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Approaches to learning adopted by students in the Graduate Entry Medical Programme at the University of the Witwatersrand

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APPENDIX A

Approaches and strategies adopted by students to learning in the Graduate Entry Medical Programme

Questionnaire for GEMP I and GEMP II students

Thank you for taking the time to complete this questionnaire.
The questions below aim to provide insights and a better understanding of how students are engaging with and participating in the GEMP curriculum. The content and delivery of the curriculum is evaluated as a separate exercise at the end of each week and block. Here you are asked to consider specifically your OWN attitudes and approaches to study behaviour. Some of these will inevitably be a result of the nature of the learning opportunities which are available to you. Please use the free space provided for additional comments where necessary.

Please complete or place an X in the most appropriate box.
Please will one member of the group seal the completed questionnaires in the envelope provided and place in the box at the print counter of CHSE.

A. BIOGRAPHICAL DATA

1. SEX	**Female**		**Male**	

2. AGE	**20-24**		**25- 29**		**30-34**		**35-39**		**40+**	

3. MATRIC	**DET**		**Province**		**Specify:**	**IEB**		**Other**		**Specify:**

4. ENTRY to GEMP	**From MBBCh II**		**Graduate**	

5.Graduates only: PREVIOUS DEGREE/S	**FIELD** e.g. Science, Commerce, Law, IT, Pharmacy, OT, Psychology, Homeopathy etc)	**HIGHEST LEVEL** (Bachelor, Hons, Master, PhD etc)	**UNIVERSITY** (if more than one, give institution of highest level)	**YEAR GRADUATED** (with highest level degree)

6. With which group do you identify most closely? **(Optional but appreciated)**

African		**Chinese**		**Coloured**		**Indian**		**White**	
Other		**Specify:**							

7. HOME LANGUAGE: (if two are equal, give both)	

8. My COMMAND OF ENGLISH is:	**Poor**	**Fair**	**Good**	**Excellent**
Understanding				
Reading				
Speaking				
Writing				

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		YES	NO
9. FAMILY/ FINANCIAL RESPONSIBILITY	**Are you married?**		
	Do you have to support dependents?		
	Do you have to work to support yourself/pay fees?		

		YES	NO
10. Other factors which impact on your studies	**Transport difficulties**		
	Accommodation		
	Other : Specify		

B. APPROACHES AND STRATEGIES FOR STUDYING IN THE GEMP

For each of the following statements select the response that is most appropriate to you by placing an X over the number according to the following scale:

1 = Strongly disagree	4 = Neutral/ neither agree nor disagree	5 = Slightly agree
2 = Moderately disagree		6 = Moderately agree
3 = Slightly disagree		7 = Strongly agree

Section 1. THE GEMP CURRICULUM OVERALL

No	STATEMENT	RESPONSE						
		Disagree				Agree		
1.1	I find the GEMP programme an enjoyable way of learning	1	2	3	4	5	6	7
1.2	I prefer the GEMP curriculum to a more traditional lecture-based curriculum	1	2	3	4	5	6	7
1.3	I am able to make good use of the free time in the timetable for studying	1	2	3	4	5	6	7
1.4	I find the amount of work required is manageable	1	2	3	4	5	6	7
1.5	I make use of the objectives to guide my learning	1	2	3	4	5	6	7
1.6	I am able to find the information needed to meet the objectives	1	2	3	4	5	6	7
1.7	I am stimulated to read outside of the specified objectives	1	2	3	4	5	6	7
1.8	I use additional resources in addition to the course packs, lectures and theme sessions for the week	1	2	3	4	5	6	7
1.9	I make use of the websites which are provided as links to deliveries on the GEMP website	1	2	3	4	5	6	7
1.10	I find additional interesting GEMP–related websites myself	1	2	3	4	5	6	7
1.11	I make use of the prescribed text books	1	2	3	4	5	6	7
1.12	I make use of library books	1	2	3	4	5	6	7
1.13	I make use of articles in medical journals	1	2	3	4	5	6	7
1.14	Since entering the GEMP I have made use of the tutors provided by the Faculty	1	2	3	4	5	6	7
Answer 1.15 and 1.16 only if you answered 5, 6 or 7 to question.1.14								
1.15	I have found the Faculty tutors helped my understanding of GEMP course content	1	2	3	4	5	6	7
1.16	I have found using the Faculty tutors has helped me to participate more actively in the GEMP.	1	2	3	4	5	6	7

Additional comments

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Section 2. PBL TUTORIALS

No	STATEMENT	RESPONSE						
2.1	I enjoy the PBL tutorials	1	2	3	4	5	6	7
2.2	I participate actively in the PBL tutorials	1	2	3	4	5	6	7
2.3	I do not participate unless the facilitator encourages me to do so	1	2	3	4	5	6	7
2.4	I am usually one of the more dominant participants in my group	1	2	3	4	5	6	7
2.5	I enjoy acting as the scribe for the PBL sessions	1	2	3	4	5	6	7
2.6	I enjoy chairing the PBL tutorial	1	2	3	4	5	6	7
2.7	The discussion in the PBL 1 tutorial is useful in helping me to identify gaps in my knowledge and understanding	1	2	3	4	5	6	7
2.8	My group makes use of the PBL 2 session to explore the patient history and results thoroughly	1	2	3	4	5	6	7
2.9	PBL 2 is a useful session for adding to my understanding	1	2	3	4	5	6	7
2.10	I usually attend the PBL 2 plenary	1	2	3	4	5	6	7
2.11	The plenary session after PBL 2 is useful for understanding the patient history	1	2	3	4	5	6	7
2.12	The PBL 3 session is valuable for bringing together my understanding of the week's case	1	2	3	4	5	6	7
2.13	After PBL 3 I generally feel that I have a good understanding of the week's objectives	1	2	3	4	5	6	7
2.14	I am reluctant to participate in PBL sessions because I am not comfortable communicating in English	1	2	3	4	5	6	7
2.15	I participate in PBL's only when I am confident about the contribution I am offering	1	2	3	4	5	6	7
2.16	I do not participate in PBL sessions because I am afraid to risk exposing my lack of knowledge/understanding	1	2	3	4	5	6	7
2.17	I feel uncomfortable in the group because I do not identify on a social/cultural level with other group members	1	2	3	4	5	6	7
2.18	My own reports back to the group are a valuable part of my learning	1	2	3	4	5	6	7
2.19	Having people from different backgrounds in the group is useful for sharing ideas	1	2	3	4	5	6	7
2.20	I would prefer to be in a group with students all of a similar academic level to myself	1	2	3	4	5	6	7
2.21	The reports of other group members are a valuable part of my learning	1	2	3	4	5	6	7
2.22	By the end of each week I feel that I have pulled together and integrated my understanding of the various different disciplines related to the case	1	2	3	4	5	6	7
2.23	I am able to apply what I have learnt in PBL to the patients I see in the wards	1	2	3	4	5	6	7
2.24	I find it easier to participate in PBL 1 and 3 when the facilitator is from a similar social/cultural background to myself							
2.25	The facilitator should guide the PBL discussion but not teach	1	2	3	4	5	6	7
2.26	The facilitator should explain things that the group do not understand	1	2	3	4	5	6	7

Additional comments on PBL tutorials……

Section 3. LEARNING TOPICS

No	STATEMENT	RESPONSE						
3.1	I find the content of the learning topics easy to understand	1	2	3	4	5	6	7
3.2	I try to memorise the content of the learning topics	1	2	3	4	5	6	7
3.3	I try to structure/organise new information in such a way that it is easier to understand	1	2	3	4	5	6	7
3.4	The learning topics stimulate me to read further	1	2	3	4	5	6	7
3.5	I supplement the content of the learning topics with other sources such as books and websites	1	2	3	4	5	6	7

Additional comments on learning topics……..…

Section 4. LECTURES

No	STATEMENT	RESPONSE						
4.1	I attend most of the lectures	1	2	3	4	5	6	7
4.2	I am able to understand the content of most of the lectures	1	2	3	4	5	6	7
4.3	I am able to take good notes in the lectures	1	2	3	4	5	6	7
4.4	I do not take notes because the lecture handouts are sufficient	1	2	3	4	5	6	7
4.5	The lectures are a valuable component of my learning	1	2	3	4	5	6	7

Additional comments on lectures.……

Section 5. THEME SESSIONS

No	STATEMENT	RESPONSE						
5.1	I attend all of the BCS Theme sessions	1	2	3	4	5	6	7
5.2	I work through all learning materials provided in the BCS theme sessions	1	2	3	4	5	6	7
5.3	I find the BCS theme sessions a valuable learning experience	1	2	3	4	5	6	7
5.4	I attend all of the PD theme sessions	1	2	3	4	5	6	7
5.5	I find the PD theme sessions a valuable learning experience	1	2	3	4	5	6	7
5.6	I attend all of the CD theme sessions	1	2	3	4	5	6	7
5.7	I find the CD theme sessions a valuable learning experience	1	2	3	4	5	6	7

Additional comments on participation in Theme Sessions……

1. LEARNING FOR ASSESSMENTS

No	STATEMENT	RESPONSE						
6.1	I work consistently throughout each block	1	2	3	4	5	6	7
6.2	I try to study all components of the course	1	2	3	4	5	6	7
6.3	I use previous exam papers as the basis of my	1	2	3	4	5	6	7

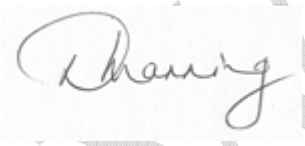
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	studying							
6.4	I use the course objectives to guide my studying	1	2	3	4	5	6	7
6.5	I work strategically by choosing not to study certain disciplines because I know that I can still pass without knowing them all	1	2	3	4	5	6	7
6.6	I am generally focused on the immediate goal of passing the exams of the current year	1	2	3	4	5	6	7
6.7	I have a long-term focus on what I need to know to be successful in the clinical years and/or medical practice	1	2	3	4	5	6	7
	Indicate how much of the following discipline content you generally try to learn:							
6.8	Anatomical Pathology	None	Some	Most	All			
6.9	Anatomical Sciences	None	Some	Most	All			
6.10	Chemical Pathology	None	Some	Most	All			
6.11	Genetics	None	Some	Most	All			
6.12	Haematology	None	Some	Most	All			
6.13	Immunology	None	Some	Most	All			
6.14	Microbiology	None	Some	Most	All			
6.15	Molecular Medicine	None	Some	Most	All			
6.16	Pharmacology	None	Some	Most	All			
6.17	Physiology	None	Some	Most	All			
6.18	Patient-Doctor Theme	None	Some	Most	All			
6.19	Community – Doctor Theme	None	Some	Most	All			
6.20	Personal and Professional Development Theme	None	Some	Most	All			

Additional comments on learning for assessments ……

Additional general comments……

MANY THANKS FOR YOUR TIME AND VALUABLE CONTRIBUTION TO THIS STUDY



D. Manning

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APPENDIX B

FOCUS GROUP QUESTIONS

1. The responses to the questionnaire indicate that there is a range in the way students make use of the unscheduled free time in the timetable.
   How do you use the free, unscheduled time?

2. The questionnaire showed that students use objectives in different ways.
   How do you use the objectives?
   If you don't use the objectives how do you decide what to learn for the exams?

3. The questionnaire responses imply that some students select which parts of the course to concentrate on in their learning.
   How do you decide which subject areas to concentrate on?

   I am interested in your responses to the various learning opportunities offered by the GEMP.

4. Let's look firstly at the PBL tutorials. The PBL process is intended to stimulate your interest in finding out more about the issues raised in the tutorials.
   How do you generally respond to the PBL discussion?
   How does it affect your learning outside the tutorial?
   How do you perceive the role of the facilitator as contributing to your learning?

5. I have noticed that the questionnaire and my observations of PBL tutorials do not always provide the same information about how students participate in tutorials.
   What is your overall experience of PBL tutorials?
   How do you feel about sharing your ideas with your group?
   What is it about the group that makes you feel this way?

6. The GEMP programme was designed so that the PBL tutorials would provide an opportunity to bring together an understanding of how basic science structures and functions can explain the Pathophysiology of the case under discussion.
   Does this happen in your group?
   Do you think the curriculum is doing what we intended it to?
   Are you able to apply the basic science to an understanding of the clinical scenarios?
   Can you explain your experience of the PBL tutorials in this process?
   What role does the facilitator play in this process?

7. Education raises issues of language – both at the level of being comfortable using language in a general sense as well as the use of specific technical terms.
   How do you feel about the use of English for learning and understanding?

8. In designing the GEMP we intended the PBL experience to bring together students from different educational and sociocultural backgrounds.
   What positive things do you think this diversity contributes to the PBL process?
   And negative things?

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9. Can we talk about how you go about the task of learning and particularly understanding the course material?
   Can you explain how you approach your learning to gain an understanding?

10. The PBL process requires that students develop the ability to learn in certain ways.
    How different has learning been for you compared with your previous learning experiences?
    Have you had to change your learning approach in the GEMP?
    Can you explain what you are doing differently now?
    Can you explain what has supported/constrained your learning?

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APPENDIX C

QUESTIONNAIRE RESPONSES

Q. no	ITEM	% Agree	% Disagree	MEAN ALL	MEAN Racial Groups			MEAN Enter GEMP		MEAN Age Group			MEAN Home Language		
					Black	Indian	White	Graduate	Matric	20-24	25-29	30+	English	Afrikaans	African
					n=33	*n=27*	*n=49*	*n=50*	*n=68*	*n=99*	*n=19*	*n=5*	*n=68*	*n=17*	*n=25*
1.1	I find the GEMP programme an enjoyable way of learning	72	13	5.2	5.2	5.1	5.4	5.4	5.1	5.2	4.8	6.2	5.1	5.5	5.3
1.2	I prefer the GEMP curriculum to a more traditional lecture-based curriculum	51	22	4.8	5.0	4.9	5.0	4.9	4.8	4.8	4.5	6.6	4.7	5.2	4.7
1.3	I am able to make good use of the free time in the timetable for studying	50	29	4.2	4.8	3.4	4.5	4.4	4.1	4.0	4.9	6.0	3.8	5.1	4.4
1.4	I find the amount of work required is manageable	52	31	4.3	3.7	4.1	4.7	4.1	4.4	4.3	4.3	3.8	4.4	5.1	3.4
1.5	I make use of the objectives to guide my learning	36	49	3.7	5.2	2.7	3.4	3.9	3.5	3.5	4.2	4.8	3.1	3.2	5.0
1.6	I am able to find the information needed to meet the objectives	58	16	4.7	5.1	4.3	4.7	5.1	4.5	4.6	5.3	6.0	4.7	4.7	4.8
1.7	I am stimulated to read outside of the specified objectives	45	36	4.0	3.8	3.7	4.2	4.3	3.7	3.9	3.9	5.0	3.9	4.5	3.4
1.8	I use additional resources in addition to the course packs, lectures and theme sessions for the week.	56	32	4.5	4.2	3.7	5.1	4.8	4.2	4.4	4.6	6.0	4.2	5.8	4.1
1.9	I make use of the websites which are	37	54	3.5	4.2	2.4	3.6	3.7	3.3	3.3	3.9	5.0	3.1	3.8	3.9

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	provided as links to deliveries on the GEMP website														
1.10	I find additional interesting GEMP–related websites myself	22	63	2.9	3.6	1.9	3.2	3.4	2.6	2.8	3.1	4.8	2.7	3.2	3.2
1.11	I make use of the prescribed text books	89	7	5.6	5.9	5.2	5.8	6.0	5.4	5.6	6.1	5.2	5.5	5.9	5.8
1.12	I make use of library books	67	27	4.6	5.5	3.9	4.3	5.0	4.3	4.4	5.3	5.6	4.1	4.4	5.7
1.13	I make use of articles in medical journals	17	69	2.7	2.7	1.9	2.9	3.2	2.3	2.4	3.0	6.0	2.5	2.9	2.6
1.14	Since entering the GEMP I have made use of the tutors provided by the Faculty	10	84	1.9	2.8	1.4	1.7	2.0	1.9	2.0	1,7	1.6	1.7	1.4	2.8
1.15	I have found the Faculty tutors helped my understanding of GEMP course content (n=30)	43	33	3.8	4.1	2.5	5.3	4.9	3.4	3.8	4.5	3.0	3.6	7.0	3.9
1.16	I have found using the Faculty tutors has helped me to participate more actively in the GEMP (n=30)	43	37	3.7	3.8	2.5	5.3	4.3	3.4	3.7	4.0	3.0	3.6	6.0	3.6
2.1	I enjoy the PBL tutorials	65	21	4.8	5.1	4.6	4.7	5.1	4.5	4.7	4.9	5.6	4.8	4.4	5.1
2.2	I participate actively in the PBL tutorials	73	6	5.5	5.2	5.4	5.8	5.7	5.4	5.4	5.5	6.6	5.6	5.8	5.2
2.3	I do not participate unless the facilitator encourages me to do so	8	81	2.3	2.6	2.6	1.9	2.3	2.2	2.2	2.6	1.6	2.3	1.6	2.5
2.4	I am usually one of the more dominant participants in my group	46	27	4.4	3.2	4.2	5.1	4.7	4.1	4.3	4.2	5.6	4.8	5.0	3.0
2.5	I enjoy acting as the scribe for the PBL sessions	32	42	3.1	2.9	3.6	3.1	3.2	3.1	3.2	2.6	4.0	3.1	3.2	3.1
2.6	I enjoy chairing the PBL	33	48	3.2	3.1	3.4	3.2	3.3	3.1	3.1	2.9	5.2	3.4	3.2	2.7

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	tutorial														
2.7	The discussion in the PBL 1 tutorial is useful in helping me to identify gaps in my knowledge and understanding	76	17	5.1	5.6	4.5	5.1	5.4	4.9	5.1	4.9	6.0	4.8	5.1	5.5
2.8	My group makes use of the PBL 2 session to explore the patient history and results thoroughly	38	41	3.7	4.0	3.9	3.5	4.0	3.5	3.6	4.3	3.8	3.6	4.0	3.9
2.9	PBL 2 is a useful session for adding to my understanding	36	48	3.6	3.9	3.7	3.6	4.0	3.4	3.6	3.8	3.4	3.5	3.9	3.8
2.10	I usually attend the PBL 2 plenary	42	52	3.6	4.4	3.2	3.4	4.3	3.1	3.4	4.6	3.0	3.1	4.6	3.8
2.11	The plenary session after PBL 2 is useful for understanding the patient history	27	47	4.0	5.0	3.9	3.5	4.5	3.6	3.8	4.9	3.4	3.7	3.5	4.6
2.12	The PBL 3 session is valuable for bringing together my understanding of the week's case	77	16	5.3	5.8	4.9	5.3	5.6	5.1	5.3	5.3	5.2	5.1	5.2	6.0
2.13	After PBL 3 I generally feel that I have a good understanding of the week's objectives	67	16	4.9	5.4	4.6	4.8	5.2	4.8	4.9	5.1	4.4	4.6	4.9	5.7
2.14	I am reluctant to participate in PBL sessions because I am not comfortable communicating in English	6	89	1.8	2.5	1.7	1.3	1.7	1.8	1.7	1.9	1.4	1.5	1.7	2.6
2.15	I participate in PBL's only	52	31	4.0	4.2	4.0	3.8	3.8	4.2	4.2	3.5	2.8	3.9	4.4	4.5

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	when I am confident about the contribution I am offering														
2.16	I do not participate in PBL sessions because I am afraid to risk exposing my lack of knowledge/understanding	12	70	2.6	2.6	3.2	2.2	2.7	2.6	2.6	2.5	2.6	2.7	2.4	2.5
2.17	I feel uncomfortable in the group because I do not identify on a social/cultural level with other group members	8	84	2.3	2.8	2.4	1.8	2.2	2.4	2.3	2.3	2.4	2.2	1.7	2.9
2.18	My own reports back to the group are a valuable part of my learning	63	15	4.7	5.2	4.8	4.5	4.8	4.7	4.7	4.5	5.6	4.8	4.3	5.2
2.19	Having people from different backgrounds in the group is useful for sharing ideas	77	12	5.3	5.0	6.0	5.4	5.3	5.3	5.4	5.0	5.2	5.5	5.4	5.0
2.20	I would prefer to be in a group with students all of a similar academic level to myself	22	65	3.2	2.8	3.1	3.6	3.2	3.2	3.1	3.9	2.6	3.3	3.6	2.7
2.21	The reports of other group members are a valuable part of my learning	65	18	4.8	5.1	5.0	4.7	4.7	5.0	4.9	4.9	4.2	4.6	5.3	5.2
2.22	By the end of each week I feel that I have pulled together and integrated my understanding of the various different disciplines related to the case	63	10	4.9	5.0	4.6	5.0	5.2	4.7	4.8	5.3	5.4	4.7	5.1	5.0
2.23	I am able to apply what I	69	12	4.8	5.2	4.4	4.7	4.8	4.7	4.7	4.6	5.2	4.6	4.7	5.3

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	have learnt in PBL to the patients I see in the wards														
2.24	I find it easier to participate in PBL 1 and 3 when the facilitator is from a similar social/cultural background to myself	17	55	2.9	2.4	2.5	3.1	2.7	3.1	3.0	2.7	3.2	3.1	2.5	2.8
2.25	The facilitator should guide the PBL discussion but not teach	42	40	4.2	4.7	4.3	3.8	4.3	4.0	4.1	4.1	5.0	4.1	3.6	4.6
2.26	The facilitator should explain things that the group do not understand	92	4	6.4	6.4	6.3	6.7	6.5	6.2	6.3	6.7	6.4	6.3	6.8	6.4
3.1	I find the content of the learning topics easy to understand	87	9	5.0	5.0	3.9	3.5	4.3	3.1	5.0	5.2	5.4	5.0	4.9	5.0
3.2	I try to memorise the content of the learning topics	42	41	3.9	3.2	4.3	4.0	3.7	4.0	4.0	3.9	2.4	4.0	4.7	3.2
3.3	I try to structure/organise new information in such a way that it is easier to understand	81	12	5.5	5.5	4.5	6.0	5.9	5.3	5.4	5.8	6.6	5.2	6.2	5.6
3.4	The learning topics stimulate me to read further	50	30	4.2	4.5	3.8	4.3	4.7	3.8	4.1	4.3	6.0	3.9	4.9	4.3
3.5	I supplement the content of the learning topics with other sources such as books and websites	59	33	4.4	4.8	3.6	4.8	5.3	3.8	4.1	5.2	6.4	4.0	5.4	4.6
4.1	I attend most of the lectures	94	4	6.3	6.5	6.0	6.3	6.4	6.2	6.3	6.5	6.2	6.1	6.4	6.6
4.2	I am able to understand	86	8	5.7	6.0	5.3	5.8	5.8	5.5	5.7	5.6	5.2	5.5	5.6	6.0

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	the content of most of the lectures														
4.3	I am able to take good notes in the lectures	68	19	5.0	5.2	4.9	4.9	4.8	5.1	5.1	4.6	4.8	4.9	5.1	5.2
4.4	I do not take notes because the lecture handouts are sufficient	19	68	2.8	3.0	2.6	3.0	2.8	2.9	2.8	2.8	2.2	2.9	2.9	2.9
4.5	The lectures are a valuable component of my learning	85	7	5.8	6.0	5.5	5.8	5.9	5.8	5.8	5.7	6.2	5.7	5.8	6.0
5.1	I attend all of the BCS Theme sessions	92	7	6.2	6.2	5.7	6.4	6.3	6.1	6.1	6.4	7.0	6.1	6.4	6.4
5.2	I work through all learning materials provided in the BCS theme sessions	90	7	6.0	6.1	5.4	6.2	6.2	5.8	5.9	6.3	6.8	5.9	6.2	6.1
5.3	I find the BCS theme sessions a valuable learning experience	90	3	6.1	62	5.4	6.3	6.2	6.1	6.1	6.3	6.0	5.9	6.2	6.3
5.4	I attend all of the PD theme sessions	49	41	4.3	5.3	3.7	4.0	4.6	4.1	4.1	5.0	5.6	4.0	3.9	5.3
5.5	I find the PD theme sessions a valuable learning experience	45	39	4.0	4.8	3.6	3.8	4.2	3.9	4.0	4.5	3.6	3.7	4.1	4.9
5.6	I attend all of the CD theme sessions	38	53	3.9	4.9	3.5	3.5	4.2	3.7	3.6	4.6	6.0	3.6	3.4	4.9
5.7	I find the CD theme sessions a valuable learning experience	29	58	3.4	4.6	2.9	3.1	3.6	3.3	3.3	3.9	3.6	3.1	3.2	4.7
6.1	I work consistently throughout each block	66	23	5.1	4.9	4.6	5.5	5.4	5.0	5.1	5.3	5.8	5.0	5.9	4.9
6.2	I try to study all components of the course	90	5	5.9	5.8	5.3	6.3	6.1	5.7	5.8	6.3	5.8	5.8	6.5	5.8
6.3	I use previous exam papers as the basis of my studying	55	27	4.7	4.6	4.7	4.6	4.0	5.1	4.8	3.8	4.4	4.6	4.5	4.8
6.4	I use the course	48	41	4.2	5.7	3.3	3.8	4.2	4.1	4.1	4.4	4.2	3.6	3.8	5.8

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	objectives to guide my studying														
6.5	I work strategically by choosing not to study certain disciplines because I know that I can still pass without knowing them all	18	70	2.7	2.8	3.1	2.3	2.3	2.9	2.7	2.5	1.4	2.6	2.3	2.8
6.6	I am generally focused on the immediate goal of passing the exams of the current year	58	29	4.7	4.5	4.3	4.6	5.2	5.8	4.6	4.6	2.6	5.1	4.2	4.6
6.7	I have a long-term focus on what I need to know to be successful in the clinical years and/or medical practice	78	7	5.6	5.8	5.0	5.8	5.8	5.4	5.5	5.9	6.6	5.4	5.9	5.8

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