



**TAILORED EXAM PREP SERVICES
FOR MEDICAL SCHOOLS**



ELITE MEDICAL PREP

What makes ELITE MEDICAL PREP Elite?



Founded and run
by **physicians**



Close **follow-up** with
administrators and
students



Completely **customizable**
in structure and subjects of
emphasis



Detailed **monitoring and
reporting** of student
progress



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



**Experienced MD and
DO** instructors with
advanced training from
top institutions



Proprietary 'Challenge
Question' based
curriculum, allowing
structured personalization



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

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.*

Institutional Services Examples

USMLE Step 1 Foundations Course

- 1:1 tutoring + group sessions for at-risk students delaying step 1.
- For-credit curricular course.

USMLE Step 1 and Step 2 CK Lecture Series

- Monthly sessions.
- M2/M3 class.

USMLE Step 1 “Booster Course”

- 2-week interactive course.
- M2 class.

USMLE Step 1 Lecture Series

- Integrated monthly lecture series
- Intensive small group tutoring for M2 class.

USMLE Step 1 and Step 2 CK Review Courses

- 3-week comprehensive review course.
- M2/M3 class.

USMLE Step 3 Tutoring Support Courses

- 1:1 tutoring support
- Individual students preparing for USMLE Step 3

1:1 Tutoring by Referral

Individualized tutoring for at-risk students

- Students designated “at-risk” of poor USMLE performance
 - Academic history (course failure, extended absence, low class ranking)
 - Low baseline NBME assessment scores
- EMP specializes in delivery of 1:1 USMLE tutoring including
 - Personalized study schedule creation
 - Customized resource selection and guidance
 - Tutor engagement with student between sessions
 - Detailed progress monitoring
 - Data-driven communication with institution
- Added integration of 1:1 tutoring within cohort-level course structure

EMP's Evidence-Based Approaches

Metacognition and self-regulated learning

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

Visual mnemonic creation

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

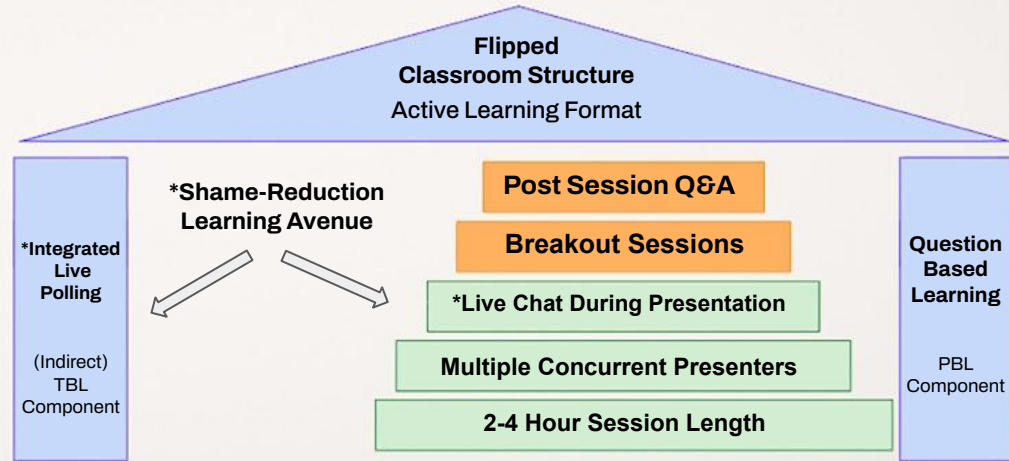
Optimizing common study methods

- 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?

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



Highlighted Partnership: University of Texas Medical Branch (UTMB)



SINCE 2022



Student subset with a specific need



Small group



Over several months
Multi-week period



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 struggles to achieve 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: Mount 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, the school had an 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

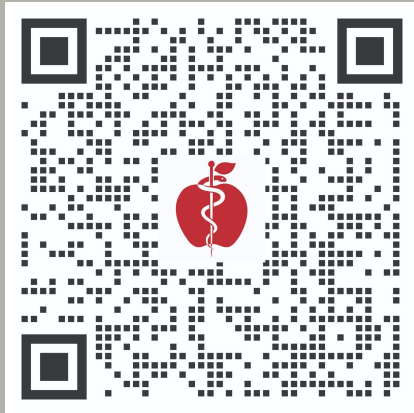
Beginning in 2019, a live question-based course was presented, featuring EMP's interactive Challenge Question cases with live polling. At the onset of the COVID pandemic in 2020, the course shifted to entirely online live presentation, including the dual instructor format used at Mt Sinai. In 2022, the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

Learn how we help medical schools around the world

optimize student performance and outcomes on high-stakes exams



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