

“At first I didn’t want to accept it...”

The final year medical student experience of remediation

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Up to 15% of medical learners will require remediation during their course, however they are difficult to identify and engage in voluntary remediation programs. Underperforming medical students have a unique combination of personal factors and educational deficits, and complex barriers to seeking help.

AIM

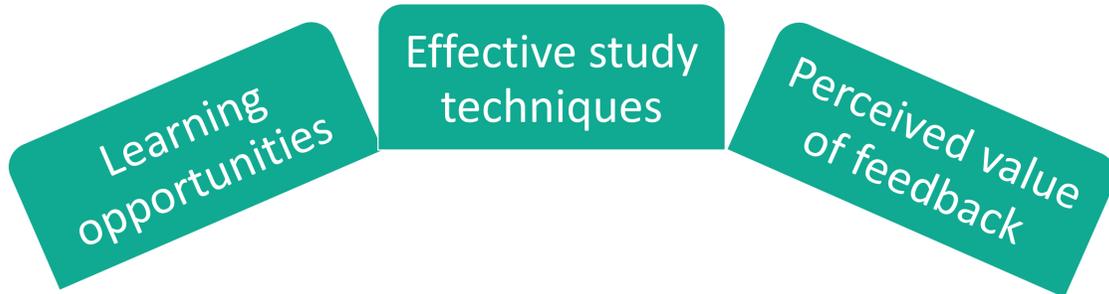
To understand the student experience when invited into a pilot remediation program in their final year of medicine.

METHODS

A voluntary remediation program was designed, based on recommendations from current literature, with individual mentor allocation and video analysis of simulated clinical encounters. Following completion of the program and exams, students were invited to participate in a voluntary semi-structured interview about their program experiences. Half the students agreed to be interviewed. Qualitative thematic analysis was conducted by two independent researchers using open, axial and thematic coding.

RESULTS

Three overarching themes were identified:



Students experienced a range of emotional reactions including feeling confronted, vulnerable and relieved. Engaging with peers and the ability to self-reflect were seen as important to the students.

KEY ELEMENTS OF THE REMEDIATION PROGRAM



CONCLUSION

Remediation requires students to be receptive to learning opportunities when they feel vulnerable. Despite this, the students found the process positive. Self-reflection, peer support and improving clinical performance was supported by targeted, individualised feedback by a senior mentor.