NEWSLETTER SIGN UP

Just scan and we'll add your email to our mailing list!
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?
ROWE Building, 4th Floor
Virtual Webex appts

How can you connect with us?
Join our newsletter!
Website: premed.uconn.edu
email: 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!

Sarah Scheidel, Ed.D., Director, Pre-Professional Advising
Krista Rogers, MA, Assistant Director, Pre-Professional Advising
Thomas Abbott, PhD, Pre-Dental Advisor
Megan Baro, MS, Health Professions Advisor
Emma Belliveau, BS, Pre-Medical Advisor
Keat Sanford, PhD, Pre-Medical Advisor
Get to know us!

Susan Ruggiero
MS, Program Assistant

Tanya Miller
BS, Social Media Coordinator

Emily Strickland
Student Administrative Assistant

Sarah Scheidel
Ed.D., Director of Pre-Professional Advising

Welcome, Sarah! Sarah is our first full-time director!
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 ’23, psychological sciences major, pre-dental track

Aesha Acevedo ’23, MCB major, pre-medical track
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
Chat with Alumni

WORK/LIFE BALANCE

Sreevithini Nair is a first-year osteopathic medical student at the Campbell University School of Osteopathic Medicine. She completed her Bachelor of Science degree in Molecular and Cell Biology at UConn in 2022. While at UConn, Sreevithini was involved in the Undergraduate Student Government as a member of the Student Standards Committee. She was also a part of UConn Empower, serving as their President and Vice President. Sreevithini is interested in improving the standard of public health education and information in her professional career. In her free time, she loves hiking, baking, and exploring different restaurants. She is also happy to provide more insight on the DO path to medicine.

Zane Cooke is a second-year student at Dell Medical School in Austin, TX, currently in his Internal Medicine clinical rotation. He completed Bachelor’s and Master’s degrees in Biomedical Engineering at UConn before taking a break from academics to work as a medical product engineer for Cardinal Health and later Medtronic. During this time, he also worked as an EMT in Boston, beginning with the COVID-19 pandemic in February 2020. Zane is leaning towards specialization in either Emergency Medicine or Orthopedic Surgery, and most likely Pediatrics within either field. He has a particular interest in the intersection of clinical care and health technology, with a specific focus on preventative medicine and lifestyle interventions.

- 3/8: Reapplicants
- 3/29: Application Tips
- 4/19: School Spotlights

Past examples:
- Work/Life Balance
- Disabilities in Healthcare
- Experiences Abroad
- 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
Goals

1. Give you a comprehensive understanding of pre-medical + pre-dental prerequisite coursework

2. Provide information about the importance of cultivating co-curricular experiences

3. Connect you to resources so that you can get engaged at UConn and beyond
Agenda

1. Explore
2. Prepare
3. Apply
4. Key takeaways
5. Questions
EXPLORE
Clubs + Organizations

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

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
Holistic Admissions

“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

* About 16% of applicants pursue a **secondary major**

* Almost 50% of applicants added at least one **minor** to their plan of study
**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 1124 + 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
# Non-STEM Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Gen Ed</th>
<th>Prerequisites</th>
<th>Credits</th>
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<td>AFRA 2222</td>
<td>Race, Gender, Sexuality, and the Power of Looking</td>
<td>CA 1, CA 4</td>
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<td>AFRA 2250</td>
<td>Racial Disparities in Health</td>
<td>CA 2</td>
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<td>AFRA 2461</td>
<td>Race, Gender, and U.S. Health Care</td>
<td>CA 2, CA 4</td>
<td>Recommended preparation: AFRA/SCIC 1001</td>
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<td>AFRA 3108</td>
<td>Black Psychology</td>
<td>CA 4</td>
<td>PSYC 1100; PSYC 1101 or 1103</td>
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<td>AFRA 3320</td>
<td>Race, Culture, and Reproductive Health</td>
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<td>AFRA 3622</td>
<td>History of Gender and Sexuality in Latin American and the Caribbean</td>
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<td>AMST 227W</td>
<td>Disability in American Literature and Culture</td>
<td>CA 1, CA 4</td>
<td>ENGL 1007 or 1010 or 1011 or 2011</td>
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<td>AMST 3287W</td>
<td>Race and the Scientific Imagination</td>
<td>CA 1, CA 4</td>
<td>ENGL 1007 or 1010 or 1011 or 2011</td>
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<td>ANTH 2200</td>
<td>Race and Human Biological Diversity</td>
<td>CA 3, CA 4</td>
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<td>ANTH 3200</td>
<td>Human Behavioral Ecology</td>
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<td>ANTH 3292W</td>
<td>Illness and Curing</td>
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<td>ENGL 1007 or 1010 or 1011 or 2011</td>
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<td>ANTH 3250</td>
<td>Cognitive Anthropology</td>
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<td>ANTH 3251</td>
<td>Psychological Anthropology</td>
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<td>ANTH 3300</td>
<td>Medical Anthropology</td>
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<td>ANTH 3302</td>
<td>Medical Ecology</td>
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<td>ANTH 3304</td>
<td>Anthropology of Drug Use</td>
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<td>ANTH 3320</td>
<td>Race, Culture, and Reproductive Health</td>
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<td>ANTH 3325</td>
<td>Introduction to Global Health</td>
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<td>ANTH 3328</td>
<td>Global Health and Human Rights</td>
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<td>ANTH 3327</td>
<td>Power and Health In Latin America and the Caribbean</td>
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<tr>
<td>ANTH 3351</td>
<td>Sex and Gender</td>
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<td>Race, Gender, Sexuality, and the Power of Looking</td>
<td>CA 1, CA 4</td>
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<td>AAAS 2222</td>
<td>Race, Gender, Sexuality, and the Power of Looking</td>
<td>CA 1, CA 4</td>
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AP Credit Policies

- 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**
*is a passive experience through which you get to learn about and explore which fields of medicine you might be interested in*

* Aim to gain **50+ hours** of shadowing experience

**Direct Patient Care**
*is hands-on experience you gain by having one-on-one interactions with patients and/or providing care in some form*

* Aim to gain **100+ hours** of direct patient care experience
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 is 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
Research does not need to be within your major field, or even necessarily in a traditional STEM field.

Great avenue for developing and enhancing certain competencies such as critical thinking, scientific inquiry, and teamwork.
HOT Tip

Keep some kind of tracking document (spreadsheet, Google document, etc.) so you can continuously and contemporaneously log hours for your various experiences.
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

Self-Assessment Guide  Real Stories  The 15 Competencies
APPLY
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

Health Professions Applicant Portfolio +
45-minute Applicant Coaching Session +
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!!!

"Do your own thing, folks. You are not robots. You need time to rest, too. Go see the world, find love, and learn new things. Medical school isn’t going anywhere. Remember, you are a person first and a student second.

"Take care of yourself!"

Keely Greiner
Peer Health Ambassador
CONNECT WITH US!

Visit our website
premed.uconn.edu
if you want more information about our office

Email us at
premed_predental@uconn.edu
at any time with questions

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