

Supplemental digital content for Smitherman HC, Aranha ANF, Matthews D, et al. Impact of a 50-year premedical postbaccalaureate program in graduating physicians for practice in primary care and underserved areas. Acad Med.

Supplemental Digital Appendix 1

Wayne State University School of Medicine Premedical Postbaccalaureate Program Curriculum

Premedical Post Baccalaureate Program Curriculum

Premedical Post Baccalaureate Program (PBP) Curriculum: is delivered over two semesters, of 5 months each, from August to May, and students do not incur any expenses, for participation in the program. Another vital aspect of the PBP is, that all students admitted to the Wayne State University School of Medicine (WSUSOM) through the PBP, are not only followed and supported by academic and personal counselors, during the course of the PBP, but also the duration of their education, at the School of Medicine. A detailed description, of the resources essential, to manage the various components of PBP, and a schedule of the curriculum delivered, is stated below.

PBP Personnel: consists of WSUSOM Faculty, Counselors and Administrative Staff who provide student instruction; academic, career and personal counseling; workshop facilitation and/or specific PBP functions, throughout the academic year. This includes, the five Science Courses (Gross Anatomy, Physiology, Biochemistry, Histology and Embryology) and the Non-Cognitive Courses (PBP Seminar, Psychosocial Perspectives of Health Care, and Psychology and Technology of Success).

PBP Students: are not permitted to work, during the term of the PBP. Therefore, a living stipend in the amount of \$16,500 per year, is paid in biweekly installments, to each student, during the program year. This eliminates, one of the major stressors, for under-resourced first-generation students, who have had to juggle their academic progress, while working to pay basic living expenses. On admission, at the beginning of the PBP, all students are administered two pre-assessments tests, to establish a baseline for the program. These assessments are the Learning and Study Strategies Inventory (LASSI) - measuring learning and study practices, and the Critical Thinking Competency Examination (CTCE) - measuring the level of critical thinking, both being needed competencies, for medical education. At the conclusion of the program, students again take the LASSI & CTCE, as post-assessment tests, which aids in validating the degree of improvement, produced by the PBP, as an intervention.

LASSI: is a diagnostic measure, which evaluates the learning and study strategies of a student, in the following areas: 1) Anxiety, 2) Attitude, 3) Concentration, 4) Information Processing, 5) Motivation, 6) Selecting Main Ideas, 7) Self-Testing, 8) Test Strategies, 9) Time Management, and 10) Using Academic Resources.

CTCE: is a timed, computer based examination, which evaluates critical thinking of a student, in the following areas: 1) Analysis, 2) Inference, 3) Evaluation, 4) Inductive Reasoning, 5) Deductive Reasoning, 6) Interpretation, and 7) Explanation.

Social Connect: offered twice, once in each semester, Fall and Winter, provides an opportunity for both the current PBP students and the PBP graduates in medical school years 1-4, to socialize and network with one another, to develop a greater sense of belonging and peer support. Food and beverages are provided, for both events.

Pivot Database Training: connects students and staff, to funding opportunities from government, institutional, foundation, and corporate sponsors.

Physician Shadowing: of Twenty hours per semester, is required of all PBP students. The program office, connects students with physicians, many times during the semesters, within the specialty of their choice, to facilitate the shadowing experience.

Career Development: which includes, a Curriculum Vitae (CV) workshop, is offered annually, to PBP students, to ensure that their CV is accurate, up-to-date, and reflective, of a prospective medical school candidate.

Post Baccalaureate Seminar: focuses, on the need for diversity in health care, with a series of topics, which include healthcare disparities, history of medical experimentation, transgender health care, generational differences, cultural humility, and cross cultural communication.

Psychosocial Perspectives of Health Care: is a course, which enables students identify and address non-cognitive factors, relevant to the personal growth and development, of future physicians. This includes, but is not limited to, topics such as mental and physical health, positive social interactions, professionalism, personal growth and empathy.

Psychology and Technology of Success: is a course, which addresses academic preparedness, process improvement, and optimizing student performance.

PBP Supplies: includes, Books and/or Course Packs, Anatomy Cadavers and Laboratory fees, the cost of standardized exams, like the Medical College Admission Test (MCAT), which students are required to retake during the PBP; and all other

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expenses, essential for maintaining, a successful academic program. Each aspect of the PBP, is designed, with a view to developing, the whole student academically, socially and professionally.

FALL Semester (August-December)

Assessments (Pre- LASSI and CTCE)
Orientation/Team Building
Post Baccalaureate Seminar
Speaker Series
Biochemistry-1
Histology
Embryology
Physician Shadowing
Psychology and Technology of Success
MCAT Preparation
Application and Interview Preparation
Career Development
Personal Counseling

WINTER Semester (January-May)

Assessments (Post- LASSI and CTCE)
Pivot Database Training
Conflict Resolution and Communication
Speaker Series
Biochemistry-2
Gross Anatomy
Physiology
Physician Shadowing
Psychosocial Perspectives of Health Care
MCAT Preparation & MCAT Re-Exam
Medical School Interviews
Career Development
Academic Counseling

PROGRAM GRADUATION / COMPLETION Ceremony (June)