Introduction

- Medical education has long been considered a continuum that begins with premedical studies and progresses through medical school, residency, and beyond. A recent editorial in Academic Medicine (Sklar, 2014) suggests that the continuum needs improvement. The University of Texas System TIME (Transformation in Medical Education) Initiative is addressing the premedical experience with curricula that represent an effort at better bridging premedical studies and medical school.
- Students in the UTSA/UTHSCSA FAME (Facilitated Acceptance to Medical Education) Program participate in unique learning and mentoring experiences that form the foundation of the continuum.
- The FAME curriculum has helped me to gain insight into professional identity and mentorship.

Description

- Gateway courses are taught by clinical faculty from the School of Medicine, and include Behavioral Health, Geriatrics, Pediatrics, Obesity/Nutrition, Cancer, and Cardiovascular Disease/Diabetes. Students learn history and physical interviewing, presentation skills, ethics, and professionalism.
- The team-taught courses are taught by UTSA and UTHSCSA faculty with the goal of building a foundation in the relevant basic sciences from the premedical years into medical school.
- Orchestrated mentorships with medical students and physicians serve to help students acclimate to the academic path and the practice of medicine.
- In addition, students are encouraged to take elective courses in a variety of disciplines, including the social and behavioral sciences, public health, and the humanities.
- Combined, these experiences serve in promoting the professional identity formation of the students and in providing greater insight into the health care needs within our communities.

Results

Due to the preliminary stages of the FAME program, a definite outcome will not present until the first class has completed medical school. However, based on a survey given to current students we noticed an overall increased level of confidence in their understanding of competencies in year 2 versus year 1 in survey questions 2 and 8. It is important to note the “the more I learn, the more I realize how much I don’t know” factor plays a role in the distribution of responses.

Education Objective

- The FAME partnership includes educational experiences that provide premedical students with opportunities to establish a foundation that prepares them for the medical school curriculum beyond traditional basic science learning. Cooke, et al, (2010) note, “Students typically enter medical school with only a superficial understanding of the values underpinning the medical profession and how these values inform every step of the educational process.” Further, the FAME partnership curriculum seeks to integrate social and behavioral sciences, the medical humanities and ethics, and basic sciences learning through educational experiences that build a foundation for better understanding the complex dynamics that define medical education, health care practice, and health care delivery.
- As part of the FAME Program, students take clinical gateway courses and team-taught courses during the three-year pre-medical and undergraduate curriculum.

Discussion

Future plans include following FAME students throughout their undergraduate and medical education and seeing how the incorporation of the continuum of medical education has affected each individual.

References

2. Sklar, David, Reflections on the Medical Education Continuum and How to Improve It, Academic Medicine, 2014, 89:1311-1313.
3. Pictures by Pavela Bambevova and Vinh-Son Nguyen

Acknowledgements

We would like to thank Dr. Heidner, Dr. Henzi, Tracy Lopez and the FAME cohort of 2020 and 2021.