Remediation and reassessment methods in pharmacy education: a systematic review
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INTRODUCTION
• The 2016 ACPE standards require implementation of a remediation program within pharmacy curricula.¹
• No specifications are provided on the ideal methodology.
• Need for successful remediation strategies continues to grow.
• Literature describing outcomes of different approaches is significantly lacking.

OBJECTIVES
1. Describe current remediation methods in pharmacy education
2. Evaluate different remediation methodologies
3. Assess the applicability of each approach.

METHODS
• Databases used for the search strategy included PubMed, Cochrane Library, Cumulative Index of Nursing and Allied Health (CINAHL), Academic Search Complete, Psyinfo, Scopus, and ProQuest Central.
• Inclusion criteria: Studies involved pharmacy student education and described either remediation or reassessment.
• Exclusion criteria: Focused only on other educational programs outside of pharmacy; remediation was not part of the pharmacy curriculum; or remediation or reassessment was not discussed.

RESULTS
• 242 studies were retrieved from search; 9 studies were included in this review.
• The evaluated studies discussed a range of course types being remediated, a large variety of remediation strategies and timeframes, and differing overall outcomes.
• Remediation strategies utilized included course repetition, summer restudy, reassessment, and individualized remediation plans.

CONCLUSIONS
• Overall, outcomes for each program were inconsistent; no clear patterns were evident other than an improvement in student performance following remediation.
• Significant dissimilarity was noted on implementation of remediation programs.
• Outcomes varied significantly between studies in terms of datapoints assessed and analyzed, making methodology comparisons difficult.

REFERENCES

DISCLOSURES
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