

## BME Sophomore Student Archetype



The BME sophomore student is generally split into two different main categories: the pre-med and the actual BME. Since I was one of the pre-med BMEs, I will draw upon my personal experience when I was a sophomore. This student is obviously one with a strong background in most things science, with more of a wide range of spread strengths as opposed to a few, very strong subjects. Biomedical engineering is such a multi-disciplinary topic that most students that were not more of a jack of all trades kind of student would most likely have been drawn to some other type of engineering, if not a pure life science. My chosen category of BME student aspires to use their enhanced resume of being a pre-med student as well as a biomedical engineer at a top engineering school to try and secure a spot at medical school and eventually become a doctor. The student is obviously a fairly driven one in order to have been accepted into the program but may often see education as less of a life-enriching addition that can help broaden their view of the world, and more of a stepping stone to get to their ultimate goal. This is a bit of a drawback for this student due to the possible lack of passion in the material itself and the goal of simply using the BME coursework to obtain their degree and ultimately pursue a career path that focuses very little on many of the more technical aspects of BME. That being said, many of the non-required classes these students may take can either fall into the small area of pre-med that is not a requirement for the BME undergrads or classes that will be GPA boosters. With these students, they are always trying to think advantageously to put themselves at the best position for success and they understand that grades, as well as research and experience are extremely key factors. In terms of hands on learning, this student is usually fairly open to these types of experiences. If they have had their pre-med aspirations for a very long time, they are likely to have attended some type of conference or summit that was pre-med based and were provided the opportunity to experience hands on learning for things such as CPR or dissection. As many of the aspects of medicine cannot allow an unqualified individual to either interact with or even view the process, these students do not have the chance to do much hands on learning as students such as mechanical engineers could. However, this is a rather cynical view of the students that are pre-med as it seems to be building a profile where they are disinterested in the BME curriculum and are simply doing it as a means to an end. This is most likely not the case as maintaining that resolve for 4 years is very difficult and sophomore year is a very possible time for the student to start to learn more about themselves as an academic, as well as a person, and be more open to incorporating their passion into their studies, which may allow them to open up and start warming up to this major more than they had their freshman year. Sophomore year is a time when they are more comfortable at the university, but have definitely not yet completely settled in.