PRE-HEALTH ADVISING

for your 2nd year

Nancy Lorenzon, Ph.D.
Director, Pre-Professional/ Allied Health Advising
Department of Biological Sciences
Office: Mudd 201
(303) 871-2871
Nancy.Lorenzon@du.edu

http://www.du.edu/nsm/premed/
Who can help?

Pre-Health Advising: Nancy Lorenzon

Academic Advising: Todd Schuster

Career Center: John Haag, Patricia Hickman

Pre-Professional Committee: Nancy Lorenzon, Jim Fogleman, Barbekka Hurtt

Administrative support: Margene Brewer
Pre-Professional Advisor
Meet to discuss an academic and extracurricular plan

Major Requirements
Discuss degree requirements with your faculty advisor. Seek study support, if needed

Pre-Health Clubs
Network with your DU peers, learn from off-campus professionals

Application Process
Personal statement, recommendation letters, interview and professional skills

Entrance Exam Prep
Academic preparation, study skills, practice exams

Portfolio Development
Volunteer, clinical and research experiences, and resume building

Pre-Professional Allied Health Student
Coursework:
- Prerequisites for professional school
- Preparation for MCAT exam
- Foundational knowledge

Clubs
- Network with your DU peers, learn from off-campus professionals

Pre-Professional Advisor
Meet to discuss an academic and extracurricular plan

Application Process
- Personal statement
- Recommendation letters
- Interview and professional skills

Portfolio Development
- Volunteer, clinical experiences, and research experiences, and resume building

Extracurricular activities:
- Volunteer experiences
- Clinical experiences
- Foundational knowledge

Major Requirements
Discuss degree requirements with your faculty advisor. Seek study support, if needed
Curriculum Advising:
Major Faculty Advisor
Academic Advising/Student Life
Pre-Professional/Allied Health Advisor

Major Requirements
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Entrance Exam Prep
Academic preparation, study skills, practice exams

Pre-Health Clubs
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Application Process
Personal statement, recommendation letters, interview

Academic support:
Course instructors
Science and Engineering Center
Math Center
Writing Center
Language Center
Research Center
Portfolio Development
Volunteer, clinical and research experiences, and resume building

Extracurricular Activities:
Career Center
Pre-Professional/Allied Health Advisor
Undergraduate Research Center
Academic Advising/Student Life
Networking opportunities
Entrance Exam Prep

Academic preparation, study skills, practice exams

Exam study and practice:
- CO-AHEC presentations
- Kaplan presentations
- Group study
- Practice exams

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Pre-Professional Allied Health Student Application Process
Personal statement, recommendation letters, interview and professional skills

Advising and workshops:
- PPAH Group Advising sessions
- Personal statement workshops
- Mock interviews
- Professionalism workshop
- Career Center
- Academic Advising
- Writing Center
Pre-Health Clubs
Network with your DU peers, learn from off-campus professionals

Pre-Professional
Advisor
Meet to discuss an academic and extracurricular plan

Entrance Exam Prep
Academic preparation, study skills, practice exams

Application Process
Personal statement, recommendation letters, interview and professional skills

Pre-Health Club
GlobeMed
Global Brigades
CURE University
DU Health Pioneers
Council of Global Health and Development

Portfolio Development
Volunteer, clinical and research experiences, and resume building

Major Requirements
Discuss degree requirements with your faculty advisor. Seek support, if needed
General timeline… 2nd year

- Revisit your curriculum plan- prereqs and elective courses
- Do some self-assessment: review your transcripts and resume
- Make a plan to address the holes/weaknesses in your assessment
- Continue building your ‘resume’
  - Volunteer opportunities
  - Clinical experiences
  - Research experiences
  - Leadership opportunities
  - DU clubs
- Consider study abroad options
- Consider summer internships and experiences
- Read:
  - journals, books, news about medicine (what’s happening in medicine)
  - daily newspapers, weekly magazine (what’s happening in the world around you, outside of DU and medicine)
General timeline… 2nd year

Summer after 2nd year

• Participate in summer enrichment programs, internships, research
• Summer coursework?
• Start researching
  • application process
  • entrance exam information
  • professional programs and schools
• Continue reading:
  • Journals, books about medicine
  • daily newspapers, weekly magazines
## Typical Course Schedule for Required Courses (pre-med)

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<th>Winter</th>
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<tbody>
<tr>
<td></td>
<td>CHEM 1010</td>
<td>CHEM 2451</td>
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<td>CHEM 2041</td>
<td>CHEM 2141</td>
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<td>BIOL 2120</td>
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<tr>
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<td>PHYS 1111*</td>
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**Biology:** Human Physiology, Endocrinology, Intro Neurobiology, Viruses, Immunology, Microbiology, Human Anatomy, Nutrition

**Chemistry:** Biochemistry I and II

**Biomedical Ethics, Global Health** (INTS) or a **Public Policy** course

**Intro to Psychology & Intro to Sociology**
Study Abroad Options

Option 1
• Take Physics I in summer school at DU after 2\textsuperscript{nd} year
• Go Abroad in Fall of 3\textsuperscript{rd} Year
• Do Physics II in Winter of 3\textsuperscript{rd}; Physics III in spring of 3\textsuperscript{rd} year
• Take MCAT in May or June

Option 2
• Go Abroad in Fall of 3\textsuperscript{rd} Year
• Take Physics in your 4\textsuperscript{th} year (Dental Students)
• Pre-med students would take MCAT in May or June of Year 4
• You will have a Gap year or might be in 5\textsuperscript{th} year MS program

Option 3 (for Students with AP score of 5 in Biology)
• Take Physics sequence in 2\textsuperscript{nd} year while finishing Chem minor
Study Abroad Options NOT Recommended

Option not recommended
• Taking the Physics Sequence in 2\textsuperscript{nd} year
• Finishing the Chemistry sequence in 2\textsuperscript{nd} year
• Taking BIOL 2120 and BIOL 2510 in 2\textsuperscript{nd} year

Alternative option
• Take Physics I in summer after 1\textsuperscript{st} year
• Take BIOL 2120 + Organic III in Fall of 2\textsuperscript{nd} year
• Take Physics II + Analysis of Equilibrium in Winter 2\textsuperscript{nd} year
• Take Physics III + Chem of the Elements in Spring 2\textsuperscript{nd} year

Not Recommend
• Pre-med students should avoid going abroad in Fall of 4\textsuperscript{th} year if applying during summer between 3\textsuperscript{rd} and 4\textsuperscript{th} year
• Problem… if interviews for your program start in Fall, you do not want to be abroad delaying your interview
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Source: American Association of Medical Colleges

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Source: American Association of Colleges of Osteopathic Medicine
Building your Resume

Summer between 2\textsuperscript{nd} and 3\textsuperscript{rd} year could be a time to do:

- volunteer work
- internship (clinical/research)
- additional help can be sought at the Academic Advising Center (Todd Schuster in Driscoll South) and the Career Center (John Haag and Patricia Hickman)
- also, see resources on the DU’s PPAHA (pre-health) website http://www.du.edu/nsm/premed/ and professional association websites: https://www.aamc.org/students/aspiring/ for med students, http://www.adea.org/GoDental/ for dental students, etc
Local Hospitals with Volunteer programs

Swedish Medical Center (about 2.7 miles from the DU campus)
http://www.swedishhospital.com/about_swedish_medical_center/volunteer_services/

Porter Hospital (about 1 mile from the DU campus)
http://www.porterhospital.org/volunteers

Presbyterian/St. Luke's Medical Center (about 5.5 miles from DU campus)
http://www.pslmc.com/careers/volunteers/

St. Joseph’s Hospital (about 5.5 miles from the DU campus)
http://www.exemplasaintjoseph.org/volunteer

National Jewish Hospital (about 5.8 miles from the DU campus)
http://www.nationaljewish.org/help/volunteer/

Children’s Hospital of Colorado (about 12 miles from the DU campus)
http://www.childrenscolorado.org/give/volunteer/index.aspx
Self-reflection and self-assessment

• What gaps exist in my knowledge (coursework or studying)?
• How do I need to strengthen my ‘resume’ (experiences)?
• Do I know why, and have I demonstrated that, I want to pursue a career in…?
• Have I researched different types of health careers and schools/programs?
• Am I aware of current issues, concerns and trends in healthcare?
• Have I determined a realistic timeline for my professional school preparation?
Work on the **Pre-Health Portfolio and Self-Assessment Guide**, if you have not already

A copy of the document can be found on the PreProfessional/Allied Health Advising website in the Advising section
Pre-Health Portfolio and Self-Assessment Guide

Name: _____________________________________________
Expected graduation date: ____________________________
Major: _____________________________________________
Minor(s): ___________________________________________
Major faculty advisor: _________________________________
Preferred email: _____________________________________
Phone: _____________________________________________

Career plan/goals (professional school goals, ultimate career goals):

Parallel plan/goals (secondary plan- until acceptance into professional school):
# ACADEMICS: Coursework, standardized exams, awards and honors

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STANDARIZED TESTS (MCAT, DAT, PCAT, GRE, etc) include practice test scores

Date exam taken: ___  Scores (overall and subsections): ____
Date exam taken: ___  Scores (overall and subsections): ____
If not taken yet, date planned ______

Academic honors, awards, scholarships, accomplishments:

Accomplishment:
Dates (start- end):
Summary:
EXTRACURRICULAR ACTIVITIES:

For EACH activity, describe the activity and your role, motivation for being involved, contributions to development of competencies.

Experiences in clinical settings:
Activity:
Dates (start- end):
Average # hours/week:
Total number of hours:
Organization/department:
Contact name, title, contact info:
Activity summary:
Skills/competencies learned/demonstrated:

Volunteer experiences: ...

Research experiences: ...

Extracurricular activities (clubs, sports...): ...
SELF-REFLECTIONS:
Do a self-reflection about things that you have accomplished during the year, goals for the upcoming year, strengths and weaknesses, experiences, variations in academic records, etc.

Year 1:

Year 2:

Year 3:

Year 4:

PERSONAL STATEMENT:
*keep a shadowing, clinical, volunteer experience journal
LETTERS OF RECOMMENDATION:

Faculty referees:
  1.
  2.
  3.

Non-faculty referees:
  1.
  2.
  3.

Committee letter requested?
Core Competencies for Entering Medical Students

The 15 Core Competencies for Entering Medical Students (defined below) have been endorsed by the AAMC Group on Student Affairs (GSA) Committee on Admissions (COA).

The competencies fall into four categories: **Interpersonal**, **Intrapersonal**, **Thinking and Reasoning**, and **Science**.

**Interpersonal Competencies**

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

**Social Skills**: Demonstrates an awareness of others’ needs, goals, feelings, and the ways that social and behavioral cues affect peoples’ interactions and behaviors; adjusts behaviors appropriately in response to these cues; treats others with respect.
Cultural Competence: Demonstrates knowledge of socio-cultural factors that affect interactions and behaviors; shows an appreciation and respect for multiple dimensions of diversity; recognizes and acts on the obligation to inform one’s own judgment; engages diverse and competing perspectives as a resource for learning, citizenship, and work; recognizes and appropriately addresses bias in themselves and others; interacts effectively with people from diverse backgrounds.

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

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

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

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

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

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

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

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

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

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

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

**Human Behavior**: Applies knowledge of the self, others, and social systems to solve problems related to the psychological, socio-cultural, and biological factors that influence health and well-being.
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Source: American Association of Colleges of Osteopathic Medicine
University of Colorado School of Medicine: 2014-15 Applicant Pool

7,114 primary applications
3,817 invited secondary applications
694 applicants interviewed

incoming class of 184 students
99 men, 85 women

average age of 25 years (7% is 30 yrs or older)
123 students are Colorado residents
30% self-identify from groups underrepresented in medicine

average cumulative GPA of 3.76
average math/science GPA of 3.74
average MCAT score of 34
Rocky Vista University
College of Osteopathic Medicine:
Class of 2019

160 students matriculated
54% men; 46% women
average age: 24.8

highest degree earned: 83% Bachelor’s; 16% Master’s; 1% PhD’s

12% classified as underrepresented ethnic groups

average Cumulative GPA: 3.63
average MCAT score: 28.5
University of Colorado PA Program: class entering summer 2015

1277 applicants
150 applicants interviewed
44 students admitted
35 female, 9 male
26 students are Colorado residents
16% self-identify from groups under-represented in medicine
average age: 27 (range 22-49)
average cumulative GPA: 3.69
average science GPA: 3.64
GRE scores: verbal 73%, quantitative 62%
median experience hours: shadowing: 51, volunteer: 320, patient: 729, health related: 72, total median hrs (excluding employment): 2087
Goal of extracurricular activities

Leadership and Initiative
Diversity of Experience
Enthusiasm and Attitude
Open-mindedness
Critical Thinking Skills
Maturity
Self-Confidence
Genuine interest in Medicine and Learning
Sacrifice
Career vision and long term objectives
What makes extracurricular activities meaningful?

Help you grow as a person
• challenging, strengthen your weaknesses, teach you about yourself and others

Provide good role models
• peers and mentors

Broaden your worldview
• understand the issues of groups you will serve

Help people in need
• teaches compassion, resilience, cultural awareness

Teach you about realities of health care
DU Health-related Student Organizations/Clubs

Council of Global Health and Development

CURE University

GlobeMed at the University of Denver

Pre-Health Club

University of Denver Global Brigades

University of Denver Pre-Veterinary Club  (Dr. Robin Tinghitella, Dept Biological Sci.)

University of Denver Health Pioneers
Upcoming events…

Wed, Sept 23 at 4:00-6:00pm: Discovering Research Opportunities Fair by the Undergraduate Research Center

*Sat, Sept 26 at 8:45am-5:00pm: CU Pre-Health Day at CU Anschutz Medical Campus ($18, includes continental breakfast, lunch, and a t-shirt; register at www.cuprehealth.org)

*Sat, Oct 3 at 8:30am-3:30pm: Pre-Dental Simulation Course at CU Anschutz Medical Campus ($45, RSVP at https://www.eventbrite.com/e/colorado-asda-pre-dental-sim-clinic-day-tickets-18389384143)

*Sat, Oct 3 at 8:15am-1:00pm Colorado Neurological Institute ‘Trending Toward Tomorrow: What’s New in Neuro?’ at the Doubletree Stapleton North (Register at www.blacktie-colorado.com. $10 for DU students, includes breakfast and lunch)

Wed., Oct 7 at 4-5pm: Finding Volunteer/ Clinical Experiences workshop (John Haag, Career Center)

Wed., Oct 14 at 4-6pm: Mock Interviews for Pre-Health (Jennifer Hellier, Director of Colorado Health Professions Development Program (CO-HPD), Associate Director of Programs, Colorado AHEC Program)

Tues. Oct 27 at 4:00pm: Presentation by American University of Antigua, College of Medicine, Antigua, West Indies (Lisa Miller)

Wed., Jan 13 at 4-6pm: Personal Statement workshop (Jennifer Hellier, Director of Colorado Health Professions Development Program (CO-HPD), Associate Director of Programs, Colorado AHEC Program)

(*events off campus and not sponsored by DU)
Other in events in the planning stage…

Colorado Neurological Institute and DU ‘Grand Rounds’
Healthcare Career Fair (mid-late fall)
How to decide to which specific professional schools you should apply (late fall)
Application process workshop (late fall)
Gap year ideas (late fall)
MCAT prep group study (late fall - early spring)
Interpersonal Skills and Professionalism workshop (spring)
Way Beyond the Elevator Speech: Developing your Academic or Professional Identity (Kate Willink; co-sponsored with URC and Extreme Academics)
DU Day at Rocky Vista University College of Osteopathic Medicine (early spring)
Biomedical Ethics in Advanced Technology and Research: Panel and small group discussion (spring)

What would you like to see planned???
Are you making the most of your undergraduate experience?

Extreme Academics and the Undergraduate Research Center invite you to attend our

Research and Scholarship Opportunities Fair

Wednesday, September 23 from 4-6pm in Driscoll 135

Come learn about internships, research, and other ways to grow your academic resume!

Students in all stages of their undergraduate work and all majors are welcome.

UPCOMING EVENTS

Throughout the year we will offer a variety of events dedicated to helping you develop your academic and professional identity, prepare for graduate school or prestigious fellowships, and get ready to pursue your passions after graduation.

• Beyond the Elevator Speech, how to discover and develop your academic identity
• How to Write an Undergraduate Research Proposal
• Returning Student Panel: Alumni share how they launched themselves into great careers
• Workshop with the pros from Career Services
• LinkedIn Workshop
• Workshop on Writing a good personal statement for graduate school or fellowship applications
• Creating a Poster for Your Poster Session
Save the Date!

CU Pre-Health Day

Open to all undergraduates and pre-health advisors!

Saturday, September 26th, 2015 | Aurora, Colorado

www.cuprehealth.org

DO NOT MISS OUT ON YOUR OPPORTUNITY TO LEARN MORE | REGISTER NOW!

Anesthesiology Assistant | Biomedical Sciences & Biotechnology | Dental Medicine | Genetic Counseling | Graduate School Medicine | Modern Human Anatomy | Nursing | Pharmacy | Physicians Assistant | Physical Therapy | Public Health