

## OP06

### Recognising the social causes of student underperformance in medical education: a scoping review

Elizabeth Olowokandi

University of Nottingham, Nottingham, UK

Cite: Journal of Global Medicine 2024, 4:51 - <http://dx.doi.org/10.51496/jogm.v4.51.167>

**Presenter:** Elizabeth Olowokandi ([Elizabeth.Peters@nottingham.ac.uk](mailto:Elizabeth.Peters@nottingham.ac.uk))

#### Abstract

The social aspects of underperformance in medical education can be perceived as an uncomfortable topic in some contexts. Vaughn's [1] evergreen description of underperformance: the state where a student's academic performance is significantly below that which is expected of them – because of a 'specific affective, cognitive, structural, or interpersonal difficulty' was used in this study. With up to 15% of medical students experiencing significant difficulties during medical training [2], the session mandate is to explore social causes of underperformance towards best practice approaches for student's support, discomfort notwithstanding.

A scoping review was conducted using the JBI framework [3] to explore social issues surrounding medical student underperformance. A PubMed search using 'medical underperformance' and 'remediation' was used as an expansive template to find papers that described key concepts. Forty-six papers were identified and in papers that the titles dealt with the topic, 20 full texts were reviewed. Framework analysis [4] was used to identify themes from key papers. A key social reason for medical students' underperformance was cultural clashes. An evidence-based process of management can be used to deduce root causes of underperformance and assist the affected student back on track with their self-regulated learning.

#### Aims

- Critically analyse the social difficulties faced by underperforming students.
- Practice the creation of evidence-based tailored remediation plans.

Engagement: I intend to use a case study and questions to engage attendees.

Keywords: *student; student underperformance; medical education; social factors affecting education*

#### References

1. Vaughn LM, Baker RC, Dewitt TG. The problem learner. *Teach Learn Med* 1998; 10(4): 217–22. doi: 10.1207/S15328015TLM1004\_4
2. Yates J, James D. Predicting the 'strugglers': a case-control study of students at Nottingham University Medical School. *BMJ* 2006; 332(7548): 1009–12. doi: 10.1136/BMJ.38730.678310.63
3. Tricco AC, Lillie E, Zarin W, O'Brien KK, Colquhoun H, Levac D, et al. PRISMA extension for scoping reviews (PRISMA-ScR): checklist and explanation. *Ann Intern Med* 2018; 169(7): 467–73. doi: 10.7326/M18-0850
4. Goldsmith LJ. Using framework analysis in applied qualitative research. *Qual Rep* 2021; 26(6): 2061–76. doi: 10.46743/2160-3715/2021.5011