



Medical School Application Handbook

**Bryn Mawr College
Health Professions Advising
Canwyll House East
101 North Merion Avenue
Bryn Mawr, PA 19010**

**610-526-7350
610-526-7353 (fax)**

Glenn Cummings gcummings1@brynmawr.edu

Gail G. Glicksman gglicksman@brynmawr.edu

www.brynmawr.edu/health-professions-advising

For Fall 2019 Admission to Medical School

Table of Contents

1. Introduction	1
2. Competency-Based Approach to Premedical and Medical Education	2
3. The MCAT	3
4. AMCAS Application Advice	6
5. Tips on Secondary Applications	9
6. Writing Personal Statements	10
7. The Premed Committee Letter (Including Individual Letters of Recommendation)	12
8. Selecting Schools	15
9. Interviews	16
10. Professionalism during the Application Process	22
11. Frequently Asked Questions	23
<u>Appendices</u>	
A. Undergraduate and Alumnae Calendar and Checklist	25
B. Undergraduate and Alumnae Application Documents: When? Where?	26
C. Postbaccalaureate Application Documents: When? Where?	27
D. Undergraduate and Alumnae Application Data Form for Fall 2019 Admission	28
E. Autobiography Guidelines for Undergraduates and Alumnae (Rev. 2/2018)	29
F. Autobiography Guidelines for Postbaccalaureate Students	34
G. Resources for the Application Process	38
H. Resources from the Health Professions Advising Office	39
I. Allopathic Medical Schools with Additional Science Requirements	40
J. Allopathic Medical Schools with Math Requirements	44
K. Allopathic Medical Schools without Specific Course Requirements	47
L. Allopathic Medical Schools that Consider International Applicants	48
M. Osteopathic Medical Schools that Consider International Applicants	51
N. Selecting a Medical School: 35 Questions I Wish I Had Asked	53
O. Where Will You Thrive (How to select medical schools)	55
P. Sample Medical School Secondary Application Essay Questions	57
Q. Core Competencies for Entering Medical Students (AAMC)	73

*Updated versions of these files will be posted on the Health Professions Advising Office website after AAMC publishes the 2018 edition of the *Medical School Admission Requirements* in April, 2018.

1. Introduction

Applying to medical school is an exciting process even though it is a complicated one. The admissions process is very thorough because medical schools attempt to assess your academic credentials, science ability, personal qualities, exploration of medicine and dedication to serving others. Your applications enable you to provide a sense of your strengths in each of these areas.

We are eager to help make the medical school application process as easy as possible. We designed this handbook to help you understand the application process and to help you manage your applications efficiently and effectively. We have tried to anticipate and to answer most of the questions you will have as you begin this phase of your journey. If, after carefully reading the handbook, you still have unanswered questions, please get in touch with your advisor (Glenn Cummings for postbacs and Gail Glicksman for undergraduates and alumnae). Make sure to attend medical school application workshops in the spring semester.

Glenn Cummings, Ph.D.
Associate Dean
Director, Health Professions Advising and
Postbaccalaureate Premedical Program
610-256-7350
gcummings1@brynmawr.edu

Gail Glicksman, Ph.D.
Assistant Dean
Health Professions Advisor for
Undergraduates and Alumnae
610-526-7350
gglicksman@brynmawr.edu

2. Competency-Based Approach to Premedical and Medical Education

BACKGROUND OF RECENT CHANGES TO MEDICAL AND PREMEDICAL EDUCATION

This is an exciting time to be entering the medical profession. Advances in technology and a growing emphasis on public health issues have fostered greater scrutiny of how students prepare for the field. Over the past few years the Association of American Medical Colleges (AAMC) and the Howard Hughes Medical Institute (HHMI) have been reviewing premedical and medical education to provide a conceptual and skill-based framework for lifelong learning and medical practice.

In 2009 the AAMC and HHMI released "Scientific Foundations for Future Physicians," a report that recommended the innovative approaches to premedical education and outlined a set of scientific competencies and quantitative skills that should be mastered by premedical students. Later, the AAMC published "Behavioral and Social Science Foundations for Future Physicians," arguing that it is essential for physicians to gain a conceptual framework in the socioeconomic and cultural determinates of health in order to understand these issues and to address health care disparities.

Concurrently, the AAMC conducted a review of the Medical College Admission Test (MCAT), the standardized test all students take in order to apply to medical school. As a result of the MCAT review and the AAMC/HHMI study, significant changes in MCAT content coverage and format were implemented in the spring of 2015.

In preparing these reports, AAMC was developing a competency-based approach to premedical and medical education. The AAMC defines a competency as "an observable behavior that combines knowledge, skills, values and attitude related to a specific activity." It would be helpful to consider these competencies as you prepare for your medical school applications as well as your interviews. For more information, please review the final appendix of this handbook.

REQUIRED PREMEDICAL COURSES VS. COMPETENCY-BASED APPROACH TO MEDICAL SCHOOL ADMISSIONS: WHAT DOES THIS MEAN?

Drawing upon these competencies, medical schools have been reshaping the requirements for premedical students as well as the methods of assessing applicants. For more about changes in assessing applicants, review the chapter on interviews). Historically, medical schools have required students to complete a specific set of courses, often described as the "core" or "traditional" premedical requirements before applying to medical school. Recently some medical schools have begun to replace specific course requirements with outlines of conceptual content areas in the natural and social sciences as well as the quantitative reasoning skills that students must demonstrate mastery of prior to application. Some medical schools using competency-based approaches provide a suggested course list on their admissions websites. Often these course lists closely parallel the "traditional" premedical course requirements.

The changes to the MCAT in 2015 included a new interdisciplinary section that covers topics from psychology, social sciences, and the biological basis of behavior. Although some medical schools already require coursework in behavioral science, it is possible that other schools will add a required course in psychology or other social sciences. Undergraduates should meet with Gail each semester prior to course preregistration to discuss their curricular plans and evolving changes in premedical course requirements.

Note: For the medical schools that have a statistics course requirement, be aware that some state medical schools will only accept statistics courses taught in a math department. Undergraduates should check with Gail to see whether medical schools in their home state have a specific statistics requirement.

3. The MCAT

The MCAT now includes four sections:

- Biological & Biochemical Foundations of Living Systems
- Chemical & Physical Foundations of Biological Systems
- Psychological, Social & Biological Foundations of Behavior
- Critical Analysis & Reasoning Skills

Registration for the MCAT

MCAT Essentials for Testing Year 2018 (2018 MCAT Essentials) – This publication available online as a PDF file at the AAMC MCAT website contains important information about the procedures and policies regarding all aspects of the exam, test day, score reporting, and post-test day score report requests. N.B.: **When you register for the exam, you must certify that you have read the 2018 MCAT Essentials and that you understand the policies and procedures it describes.**

Registration opens in October 2017 for the January through June 2018 test dates and in February 2018 for the July through September 2018 dates. Register early to ensure your first preference of date and location.

The registration process will give you the option of releasing your scores to your health professions advisor. We ask that you release your scores. This will enhance our ability to help you with the entire application process.

For Students Requesting Accommodations

- If you plan to request accommodations, you must provide documentation in accordance with the AAMC guidelines. The requirements, which are very specific, might differ from criteria you have encountered in other contexts. It is important to review the procedures and deadlines well in advance of your test date to ensure that you have proper documentation and that you allow ample time for consideration of your request. Please review the information at <https://www.aamc.org/students/applying/mcat/accommodations>.
- Those requesting accommodations must provide evidence of a history of accommodations. The Director of Access Services at Bryn Mawr College is familiar with the requirements so it would be helpful to consult that office as you prepare your documentation.
- Examinees who are approved for AAMC's Fee Assistance Program (see FAP below) may apply for financial assistance for testing. Allow time to apply for Fee Assistance, then for assistance with evaluation costs and for receiving evaluation results before submitting a request for accommodation.
- Note that some examinees who are granted extended testing time may test over two days.
- **Score Reporting:** Recently the AAMC announced that score reports will **not** include notations that a test was administered under "non-standard conditions."

Fee Assistance Program

- The FAP (Fee Assistance Program) - designed for individuals with significant financial need - provides a reduced fee for the MCAT as well as some other benefits.
- If you plan to apply for the fee assistance program, please review program eligibility at <https://www.aamc.org/students/applying/fap>. Complete and submit the FAP application well before you intend to register for the MCAT exam. Allow 15 business days for review after AAMC receives the fully completed application. FAP benefits are not retroactive so you must receive FAP approval before registering for the MCAT.

On the Day of the Test

- The MCAT test day will be more than 8 hours between testing time and breaks. You will need to bring snacks, drinks, and possibly lunch but all food must be stored outside the testing room.
- Arrive at the testing center well in advance of your scheduled exam start time; check the registration information for more details.
- You must provide personal identification in the form of a government-issued ID with a photo and signature (examples include driver's license or passport). **Your name on the ID must match the name you used for**

MCAT Registration. Review the relevant information in the *2018 MCAT Essentials* because test day security is strict.

- Know how to get to the test site, where to park your car, etc. If necessary, make a dry run to eliminate confusion on test day. Consider transportation issues when choosing a test site and registering for the exam.
- Dress in layers so that you will be comfortable in any room temperature.
- Carefully review the test day procedures in the *2018 MCAT Essentials* for regulations regarding bringing personal items to the test center.

MCAT Testing History (THx) System and How Schools Receive Your MCAT Scores

- Refer to the MCAT Administration section of the AAMC MCAT website for the schedule of test dates and score release dates. Scores are available online to examinees via the MCAT Testing History THx System, an online score-reporting system. **When you submit an AMCAS application, your MCAT scores will automatically be sent to every AMCAS medical school where you apply.**
- If you apply to non-AMCAS participating medical schools, such as Texas state medical schools, osteopathic medical schools, or international medical schools, **you must release these scores to these schools separately.** See the THX system and the *2018 MCAT Essentials* for details on this process.

MCAT Preparation Resources

AAMC has several free or low-cost resources to help you prepare for the MCAT. Start by exploring the MCAT site: www.aamc.org/students/applying/mcat and look for additional AAMC materials to help you understand the exam content and format and to help you practice for the exam. (See Appendix B for some examples of relevant resources.)

- ***The Official Guide to the MCAT Exam, Fourth Edition (For purchase):*** Comprehensive overview of the exam. Includes 120 practice questions and solutions with discussion of content coverage and scoring metrics. One copy is on the Prehealth Reserve Shelf for use in Collier Library, and one copy is available for overnight loan in Canwyll House.
- ***What's on the MCAT Exam? (Free):*** Interactive, online tool with information about concepts and skills tested on each section.
- ***Roadmap to MCAT Content in Sociology and Psychology Textbooks (Free)***
- **Khan Academy MCAT Video Collection (Free):** <https://www.khanacademy.org/test-prep/mcat>
- **AAMC MCAT Practice Exams (For purchase):**
 - ***Sample Test:*** This 230-question online sample test mirrors the MCAT exam in length and functionality. It offers a good way to help you identify the sections you need to focus on the most because it gives you the number and percentage of the correct answers for each section. It does not, however, provide a scaled score.
 - ***AAMC MCAT Practice Exam 1:*** 230-question online practice exam mirrors the MCAT exam in length and functionality. It is the first official full-length practice exam with scaled scoring for the current exam. ***AAMC MCAT Practice Exam 2 (NEW):*** 230-question online practice exam mirrors the MCAT exam in length and functionality. It is the second official full-length practice exam with scaled scoring for this exam.
- ***Official MCAT Question Packs (For purchase):*** The online Question Packs (available individually and as a bundle) cover targeted content areas in biology, chemistry, physics and critical reasoning and include modified solutions to help you maximize your study for the exam. Each pack contains 120 questions. Practice online at www.e-mcat.com with the new MCAT test functionality and use the new enhanced tools to customize your study plan.
- ***Official MCAT Section Bank (For purchase):*** The online MCAT Section Bank consists of 300 all-new practice questions in the natural, behavioral, and social sciences, with an emphasis on biochemistry, psychology and sociology.

- **Official MCAT Flashcards (For purchase):** This packet of print flashcards contains 150 discrete practice questions. There are 25 questions in each of these six disciplines: biochemistry, biology, chemistry, physics, psychology, and sociology.
- **MCAT Online Official Guide Questions (For purchase):** The same 120 questions from *The Official Guide to the MCAT Exam, Fourth Edition* are available in an online, MCAT exam format so you can practice answering the questions in the same format as the actual exam.
- **MCAT Mini-Test e-Book (Free):** Download this free e-book for 12 sample questions and answers (three questions in each of the four sections of the MCAT). This offers a chance to answer the questions and to check your answer.
- **Complete Official MCAT Prep Bundle (New) (Online and Print) (For purchase):** Includes all 13 of the current MCAT products at a significant discount over ordering each separately. This package includes almost 2,000 unique questions in the online products plus the printed book and the MCAT Flashcards.
- **AAMC Prehealth Collaborative Online videos (Free):**
<https://www.mededportal.org/icolaborative/about/initiatives/prehealth>

4. AMCAS Application Advice

Most of our students apply to allopathic medical schools. Almost all Association of American Medical Colleges (AAMC) schools except for the state-supported Texas schools participate in the [AMCAS](#) application (AAMC's centralized application service) so we are focusing on the AMCAS application. Those applying to osteopathic medical schools that participate in [AACOMAS](#) (the application service of the American Association of Colleges of Osteopathic Medicine), Texas schools that participate in [TMDAS](#) (Texas Medical and Dental School Application Service), or medical schools in Ontario that participate in [OMSAS](#) should consult their advisors (Glenn for postbacs and Gail for undergraduates and alumnae). In the appendix section, we have listed resources for those application services.

The AMCAS 2019 application will be available in early May 2018 for submissions starting in early June 2018. Although the specific AMCAS instructions for the 2019 application will not be available until May, we are providing some advice based on the application for fall 2018 admission. Note: In May 2018, separate instruction files will be available for the 2019 AACOMAS and TMDAS applications.

1. AMCAS Instructions

- a. Both the application and the *AMCAS 2019 Instruction Manual* (a downloadable PDF, which should be available by May 1st) will provide you with necessary instructions. Read them thoroughly.
- b. You should download the instruction file for reference because it includes answers to many commonly asked questions.
- c. If you make an error because you didn't read instructions, you would not be able to resolve them after submitting your application.
- d. You can submit the application anytime starting in early June; you do not need to wait for your MCAT scores or your premedical committee letter. Because processing time to verify information is shorter at the beginning of the application cycle, we recommend submitting the application by the end of June even if you only apply to a few schools. You can add schools later in the summer.

2. Application Monitoring

As we mentioned, we recommend that you complete and submit your AMCAS application no later than late June regardless of when you take the MCAT. AMCAS will make every attempt to process your application in a timely manner. Applicants, however, are responsible for regularly monitoring their application status, from the time of submission up until the designated medical schools receive the application. It is important for you to verify that AMCAS has received your application, official transcripts and documentation. You can monitor the progress on your AMCAS application by frequently logging into the AMCAS main menu.

3. Schools Attended/Transcripts

- a. You need transcripts from every college at which you have taken classes. This includes college courses taken during high school if a college transcript is available. Exceptions are noted in the AMCAS instructions. Print out the official AMCAS 2019 transcript request forms, send them to the registrar(s) at every college/university where you have taken a course and request that they include the form along with the official transcript when they mail it to AMCAS. If you are a current student, ask the registrar not to send the transcript until after the spring grades are posted (or summer session 1 grades depending on your situation) and be sure that the Bryn Mawr transcript matches the information that you enter on the AMCAS application. (i.e. if you list summer session 1 grades on the AMCAS application, be sure to have the transcript sent with summer session 1 grades included). Request a copy of your official transcript and review it while preparing your AMCAS application.
- b. BMC undergraduates and alumnae who have taken courses during the academic year through the official consortium at Haverford, Penn and Swarthmore, you do not need transcripts from these schools. (If you took courses at Penn during the summer or after you graduated from Bryn Mawr, you will need to submit a separate Penn transcript for those classes.) More details will be provided in a May 2018 workshop for undergraduates and alumnae.
- c. Study Abroad Programs - You will need to enter course information from study abroad programs; however whether or not a transcript is required depends on the program type. See the *AMCAS 2019 Instruction Manual* for more information. Undergraduates and alumnae who studied abroad should discuss this with Gail at their autobiography meetings.

Explore this issue early. Applicants to osteopathic medical schools may need to have original foreign transcripts evaluated by a credentialing service. Texas residents must submit copies of foreign transcripts to TMDSAS, the Texas Medical and Dental Schools Application Service.

4. Course and grade entries, credit conversion, and GPA calculations

- a. Applicants should list all official grades and credit units exactly as they appear on the issuing institution's transcript.
 - It is important for you to be careful and accurate in entering course information and grades.
 - Transcripts from different colleges often use different grading systems and credit units. It is best to have an official transcript from each college for reference because you need to enter each course **EXACTLY** as it appears on your transcript.
 - Pay careful attention to the instructions for assigning the correct academic year and term for coursework, especially summer courses.
 - **BMC Undergraduates and Alumnae** – The College Seminar /Emily Balch Seminar should be classified as English Language and Literature. The seminar counts for one semester of the medical school English/writing intensive requirement. If you plan to use a writing intensive course from a humanities department instead of the English department to fulfill the second semester of this medical school requirement, please let Gail know. Sometimes the medical schools request a separate letter from a Dean certifying that specific courses meet the writing requirement. Discuss this with Gail at the autobiography meeting. Note that it is not likely that the writing intensive courses from the science and math programs would satisfy the medical school writing requirements.

5. Email Account Set-up

- It is a good idea to set up a separate email account dedicated solely to the medical school application process. Choose a professional-sounding user name and do not activate any junk mail filters or other mechanisms that block mass emails. Medical schools and AMCAS send out mass emails that are sometimes blocked by filtering software. Information about your application status and requests for interviews are usually sent by email. It is your responsibility to check your email frequently and to respond in a timely fashion. Manage the storage capacity, because exceeding the limited space may result in email bouncing back to AMCAS or medical school admissions offices. Include a basic signature file that contains your name and contact information. And remember that since some letters of admission will be sent in the late summer, you should not use your Bryn Mawr email account as your medical school application address; Bryn Mawr email accounts are de-activated soon after students graduate or complete the postbac program.

6. Work/Activities Section

- The AMCAS medical school application includes sections to enter activities (employment, community service, extracurricular activities, publications, etc.) You are limited to a maximum of 15 experiences, although you can list more if you group them together by categories (i.e. awards). Generally medical schools are interested in post-secondary experiences; not experiences from high school.
- AMCAS is looking for significant experiences; it is not necessary to fill all 15 entries. Yes, you may enter more than 15 individual experiences or activities because you can group similar experiences or activities together in a single entry. For example, if you were a TA for multiple courses, you can have one entry for teaching, and in the description section list the individual courses.
- Although not required for the Bryn Mawr autobiography, be aware that for each work/activity listed, AMCAS requires that you list a contact person, including the phone number or email address, who can verify your participation in the activity. They are aware that this is hard for some activities: however, you need to do the best you can to provide a contact.
- Length of space to describe each experience is limited to 700 characters (i.e., characters, spaces, and punctuation).
- Three most meaningful experiences: Applicants will be asked to identify up to three experiences that are the most meaningful to them. After the applicant checks that an experience is one of their most meaningful, the screen will refresh and another text box limited to 1,325 characters will appear. The prompt for this text box is: "This is your opportunity to summarize why you have selected this experience as one of your most meaningful.

In your remarks, you might consider the transformative nature of the experience: the impact you made while engaging in the experience and the personal growth you experienced as a result of your participation.”

Comments from a medical school admissions dean regarding the completion of the postsecondary experiences sections:

“You will find that medical schools differ in their opinions of what they want to see there. Some will want conciseness and some will want that ‘personal’ touch. However, I don’t believe it was ever intended to be a mini-essay (which, by the way is dangerous because those mini-essays normally are not at the high standard of the highly edited personal statement). From my experience, I can tell you that when you have to read thousands of applications, the more concise the information provided the better for me. It doesn’t mean it has to be just factual – but it should be to the point and without unnecessary embellishments. If I may, I will rewrite two paragraphs to possibly clarify my points. Give only the information that is not available anywhere else and touch, in a few words, on the important of the activity.

#1. Being a member of the Track & Field team was an unforgettable experience. This commitment entailed 3-hour daily practices, 10 hours/week spent at the library, and away games nearly every weekend. Though I participated only two semesters because of an injury, I learned a lot about teamwork, leadership, time management, self-discipline, and self-realization.

#2. This scholarship allows me to continue the research I have been conducting the past two semesters. My project involves the coordination of inorganic metal material with organic frameworks in the formation of micro porous materials. The research project will continue until graduation. Its results might play a role in goals set by the DOE regarding hydrogen storage systems.”

7. Information on some miscellaneous sections from the AMCAS 2018 Application

Biographic Information Section

Parental information is required. Information requested includes name, occupation, and highest educational level achieved. There is a box to check for an applicant to state if they are unable to provide this information.

Childhood Information Questions – Responses required for most of them

- In what area did you spend the majority of your life from birth to age 18? There are options to check off countries and to list a city.
- Do you believe that this area was medically underserved?
- Have you or members of your immediate family ever used state or federal assistance programs?
- What was the income level of your family during the majority of your life from birth to age 18? (AMCAS provides ranges to choose from)
- Did you have paid employment prior to age 18?
- Were you required to contribute to the overall family income (as opposed to working primarily for your own discretionary spending money)?
- Did you receive a Pell Grant at any time while you were an undergraduate student?
- How have you paid or did you pay for your post-secondary education? For each of the applicable options below, indicate the average percentage contributions towards your post-secondary education: Academic Scholarship ____%; Financial Need-Based Scholarship ____%; Student Loan ____%; Other Loan ____%; Family Contribution ____%; Applicant Contribution ____%; Other ____%; Total = 100% The percentages entered should equal 100%.

Language Proficiency Questions

- Applicants have to list languages that they speak and to identify their level of proficiency in each by choosing one of the following: Native/functionally native, advanced, good, fair, and basic.
- There are guidelines on the application to help applicants categorize their proficiency levels.

Disadvantaged Status

- Do you wish to be considered a disadvantaged applicant by any of your designated medical schools that may consider such factors (social, economic, or educational)?
- If you choose *yes*, you will be required to explain why you should be considered as a disadvantaged applicant (1,325 character limit)

5. Tips on Secondary Applications

AMCAS will start sending information to medical schools on the last Friday in June. After that date, some medical schools will email you and give you access to their secondary applications as soon as you submit your AMCAS application; some schools will post the secondary in advance for you to download; and other medical schools will wait to grant you access to their secondary application until they receive your verified AMCAS application.

You should visit each school's website to see if the secondary is there. Note that some schools refer to their secondary application as a "supplemental" application. If the secondary application is there, read the instructions carefully because some medical schools do not want you to submit the secondary application until after they contact you. If you have not been given access to a secondary application 3-4 weeks after your AMCAS application has been verified and transmitted to a school, you can then contact them to inquire about a secondary application.

A few secondary applications ask for the SAT or ACT scores, so you might need to retrieve that information. You will not need an official scores report form at this time – just the scores. Bryn Mawr undergraduates should print them out now from Bionic. Alumnae should contact the Dean's Office. Postbac students can request their scores from our office.

Semester hours and Bryn Mawr credit units

Some secondary applications will ask you to convert your Bryn Mawr credits to semester hours and to calculate GPAs for the core premedical requirements, i.e. – general chemistry, introductory biology, organic chemistry, and physics.

Remember that 1 unit of credit at Bryn Mawr is equal to 4 semester hours.

Additional secondary application essays

Many medical schools have additional essays; some are "optional" essays. (There are sample secondary application essay questions from previous application cycles in the appendix of this handbook.) Read each secondary application carefully and if they are discouraging you from answering their optional essays unless you have new or unique information to add, don't write anything. In all other cases, medical schools may believe that not answering an optional question is a missed opportunity to share more information.

Here are some thoughts about how to answer those essays:

- You should write an original essay and not simply recycle your personal statement in this space. The admissions committee has both the primary application and this secondary application, and they will know if you simply cut and paste the primary essay onto the secondary application.
- Write something to further personalize the application when possible. Two categories that are always worth writing about: your job and volunteer activities this year, and about why you are applying to that school. If those questions have already been asked, then write on another topic. For ideas, look over the drafts of your personal statement and autobiography for topics that you could write about. Think about particular situations that have affected you over the years and have helped shape who you are today.

It is a good idea to complete and submit secondary applications in a timely manner; your goal should be to have your primary application, secondary application, premed committee letters, and MCAT scores available to medical schools by August. Remember it is your responsibility through this entire process to make sure your files are complete at the medical schools.

Situational Judgment Tests

Some US and Canadian medical schools have added situational judgment tests, which have been used for many years in some countries to assess applicants' personal competencies. The most commonly used test is the CASPer™ (Computer-based Assessment for Sampling Personal Characteristics), a 90 minute web-based test. The AAMC is exploring the possibility of a standardized SJT. These schools used CASPer either as an option or for all applicants: Central Michigan University College of Medicine, Michael G. DeGroot School of Medicine at McMaster University, New York Medical College, Quillen College of Medicine at East Tennessee State University, Rutgers Robert Wood Johnson Medical School, Tulane University College of Medicine, University of Illinois at Chicago College of Medicine, and University of Ottawa Medical School. If you take CASPer, use a regular keyboard!

6. Writing Personal Statements

Do not underestimate the time and effort required to write the personal statement!

The personal statement offers you an opportunity to convey a personal perspective to admissions committees on your experiences, motivation, achievements, and passion for medicine. You should reflect upon what you have learned from your experiences; the narrative should reveal your values and personal attributes through the telling of your story and your individual journey. This should not be a restatement of information contained in the work/activities section of your application. This document enables you to provide a mature perspective and a deeper understanding of your background and motivation for pursuing a career in medicine.

One of the hardest tasks is getting started on the statement. You should write the autobiography first because this often leads to ideas for the personal statement. **Rough drafts of AMCAS statements from previous Bryn Mawr applicants are available to review in a binder in the Health Professions Advising Office Resources Room.** This resource is NOT available online. Be prepared to write several drafts so it is good to start well before the applications become available. You can also look at sample secondary application statement questions for ideas. Start with a statement that is 2-3 pages, and then edit it for length. Save all statement drafts because you may be able to use them in responses to secondary application questions.

Complete the “work/activities” section of the application before writing the statement. The personal statement should not be a restatement of your resume. Use the personal statement to build upon your work/activities section, especially the 3 most meaningful experiences; process these experiences and their effect on your growth and development. Remember to focus on your own experiences rather than spending a lot of space describing your mentors or the medical profession.

Concept of “Distance Traveled”

Medical school admissions officers are interested in learning more about you beyond your test scores, essays and activities. They will very likely put significant emphasis on challenges you have had in life, and the hardships you have overcome to reach the place you are today. This is known as the “**distance traveled.**” Medical schools are very interested in learning about these challenges and place great value on these experiences. As with any of your life’s experiences, it is very important to not only describe these experiences fully in your application, but also to take time to address what you have learned from these challenges and what perspective you have gained through them.

General Personal Statement Advice

- For the AMCAS statement you are allowed a maximum of 5,300 characters (including spaces and punctuation), or approximately 1 full, single-spaced page.
- In the past, applicants have experienced formatting issues when cutting and pasting statements from word processing software into the AMCAS application. AMCAS recommends typing your statements directly in the AMCAS application. Alternatively, you could cut and paste your statement into the application if you use a text-only format (such as Microsoft notepad) to create the document. You should review the statement carefully after pasting it into the AMCAS application.
- The AMCAS application does not support most formatting styles such as bold or italics, and it is not possible to indent. You need to use line breaks and blank lines between paragraphs. You also cannot depend on formatting such as italics or special characters to convey essential meaning.
- **Note for MD/PhD applicants:** If you indicate that you will be applying to a school’s MD/PhD program, you will be required to submit two additional statements: the MD/PhD essay in which you state your reasons for wishing to pursue the combined MD/PhD degree (3,000 character limit including spaces and punctuation); and an essay describing your significant research experiences (10,000 character limit including spaces and punctuation). To activate the screens to enter MD/PhD essays, you must first go to the medical schools section and fill out the application information for one MD/PhD program. After designating this school, the windows for the MD/PhD essays will become visible. You can complete the Committee Letter Mailing Request Form at a later time when you are ready to submit the application.

DO'S AND DON'TS OF THE PERSONAL STATEMENT

DO

- Demonstrate motivation- your journey from your head and heart
- Use concrete, specific, detailed examples and language
- Focus on what is unique about you
- Be positive
- PROOFREAD for perfection
- Consider reader's eyes
- Analyze your audience
- Get feedback from trusted editors (but not too many of them; you'll go crazy)

DON'T

- Criticize the profession, doctors you have dealt with
- Be negative
- Lecture; tell them things they know, or generalize about health care or medicine
- Think you can cover everything you've done
- Write an expanded resume
- Be vague or general
- Be too modest or reticent
- Be boastful or overstate
- Use gimmicks

7. The Premed Committee Letter (Including Individual Letters)

The purpose of the premedical committee process is to present medical schools with a comprehensive summary of your academic, extracurricular, and professional accomplishments, your service experiences, and your motivation and commitment to a career in medicine. Glenn (for postbacs) or Gail (undergraduates and alumnae) will prepare a collection of letters of recommendations, including a premed committee letter (or “composite letter”) in support of your application to medical schools. They will write the Bryn Mawr College committee letter based upon information from your autobiography and your recommendation letters as well as input from your academic dean (undergraduates) and members of the science faculty (undergraduates). Postbacs can find the autobiography outline on Moodle. The autobiography outline for undergraduates can be found in the Resources section of the Healthpro website.

For Bryn Mawr undergraduates and alumnae who miss our deadlines, a collection of letters from the premedical committee will be transmitted to medical schools; however Gail may not be able to write a comprehensive recommendation letter. In that case, she will write a brief letter to present your qualifications for admission to medical school.

Your collection of letters from the Bryn Mawr premed committee will include:

1. Your premed committee letter
2. Two Bryn Mawr science faculty letters
3. A recommendation letter from a professor who has taught you in your major (undergraduates)
4. A recommendation letter from a faculty member who taught you at your undergraduate institution (preferably in your major) and all other institutions where you earned a degree (for postbacs)
5. Letters from other faculty, employers, volunteer supervisors, athletic coaches, etc. as you think are helpful.
6. If you are applying to osteopathic medical schools, be aware that some osteopathic medical schools require a letter from an osteopathic physician. Please speak to Glenn or Gail if you are interested in osteopathic medicine.

On your secondary applications, answer “yes” to the question asking if you have a premed committee letter. You should not list any of the individual letters of recommendation that are included with the committee letter. You should NOT select “letter packet,” which has a very specific meaning in AMCAS, Please see below for a key to the meaning of the “types of letters” in the AMCAS system.

Transmission of Letters of Recommendation: AMCAS 2019 Letters and Virtual Evals

Most allopathic and osteopathic medical schools prefer to receive premedical committee letters electronically. Nearly all allopathic medical schools participate in an electronic letter submission process through AMCAS. Osteopathic medical schools and TMDAS also have systems for uploading letters via secure web services for health professionals, advisors, and medical schools to make it easy and safe for electronic letter submission.

AMCAS Letters:

Although AMCAS states that you can submit up to 10 letters through AMCAS for participating schools, **our premed committee letter (including the attached individual recommendation letters) should be listed as ONE AMCAS LETTER** so for most of you, you will only list that letter on your AMCAS application. In addition to listing the committee letter in the Letters of Evaluation Section in the AMCAS application, when selecting medical schools to apply to, you will need to also designate that your premedical committee letter should be sent to that medical school. More information about the technical aspects of the AMCAS process will be provided after the AMCAS 2019 application goes live in May 2018.

It would help to review the AMCAS definition of the four “letter types.”

Each **letter type** is considered one letter entry, regardless of the actual number of letters it contains.

- **Committee Letter:** A letter authored by a pre-health committee or pre-health advisor and intended to represent your institution’s evaluation of you. A Committee Letter may or may not include additional letters written in support of your application. This is sometimes called a Composite Letter.
- **Letter Packet:** A packet or set of letters assembled and distributed by your institution, often by the institution’s career center. A Letter Packet may include a cover sheet from your pre-health committee or advisor; however, in contrast to a Committee Letter, a Letter Packet does not include an evaluative letter from your pre-health committee or advisor.

• **Individual Letter:** A letter written by, and representing, a single letter author. If you have already included an Individual Letter within either a Committee Letter or a Letter Packet, **do not** add a separate entry for that letter.

If a “Committee Letter” or “Letter Packet” is sent to AMCAS, the **entire** Committee Letter or Letter Packet will be sent to the schools you've designated to receive this letter entry. **AMCAS will not split packets or remove a letter from your packet** once it has been received. Therefore, if you wish to send a specific letter to one medical school, you should enter it as an Individual Letter and have it sent separately from the packet.

(Source: *AMCAS Instruction Manual 2018*, pages 58-59)

As described above, for the 2018 application process, AMCAS defined a committee letter as:

“A letter authored by a pre-health committee or pre-health advisor and intended to represent your institution’s evaluation of you. A committee letter may or may not include additional letters written in support of your application.”

Your premedical committee letter from Bryn Mawr will include your premedical committee letter (written by Glenn for postbacs) or Gail (undergraduates and alumnae) and copies of the other recommendation letters that you requested. In your AMCAS application, you will be asked to offer the name and title of the author of your letter. For postbacs, that will be Dr. Glenn Cummings, Associate Dean; for undergraduates and alumnae that will be Dr. Gail Glicksman, Assistant Dean

We will begin to upload a PDF of premedical committee letters directly to AMCAS beginning in early July for applicants who have met our deadlines. .

AMCAS will process your application regardless of whether or not your letter has been uploaded. AMCAS will not send your letter to medical schools until after the AMCAS application is processed.

MD/PhD applicants: Some MD/PhD program offices do not subscribe to AMCAS or to an alternate system for uploading recommendations. It is your responsibility to check with each MD-PhD program office to determine their specific requirements for recommendation letters and then we will work with you to submit your letters to those programs.

Submitting materials to our office that will help us create a strong premedical committee letter on your behalf

- Postbacs - Write your autobiographical statement covering the suggested topics and submit it to Glenn by email along with an updated resume *at least* 48 hours before your advising appointment. You may bring a rough draft of your personal statement to your meeting.
- Undergraduates - Your autobiography is due in January at the beginning of the second week of classes. The exact deadline will be announced via the prehealth listserv in early December.
- Provide each recommender with a signed “Recommendation Request Form.” You may download this from Moodle (postbacs) or from the “forms” section of the Health Professions Advising Office website (undergraduates), www.brynmawr.edu/healthpro. **The recommendations should be on official letterhead and signed by the recommender.** Your recommenders should mail their letters to us with the Recommendation request form or create a PDF of the **signed letter** and attach it to the Recommendation Request Form and return it to our office via email to hpao@brynmawr.edu. **We cannot send out any recommendations without a completed recommendation request form signed by you. The earlier you complete this, the better off you will be.**
- All letters of recommendation are due in our office by June 1, 2018.
- Complete and return the “Recommendation List” to the Health Professions Advising Office by June 1. **We cannot send out the premedical committee letter without a completed “Recommendation List” signed by you.** Note that medical schools prefer confidential letters (which means that applicants waive their rights to see their letters).
- Undergraduates must meet with Gail at least twice: once before spring break to discuss the autobiography and a second time between before the end of finals week to finalize your application plans.
- We strongly recommend that you turn in your recommender list before you leave campus at the end of the semester.

- You should follow up with your recommenders to make sure that they submit their letters by the June 1 deadline. **It is your responsibility to keep up with your file to make sure it is complete.**
- We will not send medical schools your premed committee letter until we receive all the letters of recommendation you requested or you give us permission to send it as is.
- **Glenn (for postbacs) or Gail (for undergrads) will write the Bryn Mawr committee letters in the order of when your files are complete.**
- Undergraduates and alumnae must submit a Committee Letter Mailing Request Form, which can be downloaded from the forms section of the Office of Health Professions Advising website. You can submit the mailing request form when you submit your AMCAS, AACOMAS, or TMDSAS application. Be sure to **note your AAMC ID#, and your AMCAS Letter ID# (if known) and AACOMAS or TMDSAS ID #s if applicable** on the Committee Letter Mailing Request Form.

8. Selecting Schools

Choosing where to apply to medical school can be a daunting task; however, careful research and deliberation can help you meet this challenge. Below are some important resources to use and factors to consider as you begin to decide where to apply to medical school.

Medical school profiles in the *Medical School Admissions Requirements (MSAR)* published online by

AAMC

These profile schools' median and ranges of GPA and MCAT scores of accepted students, numbers of in-state and out-of-state residents interviewed and matriculated, demographic data on the student body, specific costs including tuition, fees, and other estimated expenses. Access to the *MSAR* must be purchased from the AAMC. The Health Professions Advising Office (HPAO) has a subscription that you can access from the Canwyll House Resource Room.

- **State residency requirements**

If you are a permanent resident of a state, you should strongly consider applying to the state medical school(s) because they often try to accept more than 50% of their class from state residents. Some state medical schools only accept residents from their state. You need to review the admissions office websites of individual schools to learn how they determine state residency. Policies differ from school to school; sometimes medical schools require applicants to live in the state for a specific period of time to be considered official residents, even if the state considers the applicant to be a legal resident. Residents from states without medical schools may be able to apply to medical schools in other states that have contractual agreements with their home state.

- **Curricular and educational approaches**

Review the curriculum highlight section of the *MSAR* and individual school websites. Is the format a traditional lecture approach? Problem-based learning format? What type of schedule (block classes or traditional multiple class format)? Accelerated curriculum for basic sciences? What is the grading system? What is the level of emphasis on primary care versus research? When are medical students first exposed to clinical experiences?

Think carefully before applying to a state school if you are not a resident of that state. Review the number of out-of-state matriculants listed in the *MSAR*; some of those non-state residents may be MD-PhD applicants, for whom residency is not considered. In addition, selection of non-residents may favor applicants with special ties to the state (i.e., the applicant graduated from high school there or a spouse/partner lives there) or the selection in terms of GPA and MCAT scores may be more competitive.

- **Special medical school programs**

Opportunities for: International rotations? Away domestic rotations? Sponsored community service programs? Global health experiences? Humanities and Medicine programs? Other specialized scholarly work?

- **Personal financial issues**

In the *MSAR* each medical school provides detailed information about tuition (in vs. out-of-state), fees, and estimated costs of attendance (all costs including living expenses). The AAMC has a comprehensive web resource covering financial planning for medical school applicants, medical students and residents. Go to: www.aamc.org/services/first

- **Advice from mentors and medical students**

- **Review “35 Questions That I Wish I Had Asked” and “Where Will You Thrive” in the appendix to this handbook to guide you in your research of schools.**

- **Note for international students:** Approximately 60% of the US allopathic medical schools consider applications from international students. If accepted, international students are often required to provide evidence of ability to pay for all four years of medical school or to have the full amount available in an escrow bank account. (See the appendix for a list of school policies from the most recent *MSAR*. <https://students-residents.aamc.org/applying-medical-school/article/applying-international-applicant/>)

According to information provided by AMCAS, students apply to an average of 14 medical schools. Applying to more than 20 schools does not necessarily increase the chances for a successful application and completing more than 20 secondary applications can be overwhelming in terms of time, expense, and effort.

9. Interviews

While interviews come in various formats depending on the school, most involve an orientation, a tour, and two 30- or 45-minute conversations, usually one-on-one with faculty members and/or current students. What do they look for? They look for signs of compassion, empathy, self-awareness, maturity, familiarity with the profession, familiarity with their school, ability to communicate, cultural competency, ability to work well with others, and composure under stress. Above all, they look for what is often missing on your formal application—an indication of how you will interact with patients. Three of the most common interviewing errors are: 1) Not listening; 2) Coming across as arrogant in an effort to appear confident; and 3) Being overly cautious and formal when asked about personal background and interests, thereby denying admissions personnel what they need to distinguish you from other applicants. Remember: the interview is your next chance, after the application essays, to *personalize* your application.

THE INTERVIEW: BEFORE, DURING, AND AFTER

Before

- Respond immediately to any requests from schools, about anything.
- Make sure schools have up-to-date contact information for you throughout the application process. Familiarize yourself with how your email service (Gmail, Hotmail, etc.) handles “spam” or email that is sent *en masse*. Be prepared to check your junk folders regularly.
- Make sure voicemail greetings and email addresses/usernames are professional.
- Limit access on Facebook and other social media to friends only. Check your profile picture.
- Read the school’s website thoroughly. Learn about their curriculum; for med schools, the online *MSAR* offers an “Education” section for each medical school once you’ve purchased the book and online access. Review your secondary or supplemental application for the school, as well as the AMCAS, AACOMAS, etc. that you submitted. You should be prepared to talk about any activity or detail you included.
- If you suspect that interviewing is not your strength, it would be a good idea to arrange practice interviews with a fellow student or friend.
- If possible, speak to alumni currently attending the school. Sometimes Admissions will be able to provide you with names and contact information—it never hurts to ask. If they cannot provide such information prior to your interview they may be able to later in the year after you have been accepted, before you must decide where to attend.
- Plan to dress nicely. A suit is probably best—you will be most comfortable dressed as others are dressed, and a majority of the other candidates you meet during your interview day will be wearing suits. A pantsuit is OK for women if it is dressy, and skirts need to be an appropriate length. Both men and women, please go easy on the cologne/perfume! We suggest that you remove all earrings not in your ears.
- If you drive, plan for parking and rush-hour traffic. Make sure you have good directions. Plan to arrive early. Plan for bad weather. Get sleep the night before.

During

- Expect the unexpected. Expect to wait. Expect to meet other interviewees.
- Bring a professional-looking folder and pen with you in case you want to make some notes immediately following the meeting. Do not bring stuffed book bags or backpacks (leave those at the hotel or in the car), although a purse is acceptable, and in most instances you shouldn’t take notes *during* the interview (only after). Note the names and positions of your interviewers.
- Turn off your phone!
- Listen carefully. If you do not understand a question, ask for clarification.
- Let the interviewer control the interview. Don’t be so eager to highlight your accomplishments that you interrupt the interviewer or shift the focus to the interviewer without being prompted.
- Think before you speak. It’s OK to pause. Take note of how fast or how slowly you are talking. If you say something you regret, move on—don’t let it rattle you and affect the rest of the interview.
- Pay attention to your habits of speech, including “like,” “uh,” and “um.” Pay attention to your interviewer and maintain good eye contact. Try to use his/her name at the beginning and end of the interview. Be sensitive to

the interviewer's need for you to elaborate on a point, or perhaps be quiet so that the interview can progress. Use your powers of observation. Do they look frustrated or bored? Do they look like they want to hear more?

- Don't be afraid to say "I don't know" if you don't know the answer to a question. Being honest will keep you out of trouble.
- Be ready with questions about their school. Specific questions about the school's curriculum, clinical or research strengths, student services, faculty, and local community are all appropriate. Questions already answered on websites and in catalogs are not.
- Be respectful of *everyone* you meet. More than one interviewee has been rejected for being rude to administrative staff while showing supreme politeness to people in authority.

After

- Reflect on what happened. Learn from your mistakes. Also remember what you did well. Take this knowledge with you to your next interview.
- We suggest sending a thank-you note to the people who interviewed you. These notes can be handwritten or emailed. Make sure you spell names correctly; if in doubt, call Admissions and ask politely for correct spellings. Be concise and professional, and try to follow up on something discussed during your meeting (perhaps to jog their memory).

The Multiple Mini-Interview

Some medical schools conduct multiple short interviews or MMIs, usually 6-10 minutes each, instead of the traditional longer interviews. Candidates are asked to address a specific ethical dilemma or issue in the profession, provided to them just before they meet their interviewer. Typically, they have 7-10 of these brief meetings. It is unclear right now whether more schools will be adopting this unique interviewing procedure in the future. Generally, MMI's will test how you think on your feet and your basic interpersonal skill. It's not as important what you say in your short interactions as how you say it, and how comfortable you feel being uncomfortable. Your challenge will be to still end your day feeling as if you've gotten a good sense of whether or not it's a good 'fit' for you. Sometimes candidates going through MMI get more caught up in the 'game' of the interview scenarios, which can be fun actually, and forget that they also need to observe and inquire about the school itself in order to be able to make an informed decision if admitted.

There are many places online to find information about this. The AAMC has some basic info:

<https://www.aamc.org/students/aspiring/369362/multipleminiinterviews.html> The Stanford Med and Rutgers/Robert Wood Johnson Med websites also have some information, as does the Columbia University Bioethics Center Bioethics for Premeds site <http://sps.columbia.edu/bioethics/premed>. YouTube videos can be found if you do a basic online search -- and they'll show you people going through the process.

For the 2016 application cycle the following medical schools incorporated a multiple mini interview format into their interviews

Allopathic Medical Schools, U.S.:

Albany Medical College

California Northstate University School of Medicine (Hybrid)

Central Michigan University College of Medicine

Chicago Medical School at Rosalind Franklin University of Medicine and Science

Cooper School of Medicine at Rowan University (Hybrid: "Applicants will each participate in a traditional interview, as well as engage in multiple clinical scenarios.")

Duke University School of Medicine

Michigan State University College of Human Medicine

New York Medical College

New York University School of Medicine

Oregon Health and Science University School of Medicine

Stanford University School of Medicine

State University of New York Upstate Medical University

Tufts University School of Medicine – Maine Track only
Rutgers-Robert Wood Johnson Medical School
San Juan Bautista School of Medicine (Hybrid)
Universidad Central del Caribe School of Medicine
University of Alabama School of Medicine (Hybrid)
University of Arizona College of Medicine
University of Arizona College of Medicine - Phoenix
University of California, Davis School of Medicine
University of California, Los Angeles David Geffen School of Medicine
University of California, Riverside School of Medicine
University of California, San Diego School of Medicine
University of Cincinnati College of Medicine
University of Massachusetts College of Medicine
University of Michigan Medical School (Hybrid: six “short-form” interviews: two traditional)
University of Minnesota School of Medicine
University of Mississippi School of Medicine
University of Missouri-Kansas City School of Medicine
University of Nevada School of Medicine
University of South Carolina School of Medicine – Greenville (Hybrid)
University of Texas at Austin Dell Medical School (Hybrid)
University of Utah School of Medicine (Hybrid: MMI and traditional mix)
University of Vermont College of Medicine
Virginia Commonwealth School of Medicine
Virginia Tech Carilion School of Medicine
Wayne State University School of Medicine (Hybrid)
Western Michigan University School of Medicine (Hybrid)

Allopathic Medical Schools, Canada:

Dalhousie University Faculty of Medicine
McGill University Faculty of Medicine
McMaster University Michael G. DeGroot School of Medicine
Memorial University of Newfoundland Faculty of Medicine (Hybrid)
Northern Ontario School of Medicine
Queen’s University Faculty of Health Sciences (Hybrid)
University of Alberta Faculty of Medicine and Dentistry
University of British Columbia Faculty of Medicine
University of Calgary Faculty of Medicine
University of Manitoba Faculty of Medicine
University of Saskatchewan College of Medicine
Universite Laval Faculty of Medicine
Universite de Montreal Faculty of Medicine
Universite de Sherbrooke Faculty of Medicine

Osteopathic Medical Schools:

AT Still University of the Health Sciences School of Osteopathic Medicine in Arizona
Marian University College of Osteopathic Medicine
Michigan State University College of Osteopathic Medicine
Pacific Northwest University College of Osteopathic Medicine
University of the Incarnate Word School of Osteopathic Medicine
Western University of Health Sciences College of Osteopathic Medicine of the Pacific (Hybrid)

TYPICAL INTERVIEW QUESTIONS

Your Background and Personality

Tell me about yourself.

What are your strengths and weaknesses? What makes you different from other applicants?

Outside of your family, who is your biggest role model?

What is your major support group?

Are there any physicians in your family?

What is the last book you read? Who is your favorite author?

What do you do to relax, when you are not working or studying?

What newspapers/journals do you read on a regular basis?

Your Education and Experience

Why did you choose _____ for college? Have you liked it?

Why did you choose your undergraduate concentration? Can you make a connection between your major and your interest in medicine?

Describe your best college professor. What made him/her unique?

What has been your favorite non-science course and why?

Describe your study techniques.

Describe any trips you have taken and exposure you've had to other cultures. What have you learned from these experiences? What are the relevant social problems in these regions of the world?

How do you see your life in 10 years? 20 years?

How do you plan to balance your personal and professional life?

Describe a situation where your work was criticized. What was your immediate reaction?

Describe a time when you had to take a leadership role in coaching or instructing.

Describe a time when you found it necessary to tactfully but forcefully say something others did not want to hear.

What has been the most stressful situation in your life so far? In college? How have you handled it?

Tell me about your research. Are you interested in pursuing research in the future?

Your Familiarity with the Profession

What is the nature and extent of your health-related experience?

How did you get interested in medicine, vet medicine, dental medicine, etc.? What do you have to offer the field?

Why would you make a good physician, veterinarian, dentist, etc.?

What type of healthcare professional would you like to be? Why?

What qualities do you look for in a physician, vet, dentist, etc.?

If you "want to help people," why not pursue social work, or law, or teaching?

What do you think is the most pressing issue/problem in the profession today? What are some potential solutions?

What role does the primary care physician play in healthcare?

What have you read recently in the press about healthcare?

Where is there a greater need for healthcare, in parts of this country or in other parts of the world?

Your Familiarity with Medical Ethics

Give an example of an ethical dilemma you have faced and explain how you resolved it.

What do you think about euthanasia?

Do you think a physician should tell a patient he/she has eight months to live?

What would you do if a patient didn't like you?

Name some strategies to address the problem of smoking among teens.

Would you perform abortions as a doctor? Under what conditions?

Would you stop and help the victims of a car accident, knowing that doing so might lead to a malpractice claim against you?

If you saw a fellow med student using illegal drugs, what would you do?

A 14-year-old requests birth control pills. Do you grant her request? Notify her parents?

How would you rank the following patients with regard to priority for a liver transplant?

A young woman whose family cannot afford the operation.

A 45-year-old ex-sailor whose liver was damaged by alcoholism.

A 75-year-old retired executive who has indicated that he will be a very generous donor to the hospital if he gets the liver.

You, the Applicant

Why should we offer you a place in our incoming class?

Do your college grades accurately reflect your ability? If not, why?

Do you think college grades and MCAT (GRE, DAT) scores are accurate measures of your aptitude?

How did you prepare for the MCAT (GRE, DAT)?

Where else have you applied? Where have you interviewed? Where have you been accepted?

How will you choose a school if you are offered more than one place?

Why did you apply to this school?

Do you have any questions about this school?

How do you plan to finance your graduate education?

What are your plans if you are not accepted this year? What if you are never accepted?

What will you find most difficult about medical (vet, dental) school? How will you handle that?

* * *

After reviewing all of the above questions, you will be tempted to steer every moment in your interview toward your prepared answers, specific accomplishments, and the variety of ways you have planned to shine. While being prepared is admirable, the last thing to remember is perhaps the most crucial: Let your interviewer control the direction and pace of the interview. If your interviewer lights up when you mention your love of gourmet cooking, much of your interview may become a discussion of this one aspect of your life. Do not fret. Remember that they are evaluating your communication skills, maturity, integrity, etc.—in a way, it doesn't matter *what* the topic of conversation is, but rather *how* you talk about it. Senior faculty who are seasoned interviewers might enjoy discussing something different from what they've heard before. At the same time, less experienced interviewers, such as current students, may want to get through a prearranged script in a relatively short period of time. In the end, you do not know the exact motives of your interviewer, so it is best to follow their lead. Many pre-health students pride themselves on being leaders, not followers, and this aspect of a successful interview can be the most difficult for them to grasp.

THE INTERVIEW AND NEXT STEPS IN THE APPLICATION PROCESS:

- After your interview, you will receive information about your status. You might be accepted, rejected, or placed on hold. Schools vary greatly in the time they take to make and communicate decisions; you may hear a decision within a week or you may not hear anything for quite a while. At the end of your interview day, it is appropriate to ask when you should expect to hear from the school.
- If you receive an acceptance, you will have a certain period of time to make a decision and you may be required to put down a deposit. Allopathic schools will refund all deposits through the end of April. The AAMC has a set of guidelines for medical school admissions officers and medical school applicants (often called “the traffic rules”) that describe each group’s responsibilities in this process. You should be cognizant of and follow these rules. See www.aamc.org/students/applying/recommendations. TMDSAS has its own match system for admissions decisions. See the TMDSAS website for complete details.
- Osteopathic medical schools require non-refundable deposits to hold a place in the class, and these deposits range from a few hundred to more than \$2,000.00. You should read the Application Process Guidelines in the Osteopathic Medical College Information Book for the AACOM traffic rules and schedule.
- Be sure to keep in touch with Glenn (for postbacks) or Gail (for undergraduates and alumnae) throughout the process. We are interested in your progress and want to know how things are going. Occasionally it will be hard for you to know if an interview has gone well. Talking it over can help. If you have concerns about an interview, contact us and we will help you sort out what happened.
- Try to be optimistic if you are wait-listed; many candidates are accepted from the wait-list during the spring and early summer. If you are wait-listed, please consult Glenn or Gail by mid-April about ways you can enhance your candidacy in this situation.

RESOURCES FOR INTERVIEW PREPARATION

- *American Medical News, Academic Medicine, The New Physician*, the Health section of major newspapers, healthcare blogs, etc.
- *The Medical School Admissions Requirements (MSAR), Veterinary Medical School Admissions Requirements, & ADEA Official Guide to Dental Schools*
- *AMA Journal of Ethics* <http://journalofethics.ama-assn.org/> (student and resident-driven journal)
- Univ. of Washington School of Medicine/Ethics in Medicine: Bioethics Topics:
<http://depts.washington.edu/bioethx/topics/index.html>

10. Professionalism during the Application Process

The practice of medicine is a profession that demands a great deal of responsibility, sensitivity, maturity, good judgment and interpersonal skills. You need to be professional throughout the entire process. Below are a few helpful reminders for this process:

1. Use a professional-sounding email address.
2. Review your signature file before you send an email. Having a simple signature with only your name and contact information is always a good bet.
3. Don't write any email correspondence to medical schools as if you are text-messaging or e-chatting with a friend. It's easy to do, so always review your emails critically before you send them.
4. Consider changing your cell phone voice mail greeting to a more professional greeting in case schools contact you by phone.
5. When you go to a school for an interview, turn your cell phone off or to vibration mode.
6. Your interview starts when you step onto the campus, not when you shake the admissions officer's hand. You never know if the medical student, administrative assistant, etc., has input for the admissions committee.
7. On interview day, you should dress conservatively and not wear excessive jewelry, cologne or perfume.

Online Persona

It is likely there is a significant amount of information about you that is publicly available on the Internet. Keep this in mind and recognize, right or not, that admissions committees and potential employers might check online to find out additional information about applicants.

The AAMC posted “How do I . . . Make Sure Social Media Doesn’t Hurt My Chances”? This offers perspectives from medical school admissions officers on the effects of social media might on the application process.

<https://www.aamc.org/students/aspiring/324178/socialmediadoesnthurt.html>

When online, consider these issues:

- Facebook, Instagram, Tumblr, etc. accounts are not always as secure as they purport to be. You must be careful about who has access to view your posts.
- Make sure you present the portrait that you want people to see. It is possible that employers or admissions officers might look up applicants before making an offer.
- Check your privacy settings often. Keep up-to-date on changes in these setting options.
- What you post on blogs and websites can be archived. Like email, nothing is ever truly deleted. If you are posting sensitive information, make sure it is in an absolutely inaccessible area.
- Even sites like Twitter, where content changes rapidly, can provide a way for others to form an opinion about you. It is a good idea to exercise discretion with online posts of any kind.
- It would be wise to use Google and other search engines to learn what is posted about you. You don’t want to be caught off-guard and discover that there is information that might portray you in an unflattering way.
- “Friending” post-interview: After your medical school interview you might receive a friend request on Facebook or Twitter from a medical student or administrator whom you met on your interview day. Such requests may make you feel uncomfortable as well as unsure about how to handle them. Think carefully before accepting friend requests. But, remember, you can choose to ignore such requests and to keep a professionally distant rapport. You are not obligated in any way to add people to your personal or professional networks.

Keep in mind that your online persona should match how you want to be portrayed (and hopefully who you are as a person).

11. Frequently Asked Questions

Please read this handbook, this list of frequently asked questions and the AMCAS, AACOMAS and TMDSAS online instructions. These documents include detailed information to provide easily-accessible answers to most questions. We recommend the AMCAS, AACOMAS and TMDAS instructions as a first step, since they are so comprehensive. If you need additional information or advice, please call Glenn or Gail, who will be happy to help you.

- 1. Many secondary applications ask if I have a “premedical committee letter.” Do I have this?** Yes, the letter from Glenn (for postbacs) or Gail (for undergrads and alums) serves as a committee letter. There is no need to list individual letters of recommendation.
- 2. How many semester hours do Bryn Mawr courses carry?** One unit of credit at Bryn Mawr equals 4 semester hours of credit. Intensive language courses that carry 1.5 credits are the equivalent of 6 semester hours. Look at your BMC transcripts for course credit information.
- 3. a. What about the confidentiality issue? Should I waive access to my recommendations or retain access?**
While it is your legal right to have access, our strong advice is that you waive your access. Medical schools tend to put more weight on confidential letters, believing, rightly or wrongly, that the writers will be more candid in their opinions if the student does not see the letters. Because of this, “waived” letters will probably be more helpful to you.
- b. If I retain my access, will the medical schools know?** Yes. If you retain access to your letters, they will be marked “non-confidential.”
- 4. If I have several letters of recommendation sent to my file, will Gail or Glenn choose which ones I should send?** No. You need to think carefully and choose wisely whom you are requesting to write for you. Please consult with Glenn or Gail if you need help with this process.
- 5. I am considering applying for Early Decision. If accepted, am I obligated to attend?** Yes. If you are applying to a school through early decision, you are not permitted to apply to any other schools until they make their decision. (It could be as late as October 1). Think over your decision carefully and consult with Glenn or Gail because there are advantages and disadvantages of the Early Decision Process. Be sure to note this on your Committee Letter Mailing Request Form. There are early deadlines for applications, MCAT scores, and letters of recommendation for early decision candidates.
- 6. My later academic performance is much better than my earlier work. Will that help my chances?**
Yes. Although medical schools will look at your overall GPA, they look most carefully at grades for your most recent science courses.
- 7. For postbacs: My postbac work is better than my undergraduate work; will that make a difference?**
Yes. Although medical schools value your overall GPA, they look most carefully at your most recent and your science work.
- 8. What are competitive MCAT scores?** Because the revised MCAT was administered so recently and only one cycle of applicants with these scores has applied to medical school, it is difficult to predict these values. We will have more information for you later in the season, as you prepare your applications.
- 9. I’m taking my last premed course this summer. Should I wait for the grades before I submit my AMCAS application?** Maybe. Only if grades will be posted by the first week in July. Do not wait until August to submit AMCAS. Send the application in by July 4, and send your summer transcripts to individual schools, *not* to AMCAS, as soon as you receive it (even if it is after you complete their secondary applications). If you are taking a one semester course that ends in late June, you may consider waiting until the course is over to submit your AMCAS application. Discuss your situation with Glenn or Gail.

- 10. Where should I apply?** Most students apply to 12-15 schools. Where do you want to go? Do you have a competitive application for those schools? Be aware of in-state/out-of-state ratios at schools and also look very closely at your state schools, where you probably have an advantage. Check the *MSAR* (Medical School Admissions Requirements) for the range of GPAs to give you a broad idea of how competitive a school is.
- 11. What about state residency?** If you are not sure about your state residency, ask the school where you would like to have state residency how they make residency decisions. Before contact the school, check their website, which might include the rules.
- 12. How will I know what school will be best for me?** That's always a difficult question to answer. Read *Section 8 and Appendices G and H* in this handbook carefully. Use your interview day to learn about the school. Talk to students, alums, friends and relatives. Read everything you can find about the school, including information on the school's website.
- 13. Which schools require math and upper level biology courses?** See the appendices* "Math Requirements" and "Advanced Science Coursework Requirements" for all U.S. medical schools during the most recent application cycle. We will update these lists as soon as possible after the publication of the next *Medical School Application Requirements*. In May, you should check the requirements for each school by reviewing their websites and the 2018 *MSAR* when it is published.

* Files of these appendices are also posted in the resources section of the HPAO website at www.brynmawr.edu/healthpro and are available for the postbacs on Moodle.

Appendix A

Undergraduate and Alumnae Calendar and Checklist (2/2018)

January 2018

- Write your autobiography and update your resume; send these documents to Gail by February 1, 2018. Consult the Career and Professional Development Office for help preparing a resume.
- You must meet with Gail before the start of spring break to discuss your autobiography and application plans for an “autobiography meeting.” This is required in order to receive a committee letter from Bryn Mawr.
- Review your official college transcript(s) to make sure that information is correct.
- If you plan to apply to osteopathic medical schools or to TMDAS schools and you studied abroad during college, note that it may be necessary to obtain and/or have translated an official transcript from the university abroad.
- Begin to request letters of recommendation for your premed committee collection of letters. It is helpful to have a resume available for those who agree to write a recommendation for you.

February 2018

- Attend the Medical School Application Workshop II (date TBA via the prehealth listserv).
- Meet with Gail to discuss your autobiography.

March 2018

- Note that autobiography meetings must be completed no later than March 9th.

April 2018

- Schedule an appointment with Gail to finalize your application plans. You must check in with her about your intentions to apply to medical school no later than the end of the spring semester exam period.

May 2018

- Remain in contact with Gail throughout the application process. While away from campus, you can connect with her via email, phone or Skype for help with your applications, personal statements, interview preparation, and more.
- **Please submit a draft of your application essay to get feedback from and to discuss with Gail.**

June 2018

June 1 is the deadline for the following materials:

- Submitting a signed copy of the Recommendation List.
- Date for all your recommendations to reach HPAO. You can check on your letters by emailing hpao@brynmawr.edu. HPAO staff will respond by email as soon as possible.
- **Send a copy of your AMCAS (or other primary) application to gglicksman@brynmawr.edu in June.**

By June 1, submit updates to enhance the information available for prehealth committee letter. Please send these to Gail Glicksman at gglicksman@brynmawr.edu:

Updates to your Resume

- Changes in contact Information.
- New Activities and Accomplishments. E.g., Graduation. Honors. Thesis title.
- Summer plans?
- Plans for 2018-19:
 - For graduates (incl. ‘18 grads): Where will you be living? Employment part-time or full-time? Additional courses? (Still developing your plans? Please let us know what you’re likely to do.)
 - Work. Volunteering, whether or not health-related. Engagement in research.
 - Leadership in campus or community groups: any new positions for this coming year?

Updates to your Applicant Data Form

- Please let us know of any changes: e.g., you now have an ID for AMCAS, ADEA, etc. You have changed your date for taking the MCAT/DAT. Your overall GPA and/or BCPM GPA have changed.

Updates to your Autobiography

- Please review your autobiography and note any changes, including new reflections and insights.

July 2018

- July 3 – Complete and submit to the Health Professions Advising Office (HPAO) the Medical Schools Mailing Request Form (available on the HPAO website for undergraduates and alumnae).

Throughout the application cycle

- Remain in contact with Gail. She is eager to help you with questions or concerns as you complete secondary applications, prepare for interviews, and beyond! She looks forward to helping you navigate this process.

Appendix B: For UG/Alums Application Documents: *When? Where?*

- **Undergraduate and Alumnae Calendar and Checklist for Fall 2019 Admission**
 - Available in password-protected HPAO Resources site and in the *Application Handbook* (Appendix A).
 - Please remember to review all “to do” items for May – July, for essential June 1 deadlines.
- **Letters of Recommendation Request Form**
 - Available in password-protected HPAO Resources site.
 - This form goes to each recommender; make sure to complete and sign your part at top of form. Recommender submits the signed form with their letter.
- **Letters of Recommendation**
 - All letters, including 2 Bryn Mawr science faculty, **DUE NO LATER THAN JUNE 1ST**.
 - **These go to Health Professions Advising Office (HPAO)** in Canwyll House via HPAO@brynmawr.edu (Lorraine Ellis & Marian Brill monitor this email) or via regular U.S. mail.
- **Waiver Form & Final Recommendation List**
 - Return to HPAO hpao@brynmawr.edu with copy to gglicksman@brynmawr.edu no later than noon on **JUNE 1ST**.
 - This confirms for us whose individual letters you are expecting us to send as part of the committee letter.
 - This also includes a waiver for the committee letter.
 - **Please schedule a time to talk with Gail about your recommendations before you submit your application.**
- **Transcript Request Forms**
 - Find them in your AMCAS 2019 application under “Course Work.”
 - **These go to the Registrar’s Offices** (including BMC’s in Guild Hall) at all schools where you took courses above the high school level, including schools where you took college courses while in high school.
 - Our Registrar asks you to complete a second form that is BMC-specific. Visit <https://www.brynmawr.edu/node/4054>
 - Do this any time **BEFORE EARLY JUNE**, the sooner the better, but make sure BMC Registrar knows to wait until spring grades are in before processing forms. For those completing degrees, please ask to wait for the final transcript with degree conferral.
- **AMCAS Letter Request Form for Committee Letter**
 - Find it in your AMCAS 2019 under “Letters of Evaluation”
 - Your committee letter author is Dr. Gail Glicksman, Assistant Dean.
 - Send it to HPAO (HPAO@brynmawr.edu) and copy gglicksman@brynmawr.edu **NO LATER THAN JUNE 1ST**.
- **AMCAS (or TMDAS, AACOMAS, AADSAS or other) Application**
 - Complete the application online.
 - Submit it electronically to the application service in **EARLY JUNE**. Please talk with Gail Glicksman about any special issues of timing for your specific application.
 - **Please submit a draft of your application essay to get feedback from and to discuss with Gail.**
 - **Send a copy of your AMCAS (or other primary) application to gglicksman@brynmawr.edu in June.**
- **Final List of Medical Schools Mailing Form**
 - This form is in the HPAO password-protected resources website.
 - Send to HPAO HPAO@brynmawr.edu and copy gglicksman@brynmawr.edu **no later than noon JUNE 30th**.
 - This list confirms where we should upload your committee letter. Most US schools participate in centralized application services so you would only tell us which service. For other schools – including international ones – you would list the school name and mailing address.
 - **Before submitting your application, please discuss your school choices with Gail Glicksman.**
 - If you make changes in the application services and/or schools where we should upload the recommendations over the summer/fall, make sure to email Lorraine Ellis and Marian Brill with an updated form.
- **Secondary/Supplemental Applications**
 - Schools send these directly to you; usually they email a link to an online app.
 - You must submit them to the schools directly **WITHIN 2 WEEKS**.
- **Please don’t forget the application materials to update no later than June 1st!!** These are listed in the “Undergraduate and Alumnae Calendar and Checklist for Fall 2018 Admission”

Appendix C

For Postbacs: Application Documents: *When? Where?* (2017 for 2018 Adm.)

- **Letters of Recommendation Request Form**
 - Available on Moodle under “Medical School Application Info”
 - Goes to each recommender; make sure to complete and sign your part at top of form
- **Letters**
 - From non-Bryn Mawr individuals, **DUE MAY 1ST**
 - From 2 Bryn Mawr science faculty, **DUE JUNE 1ST**
 - **They go to Health Professions Advising Office (HPAO)** in Canwyll House via HPAO@brynmawr.edu (Lorraine & Marian) or regular U.S. mail
- **Waiver Form & Final Recommendation List**
 - Complete at Group Meeting in early May or return to HPAO no later than noon on Wed May 10th
 - This confirms for us whose individual letters you are expecting us to send as part of the committee letter
- **Transcript Request Forms**
 - Find them in your AMCAS 2019 application under “Course Work”
 - **They go to the Registrar’s Offices** (including BMC’s in Guild Hall) at all schools attended above the high school level
 - Our Registrar asks you to complete a second form that is BMC-specific
 - Do it any time **BEFORE EARLY JUNE**, the sooner the better, but make sure BMC Registrar knows to wait until spring grades are in before processing forms
 - Note: If you applied to link and are now reapplying, this procedure is different from what you did last winter.
- **AMCAS Letter Request Form for Committee Letter**
 - Find it in your AMCAS 2019 under “Letters of Evaluation”
 - Your committee letter author is Dr. Glenn Cummings, Associate Dean
 - Send it to us at HPAO (HPAO@brynmawr.edu) or in person **NO LATER THAN JUNE 1ST**
- **AMCAS (or TMDSAS or AACOMAS) Application**
 - Complete online
 - Submit electronically in **EARLY JUNE**
 - Send a copy of your AMCAS (or other primary) application to HPAO@brynmawr.edu.
- **Final List of Medical Schools**
 - This form is available on Moodle.
 - It goes to HPAO via HPAO@brynmawr.edu by **JUNE 30TH AT NOON**
 - This confirms for us where you are applying; if anything changes about your list of schools over the summer/fall, make sure you email Lorraine and Marian
- **Secondary/Supplemental Applications**
 - They will come from your schools directly; usually you are emailed a link to online app
 - They go back to the schools directly **WITHIN 2 WEEKS**

Appendix D

BRYN MAWR COLLEGE HEALTH PROFESSIONS ADVISING OFFICE APPLICATION DATA FORM FOR FALL 2018 ADMISSION

Name: _____ Class: _____ ID#: _____ Date: _____

Please check all that apply about your decision to apply in the summer of 2018:

- Definitely, yes
- Unsure
- No

Please list the types of programs to which you are applying?

(e.g., DMD, MD and DO, MD and MD/PhD, MD/MPH, OD, PharmD, Other: _____)

Non Bryn Mawr email address to be used for the application process: _____

Note that this email address will be used for the Prehealth Advisor's Applicant List Serve.

Phone #: _____ State of Permanent Residency: _____

Major(s): _____

Minor (s): _____

Please calculate, list and include your overall undergraduate GPA and your science and math GPA (include only courses from the biology, chemistry, physics and math departments) but courses taken at BMC and elsewhere.

Overall GPA _____ BCPM GPA _____ (All Science & Math courses GPA)

CORE PREREQUISITE COURSE INFORMATION

Course Name Grades (Please list each grade ****separately****. E.g., Bio 3.3, 4.0; Gen Chem 3.7, 3.7)

Intro Biology _____

General Chemistry _____

Organic Chemistry _____

Intro Physics _____

Biochemistry (with lab?) _____

*Calculus (if taken) _____

*Statistics (if taken) _____

* Note that math requirements vary considerably between schools. Not all schools have math requirements.

If available, please include your ID numbers from the following application services:

AAMC ID# (allopathic medical schools & MCAT Service) _____

AACOMAS ID# (osteopathic application service) _____

TMDSAS ID# (Texas application services) _____

AADSAS ID# (dental school application service) _____

Application Service for other health profession _____

Please report your standardized test scores. If you have not yet taken it, please list when you plan to take the test.

MCAT Score(s) & Dates _____

DAT Score(s) & Dates _____

Other Test Scores _____

Appendix E

Autobiography Guidelines for Bryn Mawr College Undergraduates and Alumnae

PURPOSE: Your autobiography has two important functions:

1. It helps Gail Glicksman to get to know you better as you prepare for the application process.
2. It helps you clarify your thinking about your goals. It helps you organize the information you need to submit your professional school applications. It can help you come up with ideas for the various essays/personal statements you'll have to write during the application process.

This will only be read by Gail Glicksman. It is not sent to medical/dental/veterinary schools. Try to let your thoughts flow while writing the autobiography. This process can lead to good ideas for your personal statements and essays.

GUIDELINES

Before your "applicant interview," you must submit three items as separate Word documents:

- Your autobiography
- Your "applicant data form"
- Your resume

Please email these documents to gglicksman@brynmawr.edu using file name format: Last name, First Name Autobio.

A. INTRODUCTION - YOUR BACKGROUND, FAMILY HISTORY AND IMPORTANT INFLUENCES

- Discuss anything about your family and background that you think is relevant.

Please note that AMCAS and other centralized applications ask:

- Information about parents and guardians, including occupation and highest education level.
 - Information about your childhood: Family income level, number in household, family assistance program, paid employment before 18, your contribution to family expenses, how you paid for post-secondary education (% academic scholarship, need-based scholarship, student loan, other loans, family contribution, applicant contribution)
 - Disadvantaged status: AMCAS asks if you wish to be considered a disadvantaged applicant by your designated medical schools. You might consider yourself disadvantaged if you grew up in an area that was medically underserved or had insufficient access to State and Federal Assistance programs. If you select yes to be considered a disadvantaged applicant, you will have an additional 1,325 characters to explain why you believe you should be considered a disadvantaged applicant.
- Include where you were raised and discuss if it was an area considered medically-underserved.
 - Were any languages spoken at home other than English?
 - Discuss how your family and community shaped you. If these factors affected your motivation for medicine, then provide a very brief overview of the connection (in this section) and describe it in more depth in section H.
 - Include any background information that you consider "unique"/ "special" or anything else about your family and background that you think is relevant.
 - Identify any experiences that you're proud of.
 - If applicable, identify any experiences in which you overcome challenges. What strategies did you draw upon?
 - Anything else you want to share about yourself, such as hobbies, talents, travel etc.
 - Are any family members involved in medicine or other health professions and/or in medical education?

B. YOUR ACADEMIC HISTORY, INCLUDING

- Choice of major, minor(s) and why. What skills and insights have you gained from focus on these topics?
- Honors, grants or scholarships received, if any
- Thesis, if applicable
- Special academic endeavors (e.g. study abroad, 360, Praxis, independent studies, courses at Penn or Tri-Co)
- Research opportunities connected to your courses, if applicable
- Graduate or professional education and why you pursued it, if applicable
- If you think your grades and/or standardized test scores do not reflect your potential, please discuss this.

SECTIONS C and D: WORK AND ACTIVITIES To prepare for the professional school applications, which include sections for you to list work experiences, extracurricular activities, community service positions, etc., we ask you to complete sections C and D (if applicable). In addition, please review the examples at the end of this section to learn the formats required by AMCAS, AACOMAS, and AADSAS applications.

C. WORK AND ACTIVITIES DURING COLLEGE

- Take the opportunity include more information than you would on a resume, while still being clear and concise.

- Please note that typically, schools want to learn about activities participated in after high school graduation.
- Please share information about as many activities as you'd like. For the AMCAS application, you will be able to offer up to 15 activities, but it would be possible to combine some of these.
- For each experience you list, describe how the experience has affected you. For example, which competencies and insights did you gain? Did anything you observed surprise you? Did you identify any role models you'd like to emulate or those whose styles you found concerning? When considering competencies valued in the health professions, please review the list of AAMC competencies (below). E.g., which activities helped you to develop teamwork and/or leadership skills? Did any activities help you hone your ability to navigate stressful encounters?
- Whether or not you are applying to AMCAS, please list the 3 experiences that you would consider to be most meaningful and explain why you are selecting each of these experiences.

For each experience you list in Section C, please provide information using this format:

Experience Type: (Please select from the categories below) _____ **Most Meaningful Experience: Yes/No?** ___
 Experience Name: _____ Was the experience paid or unpaid? _____
 Dates: _____ Hours per Week: _____ Total Hours: _____
 Contact Name & Title: _____ Contact Email: _____
 Organization Name: _____ Plus City / State / Country: _____

If you worked in a research group, please list the full name of your immediate supervisor as well as the full name and title of the director of the research group.

Experience Description: Please describe your role and responsibilities – what did you do? Also please describe what you gained from it and how it has affected you.

Do you consider this one of your 3 most meaningful experiences? IF yes, please explain why you consider it so meaningful.

Types of activities to consider:

- Campus jobs or off-campus jobs during the academic year.
- Summer jobs
- Extracurricular activities – sports, volunteering, clubs, etc.
- Internships
- Research experience
- Clinically-related experience (Please note: All applications include space for this. For some secondary applications, this question requires an answer.)
- Community service
- Other professional or extracurricular experiences

PREMEDICAL STUDENTS: Please describe the extent of your patient contact/interaction experiences.

PREDENTAL STUDENTS: Please describe your dental experiences and list the hours for each as well as the total hours.

PREVET STUDENTS: Please describe your experiences working with animals and list the hours for each as well as the total hours.

D. WORK AND ACTIVITIES POST-COLLEGE (If applicable)

Please use the format from Section C (above), to list your post-college activities, including full time or part-time jobs, if applicable

- Volunteer and service-oriented positions
- Health-related experience

FORMATS FOR NOTING EXPERIENCES IN AMCAS, AACOMAS, AND AADSAS:

AMCAS

Experience Type: (Please select from the categories below) _____ **Most Meaningful Experience: Yes/No**
 Experience Name: _____ Dates: _____ Total Hours: _____
 Contact Name & Title: _____ Contact Email: _____
 Organization Name: _____ City / State / Country: _____
Experience Description:
IF Experience Type: Most Meaningful Experience: Yes, add Most Meaningful Experience Remarks

AACOMAS Enter professional experiences under these categories:

- **Non-Healthcare Employment:** Enter paid work done outside of the health care field; for example: a retail or restaurant job.
- **Extracurricular Activities:** Enter participation in any sports teams and/or activities through a recognized club or organization at the college or university.
- **Non-Healthcare Volunteer or Community Enrichment:** Enter volunteer work done outside of the health care field; for example, working for Habitat for Humanity, tutoring students, participating in or working for a fundraiser walk or blood drive, etc.
- **Healthcare Experience:** Enter both paid and unpaid work in the health or a health-related field where you are either directly or indirectly responsible for a patient's care.
 - You may NOT repeat hours between the sections. If the position duties encompass more than one section, enter the position in both sections and divide the hours and duties accordingly. (Example: a 40 hr./wk. position with 10 hrs./wk. of research and 30 hrs./wk. of direct patient care would be entered under both research and patient care sections with the appropriate hours and duties listed within each section.)
 - Please enter experiences you gained as a college student or post-college. High school experiences should not be included.
 - If you did not have an official title, you enter the type of activity you did; for example "Shadow," or "Volunteer," etc. The organization is the location where or for whom the work took place and the supervisor is the person who was responsible for you or was in charge of your activity.

AADSAS While ADEA AADSAS does not collect a resume, applicants are encouraged to use the experience section to provide detailed information about academic enrichment, dental shadowing, employment, activities, research and volunteer positions.

The definitions for these categories are as follows:

Academic Enrichment: Programs sponsored by colleges, universities or other not-for-profit organizations (e.g., Summer Medical and Dental Education Program/Summer Health Professions Education Program).

Dental Shadowing: Time spent officially following and observing a health care professional at work, preferably a dentist.

TABLE MENTIONED FOR SECTIONS C AND D:

AMCAS Work/Activities Categories:

- Artistic Endeavors
- Community Service/Volunteer - Medical/Clinical
- Community Service/Volunteer - Not Medical /Clinical
- Conferences Attended
- Extracurricular Activities
- Hobbies
- Honors/Awards/Recognitions
- Intercollegiate Athletics
- Leadership - Not Listed Elsewhere
- Military Services
- Other
- Paid Employment - Medical/Clinical
- Paid Employment - Not Medical/Clinical
- Physician Shadowing/Clinical Observation
- Presentations/Posters
- Publications
- Research/Lab
- Teaching/Tutoring/Teaching Assistant

E. EXPLAIN ANY GAPS (LONGER THAN 2 MONTHS) WHEN YOU WEREN'T WORKING OR IN SCHOOL

F. STANDARDIZED TEST PREPARATION

Please specify how you prepared for the MCAT/DAT/GRE if you have not taken it or how you plan to prepare for the test. Consider the strategies that helped you prepare for previous standardized tests. Did you have good experience with previous tests?

G. MOTIVATION FOR YOUR CAREER CHOICE – MEDICINE, DENTISTRY OR VETERINARY MEDICINE, etc.

Please discuss the following in your response:

- Why do you want to be a physician/dentist/veterinarian? Has the nature of the interest been changing?
- What have you done that will show medical, dental, or veterinary school admissions committees that your motivation for your career is informed by experience?
- Briefly describe where you might like to be in your professional life in 10 years.

- What distinguishes you as an applicant to medical, dental or veterinary school?

H. INSTITUTIONAL ACTION

Most professional school applications have questions about institutional action and criminal conduct that you are required to answer. If you will be answering “Yes” to any of the questions, it would help to discuss these situations in the autobiography meeting. In the early summer, prior to our submission of the committee letter, you will be asked to confirm whether or not you have been the recipient of institutional action from Bryn Mawr College.

For example the AMCAS medical school application states:

“You must answer “Yes” to this question if you were ever the recipient of any Institutional Action resulting from unacceptable academic performance or a conduct violation, even if such action did not interrupt your enrollment or require you to withdraw. You must answer “Yes” even if the action does not appear on or has been deleted from your official transcripts due to institutional policy or personal petition.

Were you ever the recipient of any institutional action by any college or medical school for unacceptable academic performance or conduct violation?”

Have you ever been convicted of, or pleaded guilty or no contest to, a Felony crime, excluding 1) any offense for which you were adjudicated as a juvenile, or 2) convictions which have been expunged or sealed by a court (in states where applicable)?

Have you ever been convicted of, or pleaded guilty or no contest to, a Misdemeanor crime, excluding 1) any offense for which you were adjudicated as a juvenile, 2) any convictions which have been expunged or sealed by a court, or 3) any misdemeanor convictions for which any probation has been completed and the case dismissed by the court (in states where applicable)?

I. ACADEMIC, PROFESSIONAL AND PERSONAL “COMPETENCIES”

(FOR YOU TO CONSIDER. NO WRITTEN RESPONSE REQUIRED.)

Many professional school secondary applications and interviews ask questions about a wide range of academic, professional, and personal qualities. In fact, AAMC Guidelines for writing letters of evaluation for medical school applicants suggest that recommenders describe how the applicant has demonstrated these “Core Competencies for Entering Medical Students.”

<https://www.aamc.org/initiatives/admissionsinitiative/332572/lettersofevaluationguidelines.html>

As you prepare for your personal statements/interviews, you might want to consider the ways that your experiences might convey the following attributes. During the autobiography meeting we can discuss this further. **No written response is required for this prompt.**

Thinking and Reasoning Competencies

- Critical Thinking
- Quantitative Reasoning
- Scientific Inquiry
- Written Communication

Science Competencies

- Living Systems
- Human Behavior

Interpersonal Competencies

- Service Orientation
- Social Skills
- Cultural Competence
- Teamwork
- Oral Communication

Intrapersonal Competencies

- Ethical Responsibility to Self and Others
- Reliability and Dependability
- Resilience and Adaptability
- Capacity for Improvement

Additional Resource – Essay Prompts:
Personal Statement Prompts – Examples for Centralized Applications – AKA “primary application essays”

AACOMAS

Your essay should be limited to 4,500 characters. Characters include spaces, carriage returns, and other formatting.
<http://help.unicas.com:8888/aacomahelpPages/instructions/supporting-information/personal-statement/index.html>

AMCAS

The space limit is 5,300 characters (approximately 1 page). Refer to *AMCAS 2018 Instruction Booklet* (2019 edition available April 2018).

- Use the Personal Comments essay as an opportunity to distinguish yourself from other applicants. Consider and write your Personal Comments carefully; many admission committees place significant weight on this section. Some questions you may want to consider while writing this essay are: Why have you selected the field of medicine? What motivates you to learn more about medicine? What do you want medical schools to know about you that hasn't been disclosed in other sections of the application? In addition, you may wish to include information such as: Unique hardships, challenges, or obstacles that may have influenced your educational pursuits. Commentary on significant fluctuations in your academic record that are not explained elsewhere in your application.
- If you apply to an MD-PhD program, you must complete 2 additional essays: the MD-PhD Essay and the Significant Research Experience Essay. Your responses will only be forwarded to your designated MD-PhD program(s).
 - The MD-PhD Essay: Use the MD-PhD essay to state your reasons for pursuing the combined MD-PhD degree. This essay is limited to 3,000 characters.
 - Significant Research Experience Essay: You must also provide an essay that describes your research experiences. In your essay, please specify your research supervisor's name and affiliation, the duration of the experience, the nature of the problem studied, and your contributions to the project. This essay is limited to 10,000 characters. If your research resulted in a publication on which you were an author, please provide the full citation in the Work/Activities section of your application.
 - Above this essay, you'll be asked to enter your total hours of prior research experience.

AADSAS

Your personal statement is a one-page essay (not to exceed 4,500 characters, including spaces, carriages, numbers, letters, etc.) that gives dental schools a clear picture of who you are and, most importantly, why you want to pursue a career in dentistry.
http://www.adea.org/GoDental/Application_Prep/The_Admissions_Process/Personal_statement.aspx#sthash.L4m8419C.dpbs

NB: For examples of “Secondary Application” Essay Prompts (required by each school), review the *Bryn Mawr College Application Handbook* chapter on writing personal statements.

Appendix F

Autobiography Guidelines for Postbacs: (2017-18 for 2018 Adm)

Purpose

Your autobiography has two important functions:

1. It helps you gather your experiences in one place, clarifying your thoughts about medicine and preparing you for important aspects of the application process, especially the Work/Activities section and the Personal Statement on your primary application (called “AMCAS”).
2. It helps Glenn when he writes your committee letter

Please view the autobiography as a *conversational* document. This will be read by Glenn only, so strive to be open and as personal as you feel comfortable being. If you “let yourself go” while writing the autobiography, the process will likely lead to several good ideas for your later application essays. Autobiographies are due (email to Glenn or Marian) no later than two days prior to your scheduled appointment.

Basics

- Please include your name and non-Bryn Mawr email address that you will use during the application process.
- Include your AAMC ID # if available (Texas residents please provide the TMDSAS ID # if available, DO applicants your AACOMAS ID #). These numbers probably won’t be available yet for most of you at the time you’re writing the autobiography.
- Please write in chronological order and be specific as possible.
- **Please attach an updated resume.**

Topics

Background, Family History, Important Influences, Passions/Hobbies

- Please include each parent’s occupation and highest education level
- Include where you were raised and discuss if it was an area considered medically underserved
- Were any languages spoken at home other than English?
- Discuss how your family and community shaped you and how this had an impact on your motivation for medicine (if applicable)
- Include any unique/unusual background information or anything else about your family and background that you think distinguishes you
- Please indicate if anyone in your family has any connections to medical schools, including their education and/or work experience
- What do you do for fun? How do you relieve stress? What are your hobbies/passions outside of work and school?

Academic History

- Choice of undergraduate institution and why
- Choice of major(s) and minors and why
- Honors, grants or scholarships received, if any
- Thesis, if applicable
- Special programs (i.e., study abroad)
- Academic research opportunities, if applicable
- Graduate or professional education (if applicable), degree granted, year, thesis; motivation for grad school

Work & Activities during College

Include the start and end dates and approximate number of hours per week for your main experiences and please write in chronological order. Take the opportunity to be more descriptive than you are on

your resume, yet concise; include the nature of the experience, as well as both how the experience had an impact on you and you on that experience. Reflect on how these experiences shaped your decision to go into medicine (if applicable).

- Medically related experiences – be specific about patient contact
- Research opportunities
- Volunteer/community service activities
- Leadership positions
- Jobs or internships during the academic year and summer
- Extracurricular activities including athletic teams, performing groups
- Travel (if significant)

Work and Activities Post-College/Pre-Bryn Mawr

Include the start and end dates and number of hours per week in chronological order. Take the opportunity to be more descriptive than a resume, yet concise; include the nature of the experience, as well as both how the experience had an impact on you and you on that experience. Reflect on how these experiences shaped your decision to go into medicine (if applicable).

- Full time jobs, if applicable
- Other jobs/internships
- Medically related experiences – please be specific about patient contact
- Research opportunities
- Volunteer/community service activities
- Leadership positions
- Other activities

Three Most Meaningful Work/Activities

On your primary med school application (called “AMCAS,” which is step 1 in the process), you will be asked to identify three work experiences or activities from the list above that you considered to be “most meaningful.” In the application you will have 1325 characters to address. AMCAS will ask you why you have chosen these experiences as your most significant. To quote the application: “. . . *In your remarks, you might consider the transformative nature of the experience: the impact you made while engaging in the experience and the personal growth you experienced as a result of your participation.*” Go back up to your description of your activities in this autobiography and indicate with an asterisk (next to the experience) the three experiences you deem most meaningful—and add a sentence or two explaining why you made these choices.

Institutional Action Question on AMCAS

Your AMCAS application will ask the following questions about institutional action and criminal conduct, which you are required to answer. Please address this in your autobiography if you will answer “yes” to any of the questions below.

- Were you ever the recipient of any institutional action by any college or medical school for unacceptable academic performance or conduct violation?
- Have you ever been convicted of, or pleaded guilty or no contest to, a Felony crime, excluding 1) any offense for which you were adjudicated as a juvenile, or 2) convictions which have been expunged or sealed by a court (in states where applicable)?
- Have you ever been convicted of, or pleaded guilty or no contest to, a Misdemeanor crime, excluding 1) any offense for which you were adjudicated as a juvenile, 2) any convictions which have been expunged or sealed by a court, or 3) any misdemeanor convictions for which any probation has been completed and the case dismissed by the court?

Bryn Mawr Postbac Premedical Program

- Discuss your grades for each of your courses at this point in the semester/year
- Volunteer work (start and end date, hours per week, discuss your responsibilities; please be specific about patient contact)
- Leadership/extracurricular activities
- If known, please discuss how you are preparing for the MCAT and when you plan to take the exam
- **Motivation for Medicine**
- Why you want to be a physician and the nature and development of this interest?
- What specific aspects of a medical career are attractive to you?
- Important factors which led you to change your career path to medicine

And Finally . . .

- Explain gaps in time (if more than two consecutive months) when you weren't working or in school
- If you think you might be applying through the consort/linkage process, do you know yet where you're applying? Most of you won't know this at the time you write your autobiography, which is fine. But if you do, please indicate the school as well as any special relationship with that school [i.e., a family member who attend(ed) or work(ed) that school]
- If you are not applying through the consort process and you know what your plans are for your glide year, please write about them. Again, most of you won't know this at the time you are writing your autobio
- Discuss what distinguishes you as a medical school candidate

That's it! You're done! (Don't forget to attach your resume)

FYI re: the Work/Activities Section on AMCAS

- We will talk a lot more about your AMCAS application later this year, as you prepare to complete it. However, at this point you might like to know that on the AMCAS you will be able to enter a maximum of 15 experiences in the Work/Activities section. If you have trouble limiting the number to 15, you are able to group together similar experiences (awards, publications, etc.). If you do not have 15, please do not worry. AMCAS is looking for quality over quantity
- Also, for each experience you list in the Work/Activities section, AMCAS requires that you include a contact person, along with a phone number or email address—someone who can verify your participation in the activity. They are aware that this is hard for some experiences; however, you need to do the best you can to provide a contact. We mention this now just for you to start thinking about who these individuals might be

FYI re: Competencies

Some medical school secondary applications and interviewers may ask questions focused on elucidating a wide range of academic, interpersonal, and intrapersonal “competencies.” You may recall that we discussed some of these competencies at our very first group meeting back in June. So, as you think about what you're bringing to medicine—how you're contributing, what's unique about you—, consider these AAMC-sanctioned “core competencies for entering medical students”:

Thinking and Reasoning Competencies

- Critical Thinking
- Quantitative Reasoning
- Scientific Inquiry
- Written Communication

- **Science Competencies**
- Living Systems
- Human Behavior

- **Interpersonal Competencies**
- Service Orientation
- Social Skills
- Cultural Competence
- Teamwork
- Oral Communication

- **Intrapersonal Competencies**
- Ethical Responsibility to Self and Others
- Reliability and Dependability
- Resilience and Adaptability
- Capacity for Improvement

Appendix G

Resources for the Application Process

The AAMC website – www.aamc.org/students - is a good place to start exploring resources as you plan to apply to medical school and as you plan for your training and practice. Among the helpful items:

- Comprehensive website for financial planning for medical students and residents
- National Application Data regarding Medical School Admissions Statistics <https://www.aamc.org/data/facts/>

Texas Medical and Dental School Application Service (TMDSAS) www.utsystem.edu/tmdsas

The website includes information about Texas residency requirements, school specific admissions requirements, and access to the online TMDSAS application.

Osteopathic Medicine - www.aacom.org

There are downloadable PDF files with overviews of osteopathic medicine, admissions requirements and training programs at individual osteopathic medical schools as well as information about financial planning.

Osteopathic Medical School Application Service (AACOMAS)

<http://www.aacom.org/become-a-doctor/applying/aacomas>

- AMCAS (or TMDSAS or AACOMAS or AADSAS) Applications Guides
- Each application service publishes detailed a manual available for download from its website.
- The application services also have applicant relation numbers so you can contact them to discuss complicated questions about the logistics of your application.

The following items can be purchased from the Publication section of the AAMC website www.aamc.org

AAMC Publications and Resources

- *Medical School Admissions Requirements – United States and Canada*
Provides admissions data about every school in the United States. Revised annually. The online edition is available every spring; you can purchase access to the online edition from the *MSAR* website <https://www.aamc.org/students/applying/requirements/msar/>
 - *MSAR* is available only as an online resource. A one-year subscription costs \$ 27. If you're applying now, consider purchasing access. We now have online access in Canwyll House for on-site use only.
- MCAT Preparation:
Please review the extensive resource list in this *Application Handbook* chapter on the MCAT.

Appendix H

Resources from the Health Professions Advising Office

A. Online materials for undergraduates and alumnae

The following resources are available on the Health Professions website. www.brynmawr.edu/healthpro
Visit the Resources section, a password-protected site that includes information to help you at all stages of the application process - even after acceptance. These include downloadable copies of this *Application Handbook*, PowerPoints for application workshops and special events (such as Financing Health Professions Training).

Postbac students can access these resources via Moodle.

1. Forms
 - a. Guidelines for writing your autobiography
 - b. Recommendation Request Form – you must fill out and give this form to each person who is writing a letter of recommendation.
 - c. Waiver Form and Final Recommendation List
 - d. Committee Letter Mailing Request Form (List of medical schools and medical school application services where you want us to send your prehealth committee letter.)
2. Professional School Advanced Course Requirements (updated versions of documents in this *Handbook*)
All documents are updated to correspond to the information provided in the most recent edition of the *Medical School Admission Requirements* publication (published in the spring) and school websites.
 - a. List of medical schools that have a math requirement
 - b. List of medical schools that require or strongly recommend advanced courses in science
 - c. List of medical schools that do not have specific course requirements
 - d. List of medical school policy on Advanced Placement credit
 - e. List of medical schools that consider international students
 - f. List of medical schools using MMI or CASPer
3. Financing Professional School
 - a. List of web links for official AAMC and other resources
 - b. Contact information for service-obligation scholarship programs
4. Useful links to sites for exploring careers in the health professions
 - a. Links to allopathic medical school associations
 - b. Links to MD/PhD program resources
 - c. Links to osteopathic medical school associations.
5. Resources Website for undergraduates and undergraduate alumnae
www.brynmawr.edu/healthpro/resources userid = healthpro; password = career1
(Only for use by the Bryn Mawr community)
 - a. PDF file of the Bryn Mawr College Medical School Application Handbook
 - b. Files from undergraduate medical school application workshops
 - c. Advice on completing TMSAS and AACOMAS applications-updated in June annually

B. Health Professions Advising Office Resource Room

- a. Subscription to the AAMC's *Medical School Admission Requirements*, an online resource which is available for use in Canwyll Resource Room.
- b. Medical School Admissions Statistics for BMC undergraduate alumnae and postbacs
- c. Sample drafts of AMCAS essays from undergraduates and postbacs (only for Bryn Mawr community)
- d. MCAT review books

Appendix I

Allopathic Medical Schools with Additional Science Course Requirements 2016

(For Math Requirements see Appendix J)

For most U.S. medical schools, the minimum required science courses for admission include one year each with laboratory of general chemistry, organic chemistry, physics, and introductory biology. This table lists medical schools that have additional science requirements beyond those core courses. Nearly all medical schools encourage applicants to take upper-level courses in biology, especially biochemistry, to prepare for medical studies. **Please note that although biochemistry is only required by some medical schools, it would be helpful as you prepare for the MCAT.** For those with AP/IB credits in biology, a course in biochemistry will not satisfy the general biology requirement at most medical schools. If you have AP/IB credits for science courses, check carefully the policies regarding acceptance of AP credits for each medical school where you intend to apply. Medical schools prefer (and some require) that students supplement their AP/IB credits by taking upper-level college courses with labs in the same subjects.

In addition to science and math prerequisites several medical schools also require specific coursework in behavioral science, psychology or social science. Behavioral science requirements are NOT included in this table. It is important early in your academic career to review the requirements of your state medical schools to determine their complete set of requirements. You must complete all required courses prior to matriculation. Note that medical schools in Puerto Rico require 3-4 semesters of Spanish grammar/literature courses.

The information in this table was compiled from the 2016 edition of the *Medical School Admissions Requirements* (MSAR) published online by the Association of American Medical Colleges (www.aamc.org) in April 2016 and from a September 2016 review of individual medical school websites. Only schools with specific requirements are listed in this table. This table is only meant to be a guideline. This table is only meant to be a guideline. In cases where we found discrepancies between the requirements listed in the MSAR and on the individual medical school website, we included the website information. You should review the MSAR and medical school websites for course recommendations before applying to individual medical schools. For current information, visit each school's website. AAMC's list of school sites is available at <https://students-residents.aamc.org/choosing-medical-career/article/required-premedical-coursework-and-competencies/>.

Medical School	Required Courses
Arizona University of Arizona College of Medicine – Phoenix	1 semester biochemistry 1 semester social sciences 1 semester behavioral sciences
Arkansas University of Arkansas College of Medicine	1 semester genetics 1 semester biochemistry 1 semester behavioral sciences
California Loma Linda University School of Medicine University of California, Irvine School of Medicine	1 semester biochemistry 1 semester biochemistry 1 semester upper level biology
Connecticut Yale School of Medicine University of Connecticut School of Medicine	1 semester biochemistry 1 semester biochemistry
DC George Washington University School of Medicine	1 semester biochemistry
Florida Florida State University College of Medicine USF Health Morsani College of Medicine University of Florida College of Medicine University of Miami School of Medicine	1 semester biochemistry 1 semester biochemistry 1 semester biochemistry 1 semester biochemistry 1 semester biochemistry 1 semester behavioral sciences

Georgia Medical College of Georgia at Georgia Regents University	1 semester biochemistry 1 semester of advanced chemistry
Medical College of Georgia at Augusta University	1 semester of biochemistry
Hawaii University of Hawaii John A. Burns School of Medicine	1 semester biochemistry 1 semester cell and molecular biology
Illinois University of Illinois College of Medicine	1 semester advanced level biology 1 semester social/behavioral sciences
University of Chicago Division of the Biological Sciences The Pritzker School of Medicine	1 semester of biochemistry
Chicago Medical School at Rosalind Franklin University of Medicine & Science	1 semester biochemistry
Iowa University of Iowa College of Medicine	1 semester biochemistry 1 advanced biology course 1 semester humanities or social/behavioral sciences
Kentucky University of Kentucky College of Medicine	1 semester of biochemistry
Louisiana Louisiana State University School of Medicine in New Orleans	1 semester biochemistry
Maryland Johns Hopkins University	1 semester biochemistry 1 semester humanities or social/behavioral sciences
Massachusetts Harvard Medical School	1 semester of biochemistry 1 semester biostatistics
Michigan Michigan State University College of Human Medicine	2 semesters upper level biology from one of the following areas anatomy, biochemistry, cell biology, embryology, genetics, microbiology, molecular biology, immunology, neuroscience, or physiology
Wayne State University School of Medicine	1 semester biochemistry 1 semester medical ethics
Minnesota Mayo Medical School	1 semester biochemistry
Missouri University of Missouri – Kansas City School of Medicine	1 semester biochemistry 1 semester genetics 1 semester social sciences
Nebraska Creighton University School of Medicine	1 semester of biochemistry 1 semester of physiology
University of Nebraska College of Medicine	1 semester biochemistry 1 semester genetics 1 semester humanities
Nevada University of Nevada School of Medicine	1 semester biochemistry 1 semester psychology
New Hampshire Geisel School of Medicine at Dartmouth	1 semester biochemistry
New Jersey Rutgers, Robert Wood Johnson Medical School	1 semester biochemistry (can be replaced with a second semester organic chemistry)

New Mexico University of New Mexico School of Medicine	1 semester biochemistry
New York New York Medical College	1 semester biochemistry
SUNY Upstate Medical University	1 semester biochemistry
Stony Brook University School of Medicine	1 semester biochemistry 1 semester psychology
North Carolina University of North Carolina at Chapel Hill School of Medicine	1 semester social sciences
North Dakota University of North Dakota School of Medicine and Health Sciences	1 semester psychology
Ohio Case Western Reserve School of Medicine	1 semester biochemistry
Ohio State University School of Medicine	1 semester biochemistry
Oklahoma University of Oklahoma College of Medicine	1 semester genetics 1 semester psychology 1 semester social sciences 1 semester humanities
Oregon Oregon Health and Sciences University School of Medicine	1 semester biochemistry 1 semester genetics 1 semester humanities or social sciences
Pennsylvania Pennsylvania State University	1 semester behavioral sciences 1 semester humanities
Rhode Island The Warren Alpert Medical School of Brown University	1 semester behavioral sciences 1 semester social sciences
South Dakota Sanford School of Medicine, the University of South Dakota	1 semester biochemistry
Texas Baylor College of Medicine	1 semester biochemistry 1 semester advanced biology 1 semester behavioral sciences 1 semester psychology 1 semester humanities 1 semester social sciences
Texas A&M University System Health Science Center	1 semester of biochemistry
Texas Tech University HSC Paul L. Foster School of Medicine at El Paso	1 semester biochemistry
University of Texas School of Medicine at San Antonio	1 semester biochemistry
University of Texas Southwestern Medical Center, Dallas	1 semester biochemistry
Utah University of Utah School of Medicine	1 semester biochemistry 1 semester cellular biology 1 semester humanities 1 semester social sciences

Washington University of Washington	1 semester humanities 1 semester social science 2 semesters advanced biology or chemistry
West Virginia Marshall University Joan C. Edwards School of Medicine	1 semester biochemistry 1 semester behavioral sciences 1 semester social sciences
West Virginia University School of Medicine	1 semester biochemistry 1 semester behavioral sciences 1 semester social sciences
Wisconsin Medical College of Wisconsin	1 semester biochemistry 1 semester psychology 1 semester social sciences
University of Wisconsin School of Medicine and Public Health	1 semester biochemistry

Appendix J

Allopathic Medical Schools with Math Requirements 2016

Approximately 41% of U.S. allopathic medical schools have a formal requirement for mathematics, although the specific math requirements vary extensively from school to school. Many medical schools will accept AP or IB credits to meet the math requirement, while other schools (e.g. some schools in the California state system) do not accept AP or IB credits for math courses.

The information in this table was compiled from the 2016 edition of the *Medical School Admissions Requirements (MSAR)* published by the Association of American Medical Colleges (www.aamc.org) in April 2016 and from a September 2016 review of individual medical school websites. Only schools with specific requirements are listed in this table. This table is only meant to be a guideline. In cases where we found discrepancies between the requirements listed in the *MSAR* and on the individual medical school website, we included the website information. For current information, visit each school's website. AAMC's list of school sites is available at <https://students-residents.aamc.org/choosing-medical-career/article/required-premedical-coursework-and-competencies/>.

You are responsible for reviewing the MSAR and medical school websites for course recommendations before applying to individual medical schools. Note that proficiency in basic statistical reasoning is strongly encouraged by most medical schools. In addition, for schools that require statistics, some schools only accept statistics courses taught by a math department. Note that you must complete all required math courses prior to matriculation; not prior to application to medical school.

Medical School	Required Courses
Alabama	
University of Alabama	Bio-Statistics/Statistics or 2 semesters college mathematics
University of South Alabama	2 semesters college mathematics
Arizona	
University of Arizona College of Medicine – Phoenix	1 semester of college mathematics, must be more advanced than algebra
Arkansas	
University of Arkansas College of Medicine	1 semester of statistics
California	
University of California, Los Angeles	1 semester calculus 1 semester college statistics
University of California, Riverside	12 quarter units of mathematics, to include introductory calculus & statistics
California Northstate University School of Medicine	2 semesters college mathematics
Colorado	
University of Colorado	2 semesters college mathematics, must be more advanced than algebra
Connecticut	
Frank H. Netter School Medicine at Quinnipiac	2 semesters college mathematics
District of Columbia	
Georgetown University	1 semester college mathematics or statistics
Howard University	2 semesters college mathematics or statistics
Florida	
Florida Atlantic University	2 semesters college mathematics
Florida International University	2 semesters college mathematics
Florida State University	2 semesters college mathematics
University of Central Florida	2 semesters college mathematics

Florida- continued	
University of South Florida	2 semesters college mathematics
Georgia	
Morehouse College of Medicine	2 semesters college mathematics
Medical College of Georgia at Augusta University	1 semester of probability or statistics
Iowa	
University of Iowa	1 semester advanced mathematics or statistics
Kansas	
University of Kansas	1 semester college mathematics
Kentucky	
University of Louisville	1 semester calculus or 2 semesters college mathematics / statistics
Louisiana	
Louisiana State University School of Medicine in New Orleans	1 semester statistics
Maryland	
Johns Hopkins University	2 semesters calculus or 1 semester calculus and 1 semester statistics
Uniformed Services University	1 semester calculus or statistics
Massachusetts	All applicants must complete a one year mathematics sequence that contains calculus and statistics. Biostatistics is preferred for the statistics portion of the requirement. See the admissions web site for more info.
Harvard Medical School	
Michigan	
Michigan State University	1 semester college mathematics following prep model, see website for more info.
Oakland University William Beaumont School of Medicine	2 semesters college mathematics
Missouri	
Washington University	2 semesters calculus or 1 semester calculus and 1 semester statistics
University of Missouri, Columbia	1 semester college mathematics
Nebraska	
Creighton University	1 semester statistics
University of Nebraska	1 semester calculus or statistics
New Hampshire	
Dartmouth Medical School	1 semester calculus or statistics
New Jersey	
University of Medicine and Dentistry of NJ Robert Wood Johnson Medical School (RWJ)	2 semester college mathematics, 1 of which is statistics or biostatistics
New York	
Icahn School of Medicine at Mount Sinai	2 semesters college mathematics
SUNY Upstate Medical University at Syracuse	1 semester of statistics

Stony Brook University School of Medicine	1 semester of statistics
North Dakota	
University of North Dakota	1 semester college mathematics
Ohio	(for the MSTP program only)
Case Western Reserve	2 semesters calculus or statistics
University of Toledo	2 semesters college mathematics
Wright State University Boonshoft School of Medicine	2 semesters college mathematics
Oregon	
Oregon Health and Science University	1 semester college mathematics
Pennsylvania	
Pennsylvania State University College of Medicine	2 semesters of mathematics
Puerto Rico	
Ponce School of Medicine	2 semesters college mathematics
Universidad de Central del Caribe	2 semesters college mathematics
Rhode Island	
Brown University	1 semester calculus or statistics
South Dakota	
University of South Dakota	1 semester college mathematics and 1 semester statistics
Texas	
Baylor College of Medicine	1 semester of mathematics
Texas A&M University	1 semester math-based statistics
Texas Tech University HSC Paul L. Foster School of Medicine at El Paso	1 semester of calculus or statistics
Texas Tech University HSC School of Medicine, Lubbock	1 semester math-based statistics
University of Texas Medical Branch at Galveston	1 semester math-based statistics
University of Texas School of Medicine at San Antonio	1 semester math-based statistics
University of Texas Southwestern Medical Center at Dallas	1 semester of calculus or statistics
Virginia	
Virginia Commonwealth University	2 semesters college mathematics
Virginia Tech Carilion School of Medicine	2 semesters of calculus or 1 of calculus and 1 of statistics
Wisconsin	
Medical College of Wisconsin	1 semester mathematics
University of Wisconsin	1 semester statistics

Appendix K

Allopathic Medical Schools Without Specific Course Requirements (2/2018)

This information was compiled from the 2018 edition of the *Medical School Admissions Requirements (MSAR)* published online by the Association of American Medical Colleges (AAMC; www.aamc.org) in April 2017 and from a February 2018 review of individual medical school websites.

Please note: although these schools do not list specific course “requirements,” many recommend specific courses or competencies. In some cases, these competencies and recommendations **exceed** the “basic requirements” and include biochemistry, advanced biology topics (e.g., cell/molecular biology, physiology, genetics), statistics, and behavioral and social sciences. For current information, visit each school’s website. AAMC’s list of school sites is available at <https://students-residents.aamc.org/choosing-medical-career/article/required-premedical-coursework-and-competencies/>.

California

Keck School of Medicine of the University of Southern California
Stanford University of Medicine
University of California, San Diego School of Medicine
University of California, Los Angeles David Geffen School of Medicine

District of Columbia

George Washington University School of Medicine and Health Sciences

Illinois

Rush Medical College of Rush University Medical Center
Southern Illinois University School of Medicine
University of Chicago Pritzker School of Medicine

Louisiana

Louisiana State University School of Medicine in Shreveport
Tulane University School of Medicine

Michigan

University of Michigan Medical School
Western Michigan University Homer Stryker M.D. School of Medicine
Central Michigan University College of Medicine

Mississippi

University of Mississippi School of Medicine

New York

Albert Einstein College of Medicine
Hofstra Northwell School of Medicine at Hofstra University Donald and Barbara Zucker SOM at Hofstra/Northwell
New York University School of Medicine

North Carolina

Duke University School of Medicine
Wake Forest School of Medicine

Ohio

University of Cincinnati School of Medicine

Pennsylvania

Drexel University College of Medicine
Lewis Katz School of Medicine at Temple University
Pennsylvania State University College of Medicine
Perelman School of Medicine at the University of Pennsylvania
Sidney Kimmel Medical College at Thomas Jefferson University

South Carolina

Medical University of South Carolina College of Medicine

Tennessee

East Tennessee State University James H. Quillen College of Medicine
Vanderbilt University School of Medicine

Texas

University of Texas at Austin Dell Medical School

Virginia

University of Virginia School of Medicine

Appendix L

U.S. Medical Schools that Consider International Applicants 2016

This information was compiled from the 2016 edition of the *Medical School Admission Requirement* and from a September 2016 review of school websites. We have included schools that will consider international applicants only under special conditions so this list is more extensive than some other sources.

	College Name	Website	Special Requirements
CA	Keck School of Medicine of University of Southern California	http://www.keck.usc.edu/education/md-program/admissions/	
CA	Loma Linda University School of Medicine	http://medicine.llu.edu/admissions/international-students	1 year US college
CA	Stanford University School of Medicine	https://med.stanford.edu/md-admissions.html	1 year US college
CA	University of California, Davis, School of Medicine	http://www.ucdmc.ucdavis.edu/mdprogram/admissions/internationalapplicants.html	
CA	University of California, Los Angeles David Geffen, School of Medicine	http://apply.medschool.ucla.edu/body.cfm?id=57	
CA	University of California, San Francisco, School of Medicine	http://meded.ucsf.edu/admissions/getting-started	On a case-by-case basis
CT	University of Connecticut School of Medicine	http://medicine.uhc.edu/prospective/faqs/faqs_admissions.html	
CT	Yale University School of Medicine	http://oiss.yale.edu/	
DC	Georgetown University School of Medicine	https://som.georgetown.edu/prospective-students/degrees/md/faq#international	
DC	George Washington University School of Medicine and Health Sciences	http://smhs.gwu.edu/imp/programs/international-scholars/md-program-international-students	1 year US college
DC	Howard University College of Medicine	http://www.howard.edu/enrollment/admission/international.htm	
GA	Emory University School of Medicine	https://www.med.emory.edu/education/admissions/md/international_applicants.html	Science credits completed in US
HI	University of Hawaii, John A. Burns School of Medicine	http://jabsom.hawaii.edu/ed-programs/md-program/admissions-program/faqs/	Science credits completed in US
IL	Chicago Medical School at Rosalind Franklin University of Medicine & Science	http://www.rosalindfranklin.edu/DegreePrograms/AllopathicMedicine/FAQ.aspx	
IL	Northwestern University The Feinberg School of Medicine	http://www.feinberg.northwestern.edu/admissions/process/roles/international.html	3 years US, UK, or Australia college
IL	University of Chicago Division of the Biological Sciences The Pritzker School of Medicine	https://pritzker.uchicago.edu/admissions/faq.shtml#int	1 year US science credits
IL	University of Illinois College of Medicine	http://rockford.medicine.uic.edu/StudentServices/international_students	
KY	University of Kentucky College of Medicine	https://meded.med.uky.edu/international-students	
KY	University of Louisville School of Medicine	http://louisville.edu/medicine/admissions/policies/residency-requirements	Must be pending permanent residency or DACA status, family ties to Kentucky
LA	Tulane University School of Medicine	https://tulane.edu/som/admissions/upload/FAQ-FINAL_2015-2.pdf	
MA	Boston University School of Medicine	http://www.bumc.bu.edu/busm/admissi	

		ons/application-process/	
MA	Harvard Medical School	http://hms.harvard.edu/departments/admissions/admissions-faqs#international	1 year US college
MA	Tufts University School of Medicine	http://medicine.tufts.edu/Admissions/International-Applicants	
MD	Johns Hopkins University School of Medicine	http://www.hopkinsmedicine.org/som/admissions/md/application_process/international_applicants.html	1 year US college, TOEFL
MI	Central Michigan University College of Medicine	https://www.cmich.edu/colleges/cmed/Education/MDProgram/Admissions/Pages/FAQ.aspx#International	Must be permanent resident of US or documented asylees
MI	Oakland University William Beaumont School of Medicine	https://www.oakland.edu/medicine/admissions/frequently-asked-questions/	Must be permanent resident of US and complete 1 or 2 years in US college
MI	Wayne State University School of Medicine	http://admissions.med.wayne.edu/nonresident.php	Must be permanent resident of US, 2 years undergrad and science credits completed in US
MN	Mayo Medical School	http://www.mayo.edu/mshs/admissions/international-applicants	Must be permanent resident or refugee of US, TOEFL iBT
MO	Saint Louis University School of Medicine	www.slu.edu/undergraduate-admission/international-admission/faqs-from-international-applicants	
MO	Washington University in St. Louis School of Medicine	https://mdadmissions.wustl.edu/how-to-apply/requirements/	
NC	Duke University School of Medicine	https://medschool.duke.edu/education/student-services/office-admissions/admissions-process	On case-by-case basis
NC	University of North Carolina at Chapel Hill School of Medicine	http://www.med.unc.edu/admit/general-info/faqs	
NH	Geisel School of Medicine at Dartmouth	http://geiselmed.dartmouth.edu/mdphd/admissions/international/	3 years US undergrad
NJ	Rutgers New Jersey Medical School	http://sph.rutgers.edu/admissions/apply.html	Transcripts in English, TOEFL
NJ	Rutgers, Robert Wood Johnson Medical School	http://rwjms.umdnj.edu/education/admissions/selection_process.html	
NM	University of New Mexico School of Medicine	http://som.unm.edu/education/md/apply/residency.html	
NY	Albert Einstein College of Medicine	https://www.einstein.yu.edu/education/md-program/admissions/international-students/	1 year US science credits
NY	Columbia University College of Physicians and Surgeons	http://www.ps.columbia.edu/education/admissions/faqs	1 year US premed
NY	Icahn School of Medicine at Mount Sinai	http://icahn.mssm.edu/education/medical/admissions	1 year US sciences, SAT or ACT
NY	New York Medical College	http://www.nymc.edu/school-of-medicine-som/admissions--financial-aid/how-to-apply/applying-as-an-international-applicant/	All course requirements taken at US college
NY	State University of New York Upstate Medical University	http://www.upstate.edu/com/admissions/international.php	US undergrad
NY	Stony Brook University School of Medicine	http://medicine.stonybrookmedicine.edu/admissions_SOM#state	All course requirements taken at US college
NY	Weill Cornell Medical College	http://weill.cornell.edu/education/admissions/app_faq.html	1 year US science credits

OH	Case Western Reserve University School of Medicine	http://case.edu/medicine/admissions/application-process/international-student-faqs/	1 year US science credits
PA	Pennsylvania State University College of Medicine	https://www2.med.psu.edu/mdadmissions/admissions/application-process/international-applicants/	US undergrad degree
PA	Raymond and Ruth Perelman School of Medicine at the University of Pennsylvania	http://www.med.upenn.edu/admissions/faq/	
PA	Sidney Kimmel Medical College at Thomas Jefferson University	http://www.jefferson.edu/university/skmc/admissions/faq.html	US undergrad degree
PA	University of Pittsburgh School of Medicine	http://www.medadmissions.pitt.edu/application-process/documents/internationalstudentpolicyfinalupdated4-30-2014.pdf	1 year US college, TOEFL
PR	San Juan Bautista School of Medicine	http://www.sanjuanbautista.edu/school/md-program/requirements.html	
RI	The Warren Alpert Medical School of Brown University	https://www.brown.edu/academics/medical/admission	1 year US college
SC	University of South Carolina School of Medicine, Greenville	http://greenvillemed.sc.edu/admission_international.shtml	Must be permanent resident of US with degree from US college
TN	Meharry Medical College	https://www.mmc.edu/prospectivestudents/admissions/school-of-medicine/	Must be permanent resident of US. TOEFL.
TN	Vanderbilt University School of Medicine	https://medschool.vanderbilt.edu/md-admissions/frequently-asked-questions	1 year US college
TX	Baylor College of Medicine	https://www.bcm.edu/education/schools/medical-school/admissions/requirements	
TX	University of Texas at Austin Dell Medical School	http://dellmedschool.utexas.edu/faq/admissions	Must be permanent resident of US
TX	McGovern Medical School at University of Texas at Houston	https://med.uth.edu/admissions/admissions-criteria/	Must be permanent resident of US
UT	University of Utah School of Medicine	http://medicine.utah.edu/students/programs/md/admissions/faqs.php#international	US undergrad degree
VA	University of Virginia School of Medicine	https://med.virginia.edu/admissions/application-process/international-students/	US undergrad degree
VA	Virginia Commonwealth University School of Medicine	http://www.medschool.vcu.edu/admissions/md/faq/#q5	Must be permanent resident of US with degree from US college.
WI	Medical College of Wisconsin	http://www.mcw.edu/Medical-School/Admissions.htm	US undergrad degree
WV	West Virginia University School of Medicine	http://medicine.hsc.wvu.edu/students/office-of-admissions/how-to-apply/	

Appendix M

Osteopathic Medical Schools that Consider International Applicants 2016

Source: *Osteopathic Medical College Information Book 2017 Entering Class*, AACOM, April 2016, Page 18.

College	Additional Information for International Student Applicants
Arizona COM of Midwestern University (AZCOM/MWU)	International student requirements are posted on our website at https://www.midwestern.edu/programs_and_admission/international_cost_of_attendance.html .
Burrell College of Osteopathic Medicine (BCOM)	Requirements can be found at www.bcomnm.org .
Campbell University Jerry M. Wallace SOM (CUSOM)	CUSOM policies can be found at www.campbell.edu/cusom .
Chicago COM of Midwestern University (CCOM/MWU)	Requirements can be found on our website: www.midwestern.edu/course-catalog-home/downers-grove-il-campus/chicago-college-of-osteopathic-medicine/admissions/international-applicants.html .
Kansas City University of Medicine and Biosciences COM (KCUMB-COM)	Requirements can be found on our website: www.kcumb.edu/admissions/international-students/ . International applicants who are in a pending status for permanent residency are not eligible for admissions to KCUMB.
Lake Erie COM (LECOM)	International students (non-U.S. citizens or non-permanent residents) will be considered on an individual basis. Non-U.S. citizen/permanent resident applicants must provide documentation verifying that sufficient funds are available in a U.S. bank to cover all expenses to complete the program at LECOM. Additional requirements and information are available by contacting the Admissions Office at admissions@LECOM.edu .
Lincoln Memorial University–DeBusk COM (LMU-DCOM)	LMU-DCOM’s policy for international students can be found at www.lmunet.edu/academics/schools/debusk-college-of-osteopathic-medicine/do/admissions/international-students .
Marian University COM (MU-COM)	Requirements can be found on our website at http://www.marian.edu/osteopathic-medical-school/admissions/international-students .
Michigan State University COM (MSUCOM)	MSU policies can be found at oiss.isp.msu.edu .
Philadelphia COM (PCOM)	Requirements can be found at pcom.edu/admissions .
Georgia Campus-Philadelphia COM (GA-PCOM)	Requirements can be found at pcom.edu/admissions .
Nova Southeastern University COM (NSU-COM)	Contact intl@nova.edu or call 1-800-541-6682, ext. 27240. Requirements can be found on our website at www.osteopathic.nova.edu .
Rowan University SOM (RowanSOM)	Call the Admissions Office for information, (856) 566-7050.
Touro COM (TouroCOM-NY)	Asylum applicants will provide documentation from their attorney to the Registrar’s department, which handles international student affairs. Other international students are required to provide proof of their I-20 student status and successfully obtain F-1 and I-20 prior to matriculation.
University of New England COM (UNECOM)	Non-U.S. residents offered acceptance must submit the International Student Supplemental Application Form and an officially certified bank statement indicating that the applicant has sufficient funds in U.S. dollars to cover the annual cost of attendance.
University of North Texas Health Science Center/Texas COM (UNTHSC/TCOM)	Applicants are classified as either residents or non-residents in accordance with the rules and regulations set forth by the Texas Higher Education Coordinating Board. Applicants are classified regardless of immigration status.

Edward Via COM – Auburn Campus (VCOM-CC)	In select cases - see www.vcom.edu/catalog .
Edward Via COM – Carolinas Campus (VCOM-CC)	In select cases - see www.vcom.edu/catalog .
Edward Via COM – Virginia Campus (VCOM-VC)	In select cases - see www.vcom.edu/catalog .
Western Univ. of Health Sciences–COM of the Pacific (Western U/COMP)	Pomona, CA campus: Applicants who are not U.S. citizens and who are living in the U.S. should be prepared to provide proof of legal U.S. residency at the time of interview. If eligible, Form I-20 will be issued only after an offer of acceptance. Lebanon, OR campus: We cannot accept applications from international students.
William Carey University COM (WCUCOM)	Applicants who are not U.S. citizens and who are living in the U.S. should be prepared to provide proof of legal residency at the time of interview. If eligible, Form I-20 will be issued only after an offer of acceptance.

Appendix N

Selecting a Medical School: Thirty-Five Questions I Wish I Had Asked

Prepared by the AAMC's Organization of Student Representatives (OSR)

Medical schools, like individuals, are very different—in their philosophies, faculties, curricula, and the type of students they attract. As a result, selecting the "best" medical school for you can be challenging.

The following list of questions—compiled by medical students from across the country—is designed to help you evaluate the schools you will visit. This list is by no means complete; it was designed to serve as a base for your own questions. Make sure to research each institution before the interview so you can ask informed questions.

The interview represents a valuable learning opportunity for you, so don't be shy about asking anyone your questions. Congratulations on your career choice and good luck with your interviews!

Curriculum

1. Are there any special programs for which this medical school is noted?
2. Please tell me more about the integrated curriculum.
3. What modalities are used for student lectures?
4. What are the opportunities for research? What are the policies for taking time off for research opportunities?
5. How do students get assistance if an academic need arises?
6. Is there flexibility in the coursework (the number of electives) and the timing of the courses (accelerating, decelerating, and time off) during the pre-clinical and clinical years?
7. Are standardized tests used such as the NBME shelf exams?
8. Has this medical school, or any of its clinical departments, been on probation or had its accreditation revoked?
9. How do students from this medical school perform on the National Board Examinations? How does the school assist students who do not pass?

Evaluations

10. How are students evaluated academically? How are clinical evaluations performed?
11. Is there a formal mechanism in place for students to evaluate their professors and attending physicians? What changes have been made recently as a result of this feedback?

Counseling/Student Support

12. What kind of academic, personal, financial, and career counseling is available to students? Are these services also offered to their spouses and dependents/children?
13. Is there a mentor/advisor system? Who are the advisors—faculty members, other students, or both?
14. How diverse is the student body? Are there support services or organizations for ethnic/cultural minorities, LGBT students, and women?

Facilities

15. Tell me about the library and extracurricular facilities (i.e., housing and athletic/recreational facilities). Is designated study space available?
16. Are students required to have a laptop?
17. What type of clinical sites — ambulatory, private preceptors, private hospitals, rural settings, international—are available or required for clerkships? Does this school allow for students to do rotations at other institutions or internationally?
18. Is a car necessary for clinical rotations? Is parking a problem?

Financial Aid

19. What is the current tuition and fees? Is this expected to increase yearly? If so, at what rate?
20. Are there stable levels of federal financial aid and substantial amounts of university/medical school endowment aid available to students?
21. Are there students who have an "unmet need" factor in their budget? If so, how do these students come up with the extra funds?
22. Are spouses and dependents/children covered in a student's budget?
23. Are there services/staff available to assist students with budgeting and financial planning?
24. Does this school provide guidance to its students and to its graduates/alumni, on debt management?

Student Involvement

25. What medical school committees (e.g., curriculum committee) have student representation?
26. Are students involved in (required or voluntary) community service?
27. How active is the student council/government? Are there other active student organizations?

Policies

28. What is the student medical insurance coverage and what is the cost to students?
29. Is there an established protocol for dealing with student exposure to infectious diseases?
30. Does this school provide, or does the student pay for, vaccinations against Hepatitis B or prophylactic AZT treatment in case of a needle-stick or accident?
31. Is disability insurance provided to cover exposure?
32. Is there a school honor code? Is there a grievance process/procedure? Are the students involved?

Residency

33. May I see a list of residency programs to which this school's recent graduates were accepted?

Questions to Ask Yourself

34. Does this school have strengths in the type of medicine (primary versus specialized care, urban versus rural practice environment, academic medicine versus private practice) that I will want to practice?
35. Would I be happy at this school for at least the next four years?

Source: www.aamc.org/students/applying/programs

Appendix O

Where Will You Thrive?

Reprinted from "The New Physician" April 2005

After years of studying, preparing for the Medical College Admission Test and taking care of the myriad of details involved with applying to medical school, you are looking forward to the day when you can choose among your acceptances. Of course, this is a luxurious and envious position, but making such an important decision can still be stressful and challenging. How do you go about selecting the institution that's right for you? How will you know you have made the best choice?

Well there is some good news. Unlike applying to college, when you had more than 3,000 institutions from which to choose-ranging in size from a few hundred to tens of thousands of students, granting a variety of degrees and offering programs from engineering to fashion design to liberal arts-there is much less choice among medical schools. There are only 125 M.D. degree-granting schools in the United States. And a four-year curriculum covering certain basic biomedical sciences and offering clerkships in various clinical settings is standard.

With a rigorous accreditation process, you are guaranteed a quality education at any medical school. With the high standards and competition for admission, you can be assured that your classmates will be bright and motivated, no matter where you decide to go.

So how do you choose?

First, know as much as you can about each institution-10 essential areas to investigate are detailed below. Start your research by visiting the school's Website and reading all the literature you can find on the institution. Talk with current students; the school of your undergraduate health professions adviser may be able to provide contacts. Also, be sure to speak with recent graduates who will have a better sense of the school than will older alumni. And lastly, visit the campus again, if possible.

What topics should you explore? Here are the top 10:

Mission-Read what the school says about its mission. Sometimes the language is vague, but there are institutions that clearly state the mission to educate primary care physicians for their states or regions, or to produce leaders in academic medicine. If a school's stated mission is quite different from your goals, then it is probably not a good match for you.

Culture-What is the feel of the school? This may be the most difficult variable to measure and certainly cannot be done without spending time on campus. Some schools have reputations for being high-powered, or laid-back or competitive. Don't assume those reputations are reality. Check it out for yourself.

Curriculum-How recently has the school done a serious evaluation of its curriculum and made meaningful changes? How much has it incorporated problem-based learning into its teaching? Problem-based learning takes place in small seminar settings where students are given a medical scenario and work as a team to determine what information they need to solve it. Then they take responsibility for finding that information and resolving the problem together. The opposite of problem-based learning would be lecture instruction. Knowing your learning style will help you determine if a particular curriculum would suit you better. And what about non-science courses? Does the school devote time to such important issues as biomedical ethics, cultural competence, health economics, nutrition and others-especially ones that interest you?

Clinical facilities-Where will you learn clinical medicine? Has the school made an effort to diversify the settings in which you will train? Will you have well-respected, tertiary-care teaching hospitals, as well as community hospitals, long-term care facilities and ambulatory care settings? Diversity will prepare you for modern medical practice.

Outside learning opportunities-Does the institution support and even encourage students to use elective time to rotate through other domestic hospitals or international medical settings? How easily is this accomplished, and what percentage of students takes advantage of such programs?

Early clinical exposure-How early will you enter a clinical setting and have real patient contact? For what period of time? At what level of responsibility? Most students want early clinical experiences, and most medical schools have responded, but get the details.

Evaluations-How is learning measured and reported? Does the school use letter grades or honors/pass/fail or simply pass/fail? Different people need different motivators. Be honest with yourself about what would work best for you, and don't automatically assume a school that gives letter grades has a more competitive student body than one that uses pass/fail.

Faculty relationships-How available will faculty be to you? How supportive will they be? Is there a system of advising that formalizes that support?

Research-What opportunities are there for the average medical student to engage in research? Are there summer programs after first year? Are there elective rotations? Is funding available or support for seeking grants? What percentages of students engage in research?

Joint degree programs-Are there any, and if so, how do they work? Can you apply to one after you have begun medical school? Does the institution offer financial support? What portion of the student body participates in a joint program?

Answering these questions will provide you with a broad range of characteristics to consider and will make you feel more confident in your medical school selection.

You owe it to yourself to do the homework, and do it for yourself. Don't let someone else tell you that a school with pass/fail grading is the only way to go or that research opportunities don't matter if you know you want clinical medicine. Be a savvy consumer, and choose what's right for you.

Recognizing personal needs

Beyond learning the specifics of the medical education and school environment, you must also consider your personal needs. Medical school is an extremely demanding four years. Having a support network of family and friends nearby can be helpful. They will need to understand you will have little time to spend with them, but being able to get home easily for a family birthday party or to have a friend to spend a few hours on a Sunday afternoon talking about something other than medicine can provide you with the social environment you need to succeed.

In addition, if you prefer warm weather or love winter sports, then climate and location must play some role in where you decide to spend those four years.

What about rankings?

The danger of medical school rankings is that they are so neat and clear that it is tempting to look at a list and take the easy way out-choose the school that is ranked highest and is, therefore, the "best." But this presents two problems: It is often unclear what factors are used to determine the rankings, and more importantly, the best school for you is the one where *you* will thrive. No rank-order list can tell you that.

Remember, your individual success is more important than the specific school you attend.

Appendix P

Sample Medical School Secondary Application Essay Questions

Recent Application Cycles

A. Sample MD Secondary Application Essay Questions

Note: This list is a compilation of secondary application questions from recent application cycles. There are no guarantees that these schools will use these questions again. These are provided as a guide to help you start thinking about the types of questions you might encounter in secondary applications. Reviewing the questions, you will notice themes in the types of questions: e.g., Explain why you would be a good fit for this school's mission. Describe any special circumstances you have encountered. Explain any gaps in your studies. Why do you want to become a physician? Identify a challenging situation and describe how you responded to it.

Please note that we have compiled these prompts from feedback of Bryn Mawr students and where possible, we have found prompts from schools. We have tried to include a broad array of schools and to ensure that these are as current as possible. As a supplement to these questions, you might want to review the secondary application prompts in the online resources of Prospective Doctor (PDr) and StudentDoctor.Net (SDN). Those databases rely on contributions by readers. In any given year, it's possible that no readers offer updated information for some of the schools.

Arizona

^{NEW} Mayo Clinic School of Medicine - Arizona (AZ Campus of Mayo School of Medicine): Please indicate whether you wish to be considered for the AZ/FL 2+2 Track (select one) NOTE: A maximum of eight (8) students will be selected each year for the FL 2+2 track from the entire MCSOM applicant pool. Students admitted to this highly competitive program will spend Didactic Years 1-2 based on the MCSOM Campus in Scottsdale, AZ and will complete the clerkship Years 3-4 based on the MCSOM Campus in Jacksonville, FL. For more information on the Florida 2+2 Track, please visit our website at www.mayo.edu/mayo-clinic-school-of-medicine. SHORT ANSWER: Please tell us in a few sentences why you are interested in the AZ/FL 2+2 Program (50 words or less. Please leave blank if you DO NOT wish to be considered for this program.) Please tell us why you are specifically interested in pursuing your medical education at Mayo Clinic School of Medicine – AZ even if you gain acceptances to other highly ranked medical schools? (500 words) Please tell us how you would contribute to the diversity of your medical school class at Mayo? (500 Words)

^{NEW} University of Arizona College of Medicine [Tucson]

1. Please share a meaningful experience you have had working or volunteering in the health professional field or a time in your past in which you were responsible for the care and well-being of someone else. What did you learn from this as it relates to becoming a physician? (Limit: 350 words)
2. Discuss a time in your life in which you have failed at something other than an academic experience. How did you confront the failure and what did you learn from it? Please describe how you typically approach challenges that you face in your life. (Limit: 350 words)
3. "The mission of the University of Arizona College of Medicine Office of Admissions is to select a diverse cohort of students who will become the future leaders in advancing health care to the distinct communities that comprise Arizona and the United States. Consistent with the mission of The University of Arizona College of Medicine, selection of individuals with a demonstrated commitment to serve as care providers, physician scientists, clinical leaders, medical educators and/or public health experts, including advocates for rural and urban underserved populations, is highly valued. Applicants seeking admission should exhibit qualities of altruism, academic excellence, leadership and dedication to becoming lifelong learners through research endeavors and academic development." Please describe the role(s) you can play in helping the College of Medicine to achieve its mission. (Limit: 350 words)
4. Describe the effect that your experiences with engaging diversity have had on your own growth and development. Provide an example and describe how it will impact your career in the medical profession. (Limit: 350 words)

^{NEW} University of Arizona College of Medicine- Phoenix

1. The UA College of Medicine – Phoenix values its culture, curriculum, and the community it serves. Which aspect(s) do you value the most? (Required, 350 words max)
2. How have the last 12–18 months confirmed your desire to pursue a career in medicine? (Required, 350 words max)
3. UA College of Medicine – Phoenix, in part, defines diversity as “Inclusive Excellence”. How will you add value – in these terms – to our learning community? (Required, 350 words max)
4. What else should the Admissions Committee know about you? Note: please do not repeat any aspect of your primary application or essays provided above. (Required, 350 words max)

California

Keck School of Medicine of the University of Southern California

Short-Answer Questions (3-5 sentences):

1. What is the most fun you've had lately?
2. If you had to give yourself a nickname, what would it be?
3. If you had enormous wealth, how would you allocate your charitable donations?
5. If you had enormous wealth, how would you allocate your charitable donations?
6. Describe a situation in which you didn't get something you felt you deserved. Essay (200 words):
7. Write a sentence that is not true, then tell us why you wish it were.

Stanford University School of Medicine

- Are there any current or pending disputes concerning your academic status? (If yes, please explain)
- Was your enrollment status ever interrupted during your undergraduate or graduate years, not counting summer term?
- The Committee on Admissions regards the diversity (broadly defined) of an entering class as an important factor in serving the educational mission of the school. The Committee on Admissions strongly encourages you to share unique, personally important, and/or challenging factors in your background, such as the quality of your early educational environment, socioeconomic status, culture, race, ethnicity, gender, sexual orientation, gender identity, and life or work experiences. Please discuss how such factors have influenced your goals and preparation for a career in medicine. (2,000 characters including spaces.)
- What do you see as the most likely practice scenario for your future medical career? Choose the single answer that best describes your career goals: Private Practice, Health Policy, Academic Medicine, Public Health, Health Care Administration
- Why do you feel you are particularly suited for this practice scenario? What knowledge, skills and attitudes have you developed that have prepared you for this career path? Please limit your answer to 1,000 characters including spaces.
- How will the Stanford curriculum, and specifically the requirement for a scholarly concentration, help your personal career goals? Please limit your answer to 1,000 characters including spaces.
- If you have publications resulting from scholarly endeavors, please complete a citation for each of your publications in the space below using the following format: Author, Title, Journal, Volume, Pages, and Date of Publication. This section applies for papers that have been published or been accepted for publication. Please do not include abstracts or unpublished conference papers.

University of California, Davis School of Medicine

(Most responses limited to 1,500 characters)

1. Discuss any elements of your application that you feel might be concerning to the Admissions Committee.
2. How will your family, community, academic, work or other life experiences enhance the UC Davis School of Medicine community?
3. Based upon your personal life experiences, what do you foresee as challenges in medical school and in your future career?
4. What have you been doing since submitting your AMCAS application? Include contact information for any references related to these experiences.
5. The Rural-Program in Medical Education is designed for students interested in becoming physician leaders in rural California communities. Rural-PRIME curricular enhancements include: weekly seminars in the first and second years, leadership, community engagement and cultural competency, hands-on skill sessions, mentorship and teaching with rural physicians, clinical rotations in rural communities in the third year, leadership and research opportunities related to rural health in the final year. Link to Rural-PRIME Website: http://www.ucdmc.ucdavis.edu/mdprogram/rural_prime/index.html. To apply to Rural PRIME, please respond to the following 3 questions. Otherwise please insert "not applicable".
 - A. Please tell us why you would like to be considered for the program.
 - B. Please describe your experiences working with underserved communities.
 - C. What are your future plans to practice in a rural underserved community?
6. The Transforming Education and Community Health Program for Medical Students (TEACH-MS) program is a four-year tailored program for students committed to primary care and care for the urban underserved (www.ucdmc.ucdavis.edu/mdprogram/TEACH-MS/). If you would like to apply to TEACH-MS, please respond to the following 3 questions. Otherwise, please insert "not applicable."
 - A. Please tell us about your motivation to pursue a career in primary care (Internal Medicine, Family Medicine, or Pediatrics).
 - B. Please describe an experience that has shaped your commitment to underserved communities.
 - C. Please tell us how participating in the TEACH-MS program will enhance your career as a primary care physician for urban underserved communities.

7. Describe 3 experiences (750 characters). Briefly describe this activity and its significance. How did it prepare you for a medical career? Include any supporting information (e.g. your contribution to the project or accomplishment as well as links to any publication, etc.)

University of California, Drew

1. Have you experienced any uneven performance in grades and academic achievement? If so, please explain. (Response limited to 800 characters)
2. If you are currently not a full time student, please list and describe your current activities. (Response limited to 800 characters)
3. Describe the role you play in your immediate family. (Response limited to 800 characters)
4. Describe your community and socioeconomic environment. (Response limited to 800 characters)
5. List the most significant community, public service, and leadership activities you have been involved in over the last six years. (activities, hours, dates) (Response limited to 800 characters)
6. Describe how your experience, your community, and family background impact your understanding of the underserved communities. (Response limited to 800 characters)
7. Other than healthcare access, what are some of the most important health care issues confronting underserved communities? How would you address them? (Response limited to 800 characters)
8. Please describe how your experiences and personal attributes contribute to the mission of Charles R Drew University. (Response limited to 800 characters)
9. Have you ever been convicted of a crime other than a minor traffic or parking violation? If the answer is yes, please explain. (Response limited to 800 characters)
10. Please provide any additional information which will give the Admissions Committee greater insight into you as an applicant. (Response limited to 800 characters)
11. How did you hear about our program? (Response limited to 800 characters)

NEW University of California, Irvine, School of Medicine

1. What personal accomplishment are you most proud of and why? (1500 char)
2. Please describe to the Admissions Committee a challenge you have overcome and what you learned about yourself from that experience. (1500 char)

University of California, Los Angeles, David Geffen School of Medicine

1. Describe your involvement in the one most important non-academic activity in your life. (800 char)
2. What has been the one most unique leadership, entrepreneurial or creative activity in which you participated? (800 char)
3. What has been the one most important volunteer work you have done and why was it meaningful? (800 char)
4. Has there been or will there be a gap between achieving your last degree (baccalaureate or other degrees post baccalaureate) and the expected time of medical school matriculation? (300 char to explain if yes)
5. What is the one most important honor you have received? Why do you view this as important? (300 char)
6. What has been your most scholarly project (thesis, research or field of study in basic or clinical science or in the humanities)? Describe one and give number of hours, dates and advisor. (300 char)
7. Describe a problem in your life. Include how you dealt with it and how it influenced your growth. (500 char)
8. Section to enter major work experiences, with 4000 char. to explain each experience.
9. Is there any hardship to which you would like the committee to give special attention in evaluating your application? If yes: Please explain. Include any geographic, language, economic, academic, physical, or mental factors: (500 char)
10. Where do you see yourself in 10 years? What experiences have led you to this goal? (500 char)

NEW University of California, Riverside School of Medicine

All of the prompts have 250 word limit (except for the Personal Statement, which is optional):

1. Has your education been continuous since graduation from high school? (yes or no, explanation if no)
2. Activities:
 - a. Describe the single MOST important event or non-academic activity in your life and explain why it's significant.
 - b. What activity or accomplishment are you MOST proud of?
 - c. What experiences or activities have prepared you to work with medically underserved communities?
 - d. Please list any Scholastic Activities that you have been involved with (including honors and awards)
3. Personal:
 - a. Describe a major problem you have had to deal with at some time in your life.
 - b. Include how you dealt with it and how it influenced your growth.
 - c. Is there any specific hardship to which you would like the committee to give special attention in evaluating your application?
 - d. Please briefly explain below. (Include any geographic, language, economic, academic, physical, or mental factors.)
4. What kind of health care setting do you envision yourself working in?
5. How do you see yourself contributing to the mission of the UCR School of Medicine?

PERSONAL STATEMENT: Your personal statement from the AMCAS application will be used in our admissions process. You do not need to duplicate it here. At your option, you may use this space to provide any further information you may want us to consider in addition to the AMCAS personal statement. THIS IS NOT MANDATORY.

University of California, San Diego School of Medicine

1. **AUTOBIOGRAPHICAL SKETCH:** This should be a true autobiographical statement. Topics to be included are family, childhood, primary and secondary school years, undergraduate years, and, if applicable, what you've done since completing your bachelor's degree. You should also discuss the motivational factors which led you to a career in medicine including any disadvantages or obstacles which might put your accomplishments into context. A repeat of your AMCAS statement will not be acceptable. Note that the autobiographical sketch is limited to 6000 characters.

UPDATED University of California, San Francisco School of Medicine

1. If you wish to update or expand upon your activities, you may provide additional information below. (500 words)
2. If you are 2017 or earlier college graduate, please use the space below to tell us what you have done since completing your undergraduate degree. (350 Words)

Colorado

NEW University of Colorado:

Required Colorado Essay

- Part A. The School of Medicine regards the diversity of an entering class as an important factor in serving the educational mission of the school. Please write about things in your background that have been important to your development or that have been challenging to you on your path to a career in medicine. These could include your socioeconomic status, culture, race, ethnicity, sexual orientation, sexual identity, and work or life experiences. Explain how these have influenced your goals and preparation for a career in medicine.
- Part B. Please write about the “fit” between your experiences and goals and the University of Colorado School of Medicine. If you are a reapplicant, please include information on how your application has changed. Please answer both parts in this single essay. Limit the essay to 1500 characters, including spaces (approximately 300 words).
- Part C. If you are a re-applicant, please explain how you and your application has changed since your previous submission. Limit this response to 1500 Characters.

Urban Track (only if you select this optional track): Please answer each of the questions below separately. This statement should not exceed 4500 characters, including spaces (approximately 750 words). Do not repeat the content from your AMCAS or Colorado Secondary Application essays.

- A. Describe the type of urban community health project that would be of greatest interest to you. Try to be as specific as possible regarding a particular culture or population of patients you are interested in and a topic you would like to study.
 1. Reasons for your interest in the CU-UNITE Urban Underserved track.
 2. If you have had a prior experience in an urban underserved community either volunteer, work-related, and/or personal, describe how this has impacted your decision to apply to this track.
- B. Describe how you plan to incorporate urban underserved health care into your career following completion of your schooling.
- C. You are a student spending your first summer working in an urban-underserved, uninsured community in Denver. You are on a field visit and notice a car that appears to be abandoned, but then on closer observation you notice that there are small children asleep in the back seat wearing dirty clothes with left over fast food on the floor boards. You notice a strong odor of urine and feces coming from the car. A woman is sitting under a tree nearby and is also poorly dressed and unkempt and appears to be in her last trimester of pregnancy. She has visible lesions on her legs and arms. Identify the needs that you see in this family from the perspective of a student working with urban underserved uninsured populations. Please describe how you would attempt to address the needs of this family both in context of their potential health issues and social situation.

Rural Track (only if you select this optional track): Describe your experience in and commitment to rural Colorado and your vision of working as a primary care physician in rural Colorado. Please limit your rural track essay to 1500 characters or less (about 300 words).

Connecticut

Quinnipiac University School of Medicine

1. What medical specialty are you considering? What factors have influenced your decision? 250 words
 2. How do you see yourself contributing to the learning environment at the Frank H. Netter MD School of Medicine? 250 words
- Answer 2 of the following:**

- Describe an experience outside your level of comfort and what lesson(s) you gained from the experience. 250 words
- Describe an occasion when you inspired others. 250 Words
- Discuss how you have coped with a setback. 250 Words

University of Connecticut School of Medicine

Highlight your experiences in the health care field. What insights have you gained about potential problems you will face as a physician?

Describe the activity (curricular or extracurricular) from which you gained the *greatest* personal benefit and insight.

How will the University of Connecticut School of Medicine best serve your needs of becoming a physician or physician scientist?

Yale University School of Medicine

Please use this space to write an essay in which you discuss your interest in Yale School of Medicine. Please limit your response to 500 words.

District of Columbia

UPDATED Georgetown University School of Medicine

1. Why have you chosen to apply to the Georgetown University School of Medicine and how do you think your education at Georgetown will prepare you to become a physician for the future? (1 page, formatted at your discretion)
2. The Georgetown University School of Medicine strives to ensure that its students become respectful physicians who embrace all dimensions of caring for the whole person. Please describe how your personal characteristics or life experiences will contribute to the Georgetown University School of Medicine community and bring educational benefits to our student body. (1000 characters)
3. The Georgetown University School of Medicine strives to ensure that its students become respectful physicians who embrace all dimensions of caring for the whole person. Please describe how your personal characteristics or life experiences will contribute to the Georgetown University School of Medicine community and bring educational benefits to our student body. (1000 characters)

UPDATED George Washington University School of Medicine & Health Sciences

1. Please provide the Admissions Committee with a brief summary of your activities, academics, employment or other occupations to account for full-time activity (approx. 30-40 hours/week) for the 2017-2018 application cycle, or from the point of application through matriculation in 2018. (750 characters)
2. What is your most meaningful community service experience to date? (350 characters)
3. What is your most meaningful clinical experience to date, involving direct patient contact? (350 characters)
4. What makes you a unique individual? What challenges have you faced? How will these factors help you contribute to the diversity of the student body at GW? (1000 characters)
5. What is your specific interest in the MD Program at GW? What opportunities would you take advantage of as a student here? Why? (2000 characters)

Florida

NEW University of Miami Leonard M. Miller School of Medicine

All applicant narratives should be less than 500 words.

1. Briefly describe the one clinical experience you have had that has most significantly influenced your decision to study medicine. Do not replicate your AMCAS personal statement.
2. Why have you selected the University of Miami Miller School of Medicine for your medical education? Please be as specific as possible.
3. Please provide a chronological list with dates of your clinical experiences/shadowing.
4. Please provide a chronological list with dates of your community service/volunteering.
5. Please discuss a situation where you had to use your leadership skills.
6. Please briefly discuss your research experience.
7. Please provide a chronological list with dates of your employment.

Optional Questions:

8. Please provide a description of any activities involving the FINE ARTS (dance, drama, music, art, photography, etc.)
9. Please provide a description of any activities involving SPORTS (organized team sports, recreational activities that you play, watch or follow)
10. Describe your most meaningful involvement in STUDENT ORGANIZATIONS.
11. Please provide a description of your most memorable TRAVEL experience.
12. Please provide a description of your HOBBIES and what you do for fun and relaxation.

Georgia

Emory University School of Medicine

*If it was not included on your AMCAS application, please list your entire curriculum plan for the 2015-2016 academic year. If you are not currently in school, please briefly describe (in 100 words or less) what you are doing now.

*Briefly describe (in approximately 100 words) your health-related experiences. Be sure to include important experiences that are in your AMCAS application, as well as any recent experiences.

*Briefly describe (in approximately 100 words) your interest in Emory.

*What do you consider to be the role of the physician in the community? (100 words or less)

Georgia

Emory University School of Medicine

*If it was not included on your AMCAS application, please list your entire curriculum plan for the 2015-2016 academic year. If you are not currently in school, please briefly describe (in 100 words or less) what you are doing now.

*Briefly describe (in approximately 100 words) your health-related experiences. Be sure to include important experiences that are in your AMCAS application, as well as any recent experiences.

*Briefly describe (in approximately 100 words) your interest in Emory.

*What do you consider to be the role of the physician in the community? (100 words or less)

Illinois

Chicago Medical School at Rosalind Franklin University of Medicine and Science

We recommend essays to be approximately one page in length. We request no longer than two pages single spaced.

1. Describe your unique characteristics, a significant difficulty you have overcome or a major accomplishment you have achieved that will help to shape you into a physician who will pursue the CMS Admissions Vision. *

Vision

Matriculate individuals to CMS who become physicians serving diverse populations globally and locally, addressing issues of health inequities through interprofessional teams.

2. How do you envision the physician role within interprofessional health care teams?

NEW Northwestern University The/Feinberg School of Medicine

1. Given the distinctive educational philosophy and curriculum at FSM, describe how your personal characteristics and learning style would fit the institution. (Limit your response to 200 words).

2. Describe the steps you take to reduce your personal stress when confronted with difficult situations. (Limit your response to 200 words)

3. Feinberg's mission is to impact the practice of medicine through discovery and education. With consideration of FSM's goal to train future leaders in medicine, please describe your career plans and goals. Be as specific as your current thinking will allow. (Limit your response to 200 words).

4. (If applicable): If you have (or expect to have) a year or more between college graduation and medical school matriculation, describe your activities and/or plans. (Limit your response to 200 words).

5. The application lists many check boxes about diversity and then this prompt: Everyone has their own narrative. Please provide more detail about your selections above and how you would enrich the Northwestern community. (Limit your response to 200 words).

Rush Medical College of Rush University Medical Center

1. Describe personal attributes you possess or life experiences you have had that will enable you to better understand patients with a culture different from your own. Please include your self-reflection on how this experience has changed insights, beliefs, and/or values. (1,000 characters)

ID Community service activities in which you have participated in during the last 5 years:

Based on these experiences, please describe what you learned through your involvement, the attributes you would bring to Rush Medical College, and the impact you would have on the greater Rush Community (2,000 characters).

UPDATED University of Chicago Pritzker School of Medicine

1. Our Mission Statement is an expression of our core purpose and educational philosophy. In particular, it highlights the value we place on diversity since we regard the diversity of the entering class as essential for educational excellence. Please write an essay on how you would enhance diversity at Pritzker and advance the Pritzker mission. We suggest that you limit your essay to about 550 words. [Mission Statement: "At the University of Chicago in an atmosphere of interdisciplinary scholarship and discovery, the Pritzker School of Medicine is dedicated to inspiring diverse students of exceptional promise to become leaders and innovators in science and medicine for the betterment of humanity."]

2. Tell us about a difficult or challenging situation you have encountered and how you dealt with it. In your response, identify both the coping skills you called upon to resolve the dilemma, and the support person(s) from whom you sought advice. We suggest that you limit your essay to about 550 words.

Secondary for the previous Year included two additional questions:

- Please feel free to use this space to convey any additional information that you might wish the Committee to know. We suggest that you limit your text to about 200 words.
- If your school has a premedical committee or premedical advisor who composes a letter for each applicant from your school and you chose not to avail yourself of this service, please check the "Yes" button below and provide an explanation in the textbox

below for your decision not to do so. We suggest you limit your text to about 200 words. Be sure to save and finalize your response. If you are availing yourself of your premedical committee/advisor letter or if you attend a university which does not offer this service, please check the "No" button below, leave the text "N/A" and then save and finalize your response.

Louisiana

Tulane University School of Medicine

Briefly describe the reasons for your interest in Tulane University School of Medicine. (150 Words Max.)

What was the single most meaningful volunteer experience you have had? (150 Words Max.)

List any leadership positions, in clubs or organizations, you may have held during college. (150 Words Max.)

Please list your hobbies and major non-academic interests (e.g. athletics, art, music, items you collect, genre or favorite author reading material). (150 Words Max.)

Massachusetts

UPDATED Boston University School of Medicine

Did you go on to college directly after high school? If no, explain (1400 char)

Are you expecting to go on to medical school directly after completing your undergraduate degree? If no, explain (1400 char)

If you have spent more than 4 years as an undergraduate, please explain below. (1400 char) (You may skip this question if you graduated within 4 years.)

Please provide a narrative or timeline to describe any features of your educational history that you think may be of particular interest to us. (2000 char)

Use the space below to provide additional information you feel will provide us with a comprehensive understanding of your strengths as a candidate for a career in medicine. (3000 char)

This section may be used by re-applicants who wish to highlight specific areas of their application or to outline specific changes since their last application. (3000 char)

There are also boxes to explain lack of committee letter or substitute letters (2000 char each)

UPDATED Harvard Medical School

- If you have already graduated, briefly (4,000 characters max) summarize your activities since graduation.
- If there is an important aspect of your personal background or identity, not addressed elsewhere in the application, that you would like to share with the Committee, we invite you to do so here. Many applicants will not need to answer this question. Examples might include significant challenges in access to education, unusual socioeconomic factors, identification with a minority culture, religion, race, ethnicity, sexual orientation or gender identity. Briefly explain how such factors have influenced your motivation for a career in medicine.(4,000 character maximum)

UPDATED Tufts University School of Medicine

1. Do you wish to include any comments (in addition to those already provided in your AMCAS application) to the Admissions Committee at Tufts University School of Medicine? (1,000 Characters)

2. Do you consider yourself a person who would contribute to the diversity of the student body of Tufts University School of Medicine? (1,000 Characters)

UPDATED University of Massachusetts Medical School

1. Please respond to four of the following seven prompts related to competencies that are important for a physician to possess. (150 words/item, 600 words/total; please use the text box below for your answer, separate each of your four responses by writing the competency above/before your response; example: Teamwork - All teams have their struggles but they can be overcome...)

- a. Describe a time when you have made a decision that was not popular and how you handled this. (Leadership competency)
- b. Describe a time when you were on a team that was dysfunctional in some regard. How did you address the situation? (Teamwork)
- c. Describe a meaningful interaction you have had with a person whom you have helped at work, school or another activity. (Empathy/Compassion)
- d. Have you ever been in the middle of a situation where there was poor communication? What did you do to improve it? (Communication)
- e. Describe a time when you have "thought outside the box" to solve a problem. (Inquiry)
- f. Describe a time when you suffered a setback. How did you respond to this challenge? (Persistence/Grit)
- g. Describe a challenging time when you advocated for someone. (Advocacy/Cultural Competence)

2. Please discuss any part of your application that you feel requires further explanation - for example, grades or MCAT scores that do not reflect your true ability, a gap in time that is not explained elsewhere in your application. If you are reapplying to UMass SOM, highlight how you have strengthened your application. (250 word limit)

3. If you have participated in UMass SOM or UMass Memorial Health Care, or UMMS Baystate sponsored programs (SEP, Summer Research Program, Worcester Pipeline Collaborative, AHEC, BaccMD, HSPP, Academic Internships, BSEP, Summer Scholars) please describe how these programs helped you decide to apply to UMass SOM. (200 word limit)

4. Why are you interested in UMass SOM? What will you bring to your class and the SOM community? (200 word limit)

Michigan

University of Michigan Medical School

Essay 1: Tell us something you are passionate about and why. Do not exceed 1,500 characters (about 250 words).

Essay 2: At the University of Michigan Medical School, we are committed to building a superb educational community with students of diverse talents, experiences, opinions, and backgrounds. What would you as an individual bring to our medical school community? Do not exceed 1,500 characters (about 250 words).

Missouri

Saint Louis University School of Medicine

Will you be a full-time student for the 2015-2016 academic year? If not, please describe your current activities (max 10,000 characters)

Do you wish to include any comments, other than your AMCAS personal statement, to the Admissions Committee?

New Hampshire

UPDATED Geisel School of Medicine at Dartmouth

1. Please indicate your plans for the 2017-2018 academic year. If in school, please list your courses. If working, let us know something about the nature of your job. If your plans or courses change subsequently, you need to inform the Admissions Office by email at Geisel.Admissions@dartmouth.edu. (No character limit)

2. Please share with us something about yourself that is not addressed elsewhere in your application and which could be helpful to the Admissions Committee as we review your file. (No character limit)

Other Questions

3. Pre-Med Requirements (fill-in)

4. Is there anyone in your immediate family who is a graduate of Dartmouth? (Note: You do not need to list yourself if you are a Dartmouth College graduate.) Please list below with class, relationship, and school affiliation (i.e., Dartmouth College, Geisel School, Thayer School, Tuck School).

New Jersey

Cooper Medical School of Rowan University

All questions limited to 1,000 characters:

1) How do you match the mission of CMSRU?

2) In what way did you make an impact or difference to a school, job, organization, or person in your life?

3) Tell us something about you that does not come through in the AMCAS application.

4) Ten years from now what do you see yourself doing and where?

Rutgers Robert Wood Johnson Medical School

1. If applicable, please comment on any science grade(s) listed on your application for which you received grades lower than a B. If applicable, please comment if there is a downward trend in your science and/or total grade point average (GPA).

2. If your education has not been continuous, please provide information to explain the gap(s) by providing a line by line description to explain by month/year to month/year.

3. Have you ever been subjected to disciplinary action by any college or university? Have you ever been charged or convicted of a criminal offense? Are there any disciplinary or criminal charges pending against you? If the answer is yes, please specify the details.

4. If you applied as a non-resident (other than NJ), please let us know if you grew up in NJ, attended school in NJ, have parents who reside in NJ, work in NJ, etc.

5. Please let us know how you prepared for your most recent MCAT. If you have taken the MCAT more than once let us know if you prepared differently for prior tests.

6. Were you, or are you, employed during the school year? If so please let us know the type of work, hours worked, etc. In addition, please indicate if you and/or your parents are/were employed by RWJMS.

New York

Albany Medical College

- Describe yourself: (1,000 character limit)
- Has your college or university, graduate or professional school attendance been interrupted for any reason? If yes, please explain. Also, please explain any gaps in your post-graduate history. (1,000 character limit)
- Tell us one thing about yourself that would help the Admissions Committee determine if you should be admitted to our program. (1,000 character limit)
- In the "Work and Activities" section on your AMCAS application, you provided the following list of experiences. [AMCAS W&A list provided]. Please select the experience that you feel has been the most meaningful in influencing your desire to pursue a career in medicine, explain why, and also describe what aspect of that experience best equips you to make an impact in the medical profession. (1,000 character limit).

Albert Einstein College of Medicine

Address the following, if applicable: 100 word limit for each response.

1. I have taken time off between high school and college
2. I have taken time off during my undergraduate years
3. I have taken off at least a year since college graduation
4. I plan to take off this year, after just having graduated, while I apply to med school.
5. I have taken and received credit for online courses
6. I have worked part- or full-time, for pay, during the academic year while in college.
7. I will have a Baccalaureate Degree by the time I matriculate in medical school
8. I have received a grade of "W" during my college/graduate school years
9. I have transferred from one college to another during my undergraduate years

Columbia University Vagelos College of Physicians and Surgeons

1. Please describe your parents' occupations: (100 characters)
2. If you took time off from your undergraduate studies, please briefly summarize your reasons for doing so. (250 words)
3. Did you work for compensation during college during the year or the summer? If so, what did you do? How many hours a week did you work? (500 characters)
4. If you have graduated from college, please briefly summarize what you have done in the interim.
5. What challenges do you expect to arise from living and working in a complex urban environment? How will you meet them? (300 words)
6. Is there anything else you would like us to know?

UPDATED Donald and Barbara Zucker School of Medicine at Hofstra/Northwell

1. If you are not currently a matriculated student, please indicate what you have been doing since the time of graduation until now.
2. If your undergraduate education was interrupted for any reason, please indicate the reasons, the duration of the interruption, and how you spent your time.
3. Have you ever been subject to any investigations, actions, or convictions (either institutional or legal)? (This allows an applicant to expand more on what they submitted on their AMCAS application.)
4. Please use this space to describe any challenge or obstacle you have faced prior to your application to medical school and how you addressed that challenge.

Ichan School of Medicine at Mount Sinai

1. Gaps in Academic Record: Were there any gaps in time, post-secondary school, or greater than one month duration, except summer vacations, that are not accounted for anywhere else on your application?
2. Adverse Circumstances in College: Were there any circumstances which you feel might have adversely affected your academic performance during college? If yes, please explain.
3. What makes you unique, someone who will add to the Mount Sinai community? (Suggested 250 words or less)
4. Indicate the reasons for your specific interest in Mount Sinai. (Suggested 200 words or less)

UPDATED New York University School of Medicine

4 essays- 2,500 characters or less

1. If you have taken any time off from your studies, either during or after college, please describe what you have done during this time and your reasons for doing so.
2. The Admissions Committee uses a holistic approach to evaluate a wide range of student qualities and life experiences that are complementary to demonstrated academic excellence, strong interpersonal skills and leadership potential. What unique qualities or experiences do you possess that would contribute specifically to the NYU School of Medicine community? (2500 characters)
3. The ultimate goal of our institution is to produce a population of physicians with a collective desire to improve health of all segments of our society through the outstanding patient care, research and education. In this context, where do you see your future medical career (academic medicine, research, public health, primary care, business/law, etc.) and why? Your answer need not be restricted to one category. If your plans require that you complete a dual degree program, please elaborate here.
4. Please answer only one of the following three questions:
 - a. The most meaningful achievements are often non-academic in nature. Describe the personal accomplishment that makes you most proud. Why is this important to you?
 - b. Conflicts arise daily from differences in perspectives, priorities, worldviews and traditions. How do you define respect? Describe a situation in which you found it challenging to remain respectful while facing differences?
 - c. Describe a situation in which working with a colleague, family member or friend has been challenging. How did you resolve, if at all, the situation as a team and what did you gain from the experience that will benefit you as a future health care provider?

UPDATED State University of New York Downstate Medical Center College of Medicine

- If there were periods longer than 3 months, from the time you graduated from high school to now, when you were not employed full-time or in college full-time, please briefly describe your activities. (Limit 150 words)
- If you are not attending college full time as of September 15, please describe your activities for the period September 15 to July 1. *Please enter none if there are none.* (Limit 150 words)
- If you are not from the 5 boroughs of New York City, describe what personal experiences prepare you to live and study in New York City, and what will be your personal support system. (Limit 150 words)
- If you had a completed application to the College of Medicine in a prior application cycle, please highlight any changes since your previous application in a list with dates. (Limit 150 words)
- If you have a specific reason why you wish to attend SUNY Downstate or a medical school in New York City, please explain. (Limit 150 words)

UPDATED Stony Brook University School of Medicine

Limit: 500 words per question.

- Will your education be continuous between college and medical school matriculation? If YES, please tell us about your proudest accomplishment to date. If NO, please explain what you have done or plan to do during the gap period and why.
- Describe an obstacle you've overcome and how it has defined you.

University at Buffalo State University of New York School of Medicine and Biomedical Sciences

No essay.

University of Rochester School of Medicine and Dentistry

No essay until invitation to interview. .

UPDATED Weill Cornell Medical College

Please limit each statement to no more than 200 words. The questions are:

1. If you are not attending college during the upcoming (2017-2018) academic year, what are your plans?
2. Please write a brief statement giving your reasons for applying to Weill Cornell Medical College.
3. Please describe a challenge you faced and how you addressed it
4. For MD-PhD applicants only: Please list the names of any Tri-Institutional faculty members with whom you'd like to do research. You do not need to list reasons, names are sufficient.

North Carolina

Duke University School of Medicine

- Describe the community in which you were nurtured or spent the majority of your early development with respect to its demographics. What core values did you receive and how will these translate into the contributions that you hope to make to your community as a medical student and to your career in medicine?
- What is the most difficult obstacle you have faced? What resources did you marshal to confront it? How did the experience affect you and/or transform your life?
- What has been your most humbling experience and how will that experience affect your interactions with your peers and patients?

Ohio

Case Western Reserve University School of Medicine

1. The admissions committee is interested in gaining more insight into you as a person. Please describe the greatest personal challenge you have faced, one which you feel has helped to shape you as a person. Examples may include a time when you felt you were "in over your head," or a time when you felt personally criticized. You may also discuss a moral or ethical dilemma, a situation of personal adversity, or a hurdle in your life that you worked hard to overcome. Please include how you got through the experience and what you may have learned about yourself as a result. [Please limit your response to 1 page (about 3,500 characters), and leave a blank line between paragraphs.]

2. One of the four pillars of the Western Reserve² Curriculum is Research and Scholarship. Although research is not a pre-requisite requirement for the University Track, if you have participated in research or in another scholarly project please tell us about it. Describe your experience, including the question you pursued and how you approached it, your results and interpretation of the results, and most importantly, any thoughts about what this experience meant to you. Remember that the definition of research is broadly-based and can include such projects as a senior capstone or a thesis, and can include both medically and **non-medically-related** investigations. [Please limit your response to 1 page (about 3,500 characters), and leave a blank line between paragraphs.]

3. If you were working on a small group project and you thought that another student wasn't carrying his/her load, how would you handle it? [Please limit your response to 300-1,000 characters, and leave a blank line between paragraphs.]

4. Is there any further information that you wish to share with the Admissions Committee? This could include information about your academic history, personal life or any other area that is of importance to you. This is an optional essay; if you feel that you are fully represented in the remainder of your application you do not need to answer this question.

Ohio State University College of Medicine:

1. **Required Essay for those applying to Regular MD, MD/PhD, and the Primary Care Track:** The mission statement of The Ohio State University College of Medicine is to "improve people's lives" through innovation in research, medical education, and patient care. Please describe how your past experiences predict your potential to contribute in two of these three areas. (250 words or less)
2. **Required Essay for those applying to Regular MD, MD/PhD, and the Primary Care Track:** The OSU COM Admissions vision statement states that the admissions committee will assemble a class that displays "diversity in background and thought." Why is "diversity in background and thought" a desirable characteristic for a medical school's student body? (250 words or less)"

University of Cincinnati College of Medicine

If you are NOT currently enrolled in a degree granting program, click on the button below, and please briefly describe your major activities, not listed on AMCAS.

Oregon

Oregon Health and Science University School of Medicine

1. What experience have you had that has given you insight into the patients you hope to eventually serve? (1,500 characters)
2. What will be your greatest challenge in becoming a physician? (1,500 characters)
3. Give an example of a time when you tried your best to work with a person or a group but the problems still remained. What did you learn from the experience? (1,500 characters)
4. Describe a time when you did not receive what you felt you deserved, and how you reacted. (1,500 characters)
5. Give an example of personal feedback in the last few years that was difficult to receive. How did you respond? (1,500 characters)
6. Please discuss the diversity that you would bring to the OHSU School of Medicine and the profession of medicine. (1,500 characters)
- 7..Using the fields below, please provide a brief chronological account of your major activities and employment, including volunteer and summer activities, for the five years immediately preceding your proposed entry to medical school. This should include present and projected activities to the point of matriculation to medical school. *Please do not include activities that took place prior to or during high school.* Note: You are limited to 20 entries in this section. (Each description is ~110 characters)

Pennsylvania

Drexel University College of Medicine

- We at Drexel University College of Medicine have a rich history and a valued mission. Each individual contributes to, supports and enriches our community. Please share with us how you plan on contributing to our College. (200 words)
- What else do you feel is important for us to know about you? Please use this space to highlight something not addressed in your application, including new experiences not in your AMCAS application. (200 words)

Sidney Kimmel Medical College of Thomas Jefferson University

If there is any additional information you would like to provide please include it in the box below.

(*** Please limit your response to 4000 characters and do not cut and paste from word, you may cut and paste from Notepad on your PC or text edit from your Apple PC. ***)

Pennsylvania State University College of Medicine

- Please indicate the area(s) of medicine that may be of interest to you:
- Is there a unique aspect of your application that should be considered by the admissions committee? (Maximum 75 words)
- Explain why you decided to apply to Penn State College of Medicine. (Maximum 75 words)
- Please write a short paragraph describing a significant experience you have had working in a team setting. (Maximum 250 words)

Perelman School of Medicine at the University of Pennsylvania

1. Have you been nominated for or received an award from any state, regional or national organization? Yes/No... "Add Award"
2. Have you taken or are you planning to take time off between college graduation and medical school matriculation? Yes/No... If yes, 500 characters given.
3. Have you participated in any global activities outside of the U.S. prior to submitting your AMCAS application? Yes/No... If yes, 1000 characters given.
4. Are there any special, unique, personal, or challenging aspects of your personal background or circumstances that you would like to share with the Committee on Admissions, not addressed elsewhere (siblings/relatives at Penn, applying as a couple, educational environment, culture, ethnicity, etc.) Yes/No... If yes, 1000 characters given.
5. Have you or your family experienced economic hardships? Yes/No... If yes, 1000 characters given.
6. Have you been employed at the University of Pennsylvania Health System or Children's Hospital of Philadelphia and worked with

a Penn faculty mentor? If yes, please indicate name, department, phone number of faculty, and start/end dates.

7. Please explain your reasons for applying to the Perelman School of Medicine and limit your response to 1,000 characters.

Lewis Katz School of Medicine at Temple University

The following questions will help us identify your particular interest in TUSM. There is no character limit for the questions. It is not recommended that you paste the essay responses from a MAC word program. Do not select the save button below more than once or each essay could appear multiple times.

1. What is the nature of your interest in the Lewis Katz School of Medicine? (2000 char)
2. How do you plan on contributing to the Lewis Katz School of Medicine Community? (2000 char) LKSOM seeks an engaged student body with a wide variety of backgrounds, experiences, perspectives, and interests to enhance the medical school experience for everyone. Please use the space below to describe what makes you unique as an applicant, an obstacle that you had to overcome, or how you will contribute to the LKSOM community.
3. Tell us why you selected your first choice ranked Clinical/Regional Campus. (2000 char)
4. What are your plans for the current year - June 2017 until June 2018? (2000 char)

Geisinger Commonwealth School of Medicine

1. List the 5 most important attributes you feel a physician should possess.
2. Choose one attribute from the above list, and describe one personal experience that best exemplified that attribute.
3. Given TCMC's unique missions and values, please tell us why you feel you are a good fit for our institution.
4. TCMC values diversity and is committed to maintaining an inclusive environment. How do you think you can contribute to our community?
5. Using 1-3 sentences, explain how your admission to TCMC could assist in addressing the health care needs of Northeastern Pennsylvania.
6. If you could speak directly to the Admissions Committee, explain why you should be admitted to The Commonwealth Medical College.

University of Pittsburgh School of Medicine

1. Tell us about a challenging problem you faced and how you resolved it. (Limit your response to 250 words or less.)
2. UPSOM is a culturally diverse and talented community. How would you enrich/enliven the UPSOM community? The essay should discuss material that is not included in the rest of your application. (Limit your response to 250 words or less.)

Rhode Island

The Warren Alpert Medical School of Brown University

For all programs:

1. NOTE: Interviews occur on Thursdays and/or Fridays beginning in mid-September and finishing in February. Please detail any limitations on your availability during this time, such as international travel, work or courses. (500 characters)
2. Summarize your activities during the 2017-2018 academic year. Describe how your activities are preparing you for a medical career. (2000 characters)
3. How will your unique attributes (e.g., cultural or socioeconomic background, lifestyle, work experiences) add to the overall diversity of the Alpert Medical School community? (2000 characters)

For Regular MD only:

4. What are your aspirations for your medical practice? Fast-forward to 15 years in the future: where do you imagine yourself? (3000 characters)

For MD-ScM:

4. Imagine that you are approached by a multibillionaire philanthropist who wants to donate a substantial fund of money to a single project with the goal of "fixing the US healthcare system." He/she asks for your expert opinion on what project this money should go towards; what would you advise and why? (2000 characters)
5. Often when we talk about medicine, we focus on the individual physician-patient relationship. Why should medical schools train future physicians to care for communities and populations as a whole, and not just individual patients? (2000 characters)

Texas

Baylor School of Medicine

Indicate any special experiences, unusual factors or other information you feel would be helpful in evaluating you, including, but not limited to, education, employment, extracurricular activities, prevailing over adversity. You may expand upon but not repeat AMCAS application information. 2,000 character limit.

Vermont

University of Vermont College of Medicine

In reflecting on your personal background, talents, opinions and life experiences, how might you contribute to the overall diversity of the UVM COM community? (Max 1,000 characters)

Is there any additional information you would like the admissions committee to know? (1,000 characters)

Virginia

University of Virginia School of Medicine

1. Why are you interested in attending the University of Virginia School of Medicine? What factors will be most important to you in choosing a medical school?
2. How will you contribute to the diversity of your medical school class and the University of Virginia School of Medicine?
3. What do you think will be your greatest personal challenge as a physician, and how will you address this?

Virginia Commonwealth University School of Medicine

A family member or friend comes to you to discuss a curable cancer for which they are considering alternative/complementary medicine options. What would be your next steps? (8,000 characters)

Washington

University of Washington School of Medicine

The following are required in the Secondary Application:

1. An autobiographical statement which should include (250 word limit)
 - the origin and development of your motivation to be a physician
 - your prior experiences in health care
 - steps taken to explore a career in medicine
 - your eventual goals as a physician
 - and other issues of importance

The Personal Comments section of the AMCAS application may be used to satisfy this requirement, or an additional autobiography may be submitted with your secondary materials. Your AMCAS personal statement will already be on file with our office.

2. Four additional short essays (250 word limit each)
 - How do your experiences match the mission and values of the University of Washington School of Medicine?
 - How have your experiences prepared you to be a physician?
 - What perspectives or experiences do you bring that would enrich the class?
 - What obstacles have you experienced and how have you overcome them?

For re-applicants: From your most recent application until now, how have you strengthened your application?

B. Examples of MD/PhD secondary application questions from a recent application cycle

California

Stanford University School of Medicine Medical Scientist Training Program (MSTP)

1. Describe your most significant research experience. Include the rationale, results, and conclusions, and the role you played in each of these components. Please be very specific, including the dates and amount of time you were so engaged. For publications or presentations that resulted or will result from this work, include a complete citation with the names of all authors and the status (e.g., submitted, in preparation).

Please limit your answer to 2,500 characters including spaces.

2. Please describe in a short paragraph your educational and family background. e.g., I grew up in New York City, as the 3rd child of a high school principal and homemaker. I attended Mann High School where my major interests were boxing and drama. Please limit your answer to 500 characters including spaces.

3. Describe your reasons for pursuing medical scientist training in relation to your long-term career goals? Why are you applying to a combined degree program rather than graduate or medical school only? Please limit your answer to 800 characters including spaces.

4. Describe your current lab affiliation and the weekly time commitment required. (e.g., I am working in the Griffin lab where I performed research in the summer following junior year for 20 hours per week) Please limit your answer to 800 characters including spaces.

5. Describe any other research experiences you think would be relevant to the MSTP Admissions Committee decision. Please limit your answer to 800 characters including spaces.

6. Describe any patient-related, teaching, and service-oriented activities relevant to the MSTP Admissions Committee decision. Please limit your answer to 600 characters including spaces.

7. Describe any other aspect of your background you think would be relevant to the MSTP Admissions Committee decision. Please limit your answer to 800 characters including spaces.

University of California, Davis Physician Scientist Training Program

This program is designed for students interested in becoming clinician investigators and leads to a dual degree (MD-PhD). The program includes 4 years of dedicated research in addition to the standard medical school curriculum. If you are interested in this program, please describe your research experience, qualifications, and future goals. Otherwise, please insert "Not applicable."

University of California San Francisco Medical Scientist Training Program (MSTP)

- Please check the program(s) you are interested in. These are the only programs available to MSTP trainees at UCSF.
Program in Biological Sciences (PIBS)
- Biophysics
- Cell Biology
- Chemistry & Chemical Biology
- Genetics
- Biochemistry & Molecular Biology
- Neuroscience
- Biomedical Sciences Program (BMS)
- Virology & Microbial Pathogenesis
- Vascular & Cardiac Biology
- Cancer Biology & Cell Signaling
- Immunology
- Genetics & Genomics
- Neuroscience
- Tissue/Organ Biology & Endocrinology
- Bioengineering (BioE)

Research Experience

- List the research projects on which you have worked below. If you have answered these questions on the AMCAS application, you MUST also answer them on this application for our records. You may use the same responses for our application. Include: Research Description, Publications, Research Training Plans.

Massachusetts

Boston University School of Medicine MD/PhD Program

MD/PhD Personal Statement: Please provide a statement, up to 750 words in length, detailing your interest in the MD-PhD program and how you envision it supporting your long term goals. In this statement, please describe your qualifications and the objectives of your educational program, report on your prior research activities, teaching experience, publications, research presentations, independent studies, and membership in academic, professional, or honorary societies. It is important that you detail your own role in the research activities you list.

Tufts University School of Medicine MD/PhD program

1. Please check your area of interest. I am interested in the Sackler School's PhD program in:
 - Biochemistry
 - Cell, Molecular and Developmental Biology
 - Cellular and Molecular Physiology
 - Genetics
 - Immunology
 - Molecular Microbiology
 - Neuroscience
 - Pharmacology and Experimental Therapeutics
 - Undecided
2. Describe your research interests. If the research of a Tufts faculty member is of particular interest to you, identify the faculty member and describe your interest in his/her work (3,000 characters or less).
3. If you have already completed your bachelor's degree, list in resume format your full-time activities since graduation. If you have not yet graduated, please list any activities or work experiences that you feel are relevant to your interest in our MD/PhD program (3,000 characters or less).

C. Examples of Osteopathic Medical School Supplementary Application Essay Questions from a recent application cycle

Arizona

A.T. Still University School of Osteopathic Medicine in Arizona (ATSU – SOMA)

- What aspects of the Osteopathic Philosophy and Practice have had the greatest influence on your decision to seek a career in Osteopathic Medicine? Please specify any experience(s) and/or shadowing with an osteopathic physician(s).
- How do your character, motivation and experience distinguish your ability and resolve to serve in an underserved community? Describe how any of your experiences have influenced you.
- Describe any work-experiences or courses that have helped prepare you to be an independent and self-motivated student.

California

Touro University California College of Osteopathic Medicine

1. Why have you chosen to apply to the TUC College of Osteopathic Medicine? (250 words)
2. Why should the Committee accept you into this year's class? (250 words)
3. Please describe the personal characteristics you possess and the life experiences you have had that would contribute to your success at becoming an outstanding Osteopathic Physician. (500 words)
4. Please describe your exposure to and understanding of Osteopathic Medicine. Content may include your initial introduction to the profession, its history, use in medical practice today, or any other aspects that may highlight Osteopathic Medicine's uniqueness and synergy with your envisioned future practice of medicine (500 words)

Indiana

Marian University College of Osteopathic Medicine (MU-COM)

- Are you interested in practicing medicine in Indiana?
- In which area of medicine are you most interested in practicing and why?
- Why are you interested in attending MU-COM?
- Please share any other relevant information that you would like the MU-COM Admission Committee to know about you.

Maine

University of New England College of Osteopathic Medicine (UNECOM)

1. Describe your particular interest in attending the UNE-COM and any contact you have had with UNE-COM students, alumni, faculty or clinicians, admissions/student affairs staff members, etc. How did these interactions influence your decision to apply?
2. Please explain any gaps in education or employment. Indicate any changes/additions in education, employment, experiences, research, etc. since submitting your AACOMAS application.
3. Please explain any academic difficulties you encountered during your academic career. What insight or knowledge have you gained from these experiences that you will bring to your studies at UNE-COM?
4. Describe how you see the role of physicians in society (outside the direct practice of medicine). What experiences have you had that demonstrate your readiness to meet these future role expectations?

New Jersey

Rowan University School of Osteopathic Medicine (formerly UMDNJ)

Required essays:

1. Explain the process by which you decided that osteopathic medicine was right for you?
2. How does the osteopathic profession fit into your professional goals and values?

Optional additional essay:

3. Please describe any significant barriers or challenges you may have overcome in the pursuit of your personal/professional goals.

Pennsylvania

UPDATED Philadelphia College of Osteopathic Medicine (PCOM)

Noting the missions and objectives of the Osteopathic profession and PCOM, please describe your personal characteristics that demonstrate your interest in this field. Include an example of an event in which your actions directly influenced the life of another person and relate this to your goal of becoming a DO.

D. Examples of Dental School Supplementary Application Essay Questions from a recent application cycle

California

NEW Western University of Health Sciences College of Dental Medicine

Why do you wish to pursue your dental education at Western University of Health Sciences College of Dental Medicine specifically?

Massachusetts

NEW Henry M. Goldman School of Dental Medicine at Boston University

1. Think about your interests, activities, experiences, characteristics and talents. When you are a dental student, how will you contribute to your class, school and community?
2. What interests and appeals to you about Boston University Henry M. Goldman School of Dental Medicine; what makes GSDM a good choice for your dental education?

New York

NEW New York University College of Dentistry

1. How do you foresee the NYU College of Dentistry DDS program helping you achieve your career goals?
2. What accomplishments do you feel set you apart from other applicants?
3. Tell us something about your undergraduate experience that you would change and why.

NEW University of Buffalo School of Dental Medicine

1. Discuss on activity or experience you listed in your ADEA AADSAS application that provides evidence of your leadership skills or self-initiative.
2. Discuss your contributions to your community. Focus on any special skills or insight you have gained or developed, and how this will influence you as a practicing dentist.
3. In what areas do you feel you have the capacity for self-improvement?

Pennsylvania

NEW University of Pennsylvania School of Dental Medicine

Please type your responses to the following questions and attach them to this application. Although there is no maximum length to responses, please convey your thoughts adequately and in a reasonable amount of space.

- 1 Please list any additional pre-dental experience not included in your AADSAS application. This experience can include but not limited to observation in a private practice, dental clinic, or hospital setting; dental assisting; dental laboratory work; dental research, etc. Please include time allotted to each activity, dates of attendance, location, and description of your experience. If you do not have any pre-dental experience, please indicate what you plan to do in order to explore dentistry as a career prior to matriculation. Do not include, expand, or repeat information submitted on your AADSAS application in the Dentistry/Shadowing experience section.
- 2 What ethical dilemma(s) have you encountered during your education? Please describe.
- 3 What was the most difficult course you have ever taken and why? Please explain.
- 4 What qualities of Penn Dental Medicine do you feel will help you achieve your professional goals and how?

Appendix Q.

Core Competencies for Entering Medical Students (AAMC)

(Adapted from <https://www.aamc.org/initiatives/admissionsinitiative/competencies/>)

The AAMC has defined core competencies for entering medical students in the following categories: Interpersonal, Intrapersonal, Thinking and Reasoning, and Science. Medical school admissions committees are interested in learning how you have developed these competencies. Your recommenders may find this information useful as they prepare a letter in support of your application.

Interpersonal Competencies

Service Orientation: Demonstrates a desire to help others and sensitivity to others' needs and feelings; demonstrates a desire to alleviate others' distress; recognizes and acts on his/her responsibilities to society; locally, nationally, and globally.

Social Skills: Demonstrates an awareness of others' needs, goals, feelings, and the ways that social and behavioral cues affect peoples' interactions and behaviors; adjusts behaviors appropriately in response to these cues; treats others with respect.

Cultural Competence: Demonstrates knowledge of socio-cultural factors that affect interactions and behaviors; shows an appreciation and respect for multiple dimensions of diversity; recognizes and acts on the obligation to inform one's own judgment; engages diverse and competing perspectives as a resource for learning, citizenship, and work; recognizes and appropriately addresses bias in themselves and others; interacts effectively with people from diverse backgrounds.

Teamwork: Works collaboratively with others to achieve shared goals; shares information and knowledge with others and provides feedback; puts team goals ahead of individual goals.

Oral Communication: Effectively conveys information to others using spoken words and sentences; listens effectively; recognizes potential communication barriers and adjusts approach or clarifies information as needed.

Intrapersonal Competencies

Ethical Responsibility to Self and Others: Behaves in an honest and ethical manner; cultivates personal and academic integrity; adheres to ethical principles and follows rules and procedures; resists peer pressure to engage in unethical behavior and encourages others to behave in honest and ethical ways; develops and demonstrates ethical and moral reasoning.

Reliability and Dependability: Consistently fulfills obligations in a timely and satisfactory manner; takes responsibility for personal actions and performance.

Resilience and Adaptability: Demonstrates tolerance of stressful or changing environments or situations and adapts effectively to them; is persistent, even under difficult situations; recovers from setbacks.

Capacity for Improvement: Sets goals for continuous improvement and for learning new concepts and skills; engages in reflective practice for improvement; solicits and responds appropriately to feedback.

Thinking and Reasoning Competencies

Critical Thinking: Uses logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

Quantitative Reasoning: Applies quantitative reasoning and appropriate mathematics to describe or explain phenomena in the natural world.

Scientific Inquiry: Applies knowledge of the scientific process to integrate and synthesize information, solve problems and formulate research questions and hypotheses; is facile in the language of the sciences and uses it to participate in the discourse of science and explain how scientific knowledge is discovered and validated.

Written Communication: Effectively conveys information to others using written words and sentences.

Science Competencies

Living Systems: Applies knowledge and skill in the natural sciences to solve problems related to molecular and macro systems including biomolecules, molecules, cells, and organs.

Human Behavior: Applies knowledge of the self, others, and social systems to solve problems related to the psychological, socio-cultural, and biological factors that influence health and well-being.