

Remediation and reassessment methods in pharmacy education: a systematic review

Kiersi Harmon, Pharm.D. Candidate, Alessa Gonzales, Pharm.D. Candidate,
Norman E. Fenn III, Pharm.D., BCPS
The University of Texas at Tyler – Fisch College of Pharmacy

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, PsycInfo, 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.
- No comparison of remediation techniques or details provided on implementation of chosen approaches.
- Prevention strategies were commonly utilized to attempt to avoid the need for remediation.
- Most of the evaluated studies only utilized one faculty member per remediation program, which may require a large time commitment from the instructor.

Figure 1. Remediation Strategies Utilized Per Study (n=9)

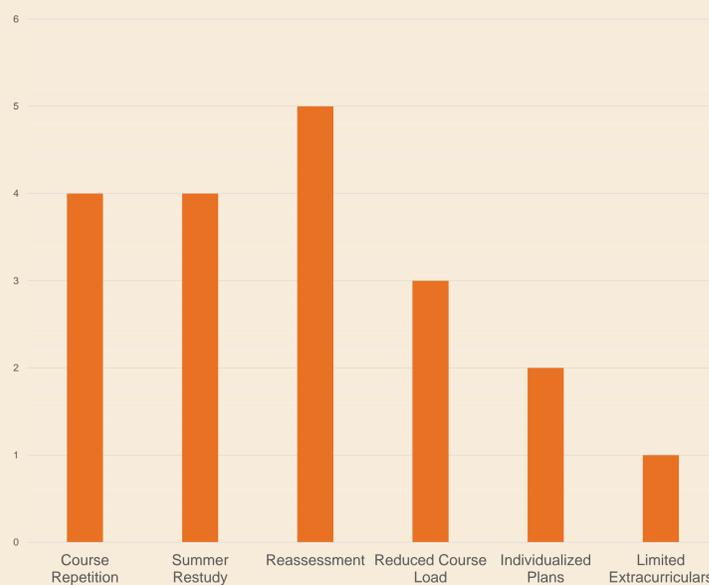


Figure 2. Course Types Remediated Per Study (n=9)

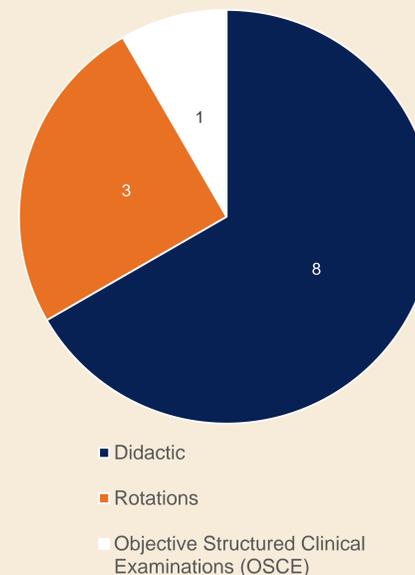
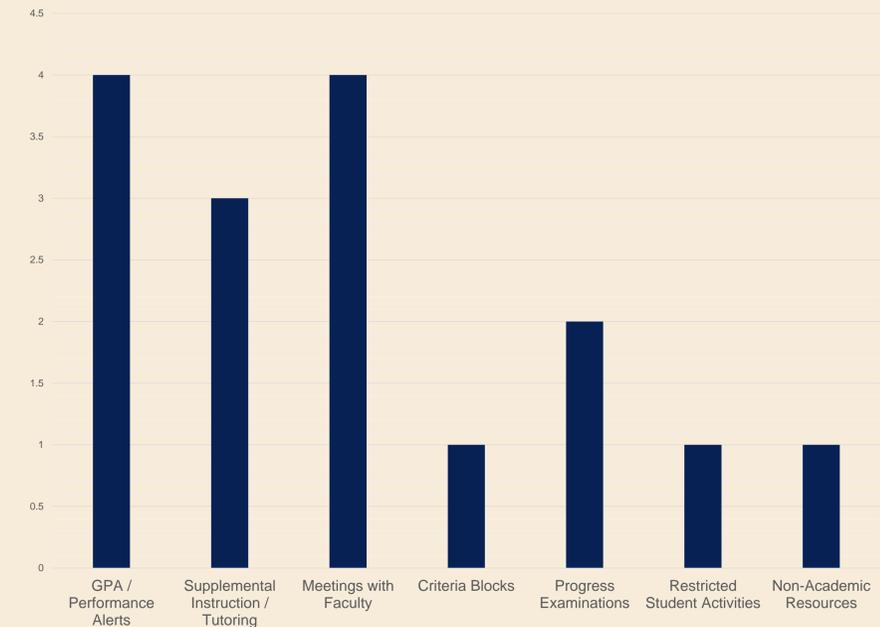


Figure 3. Preventative Methods Utilized Per Study (n=9)



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.
- General lack of specificity on remediation details, course types, and success rates within published literature.
- No follow-up in the evaluated studies to determine if these students were more likely to require future remediation or academic support.
- Larger studies involving standardized reporting, program implementation, and greater student follow-up are vital to further understand this educational challenge.

REFERENCES

1. Accreditation Council for Pharmacy Education. Accreditation standards and key elements for the professional program in pharmacy leading to the doctor of pharmacy degree. Standards 2016. <https://www.acpeaccredit.org/pdf/Standards2016FINAL.pdf>. Accessed July 9, 2019.

DISCLOSURES

The authors have no conflict of interests or financial disclosures to share.