HAVERFORD COLLEGE

Medical School Application Guide

for

Haverford Students/Alumni

for

2017 Admissions

Jodi Domsky

Coordinator of Health Professions Advising
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calendar for Spring Semester Prior to Submitting your Application</td>
<td>3</td>
</tr>
<tr>
<td>Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Things to Think About When Preparing a Candidacy</td>
<td>5</td>
</tr>
<tr>
<td>When to Apply</td>
<td>5</td>
</tr>
<tr>
<td>Course Requirements</td>
<td>5</td>
</tr>
<tr>
<td>Medically Related Experience</td>
<td>5</td>
</tr>
<tr>
<td>Research Experience</td>
<td>6</td>
</tr>
<tr>
<td>Community Service/Extracurricular Involvement/Leadership</td>
<td>6</td>
</tr>
<tr>
<td>Intangible Factors and Professionalism</td>
<td>6</td>
</tr>
<tr>
<td>Online Persona</td>
<td>7</td>
</tr>
<tr>
<td>State Residency</td>
<td>7</td>
</tr>
<tr>
<td>Medical School Diversity</td>
<td>7</td>
</tr>
<tr>
<td>Important Information for International Students</td>
<td>8</td>
</tr>
<tr>
<td>How to Apply to Medical School Logistics:</td>
<td>9</td>
</tr>
<tr>
<td>MCAT 2015 Essentials</td>
<td>9</td>
</tr>
<tr>
<td>Fee Assistance Program</td>
<td>9</td>
</tr>
<tr>
<td>Registering for the MCAT</td>
<td>9</td>
</tr>
<tr>
<td>For Students Requesting Accommodations</td>
<td>10</td>
</tr>
<tr>
<td>On the Day of the Test</td>
<td>10</td>
</tr>
<tr>
<td>The Application</td>
<td>11</td>
</tr>
<tr>
<td>AMCAS Instructions</td>
<td>11</td>
</tr>
<tr>
<td>Application Monitoring</td>
<td>11</td>
</tr>
<tr>
<td>Schools Attended/Transcripts</td>
<td>11</td>
</tr>
<tr>
<td>Course &amp; Grade Entries, Credit Conversion &amp; GPA Calculations</td>
<td>12</td>
</tr>
<tr>
<td>Email Account Set-Up</td>
<td>12</td>
</tr>
<tr>
<td>Work/Activities Section</td>
<td>12</td>
</tr>
<tr>
<td>Miscellaneous AMCAS Sections Information</td>
<td>14</td>
</tr>
<tr>
<td>Writing Your Personal Statement</td>
<td>16</td>
</tr>
<tr>
<td>Do’s &amp; Don’ts of Personal Statement</td>
<td>17</td>
</tr>
<tr>
<td>Tips on Secondary Application</td>
<td>18</td>
</tr>
<tr>
<td>The Premed Committee Letter</td>
<td>19</td>
</tr>
<tr>
<td>Transmission of Letters of Recommendation</td>
<td>21</td>
</tr>
<tr>
<td>Selecting Schools</td>
<td>22</td>
</tr>
<tr>
<td>Interviews &amp; Decisions</td>
<td>23</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>26</td>
</tr>
<tr>
<td>Appendix 1 Reference Publications for the Application Process</td>
<td>27</td>
</tr>
<tr>
<td>Medical School Application Data Form</td>
<td>28</td>
</tr>
<tr>
<td>Autobiography</td>
<td>29</td>
</tr>
<tr>
<td>Recommendation Request Form</td>
<td>32</td>
</tr>
<tr>
<td>Recommendation List</td>
<td>33</td>
</tr>
<tr>
<td>Appendix 2 Selecting a Medical School: 35 Questions I wish I had asked</td>
<td>34</td>
</tr>
<tr>
<td>Appendix 3 Where Will You Thrive</td>
<td>37</td>
</tr>
<tr>
<td>Appendix 4 Sample Med. School Secondary Application Essay Questions</td>
<td>40</td>
</tr>
<tr>
<td>A. Sample Medical School Secondary Application Questions</td>
<td>40</td>
</tr>
<tr>
<td>B. Examples of Previously Used MD/PhD Secondary App. Questions</td>
<td>60</td>
</tr>
<tr>
<td>C. Sample Essays from College of Osteopathic Medicine Applications</td>
<td>63</td>
</tr>
</tbody>
</table>
Calendar for Spring Semester Prior to Submitting Your Medical School Application

January 2016

- Write your Autobiography using the outline in the Appendix section, complete the Application Data Form, the Recommendation List and update your resume. Email these documents to Jodi (jdomsky@haverford.edu) and Leslie Wood (lwood@haverford.edu) by Monday, February 1. Alumni should complete this sooner.

- Review your official college transcript(s) to make sure that information is correct.

- Begin to request letters of recommendation for your premed committee letter/packet.

February 2016

- Schedule an “autobiography” meeting with Jodi when you submit your paperwork. This meeting should be completed before the start of spring break to advise you about your application plans.

- Attend the Medical School Application Workshops coordinated by Jodi.

- Visit the MCAT registration site to choose your MCAT test date (if you have not taken it yet).

March 2016

- Complete your autobiography meeting with Jodi.

- Start to think about your personal statement. Reach out to the Writing Center for assistance if necessary.

- Work on your personal statement, request the rest of your letters of recommendation.

May 2016

- AMCAS/AACOMAS applications become available.

June 2016

- You should be ready to submit your application.

July 2016

- You should be completing secondary applications.
INTRODUCTION

Applying to medical school is an exciting process even though it also is a complicated one. The purpose of this guide is to help you understand the medical school application process and to help you manage your applications efficiently and effectively. Medical schools are interested in assessing candidates on a holistic basis by assessing their “competencies”. These competencies fall into the following categories:

Academic competencies

- Academic performance and ability
- Intellectual curiosity; skills in research, critical thinking, quantitative reasoning and scientific inquiry
- Rigor of the course(s) taken
- Distinctive contributions you have made
- Attitude and approach to course activities in and outside of class

Personal competencies

- Ethically responsible to self and others, honesty, integrity, social responsibility and service orientation
- Motivation for chosen health career as demonstrated by exploration of medicine
- Ability to communicate and work collaboratively as part of a team
- Professionalism and personality; maturity, reliability, compassion, flexibility, independence, self-reliance, sense of humor, leadership
- Sensitivity to others of diverse backgrounds; ability to work with a diverse population
- Resilience and adaptability
- Capacity for improvement

The thorough application process that is used for the medical school admissions process enables you to demonstrate to the schools your strengths in each of those areas. Jodi Domsky is eager to help make the medical school application process as easy as possible. This guide is an attempt to answer most of the questions you will have as you embark upon this enterprise. If, after carefully reading the guide, you still have unanswered questions, please get in touch with Jodi. Make sure to attend the medical school application workshops she organizes.
THINGS TO THINK ABOUT

When To Apply?

Medical schools are looking for applicants who demonstrate excellence in the “competencies” mentioned previously. They attempt to discern the best candidates amidst thousands of applicants by assessing grades and course work, MCAT scores, extracurricular, employment and leadership activities, community service, life experiences, personal maturity, and direct exposure to medicine and research.

There is no rush to apply to medical school. In fact, the average age for admission to medical school is 24. Increasingly students are applying as alumni in order to make time to take advantage of all of the rich experiences at Haverford, prepare a successful study plan for the MCAT, enrich their clinical and work experiences, and most important, to ascertain that medicine is the career they really want to pursue.

You will be a stronger applicant and a happier medical student if you take the time to be sure that medicine is the right career pathway for you. A couple of years working in a related field, doing full-time research, or working for Teach for America, Americorps or the Peace Corp, may be the perfect next step for you. Medical schools appreciate individuals with the maturity and experience that comes from working in challenging jobs, volunteering with underserved populations, and/or gaining more exposure to the field.

Course Requirements

Although we are in a transitional period as medical schools adapt their prerequisites, the following are the standard requirements you will need to complete:

- one year of general chemistry with lab
- one year of organic chemistry/biochemistry with lab
- one year of biology with lab
- one year of physics with lab

Many medical schools also may require or recommend additional courses in biology, math and behavioral sciences in addition to English. The English requirement at Haverford can be met by your "Humanities” requirement”. Your Haverford record indicates which courses are used to satisfy this requirement. If a medical school is asking for more information, you can request a letter with more information from the Haverford Registrar's Office.

The Medical School Admission Requirements (MSAR), an on-line resource, is the best resource to use during the application process to check course requirements and other valuable admissions information. The MSAR is available on-line for a purchase through www.AAMC.org.

Medically Related Experience

Increasingly, medical schools are carefully looking at an applicant’s medically-related patient-centered experiences. Candidates who have spent time working with patients in a clinical setting, either as an employee, volunteer, or intern show that they are making a knowledgeable career choice because they have first-hand experience.
Haverford students have worked or served as a volunteer at public health clinics, emergency rooms, hospitals, ambulance corps, physicians’ offices, geriatric homes, international clinics, homeless shelters, and more. Medical schools look for individuals who have made a sustained commitment to medically related service and can demonstrate how they have gained some valuable insight from their experiences.

Research Experience

Haverford College provides motivated students with opportunities for research at the College along with advice about other research opportunities elsewhere. If you are interested in science, it is a good idea to follow up on the chance to strengthen your experience in the laboratory setting, and to expand that experience to a biomedical laboratory sometime during college. Clinical and/or public health research are also invaluable opportunities to expose yourself to and gain research experience. Medical schools look for intellectually curious individuals, and experience with research can demonstrate that.

Community Service/Extracurricular Involvement/Leadership

Becoming involved in extracurricular/leadership/community service opportunities during your undergraduate career is an important value at Haverford and will make you a better candidate for medical school.

Intangible Factors and Professionalism

There are some intangible factors that are key to success with the application process. Primary among these is evidence of your motivation.

Small things about the application process may indicate the degree of your motivation and discipline. GET YOUR APPLICATION IN EARLY! AMCAS and ACOMAS applications become available in May and usually begin to accept applications in early June. Try to submit your application in June or early July – which will assure you a greater chance of admittance to schools that practice rolling admission, (especially state schools). Don’t postpone submitting your application because you don’t have your MCAT scores yet.

When you receive a secondary application, give yourself a personal deadline of completing and submitting it in two weeks.

Another factor that is increasingly important is professionalism. 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:

- Use a professional-sounding email user name.
- Review your signature file before you send an email. Having a simple signature with your name and contact information is a good idea.
- 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 you should always read over your emails before you send them.
- Consider changing your voice mail greeting to a more "professional” greeting in case schools decide to contact you by phone.
- When you go to a school for an interview, turn your cell phone off.
• 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.
• On interview day, you should dress conservatively and not wear excessive jewelry, cologne or perfume.

Online Persona

The enormity of public spaces on the Internet means that it is likely there is a significant amount of information about you on various web sites. Keep this in mind and recognize that admissions committees often check online to find out additional information about applicants.

Keep these points in mind when online:
• Facebook, Instagram, etc. accounts are not always as secure as they purport to be.
• Make sure you present the portrait that you want people to see; many employers or admissions officers will look up applicants before making an offer.
• Check your privacy settings often and also what might be posted about you on your friends’ web pages.
• What you post on blogs and websites can be archived; just like email, nothing is ever truly deleted.
• You may want to “Google search” yourself to see what is out there.
• 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.

The Association of American Medical Colleges (AAMC) has an interesting article “How Do I . . . Make Sure Social Media Doesn’t Hurt My Chances?” which offers perspectives from medical school admissions officers on the impact of social media on the medical school application process. [https://www.aamc.org/students/aspiring/324178/socialmediadoesnthurt.html](https://www.aamc.org/students/aspiring/324178/socialmediadoesnthurt.html)

State Residency

State residency is an important factor in the medical school selection process. You should always apply to schools within your own state or to schools which give special consideration to residents of your state. It is important to be clear about how your state of residency defines state residency. The term is interpreted variously by different states, and even by different medical schools within a state. You can only claim residency in one state. If you have any question about whether or not you qualify as a state resident, search their admissions web site for their guidelines on how residency is determined.

Medical School Diversity

Ideally the demographics of the health care work force should mirror the demographics of the country as a whole. Educational institutions recognize that medicine as a profession and patients in particular will benefit from the education of a diverse student body.

There are a number of racial and ethnic populations that are underrepresented in the health professions relative to their numbers in the general population. Historically the term “underrepresented” referred to four historically underrepresented groups - African Americans, Mexican-Americans, Native Americans and
mainland Puerto Ricans. The term “underrepresented” has been expanded in recent years to include a broader range of ethnicities and consideration of socioeconomic disadvantage. In addition, there is a greater focus on regional and local demographics so as to improve the cultural competencies of graduating physicians and improve access to care for underserved populations.

For more information on targeted resources available, visit the following websites:

https://www.aamc.org/initiatives/urm

http://www.aspiringdocs.org/
AspiringDocs.Org is an initiative by the AAMC to increase diversity in the medical profession.

https://www.aamc.org/students/minorities/
The AAMC web site Minorities in Medicine has information related to medical student preparation, the medical education pipeline, and financial aid opportunities.

Important Information for International Students

While admission to U.S. medical school can be challenging for even the best students, international students who are not U.S. permanent residents face additional challenges even if they are qualified candidates. It is extremely difficult for a non U.S. citizen who is not a permanent resident to gain admission to U.S. medical school as well as many other health professional schools mainly because the schools do not have the financial aid or staffing resources to assist international students. In recent years, just 1% of the 19,000 students entering medical school in the U.S. nationally were non-U.S. citizens. Information about which U.S. medical schools accept international students can be found in Medical School Admissions Requirements text (online access can be purchased from the AAMC at https://www.aamc.org/students/applying/requirements/msar/).

The small percentage of U.S. medical schools that will consider applications without reference to citizenship will usually require accepted non U.S. citizens applicants to pay their tuition up front; sometimes as much as four years’ tuition will need to be paid in advance of starting medical school. The cost of a four year U.S. medical education ranges from $150,000 – $250,000. Because non U.S. citizens are not eligible for U.S. government loans and other U.S. government-sponsored financial aid, the “up-front payment” requirement can make it very difficult for an international student to pay for medical school in the U.S.–even if s/he is accepted.

Note: For admissions purposes most U.S. medical schools do not differentiate between U.S. citizens and non-citizens who are permanent residents.
**HOW TO APPLY TO MEDICAL SCHOOL LOGISTICS:**

**Medical College Admissions Test - MCAT**

The MCAT was changed in 2015. It has four sections:

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

**MCAT Essentials**

This publication is available online as a .pdf file at the AAMC MCAT website. This booklet 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. When you register for the exam you must certify that you have read the MCAT Essentials and that you understand the policies and procedures contained in it. Also, you should bring a copy of the booklet with you to the MCAT test site.

Here is the link for the AAMC practice materials available for the MCAT: [https://www.aamc.org/students/applying/mcat/](https://www.aamc.org/students/applying/mcat/)

**Fee Assistance Program**

The Fee Assistance Program is not a financial aid program; therefore it does not make distinctions between dependent and independent student status. This means you must provide income information for your parents or spouse, regardless of your age or tax status. To be considered for the AAMC Fee Assistance Program, you must be a U.S. citizen, permanent resident, or have refugee/asylum status.

If you plan to apply for the fee assistance program, please go to the AAMC website (www.aamc.org) to complete the fee assistance application. The process applying for fee assistance is complicated, and you should start preparing documentation as soon as you can. The FAP (Fee Assistance Program) is for individuals with *extreme* financial limitations. If approved, you will get a reduction on the MCAT, an AMCAS Application fee waiver, and secondary applications to 13 schools.

**Registering for the MCAT**

- Register for the MCAT soon after registration opens in February for the test date you would like to ensure availability. You can get all of this information by checking the MCAT website at [www.aamc.org/students/applying/mcat/](https://www.aamc.org/students/applying/mcat/)
- The registration process will give you the option of releasing your scores to your health professions advisor. Please release your scores to us.
For Students Requesting Accommodations

The MCAT Exam with Accommodations section of the MCAT website contains policy statements and documentation requirements for test accommodations. See www.aamc.org/students/applying/mcat/ to access the section. It is a good idea to initiate these requests as soon as you can.

If you plan to request accommodations, you need to provide documentation in accordance with the AAMC guidelines posted at www.aamc.org/students/applying/mcat. It is important to review the procedures and deadlines well in advance of your test date.

On the Day of the Test

- The MCAT day is more than seven hours long. There are several breaks in-between sections, thus you will probably need to bring snacks and drinks.

- 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. See the MCAT Essentials regarding this point because security is strict on test day.

- Know how to get to the test site, how long the train takes, where to park your car, etc. If necessary, make a dry run to eliminate any confusion on the test day. You will need to 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 MCAT Essentials for regulations regarding bringing personal items to the test center.

Note: MD/Ph.D. applicants may be required to take the GRE in addition to the MCAT. The GRE, a computer base test, is offered year round at specific testing centers. For more information visit: http://www.gre.org
THE APPLICATION

The AMCAS application is the standard application used to apply to most allopathic medical schools in the US; AACOMAS is the osteopathic application.

1. AMCAS Instructions

- Both the application and the AMCAS 2017 Instruction Book (a downloadable pdf, which should be available by early May) will provide you with necessary instructions. Read them thoroughly.
- You should download the instruction file for reference, since the answers to many commonly asked questions can be found there.
- Errors that occur as the result of unread instructions cannot be remedied after submission.
- 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. It is highly recommended that you submit your medical school application by the end of June at the latest even if you only apply to a few schools at that date; you can always add schools later in the summer.

2. Application Monitoring

AMCAS will make every attempt to process your application in a timely manner. Applicants, however, are responsible for regularly monitoring their own 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 logging into the AMCAS main menu.

3. Schools Attended/Transcripts

- Once the application is available, you should complete the Information and Schools Attended sections of the application. If you complete these two sections, AMCAS staff will know which transcripts to expect. This will facilitate processing of your application. It is important to have transcripts sent to AMCAS as soon as you can.

- 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 for the courses. Exceptions are noted in the AMCAS instructions. Print out the official AMCAS 2017 transcript request forms, send them to the registrar(s) office(s) at every college/university where you have taken a course, and request that the form is included and mailed to AMCAS along with the official transcript. If you are a current student, ask the Haverford Registrar not to wait to send the transcript after the spring grades are posted and be sure that the Haverford transcript matches the information that you entered on the AMCAS application exactly.
For Haverford undergraduates and alumni who have taken courses during the academic year through the official consortium at Bryn Mawr, Penn and Swarthmore, you do not need transcripts from these schools. (Note: If you took courses at Penn during the summer or after you graduated from Haverford, you will need to submit a separate Penn transcript for those classes.)

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 2017 instruction manual for more information.

Applicants to osteopathic medical schools may need to have original foreign transcripts evaluated by a credit billing service. Texas residents need to submit copies of foreign transcripts to TMDSAS, the Texas Medical and Dental Schools Application Service.

4. Course and Grade Entries, Credit Conversion, and GPA Calculation

- Applicants should list all official grades and credit units exactly as they appear on the issuing institution 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.

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. It is not advisable to use Hotmail or AOL for this email account because AMCAS and medical schools have had difficulties sending email to Hotmail and AOL accounts. Include a basic signature file that contains your name and contact information. It is not advisable to use your Haverford email address if that address may expire before the application process end.

6. Work/Activities Section

The AMCAS medical school application has a section dedicated for you to enter your activities (employment, community service, extracurricular activities, publications, etc.) You are limited to a maximum of 15 experiences. Generally medical schools are interested in post-secondary experiences, not experiences from high school.

- The goal is to enter significant experiences; it is not necessary to fill all 15 entries. 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 served as a TA for multiple courses, you can have one entry for teaching, and in the description section list the individual courses.

- 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 (meaning characters, spaces, punctuation).

- Three most meaningful experiences – Applicants will be asked to identify up to three of those 15 experiences that are the most meaningful to them. After the applicant indicates that an experience is one of their most meaningful, the screen will refresh and another text box limited to 1325 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. Miscellaneous AMCAS Sections Information

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

Concept of “Distance Traveled” from the MSAR: Getting Started
“Admissions officers are likely to place significance on any obstacles or hardships you’ve overcome to get to this point in your education. This is a concept known as “distance traveled,” and medical schools view the challenges you’ve faced and conquered as admirable experience – and indicative of some very positive traits. As with other experiences, you can help the admissions committee better understand and appreciate your unique contributions by not only describing the experience, but also what you learned from this perspective.”

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. (not a required question in 2014)

The percentages entered should equal 100%.

<table>
<thead>
<tr>
<th></th>
<th>____%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Scholarship</td>
<td></td>
</tr>
<tr>
<td>Financial Need-Based Scholarship</td>
<td></td>
</tr>
<tr>
<td>Student Loan</td>
<td></td>
</tr>
<tr>
<td>Other Loan</td>
<td></td>
</tr>
<tr>
<td>Family Contribution</td>
<td></td>
</tr>
<tr>
<td>Applicant Contribution</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td><strong>Total =</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Language Proficiency Questions

- Applicants had 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
  - Basic

- There are guidelines on the application to help applicants categorize their proficiency levels.

Disadvantages 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 (1325 character limit)
Writing Your Personal Statement

For the AMCAS statement you are allowed a maximum of 5,300 characters (including spaces and punctuation); it is approximately 1 full page.

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

The personal statement is your 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. The statement is your opportunity to provide a mature and deeper context to your background and motivation for pursuing a career in medicine.

**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 (3000 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 schools list at a later time when you are ready to submit the application.

One of the hardest tasks is getting started on your personal statement. You should write your autobiography for Jodi first because this often leads to ideas for the medical school personal statement. It is also helpful to complete the “work/activities” section of the application before writing the statement. You should use the personal statement to build upon your work/activities section especially the three most meaningful experiences; process these experiences and their effect on your growth and development.

Be prepared to write several drafts so it is good to start well before the applications become available. Save all statement drafts because you may be able to use them in responses to secondary application statement questions.

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 web 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.
# DO’S AND DON’TS OF THE PERSONAL STATEMENT

<table>
<thead>
<tr>
<th><strong>DO</strong></th>
<th><strong>DON’T</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate motivation- your journey from your head and heart.</td>
<td>Criticize the profession, doctors you have dealt with.</td>
</tr>
<tr>
<td>Use concrete, specific, detailed examples and language.</td>
<td>Be negative.</td>
</tr>
<tr>
<td>Focus on what is unique about you.</td>
<td>Lecture; tell them things they know, or generalize about health care or medicine.</td>
</tr>
<tr>
<td>Be positive.</td>
<td>Think you can cover everything you’ve done.</td>
</tr>
<tr>
<td>Have an attention-getting opener.</td>
<td>Write an expanded resume.</td>
</tr>
<tr>
<td>Proofread for perfection.</td>
<td>Be vague or general.</td>
</tr>
<tr>
<td>Consider reader’s eyes.</td>
<td>Be too modest or reticent.</td>
</tr>
<tr>
<td>Analyze your audience</td>
<td>Use gimmicks.</td>
</tr>
<tr>
<td>Get feedback from trusted editors (but not too many)</td>
<td></td>
</tr>
</tbody>
</table>
Tips on Secondary Applications

AMCAS will start sending verified applications to medical schools at the end of June. 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 not 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 application is available. If the secondary application is there, read the instructions carefully. It is a good idea to complete and submit secondary applications in a timely manner; a good rule of thumb is within two to three weeks after you gain access to it.

A few secondary applications ask for your SAT or ACT scores, so you might need to retrieve that information. You will not need to send them an official scores report – you just need to input the scores.

Many secondary applications have additional essays; some are "optional" essays. (There are sample secondary application essay questions from previous application cycles later in 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.

- Write something to further personalize the application when possible. Two categories that are always worth writing about: your classes, research and/or volunteer activities during the application year, and about why you are applying to that school. If you believe that those questions have already been answered, then write on another topic.

Semester hours and Haverford credit units

Some secondary applications will ask you to convert your Haverford credits to semester hours and to calculate GPAs for the core premedical requirements, i.e. – one year of each of the following courses—general chemistry, biology, organic chemistry, and physics. Remember that 1 unit of credit at Haverford is equal to 4 semester hours.
The Premed Committee Letter

The purpose of the premedical committee process is to present medical schools with a comprehensive summary of your academic, extracurricular, professional accomplishments, your service experiences, and your motivation and commitment to a career in medicine.

Jodi will write the Haverford committee letter of recommendation based on advice from members of the faculty who are on the prehealth advisory board, information from your autobiography, and the letters of recommendation you submit.

On your secondary applications, you will answer “yes” to the question asking if you have a premed committee letter. You do not need to list any individual letters of recommendation.

Process for obtaining a Premedical Committee Letter

- **Write an autobiography following the Autobiography Guidelines.**

  The autobiography is a guided questionnaire that will enable you to reflect on and explain the experiences that have helped you prepare for and decide to pursue a career in medicine. The autobiography is only read by Jodi unless you choose to share it with anyone else.

  The autobiography is due by February 1 of the year that you intend to apply to medical school.

- **Autobiography meeting with Jodi**

  Following submission of the autobiography, resume, Application Data Form and Recommendation List, you must schedule an autobiography meeting with Jodi. During this meeting you will be able to discuss your experiences and motivation for a career in medicine as well as consider your "readiness" for applying to medical school. This is an opportunity to explore your strengths and assess any potential weaknesses in your qualifications. The autobiography meeting should be completed before spring break of the application year.

- **Supporting letters of recommendation**

  One of the advantages of attending a small liberal arts college like Haverford is the opportunity to get to know and work closely with professors. Their letters will reflect your academic abilities, knowledge of your personal qualities and long term goals. In addition to faculty, medical schools will also want to learn about your extracurricular, service, and work experiences from your supervisors. Recommendation letters should be submitted to the Health Professions Advising Office by February 15 if you are an alumna/alumnus, or by the end of May of the year you are applying if you are a current student.

Guidelines for Collecting Letters of Recommendation

- You will need two letters from science faculty, and it is recommended that the letters are from professors from different scientific disciplines if possible.

- If you are not a science major you will also need a letter from a professor from your major.

- You should include letters from non-academic references such as work and community service supervisors, research mentors, medically-related volunteer or clinical employment supervisors,
athletic team coaches, etc. from college and beyond (soliciting letters from high school are no longer valuable).

- If you are applying to osteopathic medical school, be aware that many osteopathic medical schools require or strongly recommend a letter from an osteopathic physician whom you have shadowed.

In total, you should ask for four-six letters of recommendation to include with the premedical committee letter.

It is recommended that you meet with letter writers in person to request a recommendation letter. You can email recommenders to ask for a letter and to request a meeting about writing a recommendation.

Share with them your career interests, and provide information on your performance in his or her class, lab, or other activity. Be clear about why you would like them to write you a letter. Give each recommender your resume. Providing these details will help the individual write a strong letter and also ensure that your letter has accurate information regarding your activities, such as dates and places you worked. If you take responsibility in giving your recommenders solid information, you help yourself in getting compelling and informative letters of recommendation.

Provide each individual writer with the Recommendation Request Form. This required document provides guidelines on how to write the letter and where to send the completed letter for your file. It also lets the writer and medical schools know whether or not you retain your right to see the recommendation letter.

All letters of recommendation must be accompanied by a Recommendation Request Form with signatures from both the applicant and the recommender (see instructions below). All applicants must turn in a signed Recommendation List to Leslie Wood. The Recommendation List also serves as the waiver form for retaining or waiving the applicant's right to see the premedical committee letter.

Waiving your Rights

For individual letters of recommendation and the premedical committee letter, you will have to decide whether to waive your rights to access the letter of recommendation. If you do not waive your rights, you may have access to read the letters in your file. If you waive your rights, you do not have access to your letters, nor can Health Professions Advising staff share with you the content of the letters in your file. Medical schools typically prefer that you waive your rights so your premed committee letter is confidential, however, you should make a decision that makes you comfortable. Feel free to speak to Jodi if you have any questions.

Provide a deadline: Each recommender should be given one to two months at a minimum to write your letter of recommendation. Be sure to ask if the deadline you have provided is reasonable for the person's work schedule and other commitments.
Transmission of Letters of Recommendation:

Nearly all allopathic medical schools are participating in an electronic letter submission process through AMCAS. Osteopathic medical schools use AACOMAS and TMDSAS uses Virtual Evals (VE), a secure web service for health professionals, advisors, and medical schools to make it easy and safe for your letters to be submitted electronically. Although we will send you more information when it becomes available, the following are guidelines that will be helpful to keep in mind.

AMCAS Letters:

Although AMCAS states that you can submit up to 10 letters through AMCAS for participating schools, our premed committee letter with the attached letters should be listed as ONE AMCAS LETTER. For most of you, that will be the only list that letter on your AMCAS application. In addition to listing the committee letter in the Letters of Evaluation Section on 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.

AMCAS defines 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 Haverford will include your premedical committee letter and copies of the other recommendation letters that you requested that we send to medical schools.*

We will upload a PDF of your premedical committee letter directly to AMCAS sometime during the summer.

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 VE. 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 program.
Selecting Schools

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 time and very expensive since every secondary application cost between $50-$200.

Choosing where to apply to medical school can feel like a daunting task. Below are some important resources to use and factors to consider as you begin to decide where you will apply to medical school.

- **Medical school profiles in the Medical School Admissions Requirements (MSAR) published online by the AAMC**
  In the MSAR medical schools list their 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 its student body, specific costs including tuition, fees, and other estimated expenses.

- **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% state residents in each class; in fact some state medical schools accept close to 100% of the class from the state resident applicant pool. You should review the medical school admissions websites to learn how they determine state residency. Think carefully before applying to state schools if you are not a resident of that 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 is the level of emphasis on primary care, clinical medicine research?

- **Special medical school programs**
  Opportunities for: scholarly work? International rotations? Domestic rotations at other medical school hospitals? Sponsored community service programs?

- **Financial issues**  <www.aamc.org/services/first>
  In the MSAR each medical school provides detailed information about tuition (in state vs. out of state), fees, and estimated costs of attendance (those costs often include living expenses). If you are an international students who has been accepted to medical school, the school often requires you 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.

- **Advice from mentors and medical students**
  Review “35 Questions That I Wish I Had Asked” and “Where Will You Thrive” in this handbook to guide you in your research of schools.
Interviews and Decisions

The medical school application process is designed for the medical schools to get as full a picture of you as possible. The first stage is the review of your application materials. Grades, MCAT scores, personal statement, secondary application essays (if required), the premed committee letter and your experiences are evaluated. Medical schools are interested in a “holistic review” of candidates to assess competencies.

If you receive an interview invitation, that is great news! You have made it through the “first cut” and now they want to know more about who you are. While admission is not guaranteed at this point, you have certainly passed an important plateau, and your chances of admission are much better than they were before you received an interview invitation.

What are interviews like?

- There are several types of interview formats. The interviewer may have read your application and be quite knowledgeable about you and your candidacy or the interviewer may not know anything more about you than your undergraduate institution. In the interview in which your interviewer has read your application, you might expect more specific questions. In the latter case, often referred to as a “closed file” interview, you should be prepared to discuss with the interviewer the important aspects of who you are, what you have accomplished, and what you see as your strengths. In the interview in which your interviewer has read your application, you might expect more specific questions.

- A Multiple Mini Interview (MMI) is an interview style used by approximately 25 medical schools. It consists of a series of short, structured interview stations used to assess candidate’s skills and abilities including cultural sensitivity, teamwork, ethical decision making, empathy, ability to think on your feet, and communication skills.

Prior to the start of each mini interview rotation, candidates receive a question/scenario and have a short period of time (typically two minutes) to prepare an answer and about 8-10 minutes in each room responding to the scenario either directly or through a role play. At the end of each mini interview, the interviewer evaluates the candidate’s performance while the applicant moves to the next station. This pattern is repeated through a number of rotations.

Although participants must relate to the scenario posed at each station, it is important to note that the MMI is not intended to test specific knowledge in the field of medicine. There are no right or wrong answers to the questions posed in a MMI, but each applicant should consider the question from a variety of perspectives.

- Regardless of the type of interviews you encounter, it is important that you keep abreast of issues in the medical field. Medical schools will have an assumption that you have a basic understanding of the current hot issues in medicine and policies in the US.

- You may be interviewed by admissions staff, admissions committee members and/or faculty, staff, and students at the medical school. Most interviews (except for MMI) are one-on-one.

- Interviewers have their own individual styles, some are warm, engaging, low key; others may be less personal, more formal. Some interview in a conversational way, others may follow a more structured format.
• You can expect to be nervous, especially in your first interview, but for the most part, interviews are not designed to deliberately “give you a hard time”. In general schools want you to feel comfortable so that they can learn more about you.

• You might be presented with hypothetical situations and asked how you would handle them; in fact some schools are moving to a format that is based exclusively on this method. By asking these difficult questions, the interviewer is hoping to gain a sense of your values, how you solve problems, how thoughtful you are about larger issues. What you say does matter, how you arrive at your position and how well you defend it are equally important.

Be honest and sincere in your answers. Don’t try to figure out what the interviewer wants to hear. If you don’t know something, say so.

• Although we usually do not recommend on-line discussion forums, students have said that it has been helpful to read the medical school interview feedback section on the Student Doctor Network www.studentdoctor.net. Reading about other students’ experiences can help you feel more confident and relaxed.

• For MD-PhD candidates: Be sure that you know your science and research well, and have practiced talking about it, particularly with people who may not be in the same field. Presenting papers or posters at conferences is a valuable experience in this regard. You should know not just the data, but be able to explain why a research project matters. Be able to answer questions like, “Why did you do that experiment? If you did X and achieved the result Y, how would you interpret that? What would your next step be?” Be aware of what is going on in the larger field, and be able to relate your work to the bigger picture. You should also be aware of the limits of what you know and do not know.

Logistics:

• When you are invited for an interview, set a date carefully if you can.

• On the day of the interview allow yourself plenty of time to find the medical school and be sure to arrive early. You will be more relaxed if you arrive early than if you have been scrambling to find a parking space or are learning your way around an unfamiliar public transit system.

• Be courteous in all your dealings in the admissions process--- from the attendant in the parking garage to the admissions staff, interviewers and other candidates. The students who take you on a tour of the school or eat lunch with you might also be asked to share their impressions of you with the admissions staff.

• Dress appropriately. That means pantsuits, suits or dresses for women, and suits or jackets (and ties for men) - all neutral colors. You should wear comfortable shoes because there may be a lot of walking required.

• Reread your application and supplementary essays to review what you have told them about yourself.

• Be prepared to ask questions. Show that you are interested in that particular school; be able to communicate why you have applied. Be aware of any special programs at the school. Consult their website before you go.
• Thank you emails to your interviewers and/or to the admissions office are certainly appropriate, although not required.

• While medical schools discourage you from requesting interviews, in special circumstances it can be appropriate for you to request one. If you have been invited to interview at a school in a distant location, you may bring this to the attention of the other schools in that area and ask if they had a chance to review your file, or if they are planning to interview you if you may be able to coordinate interviews. The more advance notice you can provide to the admissions office about your plans, the better.

• Should you decide that you need to reschedule an interview, or if you change your mind about the school and decide to withdraw your application after you have been invited for an interview, it is very important that you deal with the school courteously. Contact the school as far in advance as you can so that another candidate can be invited for that time slot. In all your dealings with a school, remember that your behavior reflects on you, as well as Haverford.

• After your interview you should capture your impressions of the school and its programs. The medical school application process is long, and past applicants have commented that this “impressions blog” helped them to draw distinctions between schools later in the process when you have to make final decisions.

• After your interview, you might receive an acceptance, a rejection or information stating that you have been placed on hold or on a wait-list. 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. It is appropriate to ask when you should expect to hear at the end of your interview day.

• 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 late 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 AACOMAS traffic rules and schedule.

• Be sure to keep in touch with Jodi throughout the process. She is interested in your progress and wants 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.

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 Jodi by mid-February about ways you can enhance your candidacy in this situation.
Financial Aid

Medical schools do not consider ability to pay when selecting applicants. They expect each student to manage his or her tuition costs with help from family members, and loans. (Even older, independent students are usually asked to provide parental financial information to medical schools.)

As you complete the application process, your main source of information about financial aid will be the financial aid officers at the medical schools. The interview process often includes a financial aid presentation. Even if you are not yet accepted to a medical school, you should complete the Free Application for Federal Financial Aid (FAFSA) available online (http://www.fafsa.ed.gov/), in January/February of your application year.

Be sure that your credit rating is good so you will have no problems obtaining loans. If you have credit card or consumer debt, be sure to pay it off regularly and keep it low.

The AAMC website contains a comprehensive guide to financial planning at https://www.aamc.org/services/first. The MSAR also contains an excellent chapter on financing a medical education.

If you are interested in practicing primary care medicine in a designated underserved areas, you may want to look into the National Health Service Corps Scholarship Program. This is a federally-funded program, a potential option for those who have really demonstrated their dedication to disadvantaged populations. For more information, please visit: National Health Service Corps (http://nhsc.hrsa.gov)

For more information on scholarship and loan repayment programs, please visit: National Institutes of Health Loan Repayment and Scholarship Programs (800-528-7689) or www.lrp.nih.gov

State and Other Loan Repayment/ Forgiveness and Scholarship Programs
http://services.aamc.org/fed_loan_pub/index.cfm?fuseaction=public.welcome&CFID=799436&CFTOKEN=68534418
Appendix 1
References for the Application Process

AAMC website – www.aamc.org/students - is a good place to start exploring resources about planning for your medical education and future career path. You will find helpful:

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

Texas Medical and Dental School Application Service 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.
The following items can be purchased from the Publication section of the AAMC website www.aamc.org

Medical School Admissions Requirements – United States and Canada
Provides admissions data about every school in the United States. Revised annually. The new 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/

MCAT Review Materials
https://www.aamc.org/students/applying/mcat/
https://www.khanacademy.org/test-prep/mcat

Resources You Will Need for the Health Professions Advising Office (copies of documents are located on the next few pages)

- Autobiography Instructions
- Medical School Application Data Form
- Recommendation Request Form
- Recommendation List
MEDICAL SCHOOL APPLICATION DATA FORM
2017 APPLICATION PROCESS

Name:___________________________ Class:______ Date:__________________

Will you applying to medical school in the summer of 2016?
_____ Yes definitely
_____ Maybe

Email Address _______________________ Alternate Email:_____________________

Home Phone #_________________________ Cell Phone #__________________________

Permanent State of Residency ________________________________________________

Major 1 ______________________________ Major ________________________________

Minor 1 ______________________________ Minor 2 ______________________________

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)

Overall GPA________________________ BCPM GPA _____________________________

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades in Biology</td>
<td>__________________________</td>
</tr>
<tr>
<td>Grades in Chemistry</td>
<td>__________________________</td>
</tr>
<tr>
<td>Physics:</td>
<td>__________________________</td>
</tr>
<tr>
<td>Math:</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

(Continue on back if needed)

Honors, Awards, Fellowships at Haverford until present:

________________________________________________________________________

________________________________________________________________________

MCAT Score(s) & Dates (If known)________________________________________

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

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

AACOMAS ID# (osteopathic medical school application service)_____________________

TMDSAS ID# (Texas medical and dental school application services)________________________

AADSAS ID# (dental school application service) ______________________________
Autobiography Instructions
for Haverford Undergraduates and Alumni
For the 2017 Medical School Application Process

Purpose
Your autobiography has two important functions:
1. It helps Jodi Domsky to get to know you better.
2. It helps you clarify your thinking about your career interests and will help you prepare for the application process essays and interviews.

This will only be read by Jodi; feel free to “let yourself go” while writing this, the process will likely lead to several good ideas for your personal statements and essays.

Guidelines
• Please include your name and e-mail address that you will use during the application process.
• Please write in chronological order and be specific as possible.
• Please attach a resume.

Please submit the autobiography and resume by email to Leslie Wood (lwood@haverford.edu).

A. Introduction - Your background, family history and important influences
• Discuss anything about your family and background that you think is relevant. 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 impacted your motivation for medicine (if applicable).
• Include any “unique”/”unusual” background information or anything else about your family and background that you think is relevant.
• Please indicate if anyone in your family has any connections to medical schools, and include what their relationship is.
• Anything else you want to share about yourself such as hobbies, talents, travel etc.

B. Your academic history, including
• Choice of major(s), minor(s) and why
• If you are a non-science major, please discuss why you would enjoy a science based career, and how your non-science based major will be useful to you as a physician if applicable.
• Honors, grants or scholarships received, if any
• Thesis, if applicable
• Special programs (e.g. study abroad)
• Research opportunities through your academic courses if applicable
• Graduate or professional education and why you pursued it, if applicable
• If you feel that your grades and/or MCAT score does not accurately reflect your potential, please discuss this further.

C. Work and activities during college
The professional school applications have sections for you to enter work experiences, extracurricular activities, community service positions, internships etc. The professional schools are interested in learning about activities you have participated in after graduating from high school. Include the start and end dates and number of hours per week. Take the opportunity to be more descriptive than a
resume yet concise. If applicable, describe how the experience had an impact on you, and reflect on how these experiences shaped your decision to go into medicine. For example which ones helped you to gain medically related exposure? Research skills? Develop teamwork and/or leadership skills?

- Campus jobs
- Summer jobs
- Activities outside the classroom – sports, volunteer, clubs, etc.
- Internships
- Research experience
- Other professional or extracurricular experiences

For premedical students please place an <*> next to those experiences that provided medically related and/or research experience and be sure to describe the extent of your patient contact, and/or your accomplishments with your research.

For predental students, please describe your shadowing experiences and list the total number of hours.

For prevet students, please describe in detail your experiences working with animals.

D. Activities Post-College
Include the start and end dates and number of hours per week. Take the opportunity to be more descriptive than a resume yet concise; where applicable describe how the experience had an impact on you.

- Full time jobs, if applicable
- Volunteer and service-oriented positions
- Leadership opportunities
- Medically related clinical and/or research experiences

E. In your AMCAS (allopathic medical schools) application, you will be asked to identify three of your experiences that you have identified as most meaningful. Please indicate which three you plan to list and why.

F. Explain gaps in time (if more than two consecutive months) when you weren’t working or in school.

G. Standardized test preparation
Please specify how you are planning to prepare for the MCAT/DAT/GRE and when you plan to take the test. If you have already taken the MCAT/DAT/GRE, please report your scores, test date and how you prepared.

H. Motivation for your career choice – medicine, dentistry or veterinary medicine. Please discuss the following:

- Why you want to be a physician/dentist/veterinarian and the nature and development of this interest. Please provide a brief history of your interest, include your own experience with healthcare as a consumer or a volunteer in a clinical setting, and what insights it provided for you about your career choice.
- Briefly describe where you might like to be in your professional life in 10 years.
- What distinguished you as an applicant to medical, dental or veterinary school?
- How will you add to the diversity of a medical school class? (this is a tricky but common question asked by medical schools in supplemental essays.)

I. Institutional action
Most professional school applications have questions about institutional action and criminal conduct that you are required to answer. It may be helpful in the autobiography meeting to discuss these
situations if you will be answering Yes to any of the questions. Prior to our submission of the committee letter in the summer you will be asked to confirm whether or not you have been the recipient of institutional action from Haverford 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)?

J. Academic, professional and personal “competencies” (there is no written response needed for this section. These are important core competencies that medical schools are looking for; as you work on completing this autobiography and start to prepare for your medical school application process, you may want to think about how your background, values and experiences might convey the following competencies.

In fact, the AAMC Guidelines for writing letters of evaluation for medical school applicants suggests that recommenders describe how the applicant has demonstrated the following “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
Section 1 – To be completed by the student

Name of student_________________________________________  Class_________________

Name and title of recommender_____________________________________________

Place of employment of recommender___________________________________________________________

I understand that a copy of the recommendation attached to this statement will be forwarded, at my request, to the admissions offices of professional schools of the health sciences. A copy of this recommendation may also be used in support of my candidacy for prizes or awards for which I may be nominated, or for fellowships, grants, or positions for which I may apply. I specifically grant the recommender permission to include my grade point average and grades in the recommendation. (This statement is provided in connection with the Family Educational Rights and Privacy Act of 1974.)

Check one:

_____ This is a confidential recommendation and will not be made available to me without prior consent of the author of the recommendation

_____ I retain my right of access to this letter of recommendation

Signed __________________________________________________ Date___________________

Section 2 – To the Recommender

Please sign and date this form and then return this form with your letter. Please find the guidelines for composing and submitting your letter below

Recommender’s signature__________________________________ Date__________

All letters should be addressed generally (i.e. ‘Dear Admissions Committee’) and should appear on letterhead with a scanned or handwritten signature. Please send your letter with this completed form and email it to Leslie Wood (lwood@haverford.edu) or mail to Haverford College, Health Professions Advising, Stokes Hall 300, 370 Lancaster Ave., Haverford, PA 19041-1392.

In your letter of recommendation please explain your relationship the candidate with reference to how you know him/her and in what capacity you have interacted. If applicable, please comment on the following if you have observed the behaviors directly:

Personal attributes

- Ethically responsible to self and others, honesty, integrity, social responsibility and service orientation
- Motivation for the health career chosen
- Ability to communicate and work collaboratively as part of a team
- Professionalism and personality; maturity, reliability, compassion, flexibility, independence, self-reliance, sense of humor, leadership
- Sensitivity to others of diverse backgrounds; ability to work with a diverse population
- Resilience and adaptability

Academic (if applicable)

- Academic performance and ability
- Intellectual curiosity; skills in research, critical thinking, quantitative reasoning and scientific inquiry
- Rigor of the courses(s) taken with you
- Distinctive contributions this applicant has made
- Attitude and approach to course activities in and outside of class
- Group or teamwork skills
List below the recommendations you request to be included in your premed committee packet in addition to the Premedical Committee letter. Consider carefully whether you wish to waive or retain access to each letter. Pursuant to the Family Educational Rights and Privacy Act of 1974, as amended, references written on or after January 1, 1975, are open to inspection by the candidates, unless the candidate has waived the right of inspection in writing.

I plan to request recommendations from the persons listed below. I understand that copies of these recommendations will be forwarded, at my request, to the admissions offices of professional schools of the health sciences. Copies of these recommendations may also be used in support of my candidacy for prizes or awards for which I may be nominated, or for fellowships, grants, or positions for which I may apply. I understand that my premed committee letter from Haverford College will include a letter from the Haverford College prehealth advisor and at least two members of the Haverford faculty. (The next sentence is optional; if you do not agree, please strike it out.) These are confidential evaluations and will not be made available to me without the prior consent of the authors of the evaluation.

Date________________ Name__________________________________________________________________________

(Please print)

Signature_____________________________________________________________________________________

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Relationship to you</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _____________________________</td>
<td>_____________________________</td>
<td>____________________</td>
</tr>
<tr>
<td>2. _____________________________</td>
<td>_____________________________</td>
<td>____________________</td>
</tr>
<tr>
<td>3. _____________________________</td>
<td>_____________________________</td>
<td>____________________</td>
</tr>
<tr>
<td>4. _____________________________</td>
<td>_____________________________</td>
<td>____________________</td>
</tr>
<tr>
<td>5. _____________________________</td>
<td>_____________________________</td>
<td>____________________</td>
</tr>
<tr>
<td>6. _____________________________</td>
<td>_____________________________</td>
<td>____________________</td>
</tr>
<tr>
<td>7. _____________________________</td>
<td>_____________________________</td>
<td>____________________</td>
</tr>
<tr>
<td>8. _____________________________</td>
<td>_____________________________</td>
<td>____________________</td>
</tr>
</tbody>
</table>
Appendix 2

Selecting a Medical School: Thirty-Five Questions I Wish I Had Asked
(from AMCAS)

From 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 get more information about medical schools that you will visit during the interview process. 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?

10. How are students evaluated?

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/

**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?

*From: www.aamc.org/students/applying/programs*
Appendix 3

Where Will You Thrive?

Reprinted from “The New Physician”

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 fell 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 4

Sample Medical School Secondary Application Essay Questions

A. Sample MD Secondary Application Questions

Note: These questions are provided to give you insights into the type and scope of questions medical schools might ask on secondary application. The following list is a compilation of secondary application questions from the 2015 application cycle. Use the questions as a guide to start thinking about secondary applications after submitting AMCAS.

California

Keck School of Medicine of the University of Southern California

Short-Answer Questions (3-5 sentences):

What is the most fun you’ve had in the last year?

What is the most beautiful sight you’ve ever seen?

If you couldn’t be a health professional, what occupation would you choose?

If you could give yourself a nickname, what would it be?

If you had enormous wealth, how would you allocate your charitable donations?

What aspect of the preparation for becoming a physician did you find most challenging?

How will you be remembered by your medical school classmates 50 years from now? (250 words)

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. (2000 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

Discuss any elements of your application that you feel might be concerning to the Admissions Committee. (1500 Characters)

How will your family, community, academic, work or other life experiences enhance the UC Davis School of Medicine community?

Based upon your personal life experiences, what do you foresee as challenges in medical school and in your future career?

What have you been doing since submitting your AMCAS application? Include contact information for any references related to these experiences.

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".

- Please tell us why you would like to be considered for the program.
- Please describe your experiences working with underserved communities.
- What are your future plans to practice in a rural underserved community?
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 (http://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.

3 experiences again (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

Have you experienced any uneven performance in grades and academic achievement? If so, please explain. (Response limited to 800 characters)

If you are currently not a full time student, please list and describe your current activities. (Response limited to 800 characters)

Describe the role you play in your immediate family. (Response limited to 800 characters) Describe your community and socioeconomic environment. (Response limited to 800 characters)

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)

Describe how your experience, your community, and family background impact your understanding of the underserved communities. (Response limited to 800 characters)

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)

Please describe how your experiences and personal attributes contribute to the mission of Charles R Drew University. (Response limited to 800 characters)

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)

Please provide any additional information which will give the Admissions Committee greater insight into you as an applicant. (Response limited to 800 characters)

How did you hear about our program? (Response limited to 800 characters)

University of California, L.A, David Geffen School of Medicine (800 Characters)

Describe involvement in the ONE most important non-academic activity that has been important in your life?
What has been the ONE most unique leadership, entrepreneurial or creative activity in which you participated?

What has been the ONE most important volunteer work you have done and why was it meaningful?

Has there been a gap greater than one year between achieving your baccalaureate degree, and/or consecutive degrees before applying to medical school? (yes or no). If yes, please explain.

What is the ONE most important honor you have received? Why do you view this as important?

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.

Describe a problem in your life. Include how you dealt with it and how it influenced your growth.

List major paid work experience during (or since) college. Give dates, description, approximate hours worked (list the most recent first).

If there is any hardship to which you would like the committee to give special attention in evaluating your application, then check the box labeled 'Hardship' and briefly explain why you are indicating a hardship. Include any geographic, language, economic, academic, physical, or mental factors.

Where do you see yourself in 10 years? What experiences have led you to this goal?

University of California, San Diego School of Medicine

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.

University of California, San Francisco School of Medicine, including questions from the special joint medical program (JMP) with the University of California Berkeley

I will be out of the country - provide additional info below (e.g. dates, best way to contact, etc.) 100 characters

If you wish to update or expand upon your activities, you may provide additional information below. 500 characters

JMP

1) Please describe the basis for your interest in and your preparations for the MS with research thesis. Given the opportunity to pursue such a degree, what topics, questions or areas of research might you be interested in addressing? (limit 500 words)
2) Please describe the basis for your interest and experience with small group, case based problem oriented learning. (limit 500 words)

PRIME-US Essay Question (limit 500 words) Please describe your experiences with underserved communities, community-based work, leadership roles, and commitment to working with the urban underserved.

PRIME-US Short Answer Questions (limit 250 words each) PRIME-US requires a commitment above and beyond the regular medical school curriculum. You will be expected to spend time participating in small group activities and engaging with underserved communities in the Bay Area. Please answer the following questions:

1) How will you balance PRIME-US with your academic responsibilities and personal life?

2) Please describe your experience working in small groups.

3) What will you bring to PRIME-US?

4) What do you hope to get out of PRIME-US

Connecticut

Quinnipiac University School of Medicine

What medical specialty are you considering? What factors have influenced your decision? 250 words

How do you see yourself contributing to the learning environment at the Frank H. Netter MD School of Medicine? 250 words

Two 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.

This section should be used to bring to the attention of the Admissions Committee any information not previously discussed throughout your Yale Secondary Application. Please limit your response to 500 words.

**District of Columbia**

**Georgetown University School of Medicine**

Georgetown University School of Medicine strives to ensure that its students become respectful physicians who embrace all dimensions of diversity. Please describe how any personal characteristics or life experiences will contribute to the diversity of, and bring educational benefits to, our student body (1000 characters).

**George Washington University School of Medicine & Health Sciences**

For the 2016-2017 application cycle, please indicate activities, academics, employment, or other occupations to account for full-time activity (approx. 30-40 hours/week) (750 characters, spaces don’t count)

What is your most significant achievement outside the classroom? (750 characters, spaces don’t count)

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, spaces don’t count)

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, spaces don’t count)

**Georgia**

**Emory University School of Medicine**

If it was not included on your AMCAS application, please list your entire curriculum plan for the 2016-2017 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.

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.

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

Rush Medical College of Rush University Medical Center

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. (1000 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 (2000 characters).

University of Chicago Pritzker School of Medicine

Our Mission Statement above (“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.”) 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 550 words.

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 400 words.

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**

**Boston University School of Medicine**

Did you go on to college directly after high school?

Are you expecting to go on to medical school directly after completing your undergraduate degree? (Postbac work is NOT considered undergraduate. If attending a postbac program prior to entering medical school, the answer is NO and should be explained.)

If you have spent more than 4 years as an undergraduate, please explain below. (You may skip this question if you have 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. For example, have you lived in another country or experienced a culture unlike your own, or worked in a field that contributed to your understanding of people unlike yourself? Or, have you experienced advanced training in any area, including the fields of art, music, or sports? This is an opportunity to describe learning experiences that may not be covered in other areas of this application or your AMCAS application. It is not necessary to write anything in this section. (2000 Characters)

**Harvard Medical School**

If you have already graduated, briefly (4000 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. (4000 character maximum)

Our interview season runs from mid-September through January. Please indicate any significant (three or more weeks) restriction on your availability for interviews during this period. If none, leave blank.

**Tufts University School of Medicine**

1000 Characters 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?

Do you consider yourself a person who would contribute to the diversity of the student body of Tufts University School of Medicine? 1000 Characters

Did you take any leaves of absence or significant breaks from your undergraduate education? (Do not include time off after graduation.) 1000 Characters

**University of Massachusetts Medical School**

If you are reapplying to UMMS, please describe how you have strengthened your credentials since your last application. Limit your answer to 200 words.

Have you ever worked/volunteered or otherwise participated in any UMASS Medical School or UMASS Memorial Health Care sponsored activities/programs (Example: Area Health Education Center (AHEC), Pipeline Program, Summer Enrichment Program (SEP), Research) If Yes, please describe. A letter of recommendation from your program supervisor is strongly encouraged. Limit your answer to 200 words.

What are your future medical career plans? Please describe your hopes for your chosen medical specialty, type of practice, and size/type of practice community. Limit your answer to 200 words.

How did you study for the MCAT? Limit your answers to 200 words

Please provide a description of a personal dilemma relating to ONE of the nine following personal competencies that are important to success in medical education and physician practice. Limit your answer to 500 words. Any additional information beyond one page will not be evaluated.

Please check the competency of your choice:

Integrity & Ethics Competency: Behaves in an honest and ethical manner; 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.

Reliability & Dependability: Consistently fulfills obligations in a timely and satisfactory manner; takes responsibility for personal actions and performance.
Service Orientation: Demonstrates a desire to help others and sensitivity to others' needs and feelings; demonstrates a desire to alleviate others' distress.

Social & Interpersonal 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; and treats others with respect.

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

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.

Cultural Competence: Demonstrates knowledge of social and cultural factors that affect interactions and behaviors; shows an appreciation and respect for multiple dimensions of diversity; recognizes and appropriately addresses bias in themselves and others; interacts effectively with people from diverse backgrounds.

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

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.

The information below provides instructions on how you should write your description.

Step1: Review each competency

Carefully read each competency definition to be sure you understand what is important. Carefully reflect on each competency and think about a dilemma you encountered in your activities, experiences, or accomplishments and relate that to it.

Step 2: Choose what you will write about for ONE competency

Choose one dilemma that best describes your demonstration of your chosen competency. The dilemma may be specific, such as a challenging person, situation or assignment. Alternately, it may be an example of a dilemma you witnessed, in which case your relay what your response would have been.

Step 3: Provide a narrative description of the dilemma

Carefully describe the dilemma you have selected. Your response should clearly reflect your individual experience or understanding of this dilemma related to that competency. Your description must reflect the quality of your understanding of the dilemma including how it relates to the specific competency and its scope and impact. Specifically, you should describe:

a) the situation in which the activity, experience or accomplishment occurred;

b) actions you took and the resulting consequences of those actions;
c) what you learned from the experience

**Michigan**

**University of Michigan Medical School**

**Essay 1:** Tell us something you are passionate about and why. Do not exceed 1500 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 1500 characters (about 250 words).

**Missouri**

**Saint Louis University School of Medicine**

Will you be a full-time student for the 2016-2017 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**

**Geisel School of Medicine at Dartmouth**

Please indicate your plans for the 2016-17 academic year. If in school, please list your courses. If working, let us know something about the nature of your job.

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.

**New Jersey**

**Cooper Medical School of Rowan University**

How do you match the mission of CMSRU?

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

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

Ten years from now what do you see yourself doing and where?
Rutgers Robert Wood Johnson Medical School

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). 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.

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.

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.

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.

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 of Yeshiva University

Address the following situation if applicable: (100 word limit)
- I have taken time off between high school and college
- I have taken time off during my undergraduate years
- I have taken off at least a year since college graduation
- I plan to take off this year, after just having graduated, while I apply to med school.
- I have taken and received credit for online courses
- I have worked part- or full-time, for pay, during the academic year while in college.
- I will have a Baccalaureate Degree by the time I matriculate in medical school
- I have received a grade of "W" during my college/graduate school years
- I have transferred from one college to another during my undergraduate years

**Columbia University College of Physicians and Surgeons**

Please describe your parents' occupations: (100 characters)

If you took time off from your undergraduate studies, please briefly summarize your reasons for doing so. (250 words)

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)

If you have graduated from college, please briefly summarize what you have done in the interim.

What challenges do you expect to arise from living and working in a complex urban environment? How will you meet them? (300 words)

Is there anything else you would like us to know?

**Hofstra North Shore – LIJ School of Medicine**

If you are not currently a matriculated student, please indicate what you have been doing since the time of graduation until now.

If your undergraduate education was interrupted for any reason, please indicate the reasons, the duration of the interruption, and how you spent your time.

Please share anything your application does not include, but that you would like to bring to our attention.

**Ichan School of Medicine at Mount Sinai**

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?

Adverse Circumstances in College: Were there any circumstances which you feel might have adversely affected your academic performance during college? If yes, please explain.

What makes you unique, someone who will add to the Mount Sinai community? (Suggested 250 words or less)

Indicate the reasons for your specific interest in Mount Sinai. (Suggested 200 words or less)

**New York University School of Medicine**

(3 essays- 2500 characters or less)
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?

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.

Choose only one of the following three questions to answer:

- 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?
- 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?
- 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?

**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 2016 to July 2017. *Please enter none if there are none.* (Limit 200 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 have a specific reason why you wish to attend SUNY Downstate or a medical school in New York City, please explain. (Limit 100 words)

**Stony Brook University School of Medicine**

Will your education be continuous between college and medical school matriculation?

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.**

**DESCRIBE AN EXTRACURRICULAR EXPERIENCE THAT YOU HAVE HAD WHICH WILL HELP YOU BECOME A COMPASSIONATE PHYSICIAN AND EXPLAIN WHY.**
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 interview invite.

Weill Cornell Medical College

If you are not attending college during the upcoming academic year, what are your plans? Please limit your statement to less than 200 words.

Please write a brief statement giving your reasons for applying to Weill Cornell Medical College. Please limit your statement to less than 200 words.

Please describe a challenge you faced and how you addressed it. Please limit your statement to less than 200 words.

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

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.]
One of the four pillars of the Western Reserve 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.]

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 300-1000 characters, and leave a blank line between paragraphs.]

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.

**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**

What experience have you had that has given you insight into the patients you hope to eventually serve?

What will be your greatest challenge in becoming a physician?

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?

Describe a time when you did not receive what you felt you deserved, and how you reacted.

Give an example of personal feedback in the last few years that was difficult to receive. How did you respond?

Please discuss the diversity that you would bring to the OHSU School of Medicine and the profession of medicine.

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.
Pennsylvania

Drexel University College of Medicine

Has your education been continuous? Please give details about any interruption or time away from your education, which includes time since graduation.

Jefferson Medical College

Please provide any additional information that you feel would be relevant for the Admissions Committee.

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

Have you been nominated for or received an award from any state, regional or national organization? If so, please describe; each line allows 100 characters. (Please do not list awards from high school or earlier.)

Have you taken or are you planning to take time off between college graduation and medical school matriculation?

Have you participated in any global activities outside of the U.S. prior to submitting your AMCAS application? What country? Please describe the activities in 1,000 characters or less.

Are there any special, unique, personal, or challenging circumstances that you would like to share with the Committee on Admissions (siblings/relatives at Penn, applying as a couple, educational environment, culture, ethnicity, etc.) Please explain and limit your response to 1,000 characters.

If you are traveling outside of the U.S. during the application year, will you need special scheduling if invited for an interview? If so, please describe and indicate dates that you are in the U.S. Please limit your response to 255 characters.

Have you or your family experienced economic hardships? Please explain briefly in 1,000 characters:

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

**Temple University School of Medicine**

The following questions will help us identify your particular interest in TUSM. There is no character limit for the questions.

What is the nature of your special interest in Temple University School of Medicine?

How do you anticipate contributing to the TUSM community? If you indicated St. Luke's Regional Campus or one of our clinical campuses (Crozer-Chester Medical Center, Geisinger Health System, or West Penn Allegheny Health System) as your first choice, please describe the nature of your special interest. Otherwise, please type N/A to continue.

What are your plans for the current year, June 2016 until June 2017?

**The Commonwealth Medical College**

List the 5 most important attributes you feel a physician should possess.

Choose one attribute from the above list, and describe one personal experience that best exemplified that attribute.

Given TCMC's unique missions and values, please tell us why you feel you are a good fit for our institution.

TCMC values diversity and is committed to maintaining an inclusive environment. How do you think you can contribute to our community?

Using 1-3 sentences, explain how your admission to TCMC could assist in addressing the health care needs of Northeastern Pennsylvania.

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**

Tell us about a challenging problem you faced and how you resolved it. (Limit your response to 250 words or less.)

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

Premed Competency Alternatives: If you believe that you have demonstrated competence in these disciplines in an alternate manner, please describe in the text box below that relevant coursework, individualized study, research, or employment. If you believe that you have fulfilled competency through a standardized examination such as Advanced Placement or the SAT II, please list the name, date and score of the exam(s) in the text box below that you wish to substitute in lieu of a premedical course. 500 Characters

Describe how your activities are preparing you for a medical career. Do you have limited Interview availability for the 2016-2017 admissions cycle? NOTE: Interviews occur on Thursdays and/or Fridays beginning in mid-September and finishing in early February. Please detail any limitations on your availability during this time, such as international travel, work or courses. 3000 Characters

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? 3000 Characters

What are your aspirations for your medical practice? Fast-forward to 15 years in the future: where do you imagine yourself? 3000 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. 2000 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 1000 characters)

Is there any additional information you would like the admissions committee to know? (1000 characters)

Virginia

University of Virginia School of Medicine

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?
How will you contribute to the diversity of your medical school class and the University Of Virginia School Of Medicine?

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/ complimentary medicine options. What would be your next steps? 8000 characters
B. Examples of previously-used MD/PhD secondary application questions

**California**

**Stanford University School of Medicine**

**MSTP:**

**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.

**MSTP 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.

**MSTP 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.

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

**MSTP 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.

**MSTP 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.

**MSTP 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.

**UC Davis The Physician Scientist Training Program**
(http://www.ucdmc.ucdavis.edu/mdprogram/MD_Ph.D/index.html)

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".
UC San Francisco

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.

- Research Description
- Publications
- Research Training Plans

Massachusetts

Boston University School of Medicine

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

Check off an area of interest:

- Biochemistry
- Cell, Molecular and Developmental Biology
- Cellular and Molecular Physiology
- Genetics
- Immunology
• Molecular Microbiology
• Neuroscience
• Pharmacology and Experimental Therapeutics
• Undecided

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 (3000 characters or less).

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 (3000 characters or less).
C. Sample Essays from Colleges of Osteopathic Medicine Applications

**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 does 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.

**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)**

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?

Please explain any gaps in education or employment. Indicate any changes/additions in education, employment, experiences, research, etc. since submitting your AACOMAS application.

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?

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:

Explain the process by which you decided that osteopathic medicine was right for you?

How does the osteopathic profession fit into your professional goals and values?

Optional additional essay:

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

Pennsylvania

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 an osteopathic physician.