



Tomorrow's Doctors, Tomorrow's Cures

# Report of the CAS Task Force on Dual Degree Programs, Students, and Faculty

March 11, 2005

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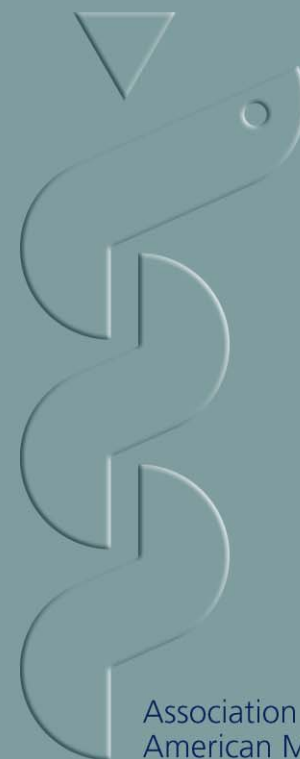
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# Task Force Members

- N. Lynn Eckhert, M.D., Dr.P.H., Chair
- William C. Merrick, Ph.D.
- J. Lloyd Michener, M.D.
- Clayton A. Wiley, M.D., Ph.D.

And of course Tony Mazzaschi who did all of the work

# Task Force Charge

- Charged with exploring the impact of dual degree programs on the medical school enterprise.
- Review existing data; explore existing and on-going studies on related topics; consider the issues presented by dual degree programs, students and faculty; and, make recommendations as to how the CAS and AAMC should proceed.

# Initially convened in 2003

- Review existing AAMC data on dual degree programs
  - Small in number
  - Heavily concentrated in MD/PhD and MD/MPH
  - Become academic faculty at higher rate than straight MD
- ?Impact of dual degree programs on Medical School
  - Curriculum, research agenda

# Charge to CAS Task Force

- Prioritize research questions
- Describe types of programs
- Investigate curriculum modifications
- Examine administrative structure
- Define collaborations between medical schools and other grad programs
- Describe funding
- Examine residency and career pathways

# Initial meeting

- Discussed goals of dual degree programs
- Reviewed existing AAMC databases
  - Faculty Roster
  - Medical Staff Records System
  - Curriculum Management & Information Tool (CurrMIT)
  - Matriculating Student Questionnaire
  - Graduate Student Questionnaire
  - Student Records System
  - LCME Questionnaire
- Heard report of proposed MD/MPH study (Dr. Rika Maeshiro)

# Observations

- Number of students enrolled in dual degree programs is small
  - Tend to become academic faculty
- Dual degree programs are very small
  - Interdisciplinary nature brings important perspective to academia
- MD/PhD programs should expand AAMC's data collection on dual degree programs through GREAT

# Recommendations

- Enhance existing AAMC database
- Develop a formal research agenda to define what services dual degree students need
  - Schools should provide career guidance
- Schools should prepare dual degree faculty to successfully mentor dual degree students
- Develop best practice principles
- Track career outcomes
- Ensure that dual degree programs are truly integrative.