Fall 2022
Group Advising
Our Commitment

At the Pre-Medical and Pre-Dental Advising Office, we recognize the importance of Black and Brown lives, acknowledge systems of oppression, and center diversity, equity, and inclusion in all aspects of our work.

To this end, we are committed to a sustained, holistic approach to advising that supports and celebrates the success of students from historically marginalized, underrepresented groups.
Get to know us!

Where are we?
ROKE Building, 4th Floor
Virtual Webex appts

How can you connect with us?
Join our newsletter!
Website: premed.uconn.edu
e-mail: premed_predental@uconn.edu
Instagram: uconn_premed_predental
Get to know us!

How do I make a one-on-one appointment?
Pre-Medical: appointment request form
Pre-Dental: Nexus appointment with Dr. Thomas Abbott

Drop-in advising (10 minutes or less)
every Thursday from 1p.m. to 3p.m.
Check in outside of ROWE 424
--come ask about: AP/ECE credit, retaking courses, application basics, MCAT scores, etc.
Get to know us!

Health Professions Peer Ambassadors (HPPAs)
30-minute appointments and 10-minute drop-in appointments

Yulianny De Los Santos '23, PNB major, pre-medical track
Nour Al Zouabi '23, MCB + "Rights, Health, and Refugees" major, pre-medical track
Qristine Owusu '22, psychological sciences major, pre-dental track
Aesha Acevedo '23, MCB major, pre-medical track
FIRST

- Understand the barriers to successful campus change
- Offer academic support to students
- Build a nurturing community of faculty and undergraduates
- Create equity for campus change students
Get to know us!

Enrichment Programs Department
- Honors Program
- Individualized and Interdisciplinary Studies Program
- Office of National Scholarships and Fellowships
- Office of Pre-Professional Advising
  - Pre-Law Advising Office
  - Pre-Medical and Pre-Dental Advising Office
- Office of Undergraduate Research
- University Scholar Program
Get to know us!

Krista Rogers, MA, Assistant Director, Pre-Professional Advising

Emma Belliveau, BS, Pre-Medical Advisor

Thomas Abbott, PhD, Pre-Dental Advisor

Heather Nunes, MS, Pre-Medical Advisor

Keat Sanford, PhD, Pre-Medical Advisor

Susan Ruggiero, MS, Program Assistant
Chat with Alumni

- 10/5: Study Abroad
- 10/26: Disabilities in Health Care

Past examples:
- Focus on Osteopathic Medicine
- Dental School Pathways
- MD vs. MD/PhD
- LGBTQIA+ in Health Care
- Black Males in Medicine
ALUMNI SPOTLIGHTS

Sandy Durosier,  
c/o 2013,  
Studying at  
A.T. Still University -- School of Osteopathic Medicine

Lilia Shen,  
c/o 2019,  
Studying at  
University of Rochester School of Medicine and Dentistry

Meghan Goddard,  
c/o 2018,  
Studying at  
Albany Medical College
“No matter how hard it can be, always remember why you're on this journey and why you want to become a physician, and use those to motivate you to surpass your challenges.”

Eric Mohan, c/o 2020, currently studying at University of Texas Health McGovern Medical School
“It's much easier said than done but, please do what makes you immediately happy while also balancing the stressful things that will lead to long term happiness. The world doesn't need you to take everything on - the world needs you to bring all that you can to the things you are best at.”

Omar Taweh, c/o 2019, currently studying at University of Massachusetts Medical School
EXPLORE
Clubs + Organizations

- Develop or discover your passions
- Engage in community service
- Improve your teamwork and leadership skills
- Find an opportunity for networking

JOIN STUDENT GROUPS!
Explore what UConn has to offer here

List of health-related organizations on campus
On-Campus Resources

- Strengthen your skills and readiness for health professional school
- Engage with the campus community
- Find fulfilling employment and/or research opportunities
Off-Campus Resources

- First-generation students
- International students
- LGBTQIA+ students
- Students of color
- Students with Disabilities
- Undocumented students
- Women in STEM
Regional Campus Resources

- Avery Point
- Hartford
- Stamford
- Waterbury
“Holistic review is an admissions process that considers each applicant individually by balancing their academic metrics with experiences and attributes.” (AAMC)

“Holistic review—a flexible, individualized applicant assessment tool—provides admissions committees a balanced means of considering candidates’ personal experiences, attributes and academic credentials, along with qualities and characteristics that would prove valuable in both dental school and the oral health profession.” (ADEA)
Choosing Your Major

- You can major in **anything** as long as you demonstrate strength in the core entrance requirements
  - Physiology and Neurobiology
  - Molecular and Cell Biology
  - Biological Sciences
  - Allied Health Sciences
  - Biomedical Engineering
  - Anthropology
  - Economics
  - Individualized majors

- About 16% of applicants pursue a secondary major
  - Spanish
  - Healthcare Management
**Breadth**

- Typically refers to pursuing upper-level courses in the arts, humanities and social sciences

**Depth**

- Typically refers to pursuing upper-level courses within your major or an area of interest

**Rigor**

- Typically refers to pursuing upper-level courses that necessitate a certain level of academic dedication
Course Requirements

- **Biology**: BIOL 1107 + 1108
- **Chemistry**: CHEM 11245 + 1125 +1126 OR CHEM 1127 +1128
- **Organic Chemistry**: CHEM 2443 + 2444 + 2445
- **Biochemistry**: MCB 2000
  - depends for dental schools
- **Physics**: 1201 + 1202 OR 1401 + 1402 [OR 1501 + 1502]
- **English**: One year (two semesters) of English classes
- **Math/Statistics**: vary by school
  - Most medical schools recommend 1-2 semesters of college-level mathematics, such as one semester of Statistics and/or one semester of Calculus
  - Some dental schools require Statistics or Calculus; the DAT includes basic Algebra
The majority of health professions schools will accept AP credit if it is supplemented by upper-level coursework in that discipline.

- most schools require one year of collegiate-level Biology, Chemistry, Organic Chemistry, and Physics with a laboratory component

- **UConn SOM does not accept AP credit** for any prerequisite course requirements

- Early College Experience courses are collegiate-level coursework and will count to fulfill prerequisite requirements.
Clinical Experience

Shadowing

Reflect on:
1. the provider's ability to connect with their patients
2. the specialty + work environment
3. the clinician's work ethic

Direct Patient Care

Reflect on:
1. the core competencies you cultivated
2. how you grew more ready to become a physician
3. what you learned about the populations you want to work with
Community Service/Volunteering

Community service (n.): a broad term that refers to any kind of volunteer work that is done in service of others. Community service does not need to be medically-related to be a valuable addition to your application.

Examples:

- Hole in the Wall Gang Camp -- Ashford, CT
- Integrated Refugees and Immigrant Services -- New Haven, CT
- Planned Parenthood -- Willimantic, CT
- Windham No Freeze Shelter -- Windham, CT
- Crisis Textline -- virtual
Community Service/Volunteering

UCONN UNIVERSITY OF CONNECTICUT
STUDENT ACTIVITIES

UCONN STUDENT ACTIVITIES
COMMUNITY OUTREACH

subog

HUSKYTHON MIRACLE NETWORK DANCE MARATHON

UConntact
Research/independent scholarship

1. Research does not need to be within your major field, or even necessarily in a traditional STEM field.

2. Great avenue for developing and enhancing certain competencies such as critical thinking, scientific inquiry, and teamwork.
The Core Competencies

“Successful medical school applicants are able to demonstrate skills, knowledge, and abilities in these areas. One experience can illustrate proficiency across multiple competencies.” (AAMC)

- Reflect regularly on your level of mastery of each of the core competencies
- Make plans to develop those competency areas where you have less experience
- Document examples of how you have demonstrated those competencies with which you have significant familiarity
Application Overview

Timeline
Applicants formally begin applying during the summer one year prior to when they plan to matriculate to health professional school.

Rolling Admissions
Committees evaluate applications as they are received

Main Application Components
1. Primary application
2. Secondary application
3. Standardized testing scores
4. Letters of recommendation
Applicant Support Process

Comprehensive application support

1. Health Professions Applicant Portfolio
2. 45-minute Applicant Coaching Session
3. Health Professions Letter Packet

= Letter Packet
Takeaways

• Pursue your passions

• Health professional schools are interested in interesting people

• Explore and get the most out of your undergraduate education

• Consider different healthcare careers!

• Don't rush; stay open to growth years
Takeaways

- Take care of yourself first and foremost.
CONNECT WITH US!

Visit our website [premed.uconn.edu](http://premed.uconn.edu) if you want more information about our program.

Email us at [premed_predental@uconn.edu](mailto:premed_predental@uconn.edu) at any time with questions.