

Life101 in Action

Life101 is designed to help students attack their goals with optimism and develop a nurturing, optimistic belief system.

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Letter from the Publisher:

Welcome to this New Year as we strive to continue our forty year tradition of providing quality materials for you and your students. This year we have three articles written by your peers. They explain successful programs in meeting the rapidly changing needs of those who see an education as a viable path forward.

These articles are on our new assessment: Life101. Excitingly, it is working as envisioned. We now have an instrument that moves us past accepting students as they come to us, and instead, acquire a basis for being academically successful.

Click on a title in the Contents bar to begin reading each article.

We value your feedback and input. We hope many of you will consider writing articles for future editions.

Lifer101: Self-Reflection Tool for First-Year Medical School Students

by Arlene Sachs, Ph.D. Director, Student Academic Support Success
UT Southwestern University Medical Center

When students start medical school, they function under the assumption that what they believed to be true in undergraduate school will work for them in medical school. Then as their training launches, some find the demands and expectations to be greater and different than what they have ever experienced. Given the opportunity to self-reflect on their attitudes, beliefs and motivations can impact their future personal growth.

A fundamental aspect of professional development is self-directed learning. Accrediting organizations, such as the Liaison Committee on Medical Education (LCME) recognize the importance of intentional standards and curriculum directed at promoting self-directed learning and require programs to demonstrate activities dedicated to self-assessment and feedback on competency skills.

Lifer101 is a tool that can help to satisfy the intentional standard promoting self-assessment. This self-reflection instrument delivers a vehicle for building an awareness of a person's beliefs, attitudes, and motivations. The notion is that awareness of these critical factors leads to growth when feedback is provided.

Providing tools for students to see where and when they employ positive attitudes, motivations, and beliefs combined with offering mentoring time for discussion of these systems can help facilitate student growth in medical education.

At UT Southwestern Medical School, our Student Academic Support Services (SASS) learning specialist along with our faculty College mentors use Lifer101 and the LASSI to facilitate personal and academic growth.

The results from Lifer101 and LASSI enable the learning specialist to work with faculty to identify "at-risk" students. When a student is identified, guidance can be provided using research-based methods. Working with the student, mentor, and learning specialist models positive interaction between disciplines, which is an important skill for healthcare providers.

Our procedure is simple. Medical students are asked to complete the Lifer101 inventory at strategic inflection points along their medical education continuum because it allows them to



reflect on their attitudes, motivations, and beliefs. They are encouraged to share the results of their reflections with the learning specialist and their mentor to help guide them in developing their learning plan and SMART goals.

MS1 students complete their first reflection using the Life101 inventory in September after they have been in medical school for about one month and have had their first exam. Along with Life101, we ask them to complete the LASSI 3rd edition for an overall picture of their study skills as well. The learning specialist reviews the results and uses them as talking points when meeting with students individually. The students also share the results of both inventories with their mentors during the Pre-Clerkship Check-In Rounds-Session 1. During one-on-one sessions with their mentors, students discuss their reflections to develop SMART goals. This meeting provides an opportunity to look at transition stressors and identify resources available to them on campus, such as Student Wellness and Counseling (SWaC) and Student Academic Support Services (SASS).

Then eight months later in late March, Life101 is given again for their MS1 Pre-Clerkship Check-In Rounds-Session 2. At this time, they review the SMART goals developed in Session 1 and assess if there have been changes in their self-reflections. The students revise SMART goals accordingly.

Finally, in September of their MS2 year Life101 is administered again in their final semester of pre-clerkship. Students use this new inventory reflection to revise their SMART goals before beginning the clerkship phase of the curriculum and studying for Step 1.

Life101 inventory can be a powerful tool for change. The feedback from students suggests that the inventory is helpful and, at times, eye-opening. Insight leads to growth and development.

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Life101 at Tshwane University of Technology

by Ane Craven, Directorate of Student Development and Support,
Tshwane University, Pretoria, South Africa Campus

At Tshwane University of Technology (TUT), we had been using the LASSI in supporting student success for many years, when we learnt of the new Life101 assessment offered by H&H Publishing. Given the success and impact that our support programmes have had with the LASSI, we were eager to look into the Life101 assessment, to further complement the range of assessment and intervention programmes offered to students at TUT.

We opted into participating into the Life101 pilot project, during which time we were already impressed with the range and relevance of the assessment, and by the practical ways in which our students would be able to benefit from developing the skills associated with Life101.



Once the formal Life101 assessment became available, we were therefore eager to incorporate Life101 into our assessment offerings. With COVID-related lockdowns moving our assessment programmes into a more online environment, the Life101 assessment became a suitable replacement to some assessments that we could not make available online. Given that the focus of the

assessment battery into which we wanted to incorporate Life101 was on developing insight, self-awareness and self-empowerment in first year students, Life101 fit right in.

The assessment battery into which Life101 was introduced, covers a range of psychological assessments. For each of the assessments included in the battery, students receive their individual results and access to feedback on their results. They then complete a worksheet to solidify their learning, after which students evaluate the specific component of the assessment battery.

The response to the Life101 component of our broader assessment programme, has been overwhelmingly positive. Combining the assessment with relevant feedback and through giving students the opportunity to make the information their own, has apparently been well received by students. Some comments that have been made by students evaluating the Life101 component of the assessment battery, include:

- “I am so happy with this programme.”
- “This programme will be very useful to a lot of students.”
- “I became aware of the things I never thought of.”
- “[i] knew [i] had this problem, now [i] can tackle it better and take it seriously.”
- “Thank you for all the activities you are providing us with they really help us grow and understand ourselves better than we thought we understand ourselves.”
- “The programme does [wonder] for one to know their self more than they thought they do.”
- “This programme helped me to know how to improve myself.”
- “I already feel like a changed person.”
- “Thank you very much this really sen[d] me into deep introspection and reflection on many aspects of my life.”

78% of the 950 students who opted to evaluate the Life101 assessment, either agreed or strongly agreed that the programme was helpful to them. Consequently, we have decided to continue our use of the Life101 assessment as part of our programme for 2023.

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LASSI & Life101 Workshop at Campbell University

by Stephanie Olson, Director of Student Affairs, College of Pharmacy & Health Sciences

We are initially utilizing Life101 in our summer PREP program and training mentors in the program on the Life101 (we also did the LASSI so the presentation was on both). We go through each area and discuss why this is important for graduate and professional programs and strategies for how to improve. We found the “working with teams” was an area that students thought they were doing well, but didn’t really understand what working with teams actually is (it was an interesting find). We also opened up for people to share strategies they utilize. We have encouraged them to do a follow-up assessment, but since the program is only for the summer there isn’t many who have yet.

We also utilized Life101 for our online orientation for our graduate and professional health programs. We just started this year with Life101 and used it to collect data and we asked students reflections questions in our online orientation and informed faculty advisors to utilize this when

meeting with advisees. We pulled the data and were flagging students in areas that were very low and looping in faculty advisors on working with students in those specific areas (utilizing that similar powerpoint).

I am also in the midst of pulling the data from our first year students and working with our assessment office to see if we are seeing any trends and recommending changes in the first year development programming to support those lower areas.



Click the link below to view the Power Point Presentation in PDF format:

<https://www.hhpublishing.com/LIA-Campbell/>

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