

# Biomedical PhD Curriculum – Structure, Style, and Sequence

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GREAT Group Breakout Session B  
October 7, 2006

# Institutions Represented

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- Wake Forest
  - Mt. Sinai
  - Univ. of Michigan
  - Columbia
  - Texas A&M
  - Univ. of Miami
  - Ohio State
  - Medical Coll of GA
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# Curriculum Structure and Formality

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- Formal didactic courses in 1<sup>st</sup> year; many institutions have core components all students take, others have some flexibility in modules or components of core
    - Flexibility in core seen as desirable for meeting needs of students with different levels of preparation
  - Most coursework in 1<sup>st</sup> year, less in 2<sup>nd</sup> year, almost all finished by 3<sup>rd</sup> year
  - Little use of new, non-traditional modalities of course delivery, almost all face-to-face lecture format
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# Curriculum Sequence and Qualifying Exam

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- ❑ Seminar and/or journal club requirement during 2<sup>nd</sup> year and beyond
  - ❑ Qualifying exam: majority use NIH style proposal and its defense; some on non-dissertation topic, some on dissertation research
  - ❑ Other than seminars, little to no coursework after qualifying exams
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# Strategies to Assist Educationally Disadvantaged Students

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Positive outcomes:

- ❑ Peer-tutoring services funded by SOM dean
- ❑ NIH PREP grant program, although many examples of participants going on to other schools rather than staying

Not-So-Positive outcomes:

- ❑ Pre-admission in January for lab rotations, background coursework, acculturation – participants felt marginalized from classmates
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