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Understanding the Efficacy of the TEACH-MS Curriculum at UC Davis School of Medicine: A Qualitative Evaluation of the Curriculum from the Graduates' Perspectives

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BACKGROUND

The Transforming Education and Community Health for Medical Students (TEACH-MS) was created 10 years ago with a specific aim towards preparing future physicians to practice primary care in urban underserved populations. Prior studies have explored curriculum changes within TEACH-MS.

METHODS

Qualitative Retrospective Cohort Study mainly utilizing a survey tool for data collection. Telephone surveys were conducted by the student researchers involved. The survey questionnaire included questions assessing the strengths, weaknesses, and satisfaction with the TEACH-MS program. The questions also asked the alumnus to reflect on their experience in the TEACH-MS program now in the context of their current practice, as well reflect on their own personal background.

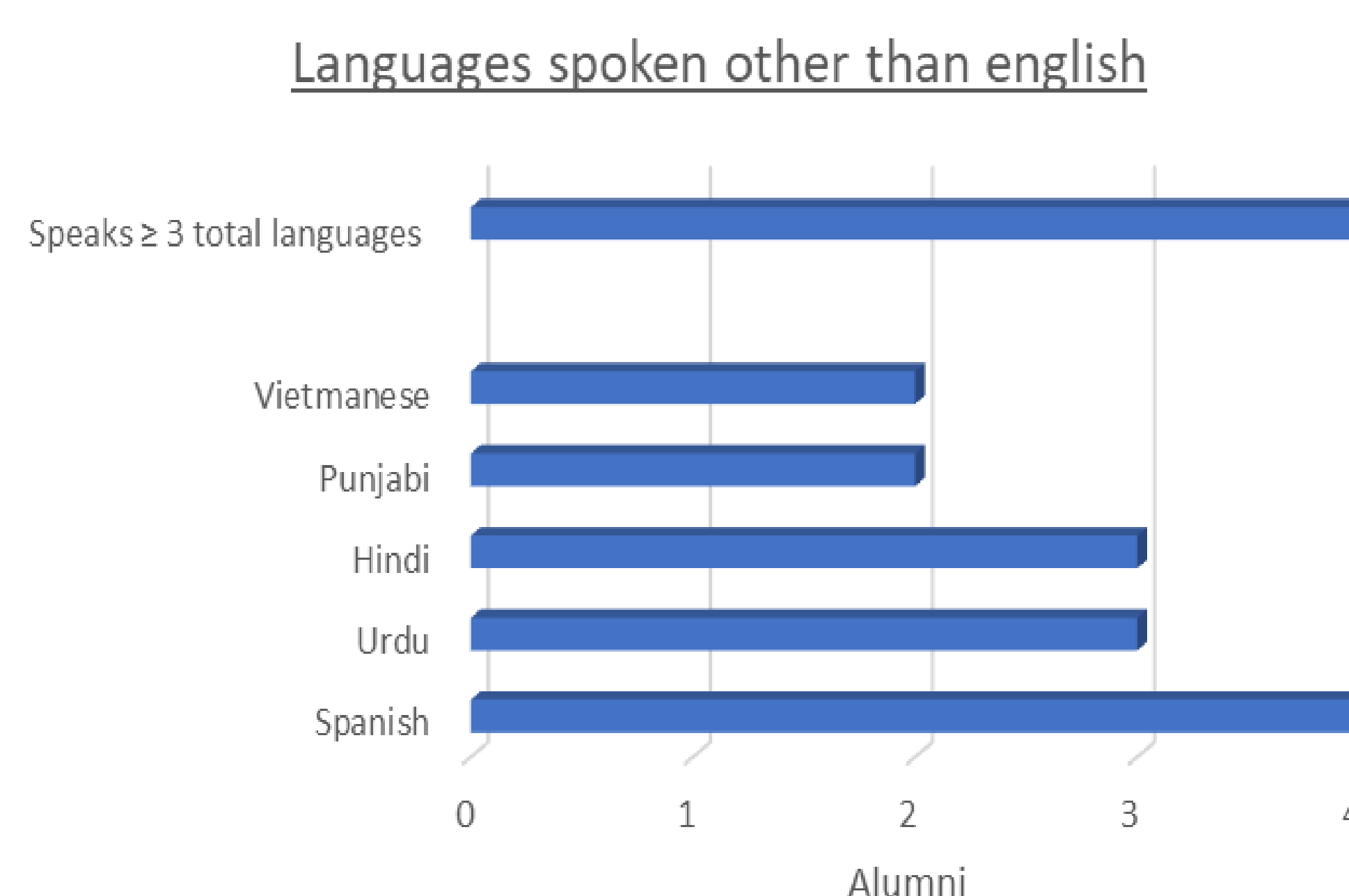
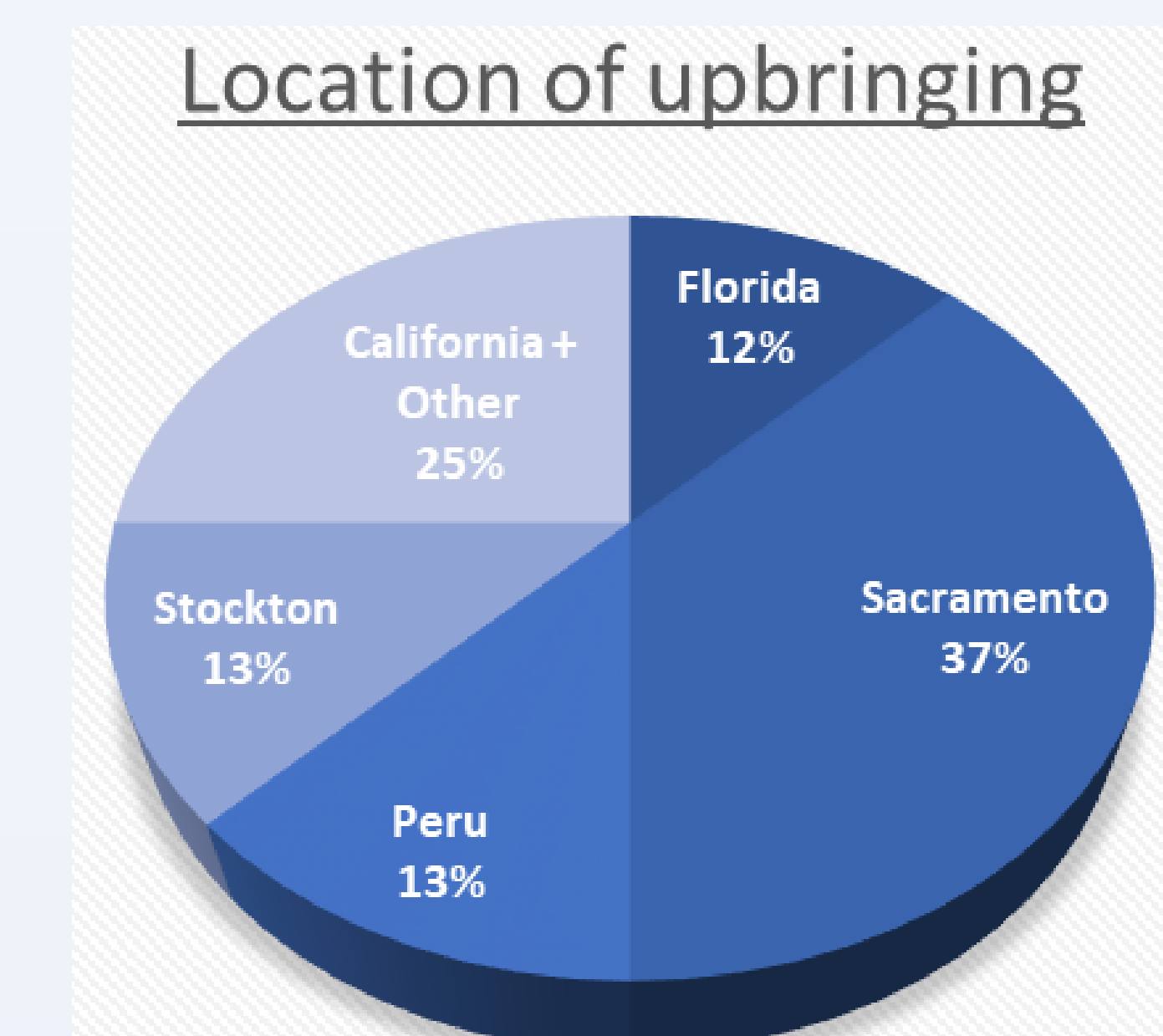
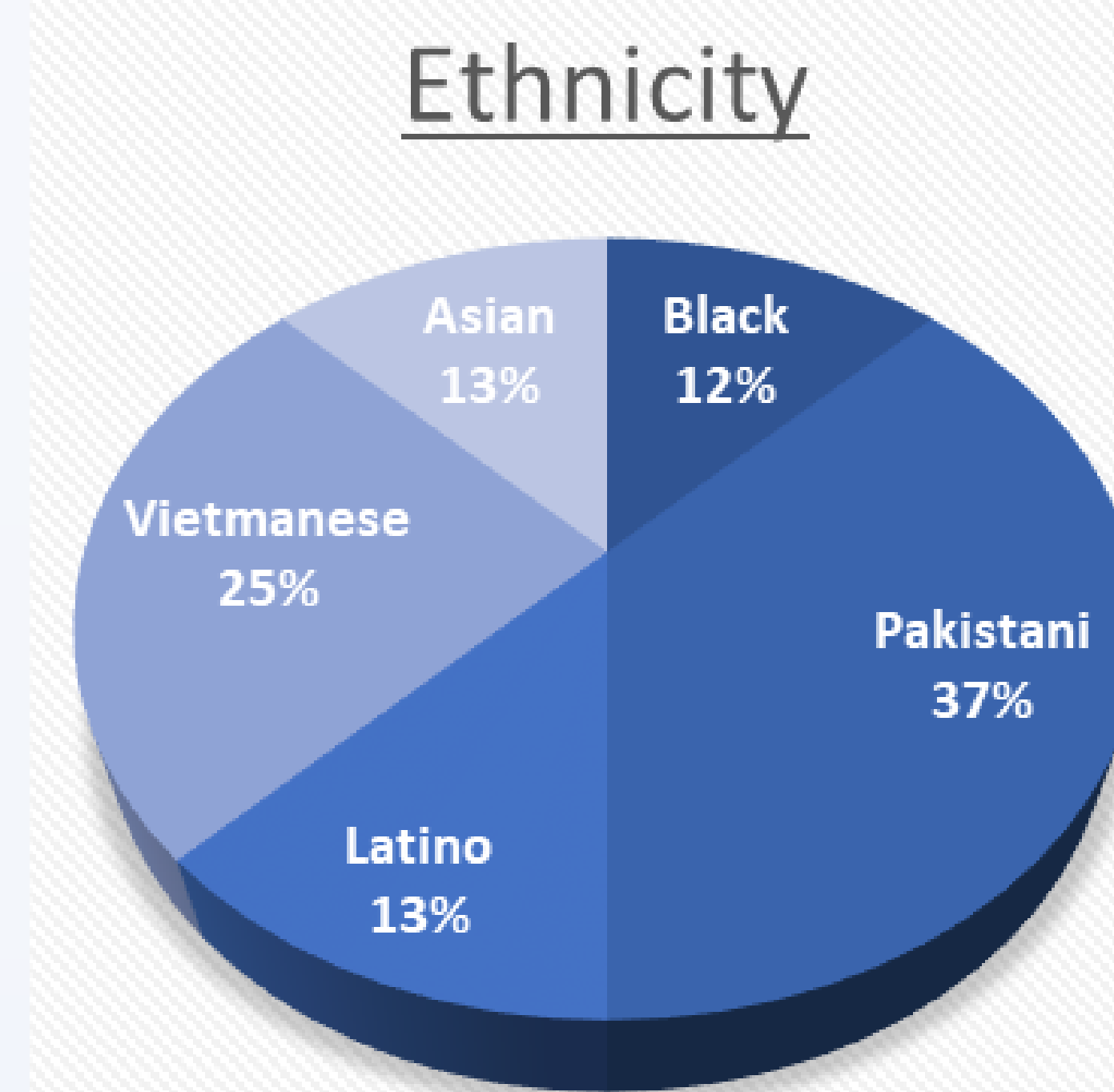
Inclusion Criteria: Resident and Attending Physician graduates from the UCDSOM TEACH-MS Program from class of 2015 to class of 2020.

Exclusion Criteria: Any non-graduate of UCDSOM TEACH-MS Program, current medical students in UCDSOM TEACH-MS.

RESULTS

31 Alumni were contacted to complete the survey. 58% (n=18) completed at least one of the two surveys.

Alumni Respondent Demographical Data



RESULTS

100% of respondents practice in urban underserved communities.

>85% of respondents practice primary care in either Pediatrics, Family Medicine, or Internal Medicine.

100% of respondents who are practicing primary care say TEACH-MS influenced their decision to do so.

What are strengths of TEACH-MS training?

Top responses:

- Summer Institute on Race and Health with Dr. Jann Murray-Garcia.
- Longitudinal Clinic experience and opportunities through LIC
- Exposure to community clinics
- Availability of supportive mentors and exposure to classmates as well as preceptors with similar interest and backgrounds

What are some suggested improvements for TEACH-MS?

Top responses:

- More structure and opportunities in MS1 year to do a project and work with surrounding communities.
- More training/education on health care plans like Medi-Cal.

CONCLUSIONS

- TEACH-MS curriculum **influenced** the career choices of the graduates.
- Majority of TEACH-MS alumni end up **training or practicing** in underserved populations.
- Majority of the alumni **pursue careers** in primary care.

TEACH-MS is a growing program that has influenced its alumni in a significant way. Strengths of the program like the **Summer Institute on Race and Health** had major impact on alumni. Respondents liked that TEACH-MS promoted awareness surrounding **health disparities within underserved populations** and gave unique **clinical exposure to community medicine**. TEACH-MS should continue to reform curriculum while building on its strengths with input of alumni and current students.