

# Selectives: Implementing self-directed collaborative selectives as part of a curriculum for pre-health care professional students

Leonor Corsino, MD, MHS, Stephanie A. Freel, PhD, PMP, Melanie Bonner, PhD, Joan Wilson, RMT, Christie T. McCray BS, Maureen D. Cullins, AM, Linda S. Lee, PhD, Kathryn M. Andolsek, MD, MPH  
Duke University School of Medicine, Master of Biomedical Sciences



## Background

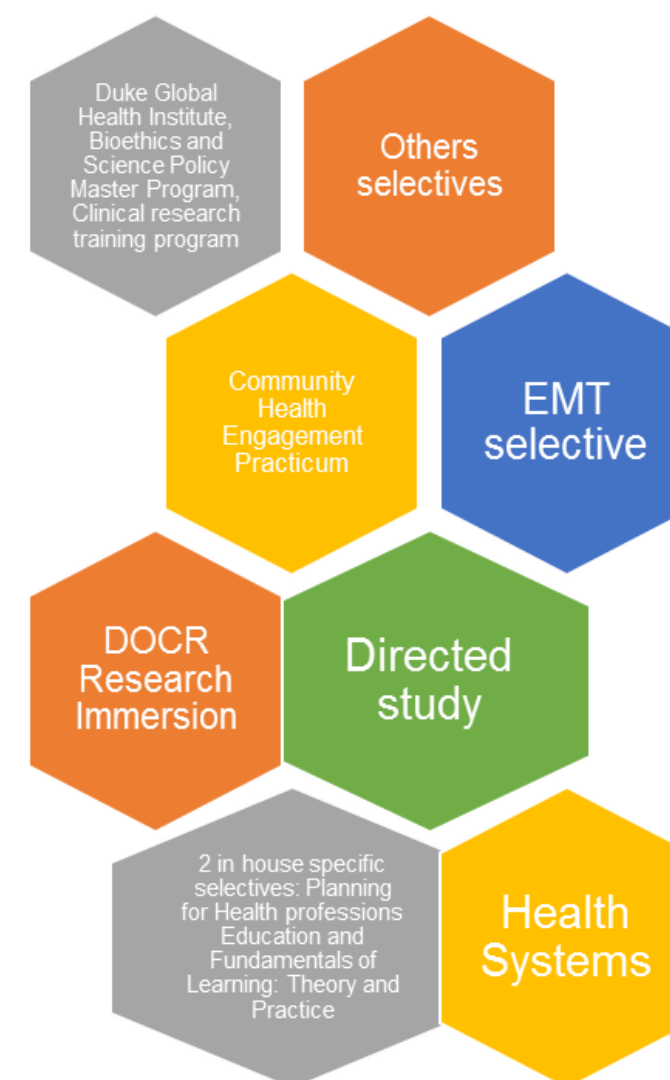
- There is increasing interest in promoting exposure to diverse concepts in healthcare prior to traditional health professions' training, with little analysis of impact or outcomes.
- Post-baccalaureate programs (PBPs) have emerged as a successful strategy to increase the number of underrepresented minority students attending medical and dental schools.
- PBPs expose students to activities to enhance their competitiveness as applicants.
- Because student learning is enhanced when it is self-directed, we designed a PBP curriculum that is purposefully multifaceted.
- Selectives include activities such as additional MBS courses, med school courses, graduate school courses, practicums, additional EMT experience, global health community engaged research, and a unique partnership with the Duke Office of Clinical Research.

## Objectives

- To provide students an opportunity to select course work that reflects their interests and the increasingly diverse spectrum of health professions education and may help them with gap year employment

## Methods

- 4-credit selective curriculum is a component of the 38 credit Duke Master of Biomedical Sciences (MBS) program.
- Students work closely with Advisors to select their course work.



## Results

- The MBS was implemented in the summer of 2015.
- Two cohorts have graduated (n=30, 2016; n=42, 2017)

## Cohort of 2016

- Clinical research practicum n= 7
- Intentional planning for health professions educations\* n= 14
- Purposeful Strategies for Learning n= 7

## Cohort of 2017

- Clinical research practicum n= 14
- Intentional planning for health professions educations\* n= 32
- Purposeful Strategies for Learning n= 17

For their gap year following graduation:  
2016 Graduates: 16 worked in research  
2017 Graduates: 21 work in research.

## Significance/Implications/Relevance

Lessons learned:

- 1) students are eager to explore different areas of health care
- 2) collaboration across centers, institutes, and offices increases our ability to offer unique and robust experiences
- 3) implementing/sustaining/enhancing a diverse curriculum can be challenging due significant organization, planning, time, and continuous quality improvement
- 4) the diversity of courses can be a source of confusion when there is a lack of standardization in learner expectations, workload and grading
- 5) Students provide pipeline for Duke research