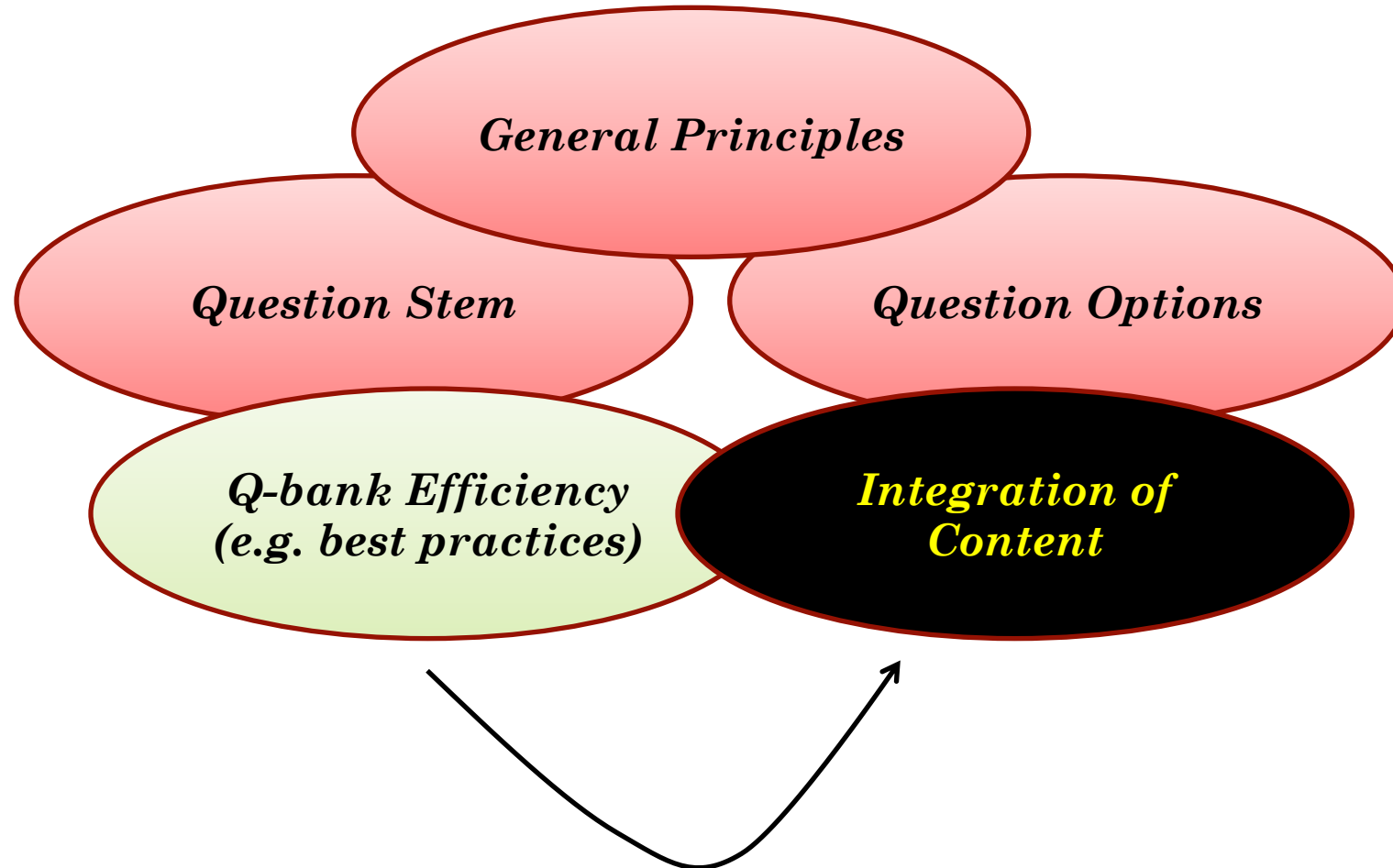


Overview



Howard J. Sachs, MD
Associate Professor of Medicine
University of Massachusetts Medical School
www.12DaysinMarch.com
Email: Howard@12daysinmarch.com

Overview



the Q-Banks

What's the Purpose?



the Q-Banks

*The **most important** question in **preparing** for Step One*

The logo for the United States Medical Licensing Examination (USMLE) Step 1. It consists of the words "USMLE" and "STEP 1" stacked vertically in a bold, blue, sans-serif font. The text is set against a solid orange rectangular background. A small registered trademark symbol (®) is located at the top right of the "E" in "USMLE".

What's the Purpose?

the Q-Banks

*Q-Banks are for **Learning**, Not Testing*

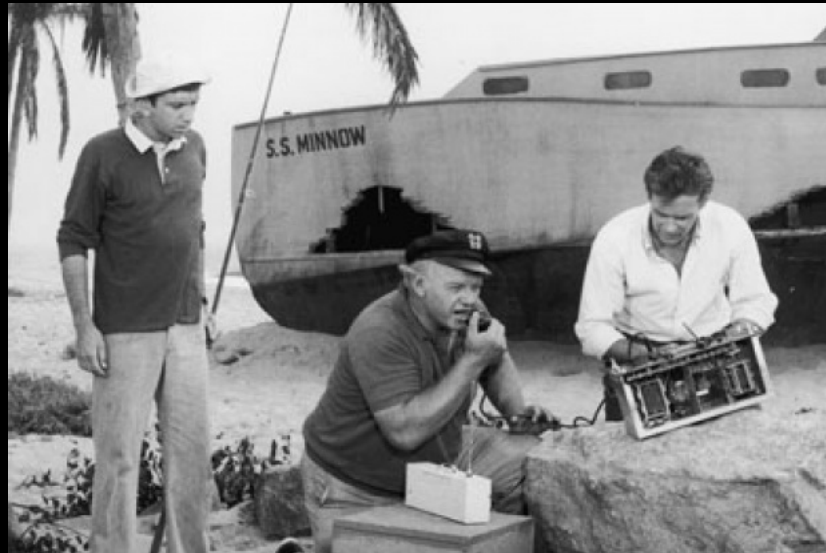
the Q-Banks

Q-Banks are for Learning, Not Testing

*If you think they are for testing,
you will miss the boat*

the Q-Banks

Q-Banks are for Learning, Not Testing



*If you think they are for testing,
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*Q-Banks are for **Learning**, Not Testing*

Questions and Medical Education:

Problem-Based Learning

*Goal: Engage the Student in **Active Learning***

the Q-Banks

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Questions and Education:

Problem-Based Learning

*Goal: Engage the Student in **Active Learning***



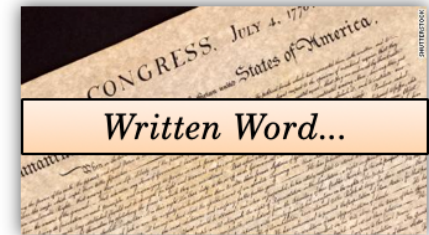
Passive Learning

the Q-Banks

Questions and Education:

Problem-Based Learning

Goal: Engage the Student in Active Learning



the Q-Banks

What's the Purpose?...

Increased Retention and Availability of Content



the Q-Banks

What's the Purpose?...

Increased Retention and Availability of Content



2

10

20

30

40



the Q-Banks

What's the Purpose?...

Increased Retention and Availability of Content



2



40

the Q-Banks

What's the Purpose?...

Increased Retention and Availability of Content



the Q-Banks

- **Problem-based Learning**

- **Learning**, Not Testing

- **Active** versus Passive Learning

- *From the Written Word → Mind's Eye*

- *Long-term Memory → Working Memory*

- **Do Them Early, Do Them Often**

- How Early?

- **Language** >> Content

- Blemishes and Q-bank-isms



the Q-Banks

the Importance of NBME Language:

*I know the material I just have no idea what
the hell they're talking about?*

- Do Them Early, Do Them Often
 - How Early?
 - **Language** >> Content
 - Blemishes and Q-bank-isms



the Q-Banks

- Do Them Early, Do Them Often
 - How Early?
 - **Language** >> Content
 - Blemishes and Q-bank-isms

the Language of COPD

- Smoker with dyspnea
- ↓ BS with diffuse hyperresonance
- Loud P2
- Flattening of diaphragm+
- ↓ FEV1/FVC ratio
- ↑ RV/TLC
- Flow-Volume loop
- ↑ Compliance
- 7.32 - 50 - **27**
- Interalveolar wall destruction
- ↓ DLCO (loss of alveolar SA)
- Neutrophilic elastase or MΦ lysosomes

the Q-Banks



- Do Them Early, Do Them Often
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the Q-Banks



Your Classes (and First Aid) Supply Content

*Q-banks Demonstrate How That Content
Will Be Tested*

the Language of COPD

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the Q-Banks

- **Problem-based Learning**

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- Do Them Early, Do Them Often

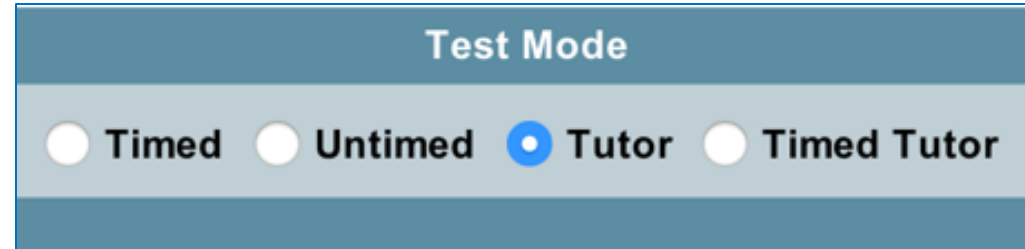
- How Early?
- **Language** >> Content
- Blemishes and **Q-bank-isms**



*They are corporate...
Their profits are proportional to your misery*

the Q-Banks: *Best Practices*

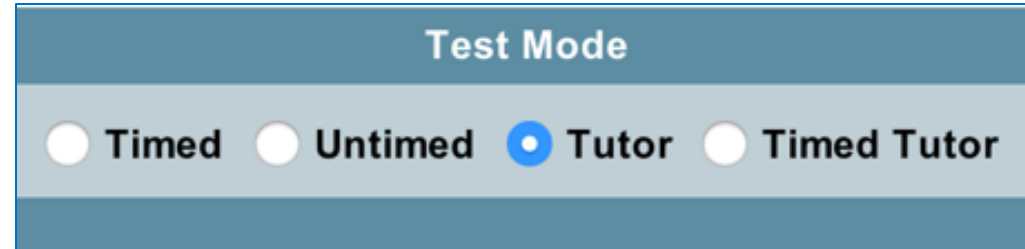
- Step One: **Kill the Timer**
 - *Slow is the Fastest Way to Get There*



- *Learning not Testing*
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the Q-Banks: *Best Practices*

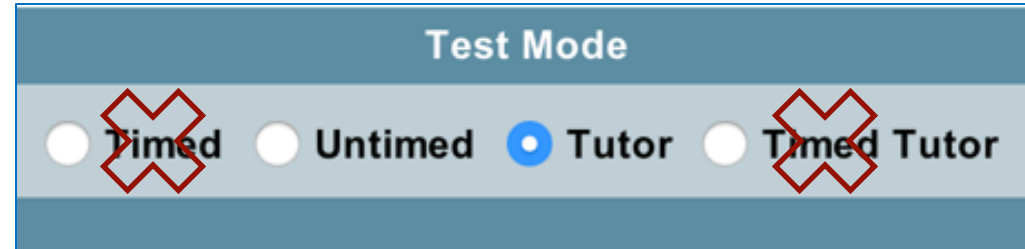
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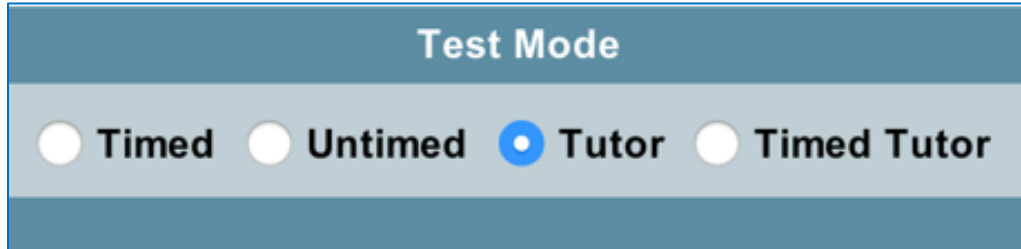


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*Timed Questions Will Inhibit Your Intellectual Expansion
and Retention of Content*

the Q-Banks: *Best Practices*

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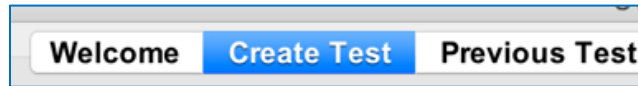
the Q-Banks: *Best Practices*

Step One: Kill the Timer

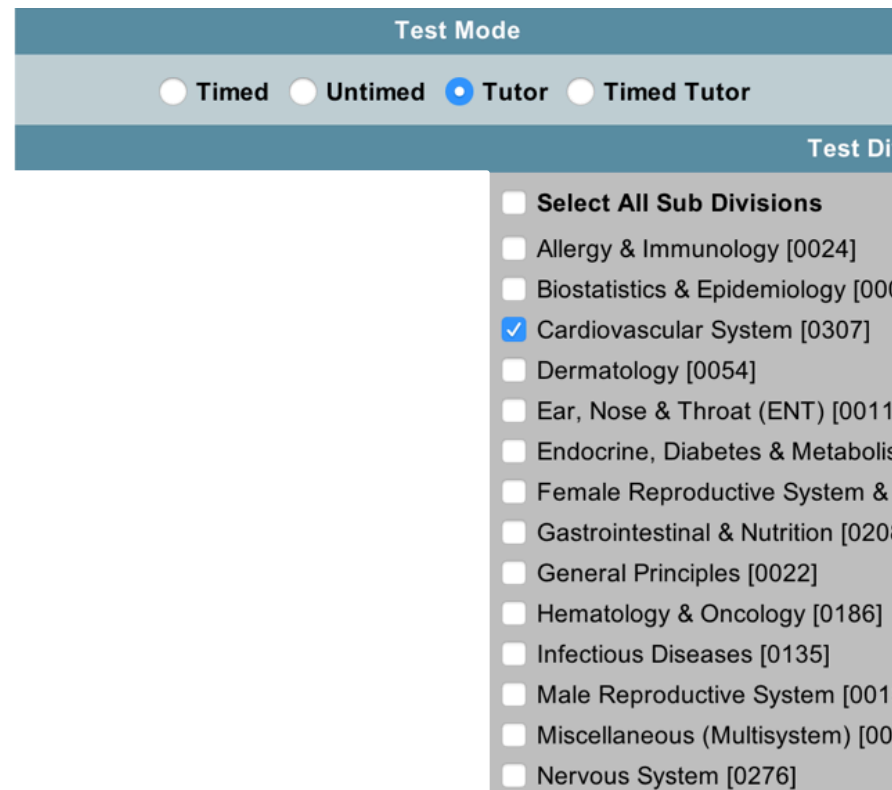
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Assessment	Timing Mode (more info)	Price (USD)
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the Q-Banks: *Best Practices*

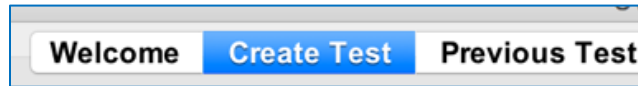


- Step Two: **Creating the Test**
 - **Organ-System** → SubDivision (e.g. physiology, pathophysiology, pathology, etc)
 - *Minimize Use of Random Questions*



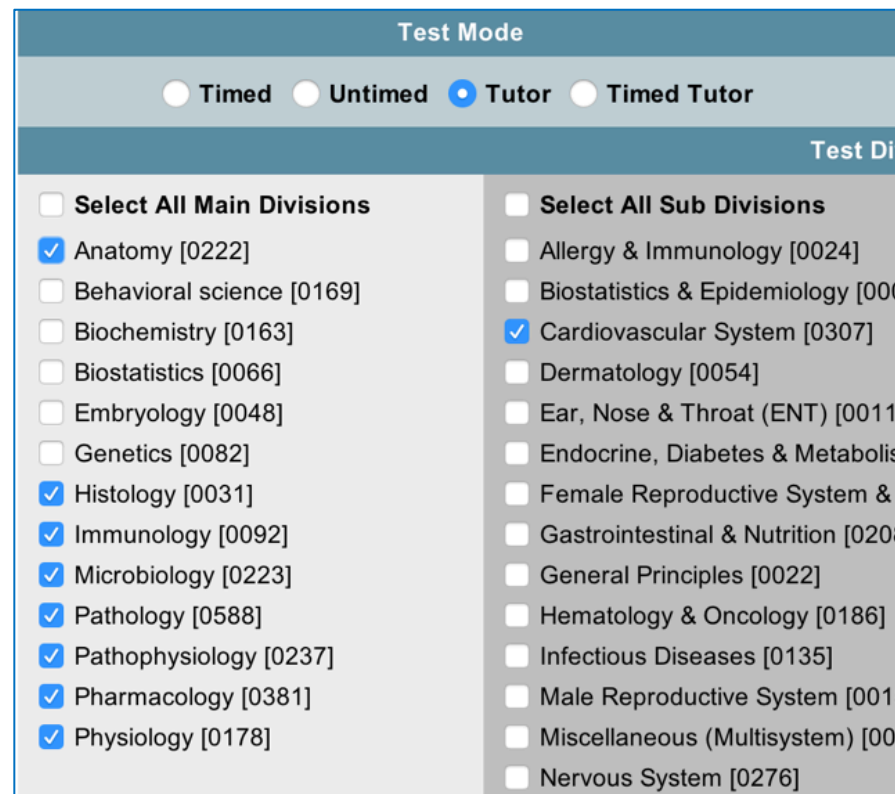
*Select a Single
Organ System*

the Q-Banks: *Best Practices*



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*Select a Single
SubDivision*



Test Mode

Timed Untimed Tutor Timed Tutor

Test Div

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<input checked="" type="checkbox"/> Anatomy [0222]	<input type="checkbox"/> Allergy & Immunology [0024]
<input type="checkbox"/> Behavioral science [0169]	<input type="checkbox"/> Biostatistics & Epidemiology [000]
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	<input type="checkbox"/> Nervous System [0276]

*Select a Single
Organ System*

the Q-Banks: *Best Practices*

Welcome Create Test Previous Test

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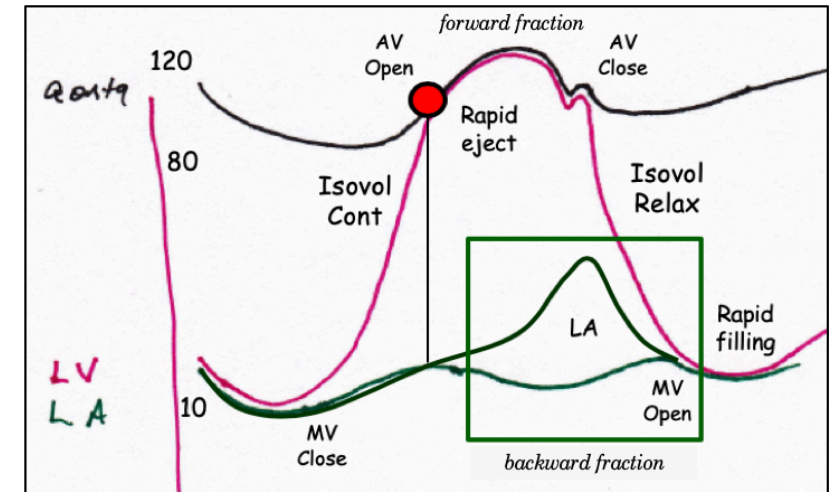
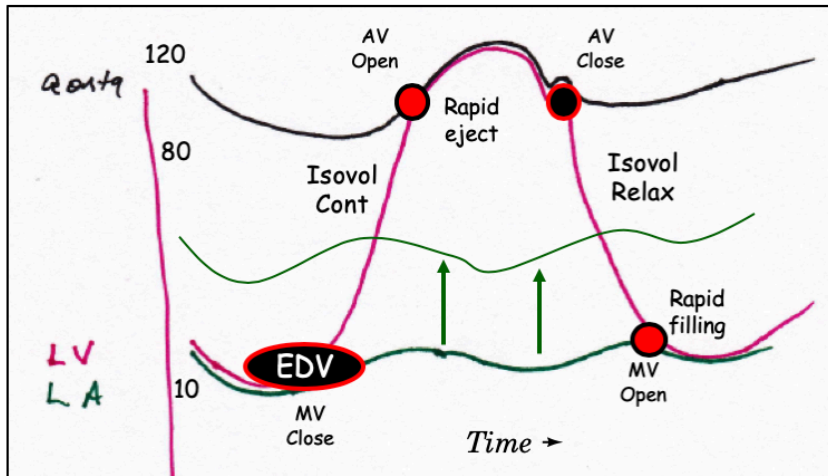
Repetition and Reinforcement

*Select a Single
Organ System*

the Q-Banks: *Best Practices*

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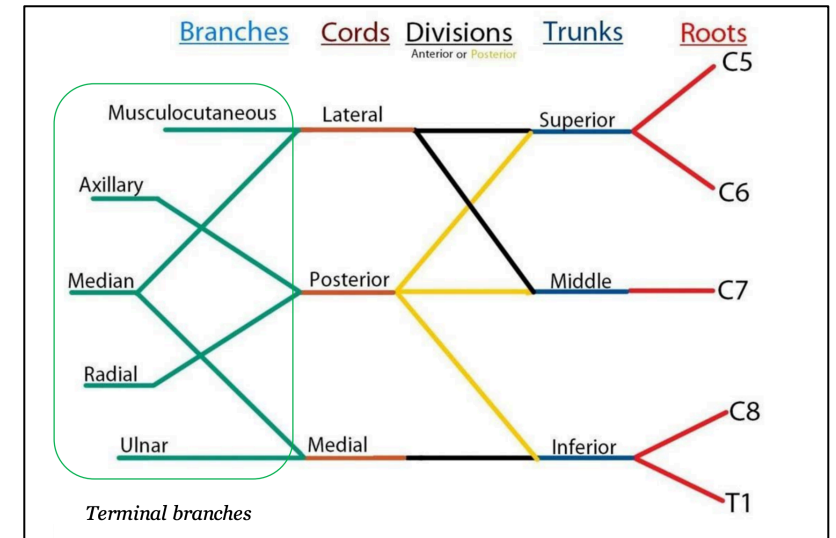
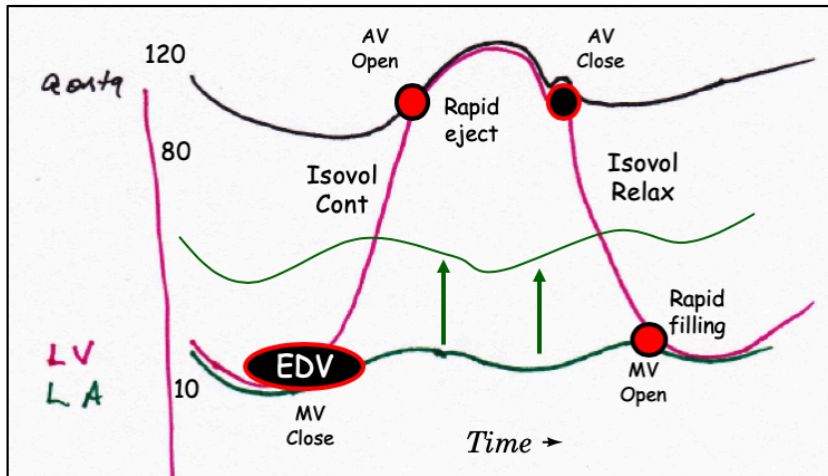


Repetition and Reinforcement

the Q-Banks: *Best Practices*

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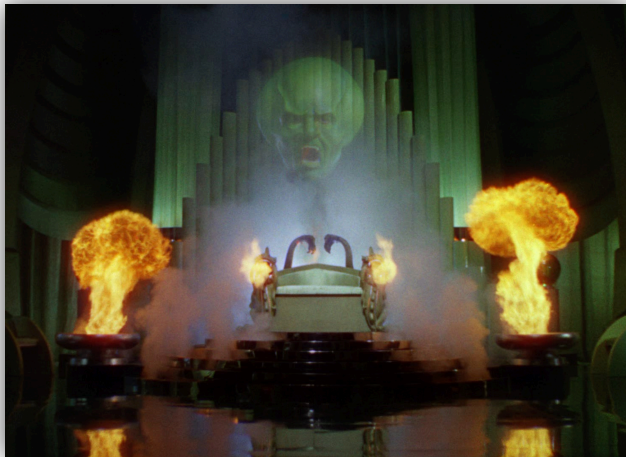


Chaos and Confusion

the Q-Banks: *Best Practices*

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Learning Not Testing...

the Q-Banks: *Best Practices*

Step One: Minimize Random Questions

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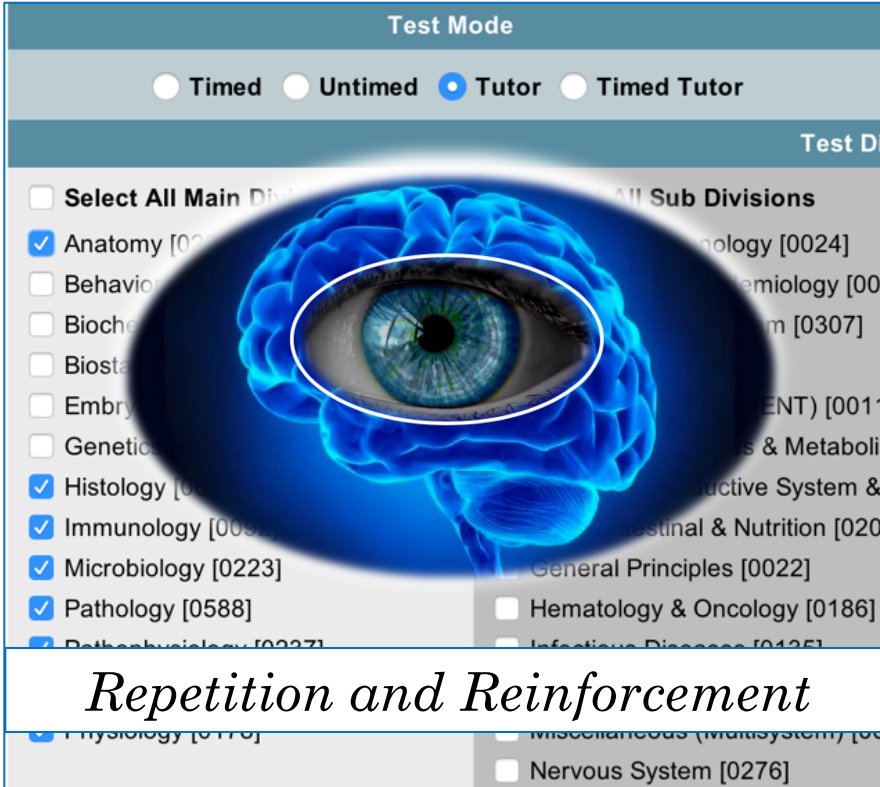
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the Q-Banks: *Best Practices*

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Timed Untimed Tutor Timed Tutor

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Select All Main Divisions All Sub Divisions

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Repetition and Reinforcement

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*Select a Single
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*Select a Single
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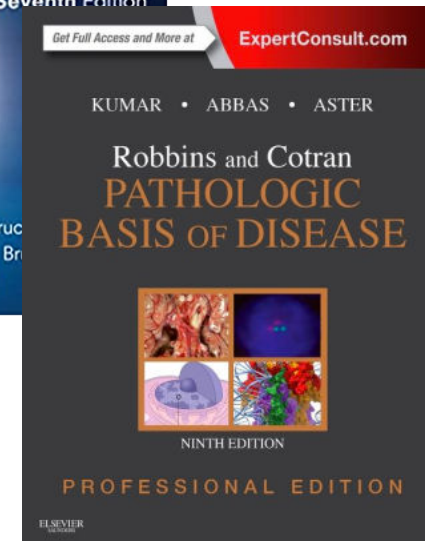
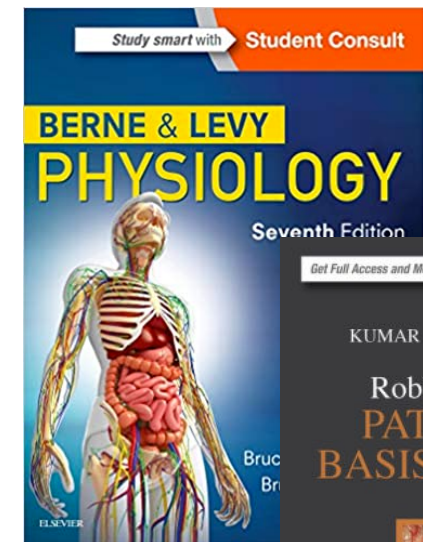
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Repetition and Reinforcement



the Q-Banks: *Best Practices*

- Step Three: **One Question at a Time**



Increased Retention and Availability of Content

the Q-Banks: *Best Practices*

- Step Three: **One Question at a Time**



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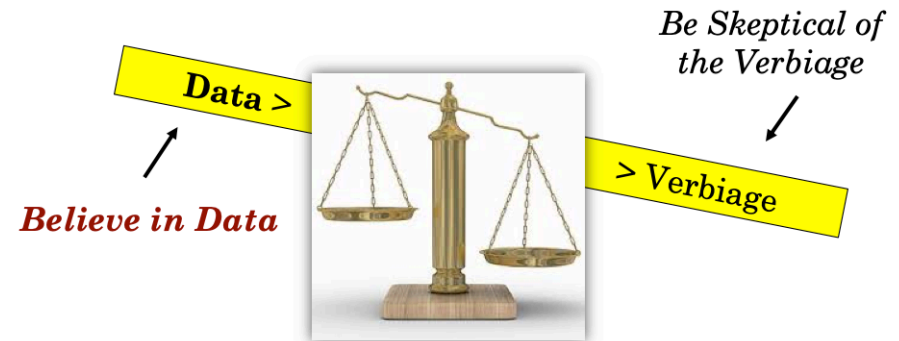


- *Learning not Testing*
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- *Studying the **Language** of the question stem*

the Q-Banks: *Best Practices*

- Step Three: **One Question at a Time**

- **Stem:** Data > PE > Verbiage



- **Options:** Key Associations + What They Told You/What They Didn't (*in the stem*)?

the Q-Banks: *Best Practices*

- Step Three: **One Question at a Time**

- **Stem:** Data > PE > Verbiage



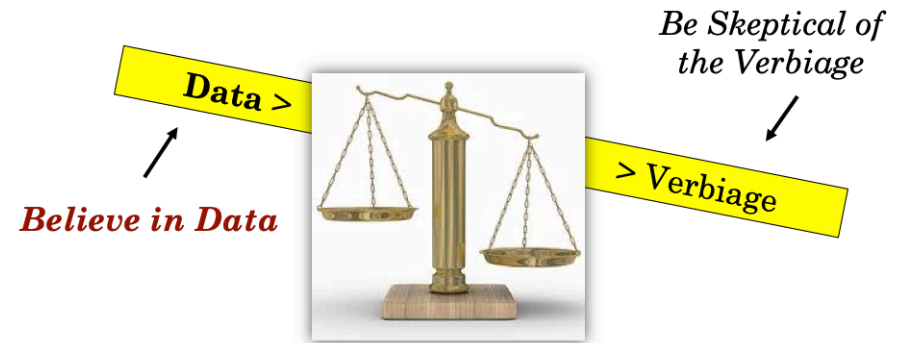
- **Options:** Key Associations + What They Told You/What They Didn't (in the stem)?

- **Feel free to check your notes**, Google or Wikipedia...
- You may be **a lot closer to excellence than you think...**

the Q-Banks: *Best Practices*

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- **Stem:** Data > PE > Verbiage



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the Q-Banks: *Best Practices*

- Feel free to **check your notes**, Google or Wikipedia...
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Increased retention

the Q-Banks: *Best Practices*

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the Q-Banks: *Best Practices*

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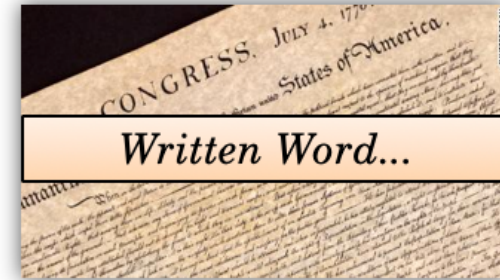
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the Q-Banks: *Best Practices*

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the Q-Banks: *Best Practices*

Active Learning >> Passive Learning



An 8-year-old girl is brought to the office by her mother for evaluation of possible tuberculosis (TB). The patient's young brother was diagnosed with active pulmonary TB, which he contracted from their grandmother. The patient has been in close contact with her brother for several months. She has no fever, night sweats, cough, anorexia, or weight loss. She had a negative TB skin test at the time of immigration 10 years ago. The patient has not received the bacille Calmette-Guérin vaccine but is up to date with other recommended vaccinations. Her chest x-ray is within normal limits and physical examination shows no abnormalities. Interferon-gamma release assay is positive and chest radiograph is normal. Cultures from a gastric aspirate of her younger brother show acid-fast bacilli that are resistant to isoniazid (INH) but are susceptible to rifampin. Which of the following is the most appropriate management for this patient?

- A. INH + rifampin + pyrazinamide + ethambutol for 2 months, then INH + rifampin for 4 months [12%]
- B. Repeat interferon-gamma release assay after 2 months [3%]
- C. Sputum acid-fast bacilli smear and culture [12%]
- D. Treatment with isoniazid for 9 months [16%]
- E. Treatment with rifampin for 4 months [55%]

⊖ Omitted

Correct answer

E

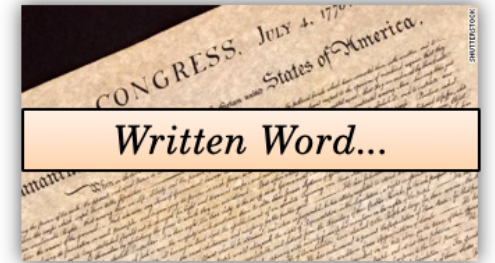
Answered correctly

55%

Explanation:

This patient with a positive interferon-gamma release assay has no symptoms or chest x-ray findings of active tuberculosis. This is consistent with latent tuberculosis infection (LTBI). Patients with LTBI receive empiric treatment without microbial isolation. As such, providing susceptibility results of the likely source case (if available) to help guide treatment decisions.

This patient likely acquired the infection from close contact with her brother. He has known pulmonary TB with an isoniazid-resistant strain. In children, gastric lavage sampling is often performed instead of induced sputum. As such, first-line therapy with daily isoniazid is not likely to be effective (**Choice D**). Instead, this patient should receive alternate therapy with **daily rifampin for 4-6 months**.



the Q-Banks: *Best Practices*

- Step Three: **One Question at a Time**
 - Learn from the *correct* response
 - *Briefly peruse the incorrect responses*

Reconcile Before Submit



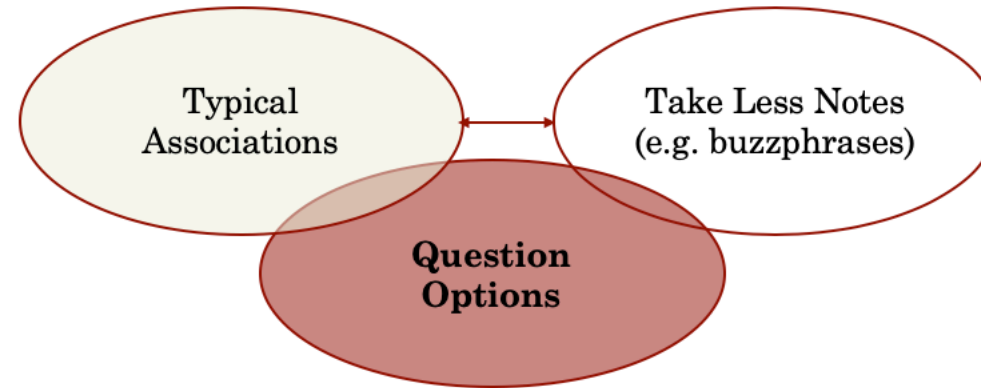
Submit

the Q-Banks: *Best Practices*

- Step Three: **One Question at a Time**
 - Learn from the *correct* response
 - *Briefly peruse the incorrect responses*
 - Go Back and *Review the Language of the Stem*
 - **Refine your notes** highlighting the key soundbites and language
 - **Purpose:** create an efficient set of sounbites to affix to your intellectual scaffolding



the Q-Banks: *Best Practices*



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the Q-Banks: *Best Practices*

- Step Three: **One Question at a Time**
 - Before advancing to your next question, *feel free to lecture your pets...*



1. *It reinforces your mastery of content*
2. *Something changes when you become the educator*

Shakespeare Craves Knowledge

the Q-Banks: *Best Practices*

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the Q-Banks: *Best Practices*

- Step One: **Kill the Timer**
 - *Q-banks are for learning*
 - *Problem-based learning = Active learning*
- Step Two: **Create the Test**
 - *One Organ System*
 - *One Subdivision*

} *Retention and Reinforcing*
- Step Three: **One Question at a Time**
 - **Stem:** *Data > PE > Verbiage*
 - **Options:** *Key Associations*
 - **When stuck, check your notes**
 - *Active learning is more effective than Passive Learning*
 - *You are a lot closer than you think*
 - **Review the correct response**
 - **Return to Stem; Study the Language**
 - *Refine your notes*
 - **Lecture to your pets**



the Q-Banks: *Best Practices*



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Move on to the next question when you've incorporated the material into the very essence of your being and the fabric of your soul

the Q-Banks: *Best Practices*



2

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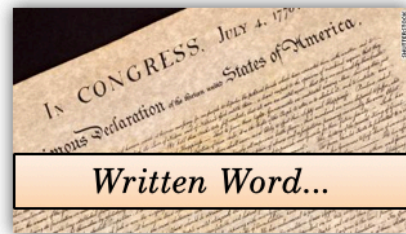
40



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the Q-Banks: *Best Practices*

Move on to the next question when you've incorporated the material into the very essence of your being and the fabric of your soul



Overview

General Principles

Question Stem

Question Options

*Q-bank Efficiency
(e.g. best practices)*

***Integration of
Content***

To the End

*Integration of
Content*

*Integration of
Content*

*Q-Banks are for **Learning**, Not Testing*

Questions and Education:

Problem-Based Learning

*Goal: Engage the Student in **Active Learning***

***Integration of
Content***

Learning:

- *Active* v *Passive* → *Retention*
- *Q-Banks* = ***Problem-based Learning***
- *Building your intellectual scaffolding*

***Integration of
Content***



Learning:

- *Active v Passive* → *Retention*
- *Q-Banks = Problem-based Learning*
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***Integration of
Content***

Notes:

- *Culling and Refining* → ***Classic Associations*** and ***Key Language***
- ***Referencing*** when in a jam (i.e. active learning) → ***Wikipedia***
- *Closer to greatness than you realize*



Learning:

- *Active v Passive → Retention*
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Integration of Content

Reinforcing:

- *Benefits of **One Organ System***
- *Benefits of **One Subdivision***
- *Random Questions → **Chaos***
- *Maximizing Benefits of Your Notes*
- *Lecturing to Shakespeare*

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Question Stem:

- *Accept the Question-writer on their terms*
- ***All components are not the same***
- *The importance of **Language** over Content*

Learning:

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Negative Information:

- *Absence of findings matter*
- *Things they didn't tell you matter*



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- Time/Pace:**
- *Go Slow; **One Question at a Time***
 - *Maximizing value from your efforts*
 - *Kill the timer*

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To the End

*Integration of
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NBME Vignettes: Pearls, Pitfalls and Lessons Learned



Data abnormal, normal > **Physical Exam** abnormal, normal > **Verbiage** Demographic, Tomfoolery

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