

BME Student Archetype

Amanda is a typical Sophomore studying biomedical engineering at the University of Michigan School of Engineering. Amanda decided to major in biomedical engineering because she has future goals to attend medical school but wants to step outside the traditional biology or psychology undergraduate pre-med route. Amanda enjoys BME because it provides her with a broad range of knowledge in the foundational sciences as well as in the engineering discipline. She also feels that BME offers the tools necessary to allow students to create and innovate with more opportunities for



hands-on experiences through labs and projects. For Amanda, studying BME helps her develop skills in critical thinking that she believes will help her throughout her lifetime, and she is aware that a career as a biomedical engineer can be a suitable secondary plan if she decides to forgo the original path to medical school.

As a second year BME student in the Fall semester, Amanda is taking the typical course load of Math 215, MatSci 250, Physics 140/141, and an upper level Humanities course. In the Winter, she plans on taking Math 216, BME 231, Physics 240/241, and an upper level English course. Currently, she is happy with her workload but she is more wary of her Junior and Senior years where she feels she will be under a lot more stress and time pressure. Specifically, she has heard about the enormous time commitment required for Senior design, and is afraid that along with medical school applications and interviews, she will have a difficult Senior year. With her manageable schedule now and her free time, Amanda is involved in a variety of clubs and volunteer opportunities. Specifically, she is involved with the Foundation for International Medical Relief of Children (FIMRC), United 2 Heal, and the I've Got Your Back tutoring club at the University of Michigan. She is hoping to become more involved with BME specific clubs this year such as M-Heal. Amanda is also doing research at the MSRB in the study of genetic causes of hemolytic and thrombolytic disorders using zebrafish as a model.

Based on her experiences so far in BME, she enjoys the interdisciplinary studies and concepts the major covers, and agrees that it is what she expected when she first decided to major in BME. However, Amanda feels that as a Sophomore, she is not getting as much opportunity for creation and innovation as she would like. She feels that too much of the design and project experiences she enjoys is packed into the Junior and Senior years of the BME curriculum, and wishes that she were introduced to the process of design slightly earlier in her education.