



INTRODUCTION

- The rigor of medical school exceeds what most medical students have seen throughout their academic careers. This requires many to re-imagine their approach to studying as they attempt to digest the vast amount of information in a short time. A consistent proportion of students struggle to quickly adapt to this new landscape
- Studies show that up to 15% of medical students will require remediation.¹ Yet, few studies focus on the efficacy of remediation programs.²
- The goal of this study is to perform a systematic analysis of research examining the effectiveness of remediation programs within the undergraduate medical core curriculum.

METHODS

- A comprehensive review of journal articles extracted from the PubMed and Med Ed PORTAL databases will be conducted using such key terms as: tutoring; students-as-teachers; remediation; and intervention strategies. Other resources may be considered if an insufficient number of publications are identified.
- Inclusion criteria will comprise studies conducted in the last 20 years; studies evaluating M.D. or D.O. programs; and studies that specify specific remediation programs.
- The data will be grouped thematically to identify the risks and benefits of the employed remediation approach. A mixed method analysis will assess remediation program efficacy based on student exam performance and qualitative feedback.

Identifying the most effective remediation programs may have the potential to improve medical student outcomes

No large-scale study has been done to compare the efficacy of undergraduate medical remediation programs. This meta-analysis could change the way medical schools approach remediation.



Brief directions of call to action
Replace QR Code



RESULTS

This meta-analysis could inform the ways in which medical institutions approach remediation programming.

The research could underpin the benefits of student-as teacher programming, encompassing peer-led small-group interventions and one-to-one academic remediation/recovery service delivery.

CONCLUSIONS

Remediation is a salient part of undergraduate medical education. Identifying which remediation programs are most effective could enhance the ability of medical school administrators and faculty to implement the most optimal programs and services.

This may result in improved academic success outcomes for undergraduate medical students.

REFERENCES

1. Guerrasio, J. (2018). *Remediation of the struggling medical learner*. Association for Hospital Medical Education.
2. Hauer, K. E., Ciccone, A., Henzel, T. R., Katsurakis, P., Miller, S. H., Norcross, W. A., Papadakis, M. A., & Irby, D. M. (2009). Remediation of the deficiencies of physicians across the continuum from medical school to practice: A Thematic Review of the literature. *Academic Medicine*, *84*(12), 1822–1832. <https://doi.org/10.1097/acm.0b013e3181bf3170>