A Process Learning Approach Bootcamp for Boards (B4B)
Mangala Sadasivan, Ph.D., Andrew Goldyna, M.A., Furqan Irfan MBBS(MD) Ph.D.

INTRODUCTION
The efficacy of a process learning approach Bootcamp for Boards (B4B) was evaluated in 2014. The results showed that students using this method were more likely to pass their board examinations over other methods. When we looked at why the program was successful we identified extrinsic and intrinsic variables that are built into the program and add value to student success. In this study the authors looked at the benefit of the extrinsic variable Q-Bank resource preference and we evaluated students intrinsic experience in the program through survey questions.

OBJECTIVES
Objective 1
Appreciate the benefits of matching learning resources (Q-banks) to goals (USMLE or COMLEX board preparation) to gain the best outcomes.

Objective 2
Appreciate the need to evaluate board preparation programs based on students’ feedback on intrinsic benefits of the learning experiences after their board examinations

METHODS
Seventy-one 2nd year medial students at MSUCOM (45 Females and 26 Males) registered to participate in B4B 2018. After they completed their USMLE and COMLEX exams, they were sent a Qualtrics (Provo, Utah) online software (©2018) survey questionnaire to answer several questions related to the program. They were assured confidentiality and no incentives were provided for participation.

RESULTS
Fifty students (70%) responded to the 20 question survey. The data shows that student’s who utilized UWORLD Q-bank to complete their pre-test B4B cards were more likely to take the USMLE exam. The association between USMLE and pre-test cards (p=0.003) and post-test cards (p=0.002) was compelling. In addition, thirty-six (84%) of the students surveyed rated the program (Figure #1) above average or superior (22 above average, 14 superior) and showed favorable interest (76%) in continuing the B4B program for Level 2 and Step 2 (p<0.001). The UWORLD Q-bank that matches the actual test format was rated the best resource to combine with B4B when preparing for the USMLE examination. Finally, lengthy verbal narrative voluntarily provided under the comments section showed intrinsic benefit that cannot be objectified in quantifiable terms.

CONCLUSIONS
Based on the data, it is evident that students gain tremendous value in using the B4B process approach to prepare for boards. Students seem to prefer the UWORLD Q-Bank when preparing for the USMLE and are more likely to complete the test when they start the process early. Finally, students reported a positive experience going through the program and a significant number have asked to continue with B4B moving to COMLEX Level II and/or USMLE Step II.

LIMITATIONS
When students are expected to pass two different tests to meet their goals for success they are limited in options for resources.
1. Although the content studied in USMLE & COMLEX appear the same, the test formats are different for each test.
2. The UWORLD Q-Bank only matches the USMLE test and not the COMLEX adding financial burden on students to purchase another test for the COMLEX.
3. A training program like B4B requires investment in resources – space, man power & discipline which takes time to establish.

LITERATURE CITED