

MD/PhD Program (UF-COM):
Proposed Restructuring and
Curriculum Development

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Goals and Challenges

- Introduce innovation and new content based on a “clinical translational science” paradigm
- Offer flexibility and personalization (curriculum content and program structure, research areas of concentration, time of matriculation, etc)
- Create a distinct designation of the “MD/PhD” trainee with its own unique culture and identity that will add richness and diversity to the COM
- Provide administration, mentoring, role-modeling through an MD/PhD Advisory Board

What is the CTS paradigm?

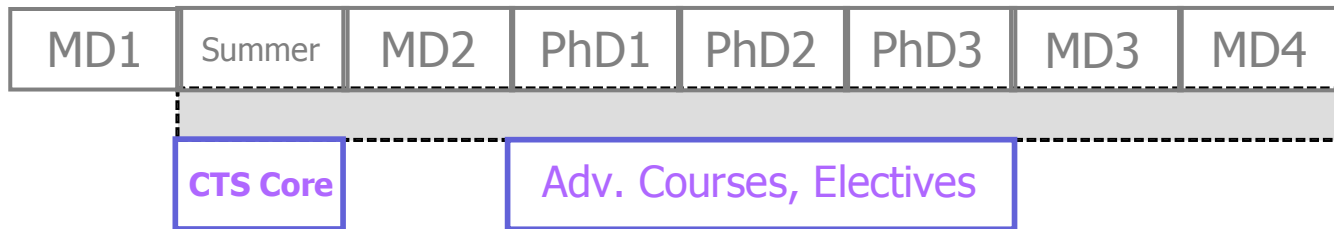
- Recommendations from the Task Force II on Clinical Research convened by the Association of American Medical Colleges (2006)
- National surveys indicate that the traditional model of training clinician-scientists is fundamentally flawed
- Need for fundamental restructuring of training for careers in clinical/translational research
- Increasing awareness of importance of creating a seamless integration between clinical training and research training from medical school through residency and sub-specialty fellowship training and early faculty career development

CTSA T32 Training Program

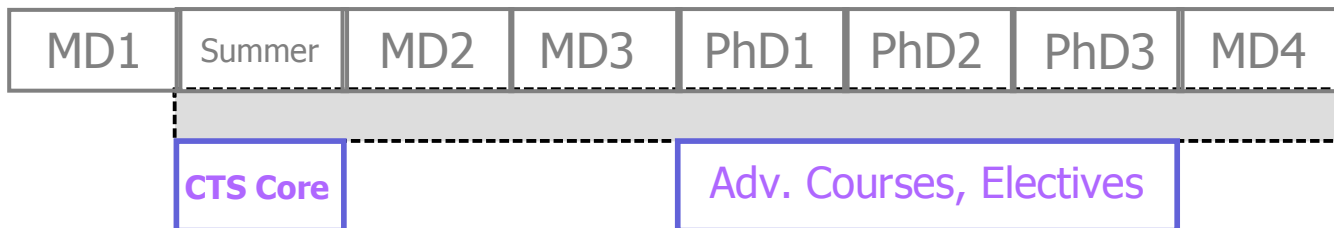
- Program Co-directors: Stephen I. Hsu, MD, PhD and Christine, Bayliss, PhD
- Educational Advisory Committee: Chaired by Krista Vandenberg, PhD, PT (Chair of Physical Therapy)
- CTS core curriculum: *Introduction to CTS, Ethical & Policy Issues in Human Subjects, The CTS Practicum*
- CTS advanced curriculum: an overarching theme of data and literature discussions and presentations involving student participation in a CTS Journal Club and attendance in a CTS seminar series, along with an extensive offering of existing and new elective courses relevant to CTS

MD/PhD Program Structure (*CTS Paradigm*)

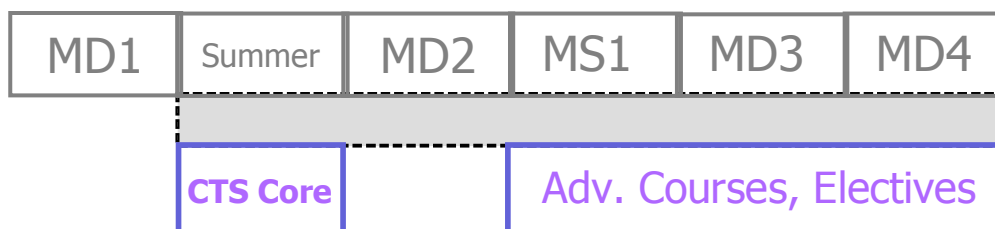
CTS Model (“2-3-2”)



CTS Model (“3-3-1”)



CTS Model (“3-3-1”)



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