

Bridging The Academic Gaps between Dean's List and Remedial Students - An International Medical School Perspective

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Abstract

Medical education is evolving rapidly with a progressively extensive curriculum and a high volume of study material in preparation for the high-stakes United States Medical Licensing Examination (USMLE). Several studies emphasize the role of study habits in enhancing students' learning and academic success. Our study focuses on comparing study habits in two groups of international medical students at the American University of the Caribbean School of Medicine: Dean's List students (those who have secured >87.5% semester average in the first two years of medical school) and remedial students (those who have secured < 70% semester average in their first two years of medical school). We are using the Learning and Study Strategies Inventory (LASSI), a 10-scale 60-item tool to assess the "Skill component," the "Will component," and the "Self-regulation component" of strategic learning. The data could provide insights into developing programs to remediate and bridge the gap between the Dean's list and remedial students, enhance student learning outcomes, and improve their performance in the USMLE examinations.

Keywords: Academic-performance, learning, medical, students, study-habits