Tips on completing assignments and tests

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Tips on completing the assignments and tests

- **First and foremost:** Make sure to leave your previous knowledge behind when starting the assignment/exams
  - If you trained more clinically, leave that behind
  - If you trained more in basic science, leave that behind
  - Etc.
- Try to think only about what the assignment/exam is giving in the background and tables/figures
- Example: Exam mentions only heart disease and Aboriginal populations (genetics)… Only discuss those two aspects unless the exam asks otherwise.

Tips, con't

- Keep it neat
- Don't include p-values, just direction and whether significant or not
- Don't need detailed knowledge of mechanisms, assignment/exam is meant to be generally self-contained
    - BUT! You still need to know how to think about mechanisms!
- Provide concrete answers, and justification
- Marks aren't always based on number of bullet points
- Can use short-hand in midterm/final *only* (e.g. for greater use "$>$", for increase use "$\uparrow$", etc.)
- **Everything included is intentional**

Tips, con't

- Methods are assumed to be the best for that situation
- If animal studies, effect assumed to be same in humans
- No change is just as important as change
- Tables/figures, read legend first as it will contain important info
- Difference between increase/decrease and greater/lesser
- When referencing data from a study, indicate where it came from (e.g. "X was greater than Y (Figure 1)", etc.)
- In final discussion questions that ask about interpreting data from multiple studies in the assignment, you can say "… in Study 1, these were found…" rather than "… in Figure 1 of Study 1, these were found.."