



**TAILORED EXAM PREP SERVICES
FOR MEDICAL SCHOOLS**



ELITE MEDICAL PREP

What makes ELITE MEDICAL PREP **Elite?**

Founded and run
by physicians

Experienced MD and DO instructors with
advanced training from top institutions

Program design that is tailored to
the needs of each institution, from
detailed intake through
post-programming debriefing

Completely customizable in structure,
length, and subjects of emphasis

Proprietary 'Challenge Question'
based curriculum, allowing structured
personalization

Highly interactive large group teaching
sessions including live polling, question-based
format, live chat, and flipped classroom

Detailed monitoring and reporting
of student progress

Close follow-up with
administrators and
students

Institutional Services Overview

Elite Medical Prep has a 9-year history of working with students and administrators from leading medical universities in the USA and abroad. Key features of our institutional programming include:

- Design that is **tailored to the needs** of each institution, from detailed intake through post-programming debriefing
- Completely **customizable** in structure, length, and subjects of emphasis
- Highly **interactive methods** for teaching sessions including live polling, question-based format, live chat and flipped classroom
- **Progress monitoring** of students, scheduled **reporting**, and close **follow-up** with administrators
- **Experienced** medical instructors with advanced training from top institutions
- **100% online** to minimize cost to the institution and increase accessibility to students

Institutional Services Overview

Elite designs custom programming in collaboration with your administration using our proven process



I. Identify Target Audience

- Entire class
- “At-risk” students
- Student subset with a specific need



II. Tailor Session Size

- Large cohort
- Small group
- One-on-one
- Combination



III. Plan Programming Timeline

- Over several months
- Multi-week period
- Independent course



IV. Select Engagement Structure

- Institutional budget
- Student tuition/fees
- Scholarship fund
- Shared cost model

**All programming incorporates content review and study skills and prioritizes student wellness.*



EMP's Evidence-Based Approaches

Metacognition and self-regulated learning

- Teaching students how to reflect on their own study practices
- Showing students *why* these methods are effective through peer-reviewed evidence

Optimizing common study methods

- How best to use flashcards
 - When should I drop cards?
 - Should I use crowd-sourced “mega-decks” like Zanki and Brosencephalon?
- Should I take practice tests in study or exam mode? How long should I spend on the questions versus studying their answers?
- When should I take practice tests, and how effectively do they predict Step scores?

Visual mnemonic creation

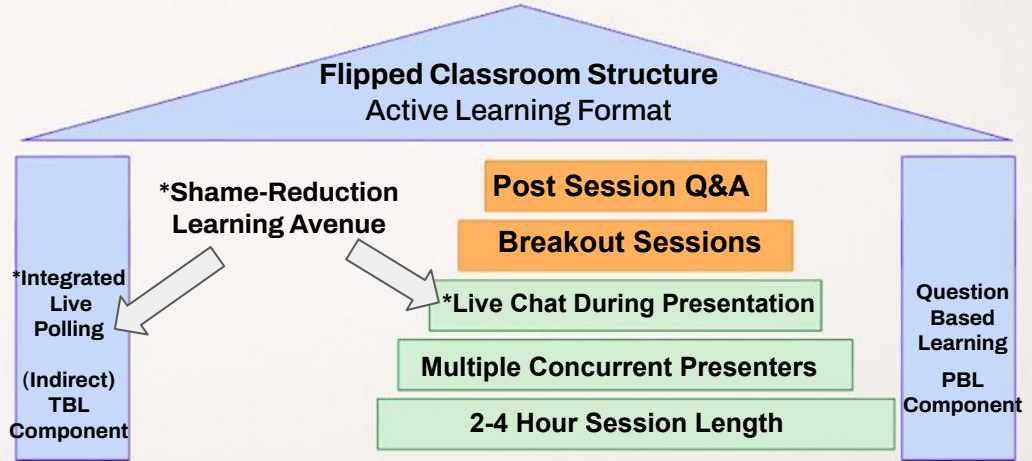
- Introduction to theory and practice of “method of loci”/“memory palace” mnemonic techniques
- *Now increasingly used by medical students as Sketchy Medical, Picmonic, Pixorize, etc. become more common*

Test anxiety and test strategy practice

- Strategies to manage testing anxiety both during study and during testing itself
- Study timing pros and cons: Pomodoro timer, flowtime technique, and more
- Strategies for students with pervasive anxiety, ADHD, or other learning disabilities

Course Structure Pedagogy

As presented at the 2020 Medical Education Learning Specialists (MELS) conference



Highlighted Partnership: University of Texas Medical Branch (UTMB)



SINCE 2022



- Student subset with a specific need



- Small group



- Over several months
- Multi-week period
- Independent course



- Student tuition/fees

Background

UTMB is based in Galveston Texas on a campus devoted to health professions. UTMB is one of the largest MD programs in the US with class sizes of approx 240 students/year.

Problem

UTMB identified a cohort of students that had persistent struggle achieving a passing score on Step 1 despite completing all preclinical requirements and a comprehensive review course administered by the medical school

EMP Implementation and Plan

EMP delivered a structured 1-on-1 tutoring program for a cohort of 15 students who were identified by the UTMB Medical Education Learning Specialists. Tutoring program involved intensive oversight with session by session detailed student evaluations and regular group data reporting to the UTMB team. EMP tutors utilized our proprietary Challenge Question cases to provide curricular structure to each session. The tutoring course was administered as a for credit course through UTMB allowing students to include payment for tutoring in the educational loan package and defer upfront expenses.

Outcome

All students following through on tutor prescribed study recommendations and preparation passed Step 1 successfully!

Highlighted Partnership: Mt Sinai School of Medicine (MSSM)



SINCE 2017



Entire class



Large cohort



Independent course



Institutional budget

Background

MSSM is a top medical school (ranked #11 by USNews for 2023) situated in Manhattan. It has two Programs, a 2-year pre-clinical program as well as a program for students with non-science majors.

Problem

Current MSSM faculty were no longer able to provide the long-standing review course at the end of MS2 for Step 1 and the end of MCY for Step 2.

EMP Implementation and Plan

EMP began updated existing courses in 2017, progressively utilizing a live question-based format featuring EMP's interactive Challenge Question cases with live polling. As the COVID pandemic began in 2020, the course shifted to a fully online live format via Zoom. This change allowed EMP to employ a dual instructor format and include many of its practicing MD instructors, including many at the chief resident or attending level.

Outcome

Student evaluations of the course have been excellent, with adaptations made to the presented curriculum based on student feedback and ongoing input from the Medical Education Learning Specialist and MSSM faculty. Transition to the online live course with dual instructors was so successful that students requested maintaining the online format even after a return to in-person learning at MSSM. *Pedagogy underlying these courses was presented as an annual MELS conference workshop.

Highlighted Partnership: Technion American Medical School (TeAMS)



SINCE 2017



Entire class



Large cohort

Small group



Over several months



Institutional budget

Background

TeAMS is a 4 year program at Technion University, a leading University in Israel. Students complete an English language pre-clinical program and complete clinical rotation in Israel and the US.

Problem

Starting in 2017, increased number of Step 1 failures, and dramatic increase in student delays in taking Step 1. All delayed Step 1 attempts required students to start clinical rotations 1 year later.

EMP Implementation and Plan

EMP delivered live integrated question based lectures to students starting early in MS2. Starting several months prior to Step 1 dedicated period, all students began small group tutoring (groups of 3) with experienced EMP tutors. Group sessions were structured using EMP's proprietary Challenge Question curriculum, and designed as a lead in to the dedicated Step 1 study period.

Outcome

Dramatic increases in on-time Step 1 test taking vs the two prior years. Statistically significant increase in average student score and the number of high performing students on Step 1. These results were presented at multiple academic meetings including AMEE and AAMC.

Highlighted Partnership: Tel Aviv University School of Medicine (TAU) and Ben Gurion University, Medical School of International Health (MSIH)



SINCE 2017



□ Entire class



□ Large cohort



□ Independent course



□ Institutional budget

Background

TAU and MSIH are 4-year programs at leading universities in Israel which feature an English language pre-clinical program and complete clinical rotation in Israel and the US.

Problem

Increased numbers of students at both schools were delaying Step 1, requiring students to start clinical rotations 1 year later. Both had very limited budgets to pay for a supplement review program for Step 1.

EMP Implementation and Plan

Live integrated question based lectures were delivered in the 2nd half of the MS2 year and concluded prior to the dedicated period. Merging both schools' students into one course provided dramatic cost savings with minimal disruption to curricular calendars. Content focussed on using test strategies for core Step 1 topics. The dual instructor format used at Mt Sinai and UNLV was included. In 2022, the course began at the start of the MS2 year and includes a flipped classroom component to increase student engagement.

Outcome

Both schools received strong feedback from participating students and those who watched recordings of sessions. Students requested that the school continue the annual EMP sessions, but asked that they start earlier in the academic year to allow greater integration with the clinical curriculum.

Highlighted Partnership: University of Nevada, Las Vegas (UNLV)



SINCE 2020



- Entire class
- "At-risk" students



- Large cohort



- Independent course



- Institutional budget

Background

UNLV has a 1.5 year preclinical program and has had progressively increasing class sizes since its founding in 2014.

Problem

UNLV wanted USMLE Step 1 specific integrative review, including structure for academically weaker students, to match its summary review course at the end of the pre-clinical year.

EMP Implementation and Plan

Beginning in 2019, a live question-based course was presented, featuring EMP's interactive Challenge Question cases with live polling. At the onset of the COVID pandemic in 2020, the course shifted to entirely online live presentation, including the dual instructor format used at Mt Sinai. In 2022, the course will begin including a flipped classroom component to increase student engagement.

Outcome

Student evaluations have been very positive, and adaptations have been made to the presented curriculum based on student feedback and ongoing input from the Medical Education Learning Specialist. Course timing has been updated to reflect the change in the length of UNLV's academic calendar and pre-clinical program.

Highlighted Partnership: Semmelweis University School of Medicine



Starting Dec 2022



Student subset with a specific need



Small group



Independent course



Institutional budget

Background

Semmelweis is Hungary's premier medical school founded over 250 years ago. It has a 6 year program in English (and Hungarian) which attracts international students including ones from the US, Germany, Israel, Saudi Arabia, and South Korea.

Problem

USMLE exams are increasingly used by foreign countries as an equivalent for their national medical licensing exams, so foreign students at Semmelweis want increased integration of USMLE style material. Semmelweis faculty would like guidance on how to integrate the latest materials and question styles into their existing teaching.

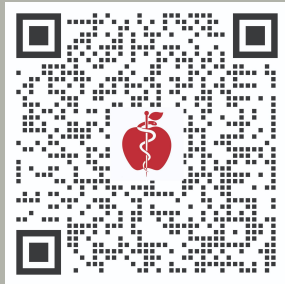
EMP Implementation and Plan

A faculty training module was developed for Semmelweis professors that updates them on current best practices for USMLE preparation and education learning theory. Faculty training modules are based on the system EMP uses for its existing tutor training and the pedagogy used for its large group format courses.

Outcome

Planned implementation to begin in December 2022.

Learn
how we help
medical schools
around the world
optimize
student performance
and outcomes
on high-stakes exams



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