PREPARATION FOR THE HEALTH PROFESSIONS

D. Andy Anderson, PhD.  Prehealth Professions Advisor
Yvonne Kobe, Academic Advisor

Utah State University
Department of Biology
Biology Advising Office
BNR 101
435-797-2577
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USU Prehealth Resources

This brief guide is one way of providing you with important prehealth professions information. The information that follows does not contain everything you need for preparation to enter professional school. You can obtain additional information and help from the following sources:

Faculty Prehealth Professions Advisor: Dr. Andy Anderson
You should meet with Andy on a regular basis to ask questions and check on your progress. The advisor’s job is to serve you but you must make the contact and be proactive. This is part of becoming a “professional”. Putting things off until the last minute or “not knowing” reduces your chances for presenting yourself well both to the USU Prehealth Professions Evaluation Committee and to health professions school admissions committees. You may email Andy (andy.anderson@usu.edu).

Academic and Prehealth Advisor: Yvonne Kobe
Yvonne maintains regular office hours (8-5) and is available to meet with you in the advising office located in the Biology and Natural Resources Building, BNR 101. Yvonne can answer question about appropriate coursework and undergraduate research opportunities. You can schedule an appointment on the biology website or email Yvonne (yvonne.kobe@usu.edu).

Student Organizations:
The Biology Advising Center advises various prehealth clubs including the PreMed Club, PreSoma Club, WISM-Women in Science and Medicine, Pre-Dental Club, Pre-Pharmacy Club, The Opto Club, VIDA, and the Pre-PA Club. Visit www.biology.usu.edu/htm/undergrad-info/prehealth for more information. There are additional USU clubs that students can join to gain service and leadership experience. Some of these include HOSA, Medical Unity, Operation Smile, Pre – PT Club, and Aggiecare. Visit http://www.usu.edu/asusu/clubsandorgs/ for more information. GET INVOLVED!!!!

Prehealth Listserve
The prehealth listserve helps you stay in touch with the many activities and events that support your progression toward application to professional schools. You will receive information about guest speakers, professional school visits, undergraduate research opportunities, prehealth club activities, and job opportunities. To subscribe to this listserve is simple and if you change your mind you will just unsubscribe in the same way. Click on the link below and enter your email address and make sure that you check your email and confirm your subscription.
https://sympa.usu.edu/wws/subscribe/prehealth_list

Prehealth Event Calendar www.biology.usu.edu/htm/undergrad-info/prehealth/prehealth-calender/displayBy=next10/

Prehealth Orientation Meetings
Our orientation meetings are designed to help students answer questions on the choice of major and how to become involved in extracurricular activities. Additionally we give you the tools to investigate your type of professional school and all that it entails. These will be held throughout the year on a regular basis.

Prehealth Forums
Once you have attended an Orientation meeting and begun to investigate your professional school you are going to have questions. We want to get those questions answered. The Prehealth Forums will be weekly, even daily if the demand is such, for advisors and students to have round-table discussions about the ins and outs of this preparation process. The Event Calendar will list out allotted times but the Advising Office is happy to add or adjust Forums to accommodate students’ schedules, please email Yvonne with requests for specific times or specific topics.
What does it mean to be a prehealth professions student?

A prehealth profession is a generic term that encompasses pre-med, pre-dental, pre-optometry, pre-podiatry, pre-chiropractic, pre-physical therapy, pre-physician assistant, pre-veterinarian and pre-pharmacy students. Admission into all of these health professions programs is quite competitive. Only those students who are truly committed to becoming a health professional should pursue this goal. The “Health Professions” cover a broad spectrum that includes careers at the doctoral, master, bachelor and associate degree levels. When choosing a career within the field of health care, or deciding whether a health career is appropriate for you, there are several points that you should consider.

1. How much do you wish to deal with people? Great variety of skills, interests and personal characteristics are needed for various health professions. For many people, such as nurses, pediatricians or occupational therapists, a warm and caring personality is one of the most desirable attributes. Others, such as medical laboratory technologists, pathologists or medical illustrators, have little or no contact with patients. For a surgeon, it may be more important to have good manual dexterity and be calm under pressure than to have an outgoing personality. One of the first questions you should ask is how much you wish to deal directly with people.

2. Are you comfortable with science? You do not need to be a science “whiz” for all healthcare areas. Some programs demand much more science study than others, but preparation for all health care careers involves some laboratory science study.

3. Are you prepared to enter an area where you will have to spend time and effort keeping up with developments in your field? Competent practitioners have an obligation to their patients to give the best care available. If you are not willing to continue studying throughout your career you will not be a competent health care provider, thus compromising your malpractice insurance and/or your license.

4. Are you comfortable in a health care setting? Some students fail to anticipate the effect of spending much of their life in the company of sick, disabled or dying people. With the aging of the American population, much of your work may be geriatric. Many students assume that they will be working in a comfortable, middle-class setting. However the greatest health care needs are in inner-city neighborhoods and isolated, impoverished, rural areas. Do you have a spirit of service? Are you emotionally able to deal with a wide variety of people? You should consider exploring your future career and gaining a better understanding of the discipline by pursuing relevant extracurricular activities. For example, volunteer your time in a hospital, research laboratory, public health agency or clinical setting. You will gain insights that will permit you to make a more informed decision about the health career you wish to enter. Health care is not glamorous as sometimes portrayed on film and television.

5. Are you a team player? Health care is increasingly becoming a group activity where a successful outcome depends upon each member of a medical team performing his/her specific function.

6. What lifestyle do you envision? Some health care careers include many emergencies and long hours. Different specialties have varying levels of responsibility. Do you wish to deal with life-and-death situations? A career that involves long hours or high stress leaves you less time and energy for family life and leisure activities.

Many of you have just graduated from high school, don’t have the life experiences and might not know the answers to these questions. Is that a problem? Of course not, but it means that you must find activities and experiences over the next two to three years that give you perspective on what it means to be a health professional. Decisions about the acceptance and admission of applicants to professional school are based upon multiple criteria that are developed by the faculty of each school. In general, all schools admit applicants who, on the basis of materials presented during the application process, have documented that they possess the personal characteristics desired in future health professionals, the ability to successfully complete the academically rigorous curriculum, and the potential to fulfill the institutions’ mission and goals. In the following pages of this booklet we will discuss ways to plan and prepare for application to professional school.
Selected Health Professions

ALLOPATHIC MEDICINE: A physician trained in allopathic medicine is what most people think of when they imagine a ‘doctor’. Generally, an allopathic physician’s responsibilities include caring for patients with both acute and chronic conditions and promoting preventive approaches involving substantial patient education. These include diagnosing disease, supervising the care of patients, prescribing medications and other treatments, and participating in the improved delivery of health care. Although most physicians provide direct patient care, some concentrate on basic or applied research, become teachers and/or administrators, or combine various elements of these activities. Students completing a four-year allopathic medical program earn the degree of Doctor of Medicine (M.D.). Medical doctors pursue graduate medical education (internship and residency) after completing the M.D. This residency time may take from three to eight additional years. Medical schools require the MCAT for admission. (see www.aamc.org/ for more information)

OSTEOPATHIC MEDICINE: A Doctor of Osteopathic Medicine (D.O.) diagnoses disease, supervises the care of patients, and prescribes treatment. Osteopathic medicine has much in common with allopathic medicine; however, osteopathic physicians have additional training in osteopathic principles and practices, including the diagnostic and treatment methods known as osteopathic manipulative medicine and the distinctive philosophical approaches of patient centered care and treatment, in conjunction with traditional allopathic therapies, such as medication. The D.O. degree involves four years of study, followed by a one-year internship. The internship is followed by two to six years of residency training if a specialty is desired. The majority of osteopathic physicians practice in a primary-care setting, particularly general family practice. Osteopathic schools require the MCAT for admission. (see www.aacom.org/ for more information)

CHIROPRACTIC MEDICINE: A Doctor of Chiropractic (D.C.) is a primary health care provider who practices through non-drug, non-surgical means. They believe that the relationship between the structure and function of the human body is significant. Chiropractors postulate that spinal manipulation by way of chiropractic adjustments will correct disturbances of the nervous system caused by derangement of the musculoskeletal structure. Therapies used in conjunction with spinal manipulation include physiotherapy, acupuncture, and nutrition. It is not unusual for students to enter a chiropractic program after 90 credit hours of pre-professional education, though about 65% of students entering chiropractic schools have bachelor’s degrees. Many states require students to have a bachelor’s degree to practice. Additionally, the U.S. Department of Labor predicts that the chiropractic profession to be the fastest growing profession through 2010. Currently, there is no entrance exam but it is being discussed. (see http://www.chirocolleges.org for more information)

DENTISTRY: Dentistry is a profession that combines science and technology with helping people to enhance and maintain their oral health. As health care practitioners, dentists diagnose, treat, and help prevent diseases, injuries and malformations of the teeth and mouth. They improve a patient’s appearance by using a variety of cosmetic dental procedures, perform surgical procedures such as implants, tissue grafts and extractions, and educate patients on how to better care for their teeth and prevent oral disease. Most dentists engage in general practice, bringing skills in oral diagnosis, prevention, and rehabilitation directly to the patient. Students completing a dental program earn one of two equivalent degrees: Doctor of Dental Medicine (D.M.D.) or Doctor of Dental Surgery (D.D.S.). The majority of dentists begin practice immediately after the four-year dental program, although some pursue one year or more of post-graduate study. There are 8 different specialties recognized by the American Dental Association. These are: orthodontics, oral and maxillofacial surgery, endodontics, periodontics, pedodontics, prosthodontics, oral pathology, and dental public health. Dental schools require the DAT for admission. (see www.ada.org for more information)
OPTOMETRY: Optometrists are primary healthcare professionals for the eye. Optometrists examine, diagnose, treat, and manage diseases, injuries, and disorders to the visual system, the eye, and associated structures as well as identify related systemic conditions affecting the eye. Doctors of Optometry prescribe medications, low vision rehabilitation, vision therapy, spectacle lenses, contact lenses, and perform certain surgical procedures. A Doctor of Optometry (O.D.) completes a four-year program, and the majority enters general practice upon earning the O.D. Optometry schools require the OAT for admission. (see http://www.opted.org/ for more information)

PODIATRY: Podiatric medicine is a branch of the medical sciences devoted to the study of human movement, with the medical care of the foot and ankle as its primary focus. A doctor of podiatric medicine is to the foot what a dentist is to the mouth or an optometrist to the eye – a specialist who has undergone lengthy, thorough study to become uniquely well-qualified to treat a specific part of the body. A Doctor of Podiatric Medicine (D.P.M.) specializes in the prevention, diagnosis, and treatment of foot disorders, diseases and injuries. They perform surgery, administer medications, and prescribe physical therapy regimens. The D.P.M. completes a four-year medical education at one of eight schools, and in most states a two-year or three-year surgical residency. Podiatrists may subsequently specialize in podiatric surgery, orthopedics, podiatric sports medicine or other areas. (see http://www.aacpm.org/ for more information)

PHARMACY: Pharmacists are an integral part of the primary healthcare system. They educate patients about different medications and serve to ensure safe administration of drugs. Pharmacists also serve to advise other healthcare providers about drug treatment plans, monitor drug therapy, and may do research and clinical studies. A Doctor of Pharmacy (Pharm.D.) completes a four-year program. A majority of graduates work in community pharmacy or in large retail pharmacy. However, there are many specialized fields from which pharmacists may choose as well as clinical research. Some Pharmacy schools require the PCAT for admission. (see http://www.aacp.org/ and www.pharmcas.org for more information).

PHYSICIAN ASSISTANT: Physician assistants are part of the healthcare team that provides basic medical care under the supervision of a physician. They take medical histories, perform examinations, treat patients, see to minor injuries, prescribe medication, order lab work ups and interpret results. Physician assistants provide diagnostic, therapeutic and preventative health services. A Physician Assistant (P.A.) usually completes an 18-month to 24-month program. Graduates usually earn a master’s degree in a medical or biomedical related science. Some schools offer the physician assistant program as a bachelor’s degree or as a certificate program. Some physician assistants work in hospitals or a group practice with physicians. In some rural or medically underserved areas, physician assistants may serve as the primary healthcare provider in the community. Some schools require the GRE. (see http://www.aapa.org/ and www.caspaonline.org for more information)

PHYSICAL THERAPY: Physical therapists are experts in movement and function of the body. Physical therapists provide services that help restore function, improve mobility, relieve pain, and prevent or limit permanent physical disabilities associated with injury or disease. Patient examinations in physical therapy include, but are not limited to, test of muscle function, strength, joint flexibility, range of motion, balance and coordination, posture, respiration, skin integrity, motor function, quality of life and activities of daily living. There are two degrees offered for those interested in physical therapy. A student in a Master of Physical Therapy (M.P.T.) program usually completes a two year program, whereas students in the Doctor of Physical Therapy (D.P.T.) program usually complete a three year program. There are many areas of specialization for physical therapists to choose from and a wide variety of clinical settings to practice. By 2010 all physical therapy programs must be granting the DPT. Some schools require the GRE. (see http://www.apta.org for more information)

The Prehealth Email List https://sympa.usu.edu/wws/subscribe/prehealth_list
Medical – Allopathic/Osteopathic Schools

Most allopathic and osteopathic schools have the same standard course requirements, which are also the same as the courses required before taking the MCAT. As a general rule most medical schools require:

<table>
<thead>
<tr>
<th>Most common required and recommended courses</th>
<th>USU courses that meet requirement</th>
<th>Semester offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>BIOL 1610</td>
<td>F only</td>
</tr>
<tr>
<td></td>
<td>BIOL 1620</td>
<td>S only</td>
</tr>
<tr>
<td>General/Inorganic Chemistry</td>
<td>CHEM 1210 with lab 1215</td>
<td>F, S, Sp, Su</td>
</tr>
<tr>
<td></td>
<td>CHEM 1220 with lab 1225</td>
<td>F, S, Sp, Su</td>
</tr>
<tr>
<td>Organic Chemistry</td>
<td>CHEM 2310 with lab 2315</td>
<td>F only</td>
</tr>
<tr>
<td></td>
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<td>S only</td>
</tr>
<tr>
<td>Physics</td>
<td>PHYX 2110/2120 or 2210/2220</td>
<td>F, S, Sp, Su</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>CHEM 3700/3710</td>
<td>S only</td>
</tr>
<tr>
<td>Human Physiology</td>
<td>BIOL 2420</td>
<td>F, S, Sp, Su</td>
</tr>
<tr>
<td>Adv. Human Physiology - recommended</td>
<td>BIOL 4600</td>
<td>S only</td>
</tr>
<tr>
<td>Genetics</td>
<td>BIOL 3060</td>
<td>F, S, Sp, Su</td>
</tr>
<tr>
<td>Microbiology</td>
<td>BIOL 3300</td>
<td>F, S, Sp</td>
</tr>
<tr>
<td>Cell Biology - Molecular biology</td>
<td>BIOL 5210</td>
<td>F</td>
</tr>
<tr>
<td>Anatomy</td>
<td>BIOL 2320</td>
<td>S, S, Su</td>
</tr>
<tr>
<td>Math</td>
<td>MATH 1210</td>
<td>F, S, Sp, Su</td>
</tr>
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</table>

Important Note: Each medical school has unique requirements and selection factors. You should check with the schools you plan on applying to and verify what they want to see in their student applicants. You can also consult the MSAR, the Medical School Admission Requirements, published by the AAMC, to verify the requirements. This resource is available for purchase at the AAMC (www.aamc.org)

Resources
1. Medical School Admission Requirements (MSAR) – Online resource produced by the AAMC contains up-to-date information on selection factors and the credentials of accepted applicants for each medical school in the U.S. and Canada. Every student should consult. This subscription may be ordered from the AAMC. (www.aamc.org/msar)
2. MCAT Essentials. Available as a PDF document from the AAMC website. (www.aamc.org/mcat)
3. Various AAMC print and electronic publications of interest to applicants. (www.aamc.org/publications)
4. AAMC Careers in Medicine Program online career planning program. (www.aamc.org/careersinmedicine)
5. Financing a Medical Education. https://www.aamc.org/services/first/first_factsheets/
6. The AAMC Tomorrows Doctors website. A comprehensive website for those considering a career in medicine, those applying to medical school, medical students, and residents. (www.tomorrowsdoctors.org)
7. The website of the AspiringDocs.org program. Information for persons from groups underrepresented in medicine who are considering a career in the medical profession. (www.aspiringdocs.org)
8. The New Physician. A monthly magazine published by the American Medical Student Association. Membership in AMSA for premedical students is available for a fee which includes a subscription to The New Physician, a good source of information about trends in medical education, financial aid, and other timely topics. (www.amsa.org)
10. Interviewing for Health Professions Schools. (www.naahp.org)
12. For a complete listing of the 23 schools and colleges of osteopathic medicine visit (www.aacom.org)
13. AACOM’s website addresses many important issues, including a discussion of the similarities and differences between the DO/MD
Dental Schools

Admission requirements to the dental schools vary by school. It is important for pre-dental students to be aware of the specific requirements of the schools to which they may apply. The majority require:

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</tbody>
</table>

Most dental schools give preference to candidates who will have earned a baccalaureate degree prior to matriculation to dental school. Although a minimum of two years of pre-professional study (60 semester hours) is required by most dental schools prior to admission, less than 1% of the class matriculating in 2004 had such minimum preparation. Dental schools seek applicants exhibiting evidence of high intellectual competence, demonstrated knowledge and interest in the profession, cultural sensitivity, and personal traits to relate compassionately to patients. Communication skills, leadership ability, good character, motivation and knowledge of the field of dentistry are all evaluated by admissions committees. The best reference about dental school programs of study is the Official Guide to Dental Schools. This publication provides descriptive information and statistics from each of the U.S. and Canadian dental schools and is available as a reference in The Biology Advising Office, BNR 101. Students may purchase this publication through the ADEA website www.adea.org

Resources

1. Official Guide to Dental Schools is published annually (January-February) by the American Dental Education Association and contains the latest available program descriptions, selection criteria and the credentials of admitted students for each dental school in the U.S. and Canada. Available as a reference in The Biology Advising Center, BNR 101, or for purchase through the ADA. (www.adea.org/publications/Pages/OfficialGuide.aspx) New online version available for $10 through the ADEA.
2. ADA.org website Current and Future Dental Students http://ada.org/students.aspx
3. DENTPIN http://www.ada.org/dentpin.aspx
4. Dental Admission Test information. Students must register online for the DAT. This site includes a practice test and complete information about registering for and taking the test. http://www.ada.org/dat.aspx
5. Dentistry career information. (www.ada.org/goto/careers)
6. American Student Dental Association (www.asdanet.org)
Optometry School

The majority of optometric students have a college degree; the minimum requirement for all optometry schools is completion of 90 semester units of college coursework. Specific admission requirements differ widely among the schools. One sensible strategy would be to prepare for an appropriate school with the most requirements so that you will be eligible for the majority of schools with few required courses. A list of courses the schools and colleges of optometry require of applicants follows. All science courses must be those designed for pre-professional students and must include laboratories.

Required Courses:
- Biology (all schools) 1 year BIOL 1610/1620
- General Chemistry (all) 1 year CHEM 1210/1220 and 1215/1225
- Organic Chemistry (all) 1 semester/1 year CHEM 2300/2315 or 2310/2320 and 2315/2325
- Physics (all) 1 year PHYX 2110/2120 or 2210/2220
- English (all) 1 year ENG 1010/2010
- Algebra/Trigonometry/Calculus (all) 1 year MATH 1050/1060/1210
- Psychology (most schools) 1 semester/1 year PSY 1010 or 3210
- Microbiology or bacteriology (most) 1 semester BIOL 3300
- Anatomy and Physiology (some) 1 year BIOL 2320 and 2420/4600 (recommended)

Standardized Test – OAT
Application Service – OptomCAS www.optomcas.org
Advising – The Biology Advising Center, BNR 101
Resources
2. Optometry Admission Testing (OAT) FAQ’s http://www.opted.org/i4a/pages/index.cfm?pageid=3444

Podiatric Schools

Podiatric medicine accepts students from any major provided that they have completed course work that fulfills the science prerequisites. Many students enter podiatric medicine from other health professions, such as nursing, pharmacy, clinical laboratory science (formerly medical technology) and physical therapy. Candidates for admissions should present evidence of strong preparation for professional study. The minimum requirement for admission is completion of three academic years (90 semester hours) of study at an accredited college or university. The vast majority of students who matriculate, however, have completed a bachelor’s degree. The minimum course requirements for admission to the colleges of podiatric medicine are as follows:

- Biology with labs 1 year BIOL 1610/1620
- General or Inorganic Chemistry with labs 1 year CHEM 1210/1220 and 1215/1225
- Organic Chemistry with labs 1 year CHEM 2310/2320 and 2315/2320
- Physics with labs 1 year PHYX 2110/2120 or 2210/2220
- English 6 semester hours ENG 1010/2010

Potential podiatric medical students may be evaluated on the basis of their grade point average (GPA), performance on the MCAT, extracurricular and community activities, work or volunteering in a health care setting, shadowing a podiatrist, personal interview, professional potential, etc. Admission criteria may very slightly by institution; therefore, contact the college(s) of your choice to obtain a copy of its catalog for specific requirements.

Application Service – AACPMAS www.e-aacpmas.org/ Standardized Test – MCAT, DAT (some schools), GRE (some schools)
Resources:
1. “Podiatric Medicine as a Career–What is a DPM?” brochure. College Information Book (www.aacpm.org)
Physician Assistant Schools

Physician Assistants work in physician’s offices, clinics, hospitals, extended care and correctional facilities and Health Maintenance Organizations (HMO’s). PA’s also operate satellite clinics where a physician is present only one day per week and the PA operates the clinic the remaining time.

In 2005, there were over 135 programs training physician assistants that were accredited or provisionally accredited by the American Academy of Physician Assistants. A master’s degree was offered at more than 90 of these programs, with the remainder being bachelor’s or associate’s degree programs. Most applicants to PA programs have a bachelor’s degree and approximately 4 years of health care experience.

While admission requirements vary, most programs require 2 years of college and hands-on work experience in the health care field. Course work in biology, chemistry, English, mathematics, psychology, and the social sciences is often required for admission. Please check with your prehealth professions advisor for the appropriate course work to fulfill prerequisites for the schools you plan on attending.

PA schools accept students from diverse experiential backgrounds including nursing, military medics, various allied health professions, and paramedics/EMTS.

Standardized Test – GRE (not all schools)
Application Service – CASPA
Advising – The Biology Advising Center, BNR 101

Resources:
1. Physician Assistant Education Association. (www.paeaoonline.org)
   a. PA program directory – $35 subscription
2. CASPA https://portal.caspaonline.org/ Participating Program link provides webpage links to hundreds of programs
3. American Academy of Physician Assistants. (www.aapa.org)

PA programs are the very diverse in prerequisite requirements so it is essential for students to begin to investigate the schools they would apply to. Use the resources above to research your schools.

Pharmacy Schools

Pharmacists must have excellent interpersonal and communications skills. To perform each of the described activities well, pharmacists must read biological, medical and chemical literature as well as professional, corporate and pharmaceutical publications. Being a member of the profession of pharmacy requires commitment and dedication to life-long learning.

Undergraduate coursework should include chemistry, biological and physical sciences, English or speech communications, social and behavioral sciences and the humanities. Courses in political science, accounting and finance are recommended as electives. Students are free to pick a major of their choosing as long as all pharmacy course prerequisites are fulfilled. Pre-pharmacy requirements do vary by school and students are encouraged to carefully assess the requirements of the school(s) they wish to attend to ensure prerequisite course work is taken by the end of the fall term prior to enrollment. A summary of the course prerequisites required by each school is available on the AACP website (www.aacp.org) under the For Students and Applicants section.
To qualify for licensure eligibility the Doctor of Pharmacy or Pharm.D (six years total course of study) is now the only degree choice available to students. (Occupational Outlook Handbook, [www.bls.gov/oco](http://www.bls.gov/oco))

**Standardized Test** – PCAT – approximately two-thirds of all pharmacy colleges require or recommend.  
**Application Service** – PharmCAS  
**Advising** – The Biology Advising Center, BNR 101

**Resources:**  
1. Pharmacy School Admissions Requirements (PSAR), American Association of Colleges of Pharmacy ([www.aacp.org](http://www.aacp.org))  
2. Specific school prerequisites ([www.pharmcas.org](http://www.pharmcas.org))  
4. American Society of Health System Pharmacists. ([www.ashp.org](http://www.ashp.org))  
5. PharmCAS. ([info@pharmacas.org](mailto:info@pharmacas.org))

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**Physical Therapy Schools**  **(M.P.T., D.P.T.)**

All states require physical therapists to have graduated from an accredited physical therapist educational program as well as passing a licensure exam. All entry-level PT educational programs minimally award a master’s degree with many programs now awarding a Doctor of Physical Therapy (DPT). The vast majority of physical therapy programs require applicants to possess a bachelor’s degree along with the successful completion of specific prerequisites that can vary from one program to another. Common prerequisite requirements may include (but are not limited to): biology, anatomy, physiology, chemistry, physics, statistics, psychology, and other social sciences. As an admission criterion, many programs also require some paid or unpaid experience in at least one, if not more, physical therapy settings as well as requiring applicants to take the Graduate Record Exam (GRE). Please check with your prehealth professions advisor for the appropriate course work to fulfill prerequisites for the schools you plan on attending.

Students seeking entry into a PT program should also have strong interpersonal skills along with a sincere desire to enter a helping profession. Entry into physical therapy programs is competitive.

**Standardized Test** – GRE (most schools)  
**Application Service** – PTCAS ([www.ptcas.org](http://www.ptcas.org))

**Resources:**  
1. [www.ptcas.org](http://www.ptcas.org)  
   List of all programs and prerequisites.  
Extracurricular Activities for Prehealth Students

Academic accomplishments are important in gaining acceptance to a health professional school; however, prehealth students also need to develop a significant amount of interpersonal skills and experiences to be competitive candidates. A vital aspect of a health professions position is the health care provider/patient relationship. Excellent health care professionals are able to:

- make ethical decisions
- portray compassion and respect, be honest and have integrity
- work well with diverse groups of people
- have the capacity to recognize one’s limitations
- advocate for one’s patients.

They must also have a commitment to lifelong learning, to continually improving their knowledge and abilities. Motivation, great interpersonal skills, persistence, and excellent communication skills, are necessary to be successful. These develop over time through experiences both in and outside of the classroom. Professional schools often tout broad categories for students to pursue to gain these experiences:

- Volunteering
- Patient Exposure
- Undergraduate Research (hypothesis based)
- Leadership
- Shadowing

Don’t be fooled into thinking that it is only about performing hours in these various categories. Certainly the length of time spent doing these activities factors and for some schools (U of U School of Medicine) they expect minimum hours in very specific categories if your application is to even be considered. But even the U of U SOM expects you to learn something from these activities and portray the qualities a future healthcare professional must have.

Start early as a freshman and continue your extracurricular activities throughout your senior year. Seek out experiences which push you to grow and change. For example, if you are uncomfortable with kids or the elderly, seek out an experience working with this population. Also, seek out experiences which are enjoyable and motivate you, in other words choosing things that have meaning to you. Professional schools don’t want you to “look good” to them, they want an individual that portrays the characteristics and has the knowledge about the profession of a future health care provider.

Creating a long term relationship with an organization will allow your supervisor to get to know you well. This also applies to your classes at USU. Make yourself known to your instructors and, in those classes in which you excel, offer to serve as an undergraduate aide, supplemental instructor or teaching assistant. Eventually you will need ~ 6 letters of recommendation for the application process; the better your supervisors and professors know you, the better the letters will be.

See our Prehealth Student Preparation worksheet below.
Academics – professional schools evaluate students based on many academic factors, such as, performance in cumulative and science coursework, trend in GPA over time, semester course load, and breadth of course work (in other words your choice of coursework outside your major).

Admission Test – strong performance in the science courses typically equates to similar performance on admission tests (not always the case).

Extracurricular Activities – professional schools expect students to participate in a variety of activities not only to learn about the prospective profession, but also to grow, develop and learn about themselves. Professional schools appreciate students that participate in volunteer/service, research, shadowing, leadership, and patient exposure. Students should look for opportunities that are meaningful and have personal relevance to them as individuals. Choosing activities in order to “look good” to medical schools is neither recommended nor desirable. These activities are meant to provide personal growth and development, and for students to learn if this is truly your correct career pathway.

In-depth activities – many students find opportunities to participate in extracurricular activities at a superficial level but few students go to the next order of development and find in-depth, personally meaningful experiences. Academics, preparation for admission tests, and extracurricular involvement take an immense amount of time. The student that gets involved in-depth is the rare student with major commitment to his/her professional school preparation and excellent time management skills. We might use research as one example to illustrate the difference between a short-term, low-investment activity, contrasted to a long-term, in-depth activity (Note: time does not always equate to an in-depth experience). Many students participate in research for a semester or a year and learn valuable information about the way a lab works and how research is done, but an in-depth experience would be a student at USU that begins research early in their college career and continues throughout their undergraduate years. This long-term commitment usually has more potential for development of a strong relationship with a faculty member, more chance of participating in UCUR and NCUR, or perhaps even the potential of the student’s name on a publication. The relationship over time with a professor often leads to a strong letter of recommendation which can be invaluable in the application process. This is just one example, not every student that applies has research on their resume. You will choose where you want to commit your time based on YOUR interests!

Letters of Recommendation – what people say about you can be a powerful tool for admission committees to tease out what attributes and qualities you are bringing to a medical school classroom and eventually the future community you reside in. It is important to plan carefully who you will obtain these from and it is critical that you foster these relationships.

Worldview – students that are well-read, complex, well-rounded, and have knowledge of current events and issues of the day tend to be very interesting and unique.

Articulation of the reason and purpose behind your choices - Extraordinary knowledge and experience is useless if you are unable to display the information in a coherent and comprehensive way to admissions committees. How to present oneself is probably the biggest challenge every student faces. Eventually it will be up to you in your application (written) and interview (verbal) to help the admission committee understand why you would be a powerful attribute to the medical school and your future patients. This final level of student is the student that professional schools are looking for. The student that performs well on academics and admission tests, finds personally meaningful learning experiences, establishes strong connections with professors and supervisors, develops a broad worldview through exposure to newspapers, journals, and diversity, and is able to convey to an admission committee through the application and in interview who they are and what they will contribute to mankind. This is an incredible challenge but absolutely achievable with careful and methodical planning.
Choosing an Undergraduate Major

There is no particular undergraduate major required or favored for admission to health professions schools. In general, your chances of admission will not be affected by your choice of major. While biological sciences is the most common health professions major representing about 47% of those in professional schools, approximately 12% of students major in the humanities and social sciences and many students major in the physical sciences. Those who major in the allied health professions, technicians and therapists/technologists generally have a more difficult time competing. For more information on Allied Health Professions and many other health occupations visit [www.explorehealthcareers.org](http://www.explorehealthcareers.org). Thus, if your goal is to become a physician, it may not be helpful to earn an allied health degree first because admission committees often prefer a broad but rigorous liberal education. Two exceptions might be Physician Assistant and Podiatry schools that accept students from diverse backgrounds including nursing, military medics, paramedics and EMT’s.

The abilities to read, write, and think critically, in addition to strong science skills, are critical attributes for students planning application to health professions schools. Since you have a wide choice of subjects in which to major, your decision should be based on an honest assessment of your interests and talents.

Things to consider:

1) What interests you?
2) What would be a beneficial major as a backup plan? In other words an alternate career path if you are not competitive enough for professional school or change your mind.
3) Consider the prerequisites. Biology, Nutrition, and Biochemistry include many of these prerequisites, Business or other non-science degrees would require an additional 50-60 credits. On the flip, the science degrees give you a strong science background but less choice in additional coursework that could be beneficial to a healthcare provider.

You are strongly urged to view your undergraduate years as a time for intellectual growth, not solely as a means to an end. Professional schools want students who have proven themselves not only in the required science courses, but also in the humanities and social sciences. They will be looking to see if you allowed yourself sufficient depth and breadth in your studies. The ideal candidate shows not only academic competence, but also evidence of strong, independent judgment, and motivation for lifelong learning.
Undergraduate Research

Why do undergraduate research?
Undergraduate research is an invaluable learning experience contributing significantly to a student’s intellectual growth and development. Through undergraduate research students learn by doing and applying the theories they learn in the classroom to real life application. Some schools may require that you participate in research (U of U SOM) but this varies. In a survey of 2009 matriculating medical students 60% of them had research experience. Although many professional schools appreciate students who have this experience they appreciate students more that have made informed choices about what they WANT to participate in to further their knowledge base. All students should carefully consider whether or not they want to invest the time to get involved in research. To do research because of a professional school requirement is not a valid reason. Professors invest valuable resources and time in their undergraduate researchers and they want dedicated students that bring something to the research lab.

When is the best time during my undergraduate experience to pursue research?
It is never too early to start. Some opportunities are open to freshman; many professors would like to have a student stay in their lab on a part time basis over a few years. In this way students’ work can develop into more significant projects. Other professors prefer students to have completed the basic biology and chemistry courses before beginning. Prehealth students need to have a project underway by the beginning of their junior year which means they should begin looking in earnest fall semester of their sophomore year in school.

How can I find a position?
Finding a position in undergraduate research can be challenging. Here are a few tips: look for professors who are actively involved in research which interests you. Begin your search with the USU website. Most faculty have web pages describing their research with links or references to the articles they have written. Learn as much as possible about the professor’s project. Read a few of their publications. To be acceptable to medical schools, the project you work on must be hypothesis based, but it does not have to be on a medically-related project or even in science. Don’t hesitate to make contact directly with the professors and visit with them during their office hours. When you approach them, summarize what you know about their project and why you are interested. Ask them if they have any openings for an undergraduate student, if not, ask if they anticipate any openings in the coming semester. Be willing to volunteer and start out with menial tasks until the professor sees if you are a good fit for the lab. Willingness to do what it takes, keeping a good attitude, and showing up on time, do a lot for forging excellent relationships with professors.

Here are a few helpful websites. If you click on the faculty name or picture it should bring you to their webpages.

www.usu.edu/psychology/people
http://directory.usu.edu/department/798/
http://ndfs.usu.edu/htm/faculty-staff
www.biology.usu.edu/htm/our-people/faculty
www.usu.edu/science/htm/people/departmental-research-coordinators

There are many departments on the USU campus that do research and are not listed here.

Yvonne Kobe, Academic Advisor in BNR 101, has an application for undergraduate research in biology or you may find an online version www.biology.usu.edu/htm/undergrad-info/undergrad-research. Filling out this application will let her know of your interest so she can refer positions to you as they cross her desk. You will be placed on the “looking for undergraduate research” email list. Only a small percentage of the undergraduate research jobs are found through this method, but it helps to keep all your bases covered!
USU Prehealth Professions Evaluation Committee

Health professions schools may require a letter of recommendation from an undergraduate Committee process. USU has such a Committee. During the fall semester prior to the summer of application students should attend the Prehealth Professions Packet Meeting. This meeting is typically held in October and will explain the procedure for going through the Committee Process. In December at the end of that same semester you will be asked to provide the Committee with background information, transcripts, 3 letters of recommendation, and a 3-5 page autobiographical sketch. During spring semester you will interview with three members of the Committee and Committee letter will be written on your behalf for use in your application process.

Letters of Recommendation

Health professions schools require letters of evaluation or recommendation to support your application. There are usually two types of letters of recommendation requested by professional schools:

1) **Committee Letter/Letter Packet or Composite Letter.** The Committee letter is a letter of recommendation that includes quotes from multiple evaluators; quotes from the three letters of recommendation along with comments from your interviewers will be included in this letter. Copies of the Committee letter will be uploaded to a website to be accessed by the health professional schools of your choice. Students must participate in the Prehealth Evaluation Committee Process which begins with the Committee Packet Meeting mid-October. Typically, letters are completed by June 1.

2) **Individual letters.** Schools might ask for, or allow, letters in addition to the Committee letter. These letters should not be copies of the same letters sent to the USU Evaluation Committee since the Committee will quote parts of those letters when composing the letter it sends. It is acceptable to have the same people write letters to both the USU Committee and the separate health professions schools; however, the content and emphasis should be different.

3) The University of Utah SOM does not accept the Committee letter; rather they require six individual letters from specific sources. Please review their website for detailed information.

Prehealth professions students are responsible for having the necessary letters of recommendation or evaluation written. Choose professionals who know you well such as professors, employers, health professionals, etc. Let them know why you selected them; academic achievement, work and career-related experiences, integrity, reliability, special skills, etc., and what you want them to convey in the letter. Suggest to them that they use descriptive examples rather than general statements about your experiences, training, character, etc. Family members, friends, neighbors, or church leaders are **NOT** recommended.

Letters from professors are particularly useful if they know you. Be in the habit of regularly visiting your professors during their office hours to discuss the classes you are taking, or have taken, so that you get to know them (and they to know you). Many professors utilize volunteer undergraduate aides or tutors. Volunteer for these positions, this is an efficient way for a professor to learn more about you while you are helping your peers.

Take the opportunity to suggest to those writing letters some of the ideas you have received in the handout for preparing your own autobiographical sketch; most will appreciate this kind of information.
Admission Test Information

Essentially all health professions doctoral programs require a standardized, nationally administered test, specific to the profession, to support the application for admission. Why is there a reliance on standardized tests when evaluating a student for admission? First, grades alone do not tell the complete story when predicting whether or not an applicant has the aptitude and intellectual capacity to complete a very demanding professional program in the health sciences. Further, an applicant may have attended an undergraduate institution whose academic standards are not particularly well known to the admissions committee. The standardized exam establishes the validity of the student’s grades.

Preparing for standardized exams:

- The greatest value of a careful review may be the feeling of confidence you develop as you become increasingly familiar with the material to be tested. An organized, systematic review of the topics to be tested is important. For biology, chemistry, physics and other achievement tests, planning the program of study should include taking the required subjects before these tests are taken.
- One of the first things a student anticipating taking such a test should do is to learn as much as possible about the test, both its content and format. Knowing how you will be tested is an important part of preparation. One should plan to utilize the official practice examinations available from publishers of the test as well as their handbooks that provide information about the examination and how it is scored. Practice tests can be very important in identifying areas of weakness and strength and in allowing the student to become more familiar with the format of the test and the level of difficulty of questions. Practice tests should be taken under conditions approximating real test conditions, particularly regarding the time available for the test. Most health professions admission tests will have a reading comprehension or verbal reasoning section. Some also require essays.
- Some students form study groups to prepare for the exam.
- Some prefer to review on their own, using commercially available materials to supplement their class notes and textbooks.
- Utah State offers a one credit MCAT or DAT review course that employs commercially available test preparation material. There are a number of practice timed tests included with this class. The class is BIOL 1040 (DAT prep) or BIOL 1030 (MCAT prep). For additional information contact The Biology Advising Office, BNR 101.
- Some students take a commercial review course before taking these admission tests. The greatest disadvantage in taking commercial review courses is that they are very expensive, usually costing $1400 or more. Some commercial review courses offer a reduced rate for students on significant financial aid, if they provide documentation. For students with poor test-taking skills and those with less self-discipline to review on their own, the cost of a commercial review course may be worth the price.

Whatever method is chosen to review the material for the test, it is best to begin well before the test date. A specific block of study time should be set aside. This review schedule should then be followed faithfully. It is much better to study on a daily basis rather than attempt to review huge blocks of material during a short time. Your class notes, tests and textbooks are particularly valuable resources. The emphasis ought to be on familiarizing yourself with concepts learned previously rather than on learning new material. The questions are often posed so that application of general principles is stressed much more than regurgitation of facts. You must know the facts, but you must also be able to apply these facts in solving a problem. Professional schools vary regarding the acceptable interval between the time the test was taken and matriculation.

If your scores are not as good as you had anticipated you may need to repeat the test. However, this decision should not be made hastily. Consider these points:

- Are your scores consistent with your grades? If not, why not?
- Did you prepare adequately and conscientiously for the test?
Will you have the time and the motivation to prepare properly for a second test? Merely taking a test over is no guarantee that your scores will improve; scores may go down as well as up.

If you believe you are a poor standardized test taker, address the problem early. In some cases this is due to poor reading skills. Some students score poorly on admission tests because of learning disabilities. If this is the reason for poor scores, federal legislation guarantees you certain rights if you have had a professional evaluation that establishes that you have a learning disability. Depending upon the diagnosis, this may include granting additional time for the test because of reading difficulties, or it may allow a person who is easily distracted by noises or movement to be isolated during the test. If you believe that your low scores on an admission test are caused by a learning disability, discuss this possibility with a knowledgeable advisor. It is expensive to take tests that diagnose the condition and allow it to be certified, but keep in mind that some of our most distinguished health professionals suffer from such problems. If you have the motivation and the academic aptitude to become a health care professional, there is little reason to abandon this dream because of dyslexia or some comparable disability.

Centralized Application Services

There are two ways to apply to health professions schools: through a centralized application service or through direct application to individual schools. The number of schools using a centralized application service is large and growing so that there are now only a handful that require individual applications.

The centralized application services provide standardized information to each of their participating health professions schools from a single form that you complete. The advantage of applying through a centralized service is that initially only one set of application materials and official transcripts need be submitted, regardless of the number of schools to which you apply. The application services provide detailed admission information to health professions schools and to undergraduate health professions advisors, in addition to processing the primary application.

Complete the information required by the application service and send it to them at the earliest acceptable date, usually mid-May or June. Many professional schools accept students on a rolling admissions basis. This means that professional schools will begin to interview and fill their classes with the first batch of applications from the service. It is usually to the student’s advantage to be in that early cohort.

You may (and should) complete and submit your applications without your admission test scores. The scores will automatically be sent to the application service. Processing of your primary application is completed independent of Admission Test and Letters of Recommendation. Do not wait to submit.

Pay careful attention to everything you submit in your application. You want to portray yourself as a well-qualified, well-rounded, and prepared individual. The different components of your application, letters of recommendation, extracurricular activities, transcripts and your personal statement need to provide a strong and vibrant picture of what you have to offer the professional school you are applying to. This takes extravagant and focused effort. Do not repeat the same personal stories in multiple portions of your application. Instead, provide different aspects of your character and life. Before mailing your material, you should have others proof your completed application for typographical errors, spelling, grammar, completeness and clarity of thought.

American Association of Colleges of Osteopathic Medicine Application Service
AACOMAS
https://aacomas.aacom.org/
301.968.4190

American Association of Colleges of Podiatric Medicine Application Service
AACPMAS
www.e-aacpmas.org
800.922.9266
Cultural Literacy – What is it?

Health professions schools are increasingly using an applicant’s perceived cultural literacy as one of the major criteria for acceptance into their programs. The phrase “well-rounded” is probably as good a description as any when referring to cultural literacy. Cultural literacy includes, among many things, an understanding of one’s language: grammar, pronunciations, syntax, listening, and writing. Nuances of language and appropriately used idioms are also important skills to develop and understand. A student should also have substantial background in the arts, literature, history, and political science. Psychology, sociology, anthropology, and human development should be emphasized as they are an important background component in dealing with people, your future patients. How does a student gain cultural literacy? You have already, and must continue, to learn in formal settings, from others, and from your daily life experiences. You must develop your listening, observing, and problem-solving skills. There are useful courses that can accompany your self-learning experiences.

Books describing cultural literacy and suggesting the kinds of information one should possess to prepare for entrance into a professional field (or modern life), can be a benefit for prehealth professions students. One should not expect to gain “quick fix” knowledge or “Trivial Pursuit” abilities. These books may help you to locate areas where you need to fill in the substantial blanks of your formal education. The science major should have a substantial liberal arts background; the liberal arts major must demonstrate science knowledge beyond the basic MCAT/DAT preparation.

When you are interviewed at a medical, dental, or other professional school, the interviewer(s) usually will not ask you questions concerning your academic performance. Remember, the interviewer already has a copy of admission test scores, transcripts of courses taken and your cumulative GPA. Why then, should an interviewer ask you questions about certain information he/she already has? You will, however, be expected to hold an intelligent conversation and give answers concerning life experiences, current events, or hypothetical questions, both academic and ethical. Often, your common sense and how you handle questions that may not have one “right” answer will be assessed. Admission committees want to know “who you are” and why you should be entrusted with the care of persons who are ill, distressed or dying.
Words of Wisdom from your Prehealth Professions Advisor

What you should know, but probably wouldn’t ask because you never come in to see me!

• Be knowledgeable about current events. Read a newspaper daily. Listen to the news on the radio or TV. Read a weekly news magazine. Read a book on the best seller lists; some of these books are on cassette tapes. The USU library maintains current copies.
• Listen to learn and discern feelings in both group settings and with individuals.
• Take courses in biochemistry, deductive logic, psychology, and business.
• Take a course that studies the issues of a minority group in the U.S. (U of U Diversity requirement)
• Take a formal public speaking class.
• Read professional journals for dentistry, medicine, optometry, etc. Become familiar with issues and concerns in those fields. The editorials in these publications may be useful. Check with someone in the professions to see if they have copies. Most of these journals are also available in the USU library and in BNR 101.
• Practice interviewing with older adult friends: professors, employers, family friends, businessmen, etc.
• Read and learn about verbal and written communication styles and cultural and gender differences. Become socially and culturally literate.
• Check with various professional schools to see if they have summer intern programs for premeds, preents, etc.
• Learn to observe. “Watch a goldfish for an hour and write down your observations.”
• Develop a sense of humor. Read cartoon joke books, such as the Far Side, Calvin and Hobbes, B.C., etc. The New Yorker magazine also has excellent cartoons requiring good general knowledge of various academic disciplines and current events.
• Study some of the famous comedians of the past such as Charlie Chaplin, etc. Know what constitutes humor. Read the works of famous humorists.
• Develop a love for learning and enjoy life to the fullest. Wonder regularly. Ask questions!! Immerse yourself in humanities and arts classes.
• Get regular physical exercise, even if it is just walking.
• Become a people watcher.
• Go to the theater, the opera, the symphony, etc. Read about the production.
• Volunteer in various clubs, groups, and organizations: social, academic, service.
• Take every opportunity to travel, even if it’s just with the National Geographic or the Discovery Channel. If you can’t travel far, learn about the area where you live.
• Give of your time to others: children’s groups, the elderly and ill, community projects, etc.
• Develop your “high-touch” abilities along with your high-tech learning.
• Write! Write! Write! Practice written communication. Share your writing with others and get their critiques and suggestions.
• Read the books Cultural Literacy, Cultural Literacy for Children, and An Incomplete Education.
• Dental students should take the dental class offered at USU by Gary Lowder, DDS.
• Laugh at yourself often. Become extemporaneous.
• Make regular visits and develop friendships with health professionals: MDs, DDSs, RNs, clinical staffs, your science and math professors. They may be able to help you with letters of recommendation if they know you!
• Become knowledgeable about a subject not related to medicine: hummingbirds, weather, stars, stamps. Health professions schools are looking for interesting students who do interesting things.
• Tutor someone and/or join a study group: MCAT, DAT prep courses?
• Join Alpha Epsilon Delta (AED), the prehealth honorary professions society, and participate.
• Get to know other prehealth students and regularly exchange information with each other. Become part of the information grapevine.
• Take time to enjoy the experience of living. Enjoy the moment.
• Sign up on our prehealth email list by going to http://lists.usu.edu/mailman/listinfo/prehealth_list. Check your e-mail regularly for notices announcing health professions visitors to campus, tours of medical or dental schools, undergraduate research opportunities and other related information.
• Surprise others in kind ways. Do something good regularly and don’t get caught.
• Volunteer or work in a research lab.
Words of Wisdom from Werner E. Samson, MD, Assistant Dean of Admissions
University of Washington School of Medicine

The vast majority of our applicants certainly have the cognitive ability to make it through medical school and to become competent physicians. Often, and I have emphasized this on several occasions before, the shortcomings lie in some of the non-cognitive aspects. Despite working in hospitals or nursing homes, or even shadowing physicians, many of our applicants have only a vague idea as to what doctoring entails. I am sometimes amazed that the students embark on these endeavors with their eyes and ears closed. Simply participating in a medically related activity to have something to put on the application is not enough. I am sometimes at odds with my colleagues in that I do not personally insist on prospective medical students having direct patient contact in hospitals and nursing homes, but I do feel very strongly that they need to have awareness of the issues facing the medical profession, and, indeed, of the problems of healthcare in the United States in general. We are in an era of rapid change and if a prospective physician is not aware of some of the issues, he or she may be mighty disappointed and find out after awhile that medicine isn’t his/her cup of tea. As I have pointed out before, and continue to tell disappointed candidates, one only needs to read the daily newspaper, a weekly newsmagazine and perhaps an occasional relevant article in the New England Journal of Medicine to be aware of many of the healthcare and general societal issues. We also expect our prospective applicants to have some understanding of ethical dilemmas facing the medical profession.

So often I am asked what activities I would recommend to a potential medical student. Basically, I tell the students to do whatever he or she enjoys, be it research, providing community service, or volunteering in a hospital, nursing home, or shadowing a physician, but whatever the activity is, one should be able to learn from the experience. During the interview they can’t tell us much about their shadowing or hospital activities let alone be able to explain their research activities in lay terms. I also generally feel that it makes more sense to stick to one activity for an extended period rather than jumping from one endeavor to another. When we are dealing with an applicant pool that basically has the academic wherewithal, and to a certain extent has generally the same experience, one tends to look to individuals who present something more unique. This not only means worthwhile activities carried out in depth, but could include other proficiencies such as playing a musical instrument or involvement in other artistic undertakings, or participating in intercollegiate athletics and the like. Broad experiences lead towards more mature and knowledgeable applicants. Reading an occasional book for pleasure (other than Harry Potter!) might also be worthwhile!

The Prehealth Email List
https://sympa.usu.edu/wws/subscribe/prehealth_list

Have you subscribed?


Wednesday, September 26, 2012 - The Biology Advising Center