

**“Enhancing Interprofessional  
Collaboration and Learning for  
Strengthening Primary Health Care”**

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## TUFH 2021 ABSTRACTS

Title	<b>IMPLEMENTATION OF STRATEGIC INTERVENTIONS TO REMEDiate THE STUDYING SKILLS OF UNDERGRADUATE MEDICAL STUDENTS</b>
Type	<b>Oral Presentation</b> <i>High-Quality Learning and Collaborations in the Health Workforce</i>
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Abstract N <sup>o</sup>	<b>TUFH688</b>
Content	<p>In the era of continuum expansion of competency- based system in medical education, increase the likelihood of growing number of medical students with performance deficits. Problem: In our model the on-going problem occurred in a newly- developed medical school with two parallel 6- and 5- years undergraduate medical programs. The dean referred the remaining 19 students from year 2 (6 years system) a problem which may lead to their drop out and predictably consumes significant institutional resources. Objective: To explore and implement an efficient applicable, evidence-based remediation interventions for undergraduate medical students with academic difficulties. Methods: We designed a three steps plan ; step 1: Collecting relevant data from multiple resources to address the cause of performance deficit of each student considering social and medical not only learning problems Step 2: Applying remediation activities; a. Remediate knowledge and skills through small groups. b. Assisting study skills, time management, learning style, goals setting through scheduled individual meetings with expert facilitator. c. Organizing peer- sessions with older high performance learners. d. Follow up through web- based scheduled formative assessment and feedback. e. Consider behavioral support through faculty behavioral health team. Step 3: Regular advisory sessions for feedback and detection of students' perspectives on different remediation activities Proof of success: Two thirds of remedial students were successfully passed the mid-year exam. Interviewees perceived that students greatly appreciated the individual attention and detailed feedback they received during remediation. Enhanced learner positive motivation, which is evidenced by acceptance of suggestions and shortcomings.</p>