

# PRE-HEALTH ADVISING

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for your 3<sup>rd</sup> and 4<sup>th</sup> year

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<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  
Allied Health  
Student***

**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

**Portfolio Development**

Volunteer, clinical and research experiences, and resume building

**Entrance Exam Prep**

Academic preparation, study skills, practice exams

**Application Process**

Personal statement, recommendation letters, interview and professional skills

**Coursework:**

Prerequisites for professional school  
Preparation for MCAT exam  
Foundational knowledge

**Clubs**

Network with y  
DU peers, le  
from off-car  
profession

**Major Requirements**

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**Pre-Professional Advisor**

Meet to discuss  
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**Applica  
Proces**

Personal  
statement,

**Portfolio  
Development**

Volunteer, clinical  
and research  
experiences, and  
resume building

**Extracurricular activities:**

Volunteer experiences  
Clinical experiences  
Foundational knowledge

exams

**Curriculum Advising:**  
Major Faculty Advisor  
Academic Advising/Student Life  
Pre-Professional/Allied Health Advisor

**Clubs**  
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**Academic support:**  
Course instructors  
Science and Engineering Center  
Math Center  
Writing Center  
Language Center  
Research Center

Seek support, if needed

**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 content prep:**  
Prerequisite Coursework  
Suggested coursework

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

**Application Process**

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

**Entrance Exam Prep**  
Academic preparation, study skills, practice exams

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

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

exams

# Application Process

Personal statement,

Recommendation  
Interview  
Professional  
Skills

## Pre-Health Clubs

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

Pre-Professional

## Major Requirements

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

## Portfolio Development

Volunteer, clinical and research experiences, and resume building

### Advising and workshops:

- PPAH Group Advising sessions
- Personal statement workshops
- Mock interviews
- Professionalism workshop
- Career Center
- Academic Advising
- Writing Center



Pre-

Pre-

### Pre-Health Clubs

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

### Major Requirements

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

# Pre-Health Clubs

Network with your DU peers, learn from off-campus

### Application Process

### Portfolio Development

Volunteer, clinical and research experiences, and resume building

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

## General timeline... 3<sup>rd</sup> year

### Fall of 3<sup>rd</sup> year

- Continue building your 'resume'
- Make a study plan for the entrance exam
- Decide what selection criteria/considerations are important for you in a professional school; begin figuring out which schools interest you
- Do some self-assessment: review your transcripts and resume
- Address the holes/weaknesses in your transcripts and resume

# General timeline... 3<sup>rd</sup> year

## Winter of 3<sup>rd</sup> year

- Start planning your application; start working on your personal statement
- Continue searching for a school that is a good fit for you
- Begin talking to potential references
- Determine application deadlines for applications and entrance exams
- Consider summer plans
- Address the holes/weaknesses in your transcripts and resume
- Continue with self-assessment

## General timeline... 3<sup>rd</sup> year

### Spring of 3<sup>rd</sup> year

- Work on your application: finalize your personal statement (continue with self-assessment)
- Continue serious prep/study for your entrance exam
- Address the holes in your application
- Make sure you are reading: journals, books, news about medicine: daily newspapers, weekly magazine (what's happening in the world around you, outside of DU and medicine)

## General timeline... 3<sup>rd</sup> year

### **Summer after 3<sup>rd</sup> year**

- Submit your application as soon as possible (but not until polished and as strong as possible)
- Complete secondary applications as soon as possible

## General timeline... 4<sup>th</sup> year

### Fall of 4th year

- Review your curricular/extra-curricular plan for the rest of the year (graduation requirements and deadlines)
- Confirm with schools have received your application if not confirmed by them
- Continue working on secondary applications
- Prepare for interviews... practice, practice, practice!
- Continue reading and 'broadening you world'
- Consider your parallel plan
- Do some self-assessment: review your transcripts and resume; address the holes/weaknesses in your application

## General timeline... 4<sup>th</sup> year

### **Winter/spring of 4<sup>th</sup> year**

- Continue with your awesome plan that got you this far
- Prepare for graduation
- If waitlisted, send a letter confirming your interest
- Write thank you to your references (let them know what the outcome was)
- Consider your parallel plan

# Are you ready to consider applying?

- Do you have the general prerequisites completed- or a realistic plan to complete them?
- To what schools are you thinking about applying? What are the specific pre-requisites for those schools? What are the stats on their incoming class?



# Timeline for applying

- Become familiar with the application process and ‘application service’ (AMCAS, AACOMAS, AADSAS etc): availability and deadlines
- What are the general deadlines for submitting applications to your programs of interest?
- What do you will need to prepare for your application?
- When will you take the standardized test?

# Preparing for the standardized test

- Visit the appropriate test information website
  - ‘Creating a Study Plan’ for MCAT,  
<https://www.aamc.org/students/applying/mcat/prepare/85558/study-plan.html>
- Be familiar with the content of the test
  - ‘What’s on the MCAT?’  
<https://www.aamc.org/students/services/343550/mcat2015.html>
- Start preparing **at least** one quarter before you plan on taking the test
- Review subject matter
- Take practices tests
- How useful are prep courses?
  - Kaplan or Princeton Review?

# How do I decide which schools to consider?

Do your homework! Match schools with your goals, interests, and strengths.

Start with a list of 10-20 schools:

- Mission statement and focus
- Programs offered (research, dual degree,
- Curriculum and teaching methods
- Support structures in place for students
- How does the school prepare their students: pass rate on USMLE? Where students go after graduating? Residence matches?
- GPA/test score expectations
- Specific/unique prerequisites
- Public or private
- Location
- Size and demographics
- Cost to apply and cost to attend

# Would your application be competitive now?

- Consider:
  - GPA
  - MCAT
  - Volunteer hours
  - Clinical experience/exposure
  - Research experience
  - Have you/your experiences demonstrated some core competencies?
  - Have you done some self-reflection?
- What could make your application more competitive?
- What is your parallel plan?

# Letters of Recommendation

- **Individual letters** (number of letters depends on the school)
- **Committee letters**
  - Evaluation/summary from the PreProfessional Committee and our recommendation, based on:
    - GPA and courses completed at DU
    - MCAT score
    - Specific comments from your evaluators (faculty and non-faculty referees)
    - Other input we can provide
  - Your original letters of reference will be included and attached to the committee letter.

# Who should I ask to write a letter in support of my application?

- At least 2 faculty members with whom you have interacted (not just sat in class, even if you earned an 'A' in that class)
- Non-faculty referees with whom you have worked (clinical, volunteer, or job experiences, etc)
- Things to consider, can these people speak to my skills related to:
  - ability to learn
  - problem-solving and critical thinking
  - interact with others (teamwork)
  - professionalism
  - leadership
  - communication
  - personal skills
  - self-awareness
  - cultural knowledge and comfort

# What information should I provide to my referees?

- APR/ unofficial transcript
- Major, minor(s), concentrations
- Academic awards
- Resume
- Clinical experiences (paid, unpaid, for credit, etc)
- Research experience (paid, unpaid, for credit, etc)
- Community service
- Personal statement
- Standardized test scores (including dates taken)
- Other relevant information
- Offer to meet with the referees to discuss your 'application' and to answer any questions they might have for you

# Committee Letters

The DU committee letter is an overall summary/evaluation of a student and also includes the individual letters written in support of your application.

You need to submit the following items to Margene Brewer (in Olin102 or by email at [preprofessional@du.edu](mailto:preprofessional@du.edu)):

- completed Applicant Profile and Checklist form
- current resume
- informal academic transcript (recent APR from myWeb)
- MCAT score (or equivalent exam score)
- personal statement (can be a rough draft)

Please send the Referee Form to the faculty referees who are writing your letter of recommendation; your faculty referees should submit the letter and referee form to [preprofessional@du.edu](mailto:preprofessional@du.edu). Your non-faculty referees should send a copy of your letter to [preprofessional@du.edu](mailto:preprofessional@du.edu). These letters should be signed by the letter writer and on letterhead (if appropriate).



## Committee Letters continued...

Margene will start a file and begin collecting the letters of recommendation for you. When she has received the completed profile, resume, APR, personal statement and all letters of recommendation, she will inform you that your file is complete and ask if you are ready for a committee letter to be submitted. If so, Margene will forward your file to the PreProfessional/Allied Health Advising Committee.

We will write a committee letter. Your original letters of reference will be included and attached to the committee letter.

When you request a Committee letter through AMCAS or AACOMAS, please include my name and contact information as follows:

Nancy M. Lorenzon Ph.D.  
Director, PreProfessional/Allied Health Advising  
2190 E. Iliff Ave- Olin 102  
Denver, CO 80208  
(303)871-2871  
[Nancy.Lorenzon@DU.edu](mailto:Nancy.Lorenzon@DU.edu)

# 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

Year 1	Science courses	Science GPA	Non-science courses	Non-science GPA	Overall GPA
Fall quarter					
Winter quarter					
Spring quarter					
Summer session					

Year 2	Science courses	Science GPA	Non-science courses	Non-science GPA	Overall GPA
Fall quarter					
Winter quarter					
Spring quarter					
Summer session					

Year 3	Science courses	Science GPA	Non-science courses	Non-science GPA	Overall GPA
Fall quarter					
Winter quarter					
Spring quarter					
Summer session					

Year 4	Science courses	Science GPA	Non-science courses	Non-science GPA	Overall GPA
Fall quarter					
Winter quarter					
Spring quarter					
Summer session					

## **STANDARDIZED 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.

# Interpersonal Competencies (continued)

**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.

## 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](http://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](http://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???**