

MD PhD Academic Policies and Procedures Breakout  
Session Summary  
July 30, 2005

1. Course requirements
2. Transition to the 3<sup>rd</sup> yr of medical school
3. Rotation policies and procedures and lab selection
4. Training leaders

# 1. Course requirements

A summary of an email survey on curriculum was provided (see end of summary), indicating 15/19 programs responding offer a journal club/research presentation and 16/19 have MD/PhD specific curriculum.

Most meetings include food.

In courses, general comments include:

- programs give 2<sup>nd</sup> yr elective credit to students for journal club
- include mentoring by more senior students (i.e. for presentations)
- add enrichment (i.e. 1 credit) to a 1<sup>st</sup> or 2<sup>nd</sup> yr basic science course with a scientific focus, papers

The PhD programs set much/most of the curriculum requirements

A general agreement was found that students in Biomedical Engineering and Biostatistics programs have the most extensive PhD course requirements.

A popular idea was presented (Med. College of Wisc.) to monitor incoming speakers for MD PhDs from other institutions and arrange for lunch with local MD/PhD program students.

## 2. Transition to the 3<sup>rd</sup> yr of medical school

Brainstorming ideas presented included:

- a two week boot camp prior to return, although timing was an issue related to more flexible return schedules at some institutions
- 4 semesters of 1/2 day clinical experiences per week, which in sum counted as an 8 week elective.
- trying to keep the class together in the experiences as a small group
- a practice rotation prior to return, as a mechanism to match the flexible return date
- a clerkship right after the 2<sup>nd</sup> yr pre-grad school
- A 3 week rotation in June/July counting as a 4<sup>th</sup> yr elective

*Interested parties are referred to the more extensive summary of the clinical exposure during graduate school/return to medical school break out session.*

### **3. Rotation policies and procedures and lab selection**

Get the students in to rotate as fast as possible

-of programs present, 7 require and 10 highly recommend a rotation before the 1<sup>st</sup> year.

Student need to pick labs at start of 2<sup>nd</sup> year

Programs require 2 to 4 rotations, some summers have 2 x 4 week rotations, some allow semester 1/2 day rotations, some count prior rotations of incoming students (i.e. graduate students)

#### **How do we get students information on their choices of labs:**

web site, during interviews, seminar series, graduate program “summary” presentations of faculty, solicit list from faculty, 1 hr meeting with faculty to discuss their work, require students to hold ½ hr meetings with faculty they chose and program recommends (8 faculty), approved faculty list with periodic review.

How do we help in choosing a lab.

popular idea was to have student look up a mentor via an NIH CRISP and PubMed search, speak to other students (program, mentor’s lab, other labs)

Have mentor sign a form/letter upon accepting a student for the PhD that spells out the MD/PhD program requirements, such as clinical contact, meetings, etc.

## 4. Training Leaders

We all (including the association) have in our mission statements to train leaders, but how do we do leadership training?

Help students develop leadership skills via participation in program committees, school committees or AAMC programs for students.

Ask students what they are doing, they may be leaders in programs we are not aware of

Ask faculty who have participated in leadership programs (AAMC programs, fellowships (i.e. ELAM)) to speak with the students and share their curriculum (negotiation skills, etc)

Establish a transition of leadership and mentoring by older students overlapping with newer students.

*In summary, the breakout participants expressed strong support for the continued value of sharing idea via an MD PhD Program Association meeting and the value of break out sessions.*

# Curriculum Requirements in MD/PhD Programs

Terri Goss Kinzy PhD



# Curriculum E-mail Survey February 2005

“Whether programs offer or require specific courses for their MD/PhD trainees, in addition to the courses required for the MD and PhD degrees”

# Survey Response

Programs responding:

19 Total

11 MSTP

8 Non-MSTP

# 1<sup>st</sup> and 2<sup>nd</sup> Year Medical School Courses

<u>1<sup>st</sup> Year Specific to the MD/PhD</u>	<u># Programs</u>
Seminar-based course	8
Journal Club	3
Unspecified	1
None	7

<u>2<sup>nd</sup> Year Specific to the MD/PhD</u>	<u># Programs</u>
Seminar-based course	5
Journal Club	2
Unspecified	1
None	11

\*\*3 programs have no requirements in 1<sup>st</sup> 2 yrs.

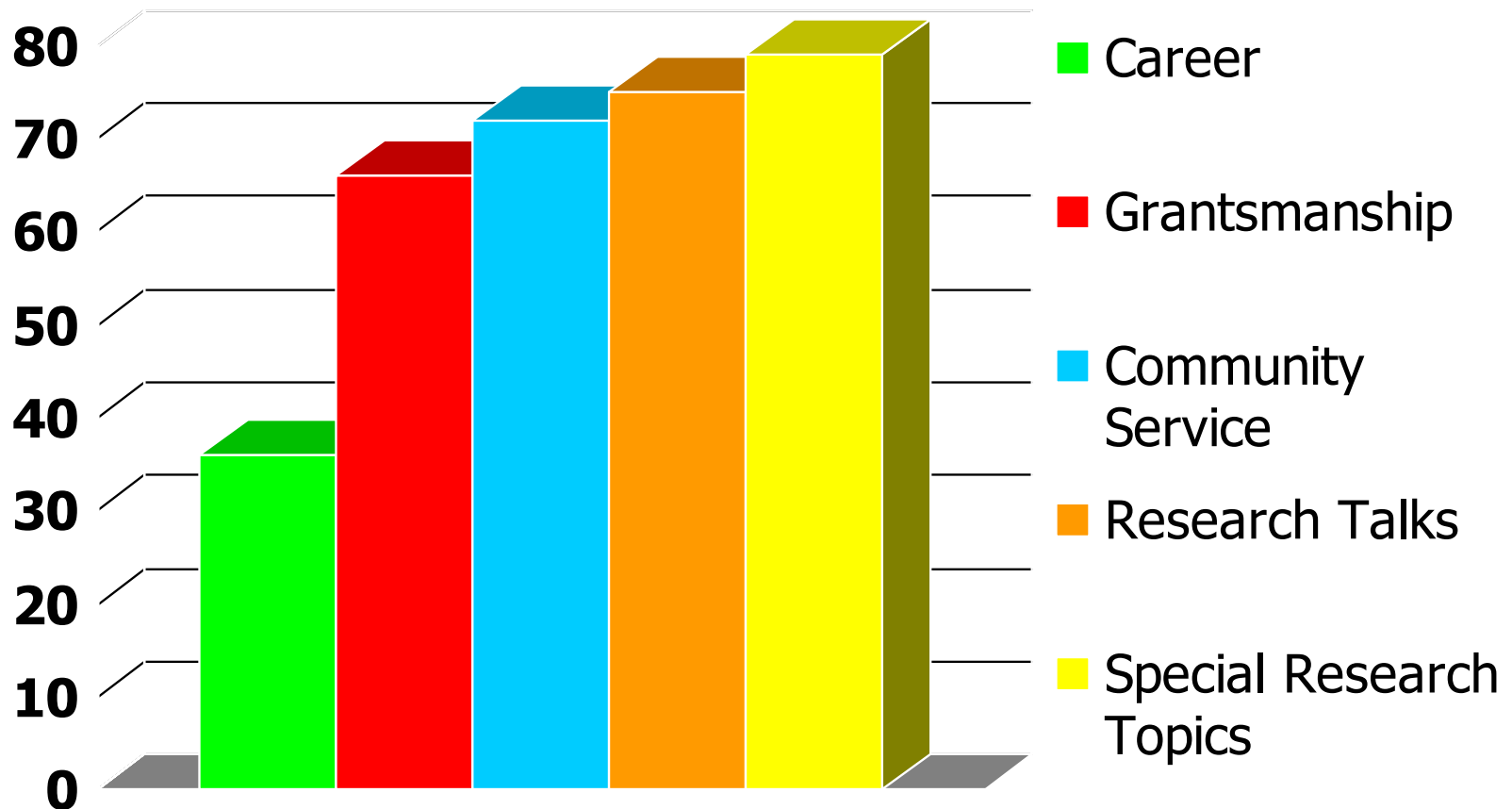
# PhD Interval Courses

Courses		# Programs
3 credit course		1
Seminar	for credit	2
	no credit	2
"Dinner"	for credit	2
	no credit	1
Clinical activity	for credit	1
	no credit	1
	not indicated	3
	practice rot.	2

# Summary and Trends

- 15 of 19 programs offer some form of journal club/research presentations. These vary if for credit and if optional but encouraged.
- Almost all set course requirements by the graduate programs.
- 16 of 19 have a MD/PhD specific curriculum offering in M1 or M2. 6 of 19 in M1 and M2.
- PhD year curriculum is less formal (i.e. dinners, symposia, clinical tutorials, ethics)

# RWJMS/Rutgers/Princeton Program Student Preferences for Topics



\*Inverse scale (1 pt. = most important, 5 pt. = least), 91% response rate