

NEW ADVISORS WORKSHOP:
*A PRACTICAL PRESENTATION FOR ADVISORS
JUST LEARNING THE ROPES*

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TEXAS A&M UNIVERSITY COLLEGE OF MEDICINE

OFFICE OF STUDENT AFFAIRS AND ADMISSIONS

CAVEATS

- “NEW” IS A CONTINUUM – WE ALL HAVE DIFFERENT AMOUNTS OF EXPERIENCE
- JOBS – COMBINATION OF FACULTY AND STAFF ADVISORS
- SCHOOLS – LARGE, MEDIUM AND SMALL SCHOOLS
- SCHOOLS – PUBLIC AND PRIVATE SCHOOLS
- ADVISEES – FROM VERY SPECIFIC (1 TYPE) TO EVERYTHING UNDER THE SUN

MY BACKGROUND

- STAFF POSITION; FIRST AT MY INSTITUTION
- SMALL, PRIVATE, LIBERAL ARTS
- JAMP FACULTY DIRECTOR
- HPAC CHAIR
- MED/DENT/PA/PA/PT/OT/OPT/NURSING/ETC.

THE ADVISOR – GENERAL GUIDELINES

- **EDUCATE** (STUDENTS, FACULTY AND STAFF) AND **ADVOCATE**
- LEARN AS MUCH AS YOU CAN (TAAHP, NAAHP, HLTHPROF), ESPECIALLY ALL THE ACRONYMS!
- PROVIDE **ACTIVE LISTENING** AND BE **REALISTIC**
- **DISPEL MYTHS**

DISPEL MYTHS

- GPA IS MOST IMPORTANT
- THEY WANT TO BE A PRE-MED (OR –VET OR –DENT OR –PA) MAJOR
- YOU WILL GET THEM THE INTERNSHIP AND SHADOWING EXPERIENCE THEY NEED (HAVE PAID FOR)
- THEY ARE ONLY GOING TO APPLY TO (AND GET INTO) THEIR DREAM SCHOOL
- THEY WERE THE BEST STUDENT IN HIGH SCHOOL, SO THEY ARE STILL THE BEST

NEW STUDENTS – ADVISOR PERSPECTIVE

- RECRUIT PROSPECTIVE STUDENTS; IF YOU ARE SMALL, YOU CAN SELL INDIVIDUALIZED ATTENTION AND LETTERS OF EVALUATION
- MOST SCHOOLS HAVE SOME SORT OF NEW STUDENT ORIENTATION PROGRAM FOR FRESHMEN AND TRANSFER STUDENTS
- THEY ARE ON CAMPUS AND THEY ARE REGISTERING FOR FALL CLASSES
- GREAT OPPORTUNITIES TO GET YOUR CLAWS INTO THESE FOLKS EARLY
- LIKELY DIFFICULT TO FIND THEM (PRE-MED IS NOT A MAJOR)
- IF DEPARTMENTS HAVE WELCOME ACTIVITIES, PROVIDE SIGN-UP SHEETS FOR JAMP, PRE-HEALTH CLUB, SCIENCE CLUB
- IF YOU ARE SMALL, YOU CAN BUILD RELATIONSHIPS IN WAYS OTHER SCHOOLS CANNOT. MENTOR, MENTOR, MENTOR!

NEW STUDENTS – PROFESSIONAL SCHOOL PERSPECTIVE: FUNDAMENTALLY, WHAT YOU SHOULD KNOW IN GIVING ADVICE

- **Know the facts**
 - Medical schools
 - The various application services
 - Criteria for selection
 - Specialty training
 - Research opportunities for students
 - Early assurance programs
 - Dual degree programs
- **Understand consequences**
- **Be prepared**
 - Know your advisees' profiles and circumstances

As an advisor you can be a mentor, guide, teacher and role model.

- **Plan for visits and discussions**
 - Study the options
 - Lay out viable alternatives
 - Take notes and track visits
- **Win-Lose Decisions**
 - Stave off fear of making decisions
 - Help adjust view of possible outcomes
- **Match Choices to Needs**
 - Determine what one needs to reach the highest level
 - Additional course work
 - Another degree
 - Retesting
 - Experiences
 - Maturity
 - Motivation
 - Reality Check

NEW STUDENTS – PROFESSIONAL SCHOOL PERSPECTIVE

- **WHAT TO TELL NEW STUDENTS**

- SET GOALS
- GET ORGANIZED
- COMMUNICATE

GETTING STARTED: TIPS FOR NEW STUDENTS AND THEIR PARENTS

SET GOALS

- DEVELOP RELATIONSHIPS WITH FACULTY, ADVISORS AND MENTORS ON CAMPUS
- GET INVOLVED WITH PRE-HEALTH ORGANIZATIONS
- SEEK OPPORTUNITIES TO VOLUNTEER, SHADOW, SERVE THE COMMUNITY, TAKE A LEADERSHIP ROLE, DO RESEARCH
- APPLY TO OR PARTICIPATE IN SUMMER ENRICHMENT PROGRAMS
- COMPLETE PREMEDICAL COURSEWORK AND OTHER DEGREE SPECIFIC REQUIREMENTS
- ENHANCE COURSEWORK
- PREPARE AND TAKE THE MCAT
- FAMILIARIZE YOURSELF WITH MEDICAL SCHOOL APPLICATION SERVICES
- IDENTIFY AND PURSUE LEADERSHIP OPPORTUNITIES

GET ORGANIZED

- KEEP A CALENDAR, USE A PLANNER
- ESTABLISH A SPECIFIC TIMELINE
 - COLLEGE YEAR TO COLLEGE YEAR
 - SUMMERS FOLLOWING COLLEGE YEARS
 - GAP SEMESTER OR YEAR
- KEEP A JOURNAL DOCUMENTING AND REFLECTING ON
 - WHERE AND WHEN THE EXPERIENCES OCCURRED
 - WHO SUPERVISED THE EXPERIENCES
 - HOW VALUES WERE DEMONSTRATED IN THE EXPERIENCES
 - HOW PERSPECTIVE CHANGED
 - THE ISSUES IN HEALTHCARE AND SOCIETY

GETTING STARTED: WHAT TO TELL NEW STUDENTS

COMMUNICATE

- **EMPHASIZE THE IMPORTANCE OF MAINTAINING A RELATIONSHIP WITH A HEALTH PROFESSIONS ADVISOR**
 - DISCUSS BEST WAY TO SEQUENCE CLASSES
 - DISCUSS THE BEST USE OF PRE-MED RESOURCES
 - DISCUSS A CALENDAR OF PERTINENT MEETINGS AND EVENTS
 - DISCUSS JOINING AN E-MAIL LIST OR LISTSERV FOR RELEVANT UPDATES AND INFORMATION
 - DISCUSS THE PROCESS AND VALUE OF THE HEALTH PROFESSIONS ADVISORY COMMITTEE (HPAC) LETTER OF EVALUATION
- **EMPHASIZE KEEPING FACULTY IN THE LOOP AND DEVELOPING RELATIONSHIPS**
 - DISCUSS APPRISING THEM OF GOALS AND PLANS
 - DISCUSS COURSEWORK, ACTIVITIES AND ACCOMPLISHMENTS
 - DISCUSS RESEARCH OPPORTUNITIES
 - DISCUSS HOW TO REQUEST SUPPORT THROUGH A LETTER OF EVALUATION

FIRST YEARS – ADVISOR PERSPECTIVE

- TRUE FIRST YEARS:
 - GRADES AND STUDY SKILLS ARE IMPORTANT EARLY ON; BIGGEST IMPACT ON GPA IS IN THE FIRST TWO SEMESTERS
 - GET HELP: OFFICE HOURS (DON'T WASTE TIME), TUTORING CENTERS, SI, ETC.
 - IF THEY GET INTO AN ACADEMIC HOLE EARLY, IT CAN BE CHALLENGING AND FRUSTRATING FOR THEM TO DIG THEMSELVES OUT
 - GENERALLY THE YEAR WHERE THEY HAVE THE MOST TIME TO GET INVOLVED IN A READING CLUB OR OTHER CO-CURRICULAR, BUT NOT REALLY PRE-HEALTH, ACTIVITIES
- IF THEY COME IN WITH A LOT OF AP OR DUAL CREDIT, PLAN CAREFULLY TO PREPARE FOR THE MCAT/DAT/PCAT, ETC. AT THE RIGHT TIME

JAMP – YEAR ONE

- SUMMER ORIENTATION/FALL IS A GOOD TIME TO START PROMOTING JAMP ON CAMPUS AND RECRUITING POTENTIAL APPLICANTS
 - WHAT WORKED? WHAT DIDN'T?
 - LISTSERV, SOCIAL MEDIA, CLASSROOM PRESENTATIONS, FLYERS, FACULTY/ADVISORS
 - THEY MUST HAVE A SCIENCE GPA, SO THEY NEED TO BE IN SCIENCE CLASSES
 - 8 HOURS OF GENERAL CHEMISTRY
 - IF YOU ARE THE JFD (JAMP FACULTY DIRECTOR), HAVE SOME SIGNS ON YOUR OFFICE DOOR SO STUDENTS CAN FIND YOU
- THEY NEED TO TAKE AT LEAST 27 HOURS THEIR FRESHMAN YEAR
- IF THEY CAME IN WITH A LOT OF HOURS, CHECK WITH JAMP OFFICE TO BE SURE WHEN THEY APPLY, ESPECIALLY IF THEY ARE EARLY ADMIT ELIGIBLE

JAMP – SOPHOMORE YEAR

- JAMP APPLICATIONS OPEN MAY 1 AND ARE DUE ON OCTOBER 1 OF SOPHOMORE YEAR
- DOUBLE CHECK EFC AND GPA; PELL GRANT
- JAMP FACULTY DIRECTORS (JFD) PROVIDE MUCH OF THE SUPPORTING PAPERWORK TO JAMP (ELECTRONIC UPLOAD OR HARD COPIES IN MAIL)
- PERSONAL STATEMENT/ESSAY WRITING
- ENCOURAGE THEM TO APPLY IN SUMMER (SO YOU CAN WRITE LETTERS THEN TOO)
- SUPPORTING PAPERWORK IS DUE OCTOBER 15
- HOW MUCH RESPONSIBILITY FALLS ON YOU VS. STUDENT?

JAMP – SOPHOMORE YEAR

- LETTERS OF SUPPORT
- ALLY #1 – REGISTRAR'S OFFICE (TRANSCRIPT REQUESTS)
- ALLY # 2 – FINANCIAL AID OFFICE (MAYBE)
- MOCK INTERVIEWS IN DECEMBER/EARLY JANUARY BEFORE SPRING SEMESTER STARTS
- COUNSEL THE UNSUCCESSFUL; IT DOESN'T MEAN THEY AREN'T GOING TO MEDICAL SCHOOL

SEM. 2 & BEYOND– ADVISOR PERSPECTIVE

- INCORPORATE GRADES & EXPERIENTIAL LEARNING:
 - CONSIDER IMPACT ON ACADEMIC PERFORMANCE
 - DEEP, MEANINGFUL, AND RELATED TO PLAN
 - HIGH SCHOOL EXPERIENCE TYPICALLY CEASES TO “COUNT”
 - HOLY TRINITY (DOCUMENT IT ALL!):
 - FIRSTHAND EXPERIENCE IN THE FIELD
 - SERVICE & VOLUNTEERISM
 - RESEARCH
- ELECTIVES THAT REQUIRE READING AND WRITING REFLECTION ON WHAT THEY HAVE READ; THINK ABOUT HOW ELECTIVES HELP APPLICATION

SEM. 2 & BEYOND– ADVISOR PERSPECTIVE

- DOUBLE MAJORS? MINORS?
- STUDYING ABROAD?
- BEGIN TO DISCUSS POSSIBLE TIMELINES FOR APPLICATION
 - AFTER JUNIOR YEAR? AFTER SENIOR YEAR?
 - DO THEY WANT A GAP YEAR?
- SUMMER EXPERIENCES: INTERNSHIP, [SHPEP](#), JOBS
- MENTOR & REFER THROUGH THE CHALLENGES: ORGANIC CHEMISTRY/PHYSICS/CALCULUS

STANDARDIZED TESTS – ADVISOR PERSPECTIVE

- RECOGNIZE HOW SCARY IT IS; NOTHING THEY HAVE EVER DONE IS LIKE IT
- WHERE WILL THEY FIND TIME TO STUDY?
- PREP CLASS? (KAPLAN, PRINCETON REVIEW, EXAMKRACKERS), AND WHETHER TO DO ONLINE OR FACE TO FACE; GET TO KNOW THE REPS
- YOU DON'T WANT TO DO THESE MORE THAN ONCE; PLAN/STUDY ACCORDINGLY
- GRADES VS. MCAT SLIDE LATER
- GRADES: MANAGING STRESS OVER THE LONG-TERM
- MCAT: MANAGING STRESS OVER A SHORT TERM
- VERY LONG EXAM; TRAIN FOR IT; FULL-LENGTH PRACTICE TESTS ARE KEY

STANDARDIZED EXAMS (JAN – JUNE)

- MANY STUDENTS WILL BE PREPARING FOR AND TAKING THEIR STANDARDIZED EXAMS NOW
- WHEN SHOULD THEY TAKE IT? HOW MANY TIMES?
- HOW WILL THEY PREPARE FOR IT? (200? 300? 400? HOURS)
- COST – MOST OFFER FEE REDUCTION BUT STUDENTS NEED TO APPLY WELL IN ADVANCE
- SCORES – WHAT IS COMPETITIVE, WHEN ARE THEY RELEASED, ETC.
- ACCOMMODATIONS?

ADVISING STUDENTS – PROFESSIONAL SCHOOL PERSPECTIVE

- **TIPS FOR ADVISORS REGARDING ACCOMPLISHMENTS, ACTIVITIES, SOCIAL CONSCIOUSNESS, AND MORE**

PUTTING EFFORT WHERE IT COUNTS

TIPS FOR ADVISORS REGARDING ACCOMPLISHMENTS, ACTIVITIES, SOCIAL CONSCIOUSNESS, AND MORE

- ACCOMPLISHMENTS AND ACTIVITIES
- MEDICALLY RELATED EXPERIENCES
- COMMUNITY SERVICE
- EARLY APPLICATION
- REQUIREMENTS FOR A COMPLETED APPLICATION
- THOROUGHNESS AND ACCURACY
- MEDICAL SCHOOL BLINDER
- PROFESSIONALISM

PUTTING EFFORT WHERE IT COUNTS

ACCOMPLISHMENTS/ACTIVITIES

• INVENTORY ACCOMPLISHMENTS

- DETERMINE WHAT THEY'RE LACKING IN EXPERIENCES AND ACTIVITIES AND HAVE THEM ADJUST ACCORDINGLY
- REVIEW THEIR ACADEMIC READINESS
 - DETERMINE WEAKNESSES ACADEMICALLY (BE HONEST)
 - ASSESS THE STRENGTH OR WEAKNESS OF THEIR ACADEMIC LOADS (ARE THEY CHALLENGING THEMSELVES?)
 - RECOMMEND ADDITIONAL COURSEWORK (REPEATING COURSES, PB COURSEWORK, PB PROGRAMS OF STUDY, MS DEGREE)
- ENCOURAGE THE BROADENING OF LIFE AND LEARNING EXPERIENCES THROUGH RESEARCH, STUDY ABROAD, OR SERVICE LEARNING (EMPHASIS ON CRITICAL THINKING, PERSONAL REFLECTION AND HEIGHTENED SENSE OF COMMUNITY)
- DETERMINE THE KIND OF PREPARATION NEEDED IN TAKING OR RE-TAKING THE MCAT
 - RECOMMEND RELIABLE RESOURCES SUCH AS THE AAMC'S THE MCAT ESSENTIALS FOR TESTING 2019 AND OTHER AAMC RESOURCES SUCH AS THE AAMC'S **PRACTICE FOR THE MCAT EXAM.**

PUTTING EFFORT WHERE IT COUNTS

MEDICALLY RELATED EXPOSURE

- STRESS SUSTAINING ACTIVITIES OVER TIME AND MAINTAINING CONTINUITY
- ENCOURAGE SOME RIGOROUS CLINICAL EXPERIENCES
 - SCRIBE EMPLOYMENT
 - EMT CERTIFICATION
 - OTHER MEDICINE RELATED CERTIFICATIONS
- EMPHASIZE LESS RIGOROUS VOLUNTEER MEDICALLY-RELATED ACTIVITIES
 - OBSERVING OR SHADOWING HEALTHCARE PROVIDERS, PREFERABLY PHYSICIANS
 - VOLUNTEERING IN A HOSPITAL OR HOSPITAL EMERGENCY ROOM
 - VOLUNTEERING AT A FREE CLINIC, HOSPICE OR NURSING HOME

COMMUNITY SERVICE

- ENCOURAGE SERVING COMMUNITY REGULARLY
- EMPHASIZE NON-MEDICALLY RELATED SERVICE ACTIVITIES
- URGE REFLECTION ON VALUE OF EXPERIENCES IN PROMOTING MATURITY AND LIFE PERSPECTIVE
- URGE REFLECTION ON VALUE OF EXPERIENCES FOR THOSE THEY SERVED

PUTTING EFFORT WHERE IT COUNTS

APPLICATION TO MEDICAL SCHOOL

STRESS EARLY APPLICATION!

- EMPHASIZE THAT TIMING IS OF ESSENCE IN THE PRE-INTERVIEW SCREENING PROCESSES; SCHOOLS TYPICALLY APPROACH THEIR REVIEWS IN CHRONOLOGICAL ORDER
- HELP AVOID APPLICATION SNARLS

REQUIREMENTS FOR COMPLETED APPLICATIONS

- TMDSAS APPLICATION (10 MEDICAL, 3 DENTAL, AND 1 VETERINARY PARTICIPATING SCHOOLS)
- AMCAS APPLICATION (MD-PHD PROGRAMS IN TEXAS AND 139 PARTICIPATING MD SCHOOLS NATIONWIDE)
- AACOMAS APPLICATION (40 PARTICIPATING DO SCHOOLS NATIONWIDE)
- SECONDARY APPLICATIONS (8 OF 10 TMDSAS PARTICIPATING MEDICAL SCHOOLS)
- SECONDARY APPLICATION FEES (MAY NOT APPLY TO ALL)
- CERTIFICATION PAGE
- HEALTH PROFESSIONS ADVISORY COMMITTEE PACKET (HPAC) OR 3 LETTERS OF EVALUATION (FOLLOW TMDSAS GUIDELINES)
- LATEST/REPEAT MCAT
 - **TMDSAS PARTICIPATING MEDICAL SCHOOLS WILL CONSIDER ONLY MCAT SCORES FROM THE PREVIOUS FIVE YEARS FOR THE UPCOMING APPLICATION CYCLE**
 - SCORES FROM YEARS PRIOR TO 2014 WILL NOT BE CONSIDERED. THE MCAT MUST BE TAKEN BY THE LAST TEST DATE IN 2019.

PUTTING EFFORT WHERE IT COUNTS

THOROUGHNESS AND ACCURACY

EMPHASIZE COMPLETING THOROUGHLY THE APPLICATION

- RECORD OF COLLEGE WORK
- PRESCRIBED COURSE RECORD
- REPORTING DETAILS OF SIGNIFICANT ACTIVITIES
 - **DATES AND HOURS OF SERVICE**
 - **LOCATION, NAME OF FACILITY OR PRACTICE AND DESCRIPTION OF ROLE OR DUTIES!**
- REPORTING CRIMINAL CHARGES AND INSTITUTIONAL CONDUCT VIOLATIONS
- RHETORICAL QUALITY OF PERSONAL STATEMENTS
 - STRONGLY ENCOURAGE RESPONDING TO THE OPTIONAL ESSAY – **“UNIQUE CIRCUMSTANCES OR LIFE EXPERIENCES”**
- **SECONDARY APPLICATIONS** (REQUIRE ANY OR ALL OF THE FOLLOWING)
 - TIMELINESS
 - QUALITY AND ORIGINALITY (DISCOURAGE CUTTING AND PASTING FROM TMDSAS APPLICATION)
 - DISCUSSION OF ADVERSITIES AND/OR DISADVANTAGES
 - DISCLOSURE OF CRIMINAL ARRESTS
 - REPORTING MILITARY SERVICE (VETERAN) OR INTEREST IN MILITARY MEDICINE
 - REPORTING FORMAL PB PROGRAM PARTICIPATION (UNDERGRADUATE AND/OR GRADUATE)
 - DISCUSSION OF AREAS OF INTEREST IN MEDICINE
 - DISCUSSION OF CULTURAL EXPERIENCES
 - DISCUSSION OF SOME INTRAPERSONAL ATTRIBUTES
 - RESPONDING TO SUPPLEMENTAL QUESTIONS FOR SPECIAL PROGRAMS (MD-PHD, ENMED, OTHER DUAL DEGREES)

PUTTING EFFORT WHERE IT COUNTS

REPORTING DETAILS OF SIGNIFICANT ACTIVITIES

HEALTHCARE ACTIVITIES:

- **ACTIVITY NAME:** SHADOWING PEDIATRICIANS
- **DATES:** JUNE 2017 – JULY 2017
- **LOCATION:** HOUSTON, TEXAS UNITED STATES
- **HOURS PER WEEK:** 4
- **TOTAL HOURS:** 20
- **DESCRIPTION:** I SHADOWED TWO PEDIATRICIANS, DRS. JAMIL JOYNER AND SHADE MOODY, AT TMC'S TEXAS CHILDREN'S HOSPITAL . I AM INTERESTED IN PEDIATRICS, AND I WAS ABLE TO OBSERVE A PRIMARY CARE APPROACH WITH DR. JOYNER AND SPECIALIZED CARE WITH DR. MOODY, WHO IS A PEDIATRIC NEUROLOGIST.

- **ACTIVITY NAME:** BEN-TAUB HOSPITAL VOLUNTEER
- **DATES:** MAY/2018 - JULY/2018
- **LOCATION:** HOUSTON, TEXAS UNITED STATES
- **HOURS PER WEEK:** 10
- **TOTAL HOURS:** 70
- **DESCRIPTION:** I WORKED AS A VOLUNTEER IN THE MEDICAL SURGICAL NURSING UNIT AT BEN TAUB HOSPITAL. I WORKED UNDER THE DIRECTOR OF NURSING SERVICES, MARY KURIAN, AND ASSISTED HER WITH ORGANIZATION, FILING, ANSWERING PHONES AND ASSISTING PATIENTS. I WAS ABLE TO EXPERIENCE THE ADMINISTRATIVE AND NURSING ASPECTS OF MEDICINE.

PUTTING EFFORT WHERE IT COUNTS

REPORTING DETAILS OF SIGNIFICANT ACTIVITIES

COMMUNITY SERVICE:

- **ACTIVITY NAME:** DREAM MENTOR AND HEAD MENTOR
- **DATES:** AUGUST 2013 – MAY 2017
- **LOCATION:** HOUSTON, TEXAS UNITED STATES
- **HOURS PER WEEK:** 4
- **TOTAL HOURS:** 500
- **DESCRIPTION:** I SERVED AS A MENTOR FOR DREAM: ACHIEVEMENT THROUGH MENTORSHIP PROGRAM. AS A MENTOR I WORKED WITH LOW INCOME, FIRST GENERATION STUDENTS TO PROMOTE STEM CAREERS AND ACCESS TO HIGHER EDUCATION. AS A HEAD MENTOR, I SUPERVISED CLASSROOMS, MANAGED THE BUDGET, AND PLANNED ENGINEERING PROJECTS.
- **ACTIVITY NAME:** CARING AGGIES R PROTECTING OVER OUR LIVES (CARPOOL)
- **DATES:** SEPT/2013 - MAY/2016
- **LOCATION:** COLLEGE STATION, TEXAS UNITED STATES
- **HOURS PER WEEK:** 17
- **TOTAL HOURS:** 1,450
- **DESCRIPTION:** AS A MEMBER OF CARPOOL, I PROVIDED FREE, SAFE, NON-JUDGMENTAL RIDES HOME TO MEMBERS OF THE BRYAN/COLLEGE STATION (BCS) COMMUNITY EVERY THURSDAY, FRIDAY, AND SATURDAY NIGHT FROM 10 PM UNTIL 3 AM. CARPOOL IS A STUDENT-RUN, NONPROFIT WHOSE MISSION IS TO STOP DRUNK DRIVING IN BCS AND ACROSS THE NATION.

PUTTING EFFORT WHERE IT COUNTS

REPORTING DETAILS OF SIGNIFICANT ACTIVITIES

RESEARCH ACTIVITIES:

- **ACTIVITY NAME:** UT SOUTHWESTERN SURF
- **DATES:** JUNE 2017 – AUGUST 2017
- **LOCATION:** DALLAS, TEXAS UNITED STATES
- **HOURS PER WEEK:** 40
- **TOTAL HOURS:** 400
- **DESCRIPTION:** WORKED IN A CANCER RESEARCH LAB IN THE DEPARTMENT OF PEDIATRICS AS A SUMMER FELLOW. CHARACTERIZED THE ROLE OF BMP SIGNALING IN DISORDERS OF SEXUAL DEVELOPMENT AND GERM CELL TUMORIGENESIS USING A ZEBRAFISH MODEL. PRESENTED A POSTER OF THE RESEARCH AT THE SUMMER UNDERGRADUATE RESEARCH FORUM POSTER SESSION IN AUGUST.
- **ACTIVITY NAME:** RESEARCH EXPERIENCE IN DR. JUSTIN HINES LAB
- **DATES:** OCTOBER/2018 - M/2018
- **LOCATION:** BALTIMORE, MD UNITED STATES
- **HOURS PER WEEK:** 15
- **TOTAL HOURS:** 2,250
- **DESCRIPTION:** IN DR. HANES LAB, I DEDICATED AT LEAST 12 HOURS PER WEEK TO RESEARCH. WE SUBMITTED "REDUCTION OF INTRAOCULAR PRESSURE IN RABBITS VIA A NANOSTRUCTURED GLAUCOMA DRAINAGE IMPLANT" FOR POSSIBLE PUBLICATION IN ANNALS OF BIOMEDICAL ENGINEERING, AND I AM LISTED AS ONE OF THE CO-AUTHORS.

PUTTING EFFORT WHERE IT COUNTS

EXERCISING PROFESSIONALISM

RESPECTFUL BEHAVIOR

- EMPHASIZE THE SIGNIFICANCE OF RESPECTFUL BEHAVIOR WHEN INTERACTING WITH PROFESSIONAL SCHOOLS AND FELLOW APPLICANTS:
 - POLITENESS
 - GOOD MANNERS
 - TIMELINESS
 - REPLIES TO NOTIFICATIONS

SOCIAL MEDIA PRESENCE

- EMPHASIZE MANAGING WISELY THEIR SOCIAL PRESENCE ACROSS THE WEB AND SOCIAL MEDIA

THE APPLICATION PHOTOGRAPH

- APPROPRIATE ATTIRE
- APPROPRIATE POSES
- APPROPRIATE SETTING
- APPROPRIATE SIZE (RECOMMEND 2 ¼" X 2 ½")

Putting Effort Where It Counts

Exercising Professionalism

Photograph should represent applicant professionally.



APPLICATION TIME – ADVISOR PERSPECTIVE

- LEARN ABOUT THE VARIOUS CENTRALIZED APPLICATION SERVICES (CAS)
- MOST OPEN IN LATE SPRING (MAY-JUNE) BUT CLOSING DATES VARY WILDLY (E.G. TMDSAS CLOSES ON OCT. 1 BUT SOME AACOMAS SCHOOLS ACCEPT APPLICATIONS UNTIL APRIL 1)
- AN EARLY APPLICATION IS A STRONGER APPLICATION
- UPLOADING LETTERS MAY REQUIRE YOU TO OBTAIN ACCESS TO THE VARIOUS CAS; INFORMATION ABOUT YOUR STUDENTS CERTAINLY WILL
- CAS ACCESS SOMETIMES REQUIRES A LETTER/VOUCHER FROM A DEAN OR PROVOST

APPLICATION TIME – ADVISOR PERSPECTIVE

- THEY SHOULD BE JOURNALING ABOUT "WHY I WANT TO BE A DOCTOR"; GROW FROM YEAR TO YEAR
- RECOGNIZE THAT THE ESSAYS ARE INTIMIDATING; SEVERAL DRAFTS OF EACH
- PRIORITIZE – SECONDARIES (SCHOOL SPECIFIC)
- PRACTICE INTERVIEWS
- MINDFUL OF: DRESS, NONVERBAL, QUALITY OF ANSWERS
- HOW ARE THEY INTERPERSONALLY OUTSIDE OF FORMAL INTERVIEW?
- YOU ARE LIKELY TO KNOW THEM WELL. HELP THEM PREPARE TO ADDRESS WEAKNESSES AND PROMOTE STRENGTHS

APPLICATION TIME – PROFESSIONAL SCHOOL PERSPECTIVE

- TIPS FOR APPLICANTS GETTING READY TO APPLY
- TIPS FOR ADVISORS HELPING STUDENTS PREPARE TO APPLY
 - APPLICANT RESPONSIBILITIES
 - THE PERSONAL STATEMENT
 - MAINTAIN WHAT YOU HAVE STARTED
 - ATTRIBUTES ADMISSIONS COMMITTEES SEEK
 - THE MEDICAL SCHOOL INTERVIEW

PUTTING EFFORT WHERE IT COUNTS

TIPS FOR APPLICANTS AND ADVISORS

EMPHASIZE APPLICANT RESPONSIBILITIES

- ACADEMIC AND TEST READINESS
- DEVELOPING MEANINGFUL RELATIONSHIP WITH HEALTH PROFESSIONS OFFICE (HPO)
- IDENTIFYING PROSPECTIVE FACULTY EVALUATORS
- DEVELOPING MEANINGFUL RELATIONSHIPS WITH PROSPECTIVE FACULTY EVALUATORS
- ATTENDING HPO MEETINGS AND EVENTS PERTINENT TO HP EVALUATION PACKET
- BEING TIMELY IN REQUESTING HP EVALUATION AND INDIVIDUAL LETTERS (APRIL – JUNE OF YEAR OF APPLICATION)
- PROVIDING COMMITTEE AND INDIVIDUAL EVALUATORS WITH A RÉSUMÉ
- ARRANGING PERSONAL VISITS AND INTERVIEWS WITH INDIVIDUAL EVALUATORS
- KNOWING AND APPLYING TMDSAS AND MEDICAL SCHOOL DIRECTIVES ABOUT APPLICATION PROCESS
- BEING TIMELY IN SUBMITTING APPLICATION AND SUPPORTING DOCUMENTS (MAY–JULY DURING YEAR OF APPLICATION)
 - SUBMIT APPLICATION BEFORE RECEIPT OF MCAT SCORES IF TAKING MCAT LATE (JULY, AUGUST, SEPTEMBER)

PUTTING EFFORT WHERE IT COUNTS

TIPS FOR APPLICANTS AND ADVISORS

THE PERSONAL STATEMENT

- WRITE IT IN A CONVENTIONAL STYLE
 - THESIS-BASED, UNIFIED AND COHERENT, GRAMMATICALLY CORRECT, AND PERSONAL
- DISCUSS **MOTIVATION** TO SEEK A CAREER IN MEDICINE (WHAT INSPIRED YOU?)
- DISCUSS GOALS RELEVANT TO THE PROFESSION (WHAT DO YOU HOPE TO ACCOMPLISH WITH THE MD?)
- DISCUSS EXPERIENCES THAT REINFORCED DESIRE TO BE A PHYSICIAN (WHAT VALUE TO YOU AND OTHERS WAS GAINED FROM EXPERIENCES?)

* BE AWARE THAT SOME ADMISSIONS COMMITTEES USE PERSONAL STATEMENTS TO ELIMINATE INDIVIDUALS WHO CLEARLY STAND OUT AS RELATIVELY UNINFORMED, POMPOUS, OR OUTSIDE OF THE CONVENTIONAL.

PUTTING EFFORT WHERE IT COUNTS

TIPS FOR APPLICANTS AND ADVISORS

GUIDELINES FOR PROVIDING PATIENT CARE DURING CLINICAL EXPERIENCES LOCAL/ABROAD

THE GOAL ALWAYS IS TO HELP THOSE IN NEED, BUT THE FIRST STEP MUST BE TO AVOID DOING ANY HARM

- BE SUFFICIENTLY TRAINED AND PROTECTED TO AVOID DIRECT HARM TO YOURSELF AS WELL AS TO THE PATIENT
- AVOID PERFORMING PROCEDURES EVEN UNDER SUPERVISION THAT MAY BE IN VIOLATION OF LOCAL LAWS AND A PUNISHABLE OFFENSE
- DO NOT TAKE ON TASKS THAT ARE BEYOND YOUR TRAINING THAT COULD MAKE YOU LOOK UNETHICAL, UNKNOWLEDGEABLE ABOUT THE HEALTH PROFESSIONS, AND IRRESPONSIBLE (MAY DIMINISH YOUR CHANCE OF AN INTERVIEW AND EVEN ADMISSION.)
- RESEARCH THOROUGHLY COMPANIES THAT OFFER CLINICAL EXPERIENCES ABROAD; SOME COMPANIES ARE DOING IT TO MAKE MONEY FIRST AND MAY NOT BE ETHICALLY SOUND

THE PRIMARY PURPOSE OF STUDENT CLINICAL EXPERIENCE IS SIMPLY OBSERVATION; TO LEARN, NOT TO TREAT

- KEEP ALWAYS THE WELFARE OF THE PATIENT FOREMOST IN YOUR MIND, NOT THE PERCEIVED OPPORTUNITY FOR PROVING YOURSELF
- EVERY ACT OF SERVICE INVOLVES THE BUILDING OF A CULTURAL BRIDGE; FOSTER KNOWLEDGE OF THE HISTORY AND CULTURE OF THE COMMUNITY THEY WILL SERVE, RESPECT FOR CULTURAL DIFFERENCES, A LISTENING AND LEARNING ATTITUDE, AND BEHAVIORS THAT WILL ENABLE ETHICAL AND EFFECTIVE SERVICE
- NEVER ENGAGE IN ANY UNSUPERVISED ACTIVITY THAT IS CONSIDERED THE PRACTICE OF MEDICINE INCLUDING, BUT NOT LIMITED TO: DIAGNOSING DISEASES, ADMINISTERING NARCOTICS, PERFORMING SURGICAL PROCEDURES, SUTURING OR OTHER TASKS GENERALLY RESERVED FOR THE TRAINED HEALTH PROFESSIONAL

*** IT'S NOT NECESSARY TO TRAVEL ABROAD TO SERVE THOSE IN NEED; THERE ARE MANY OPPORTUNITIES TO HELP THE NEEDY IN THE U.S. AND TEXAS.**

** Source: AAMC Group on Student Affairs (GSA) Steering Committee, February 25, 2011*

PUTTING EFFORT WHERE IT COUNTS

TIPS FOR APPLICANTS AND ADVISORS

DISCUSS ATTRIBUTES ADMISSIONS COMMITTEES SEEK

INTERPERSONAL CAPABILITIES

- **SERVICE ORIENTATION** – DEMONSTRATE DESIRE TO HELP OTHERS
- **SOCIAL SKILLS** – DEMONSTRATE AWARENESS OF THE NEEDS, GOALS AND FEELINGS OF OTHERS
- **ORAL COMMUNICATION** – EFFECTIVELY CONVEY INFORMATION ORALLY AND IN WRITING
 - LISTEN EFFECTIVELY
 - RECOGNIZE POTENTIAL COMMUNICATION BARRIERS AND ADJUST
- **TEAM WORK** – WORK COLLABORATIVELY WITH OTHERS TO ACHIEVE GOALS
- **CULTURAL AWARENESS OR COMPETENCE**
 - GENERAL KNOWLEDGE ABOUT SOCIAL AND CULTURAL FACTORS THAT AFFECT INTERACTIONS AND BEHAVIORS
 - ABILITY TO INTERACT EFFECTIVELY WITH PEOPLE OF DIVERSE BACKGROUNDS

PUTTING EFFORT WHERE IT COUNTS

TIPS FOR APPLICANTS AND ADVISORS

DISCUSS ATTRIBUTES ADMISSIONS COMMITTEES SEEK

INTRAPERSONAL CAPABILITIES

- ETHICAL RESPONSIBILITY TO SELF AND OTHERS
- RELIABILITY AND DEPENDABILITY
- RESILIENCE AND ADAPTABILITY
- CAPACITY FOR IMPROVEMENT
 - SELECTS AND RESPONDS EFFECTIVELY TO FEEDBACK
 - SETS GOALS FOR CONTINUOUS IMPROVEMENT AND LEARNING NEW CONCEPTS AND SKILLS
- SELF RESPECT
- CONFIDENCE, ENERGY

PUTTING EFFORT WHERE IT COUNTS

TIPS FOR APPLICANTS AND ADVISORS

DISCUSS PREPARING FOR THE MEDICAL SCHOOL INTERVIEW

LOOK THE PART – INTERVIEW ATTIRE

- CONSERVATIVE
- TASTEFUL
- NEAT
- TIMELINESS
- MAKE A GOOD FIRST IMPRESSION
 - MANNER (OR ATTITUDE)
- TYPES OF INTERVIEWS
- TYPES OF INTERVIEW QUESTIONS
- WHY INTERVIEWS FAIL
 - INADEQUATE PREPARATION
 - NOT LISTENING TO QUESTIONS BEING ASKED
 - PROVIDING RESPONSES TO QUESTIONS THAT WERE NOT ASKED
 - RAMBLING (PROVIDING SUPERFLUOUS INFORMATION)
 - INSTABILITY (INCONSISTENT RESPONSES, ABRASIVENESS, EVASIVENESS, DEFENSIVENESS, BLAMING OTHERS)

PUTTING EFFORT WHERE IT COUNTS

TIPS FOR APPLICANTS AND ADVISORS

PERSONAL CHARACTERISTICS REVIEW DURING INTERVIEWS

- 98% OF SCHOOLS REVIEW *MOTIVATION FOR A MEDICAL CAREER*
- 96% REVIEW *COMPASSION & EMPATHY*
- 92% REVIEW *PERSONAL MATURITY*
- 91% REVIEW *ORAL COMMUNICATION*
- 89% REVIEW *SERVICE ORIENTATION*
- 88% REVIEW *PROFESSIONALISM*
- 83% REVIEW *ALTRUISM*
- 82% REVIEW *INTEGRITY*
- 80% REVIEW *LEADERSHIP*
- 76% REVIEW *INTELLECTUAL CURIOSITY*
- 74% REVIEW *TEAMWORK*
- 72% REVIEW *CULTURAL COMPETENCE*
- 70% REVIEW *RELIABILITY AND DEPENDABILITY*
- 70% REVIEW *SELF-DISCIPLINE*
- 69% - 65% REVIEW *CRITICAL THINKING, ADAPTABILITY, VERBAL REASONING, WORK ETHIC, PERSISTENCE, AND RESILIENCE*

WRITING LETTERS – ADVISOR PERSPECTIVE

- WILL YOU BE PROVIDING INDIVIDUAL LETTERS FOR STUDENTS?
 - COMMON FOR SMALLER, PRIVATE SCHOOLS
- WILL YOU BE PROVIDING COMMITTEE LETTERS FOR STUDENTS?
 - HEALTH PROFESSIONS ADVISORY COMMITTEE (HPAC), PRE-HEALTH COMMITTEE OR SIMILAR
- PROFESSIONAL SCHOOLS WANT TO KNOW THAT THE WRITER UNDERSTANDS WHAT THE PROFESSIONAL SCHOOL SEEKS
- PROTECT YOUR TIME; SET DEADLINES

AAMC – RESOURCE FOR ALL

<https://www.aamc.org/initiatives/admissionsinitiative/letters/>



Tomorrow's Doctors, Tomorrow's Cures®

Guidelines for Writing a Letter of Evaluation for a Medical School Applicant

Admissions Initiative

HPAC (OR RELATED ACRONYM)

- MEDICAL AND DENTAL SCHOOLS PREFER APPLICANTS TO UNDERGO COMMITTEE EVALUATION IF A COMMITTEE EXISTS
- DOES YOUR SCHOOL HAVE A STANDING HPAC?
- DO YOU WANT OR NEED TO ESTABLISH ONE?
- IF NOT, HOW WILL YOU ADDRESS MULTIPLE APPLICANTS IN AN INDIVIDUAL LETTER?

HPAC CONSIDERATIONS

- COMPOSITION OF THE COMMITTEE
- BUY-IN FOR COMMITTEE MEMBERS
- WILL THERE BE SOME TYPE OF STUDENTS INTERVIEW?
 - ONE-ON-ONE (ONE OR MANY), SINGLE PANEL, ETC.
- HOW WILL COMMITTEE LETTERS BE GENERATED AND BY WHOM?
- DEADLINES? FORMS? TIMING?

LETTER CONSIDERATIONS (HPAC OR INDIVIDUAL)

- LETTER FORMAT?
- WILL INDIVIDUAL LETTERS BE INCLUDED?
- RANKING SYSTEM (EXCELLENT, TOP 5%; VERY GOOD, TOP 10%, ETC.). WRITE IT DOWN AND ASSIGN EVERYONE A RANK BEFORE YOU START WRITING
- LETTER OF EVALUATION VS. LETTER OF RECOMMENDATION
- VALIDATE WHAT THE STUDENT HAS WRITTEN IN THEIR APPLICATION, AND PROVIDE AN ASSESSMENT OF THEIR APTITUDE FOR MEDICINE

PUTTING EFFORT WHERE IT COUNTS

LETTERS OF EVALUATION

SUBMIT A HEALTH PROFESSIONS ADVISORY COMMITTEE (HPAC) EVALUATION

THE COMMITTEE LETTER PACKET (OR HPAC) SHOULD INCLUDE THE FOLLOWING

- HONEST AND EVALUATIVE PROFILE OF THE CANDIDATE
- THREE OR MORE ADDITIONAL LETTERS (AT LEAST ONE FROM A FACULTY MEMBER)
- A DEFINABLE SCALE OF SUPPORT, FOR EXAMPLE
 - RECOMMENDED WITH ENTHUSIASM AND WITHOUT RESERVATION
 - RECOMMENDED WITH CONFIDENCE
 - RECOMMENDED
 - RECOMMENDED WITH RESERVATIONS
 - NOT RECOMMENDED

HEALTH PROFESSIONS ADVISOR AND FACULTY LETTERS SHOULD HIGHLIGHT THE FOLLOWING:

- ACADEMIC BACKGROUND AND POTENTIAL FOR ACADEMIC SUCCESS IN MEDICAL SCHOOL
- CORE INTERPERSONAL AND INTRAPERSONAL COMPETENCIES
- BREADTH AND DEPTH OF ACTIVITIES AND EXPERIENCES
- SUITABILITY FOR MEDICINE AS A CAREER

*** RECOMMEND WRITING COMPOSITE LETTER BY CATEGORIES FOR EASE OF READING.**

COPING WITH REJECTION – ADVISOR PERSPECTIVE

- UNSUCCESSFUL APPLICANTS RECEIVE BAD NEWS OR AT LEAST THEY SEE THE WRITING ON THE WALL (NO INTERVIEW INVITATIONS)
- PREPARE FOR FRANK (AND SOMETIMES DIFFICULT) DISCUSSION ABOUT STRENGTHS AND WEAKNESSES OF THEIR APPLICATIONS
- IF YOU CAN'T FIGURE IT OUT, ADVISE THEM TO REACH OUT TO THE PROFESSIONAL SCHOOL ADMISSION DEAN FOR A CRITIQUE
- HELP THEM DECIDE ON THE NEXT STEP
 - IF WEAK GPA, CONSIDER GRADUATE SCHOOL TO BUILD A STRONGER RECORD
 - IF WEAK ADMITTANCE EXAM, CONSIDER WHAT WILL BRING THE SCORE UP
 - CONSIDER A POST-BAC PROGRAM (CONNECTED TO A MEDICAL SCHOOL, AWARDING A GRADUATE DEGREE)

Percent and Number of 2017 Applicants Accepted into at Least One Medical School by MCAT total score and UGPA Range:

GPA Total	MCAT Total										
	472–485	486–489	490–493	494–497	498–501	502–505	506–509	510–513	514–517	518–528	All
3.80–4.00	4% 2/51	5% 5/98	10% 23/241	21% 111/528	34% 353/1,040	54% 920/1,692	67% 1,538/2,310	76% 1,870/2,461	85% 1,798/2,112	89% 1,796/2,014	67% 8,416/12,547
3.60–3.79	0% 0/126	1% 3/223	5% 23/442	15% 129/867	26% 366/1,430	38% 764/1,996	54% 1,197/2,225	68% 1,388/2,040	76% 987/1,301	85% 639/755	48% 5,496/11,405
3.40–3.59	2% 4/183	1% 3/293	4% 22/552	10% 100/955	21% 265/1,286	29% 479/1,635	40% 661/1,659	55% 694/1,260	61% 405/660	71% 235/329	33% 2,868/8,812
3.20–3.39	0% 0/226	<1% 1/306	3% 14/527	9% 64/749	18% 158/884	24% 246/1,027	32% 279/873	40% 255/631	56% 176/314	58% 63/109	22% 1,256/5,646
3.00–3.19	0% 0/248	2% 4/253	1% 4/363	7% 36/490	14% 74/511	21% 109/507	25% 100/395	35% 98/282	42% 43/103	37% 21/57	15% 489/3,209
2.80–2.99	1% 2/247	1% 2/181	2% 5/201	5% 12/238	6% 14/233	17% 34/203	25% 40/160	30% 25/84	29% 14/49	42% 5/12	10% 153/1,608
2.60–2.79	0% 0/157	1% 1/117	0% 0/142	2% 3/132	6% 8/126	18% 14/79	18% 10/57	17% 6/36	40% 6/15	--	6% 53/868
2.40–2.59	0% 0/118	2% 1/57	2% 1/48	5% 3/59	2% 1/40	13% 4/30	25% 6/24	24% 4/17	--	--	5% 21/398
2.20–2.39	0% 0/69	0% 0/29	0% 0/24	0% 0/21	12% 2/17	33% 4/12	8% 1/12	--		--	5% 9/192
2.00–2.19	0% 0/41	0% 0/13	0% 0/10	--	--	--	--	--			0% 0/86
less than 2.00	0% 0/15	--	--	--		--					3% 1/31
All	1% 8/1,481	1% 20/1,576	4% 93/2,556	11% 458/4,051	22% 1,241/5,571	36% 2,574/7,188	50% 3,832/7,717	64% 4,341/6,819	75% 3,430/4,558	84% 2,765/3,285	42% 18,762/44,802

THE NEXT STEP

- RE-APPLYING THE NEXT CYCLE
 - WHAT STEPS WILL MAKE THEM A BETTER APPLICANT?
 - ADDRESS DEFICIENCIES
- ARE OFF-SHORE SCHOOLS AN OPTION FOR THEM?
- PROVIDE THEM WITH “PLAN-B” RESOURCES IF THEY NEED THEM
 - HOT JOBS (HEALTH OPPORTUNITIES IN TEXAS) (AHEC) WWW.TEXASHOTJOBS.ORG
 - ADEA – WWW.EXPLOREHEALTHCAREERS.ORG
 - YOUR CAREER SERVICES OFFICE

FEELING OVERWHELMED?

WE'RE HERE TO HELP! -- RESOURCES

- OTHER PRE-HEALTH ADVISORS ARE A TREMENDOUS ASSET
 - DON'T RE-INVENT THE WHEEL.
 - ASK FOR ADVISING FORMS, COMMITTEE LETTER TEMPLATES, ETC.
 - ANYTHING YOU THINK YOU MIGHT NEED PROBABLY ALREADY EXISTS
- ONE STEP AT A TIME – BUILD YOUR PROGRAM AS YOU ARE ABLE TO
- GET ON HLTHPROF LISTSERV

RESOURCES

- PRE-HEALTH PROFESSIONS FIRST YEAR SEMINAR
- NAVIGATING THE APPLICATIONS PROCESS COURSE
- ON-CAMPUS KAPLAN MCAT PREP COURSE
- APPLICATION PLAN TEMPLATE
- EXPERIENCES TEMPLATE

TAAHP, SAAHP, NAAHP RESOURCES

- TEXAS, SOUTHEAST, NATIONAL
- TAAHP CONFERENCE OCCURS EVERY FEBRUARY
- PLAN FOR REGISTRATION EACH FALL, NOMINATE STUDENTS FOR AWARDS
- EVERY OTHER YEAR IN MAY OR JUNE THERE IS A SAAHP OR NAAHP CONFERENCE
- TRAVEL SCHOLARSHIPS ARE AVAILABLE
- MAY 28-31, 2019 – SAAHP IN MEMPHIS, TN
- JUNE 24-28, 2020 – NAAHP IN NEW ORLEANS, LA

ALPHABET SOUP

- TAAHP: TEXAS ASSOCIATION OF ADVISORS FOR THE HEALTH PROFESSIONS
- NAAHP: NATIONAL ASSOCIATION...
- NAAHP SACK: [HTTP://WWW.NAAHP.ORG/MEMBERRESOURCES/NAAHP-SACK.ASPX](http://www.naaHP.org/MEMBERRESOURCES/NAAHP-SACK.aspx)
- TMDSAS: TEXAS MEDICAL & DENTAL SCHOOLS APPLICATION SERVICE
- AMCAS/AACOMAS
- AADSAS: ASSOCIATED AMERICAN DENTAL SCHOOLS APPLICATION SERVICE
- CASPA/VMCAS/OTCAS/OPTOMCAS/PHARMCAS...

HEALTH PROFESSIONS FAIRS

- GREAT WAY FOR STUDENTS TO GET PERSONAL ATTENTION FROM ADMISSIONS OFFICERS AND TO EXPLORE A VARIETY OF HEALTH CARE PROFESSIONS
- DOES YOUR SCHOOL HOST ONE?
- DO YOU WANT TO HOST ONE OR SEND STUDENTS TO OTHER FAIRS?
- SOUTHERN SWING – LATE FEBRUARY
 - U HOUSTON, RICE U, TEXAS A&M U, UT-AUSTIN, UT-SAN ANTONIO, TEXAS STATE U, ST. MARY'S U
- DFW SWING – EARLY APRIL
 - UT-ARLINGTON, AUSTIN COLLEGE, UT-DALLAS, TCU, SMU & UNIVERSITY OF DALLAS, AND UNT-DENTON

ADDITIONAL RESOURCES

Explore Current Issues in Medicine



* RELIABLE AND REPUTABLE RESOURCES

- ASSOCIATION OF AMERICAN MEDICAL COLLEGES (AAMC)
- AMERICAN MEDICAL ASSOCIATION (AMA)
- THE JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION (JAMA)
- TEXAS MEDICAL ASSOCIATION (TMA)
- NEW ENGLAND JOURNAL OF MEDICINE
- HEALTH RESOURCES & SERVICES ADMINISTRATION (HRSA)
- ACADEMIC MEDICINE
- NATIONAL INSTITUTES OF HEALTH (NIH) – U.S. NATIONAL LIBRARY OF MEDICINE

ADVISING EXERCISE

- **EVALUATING THREE SCENARIOS**
- **WHAT ADVICE WOULD YOU GIVE?**

QUESTIONS AND DISCUSSION