

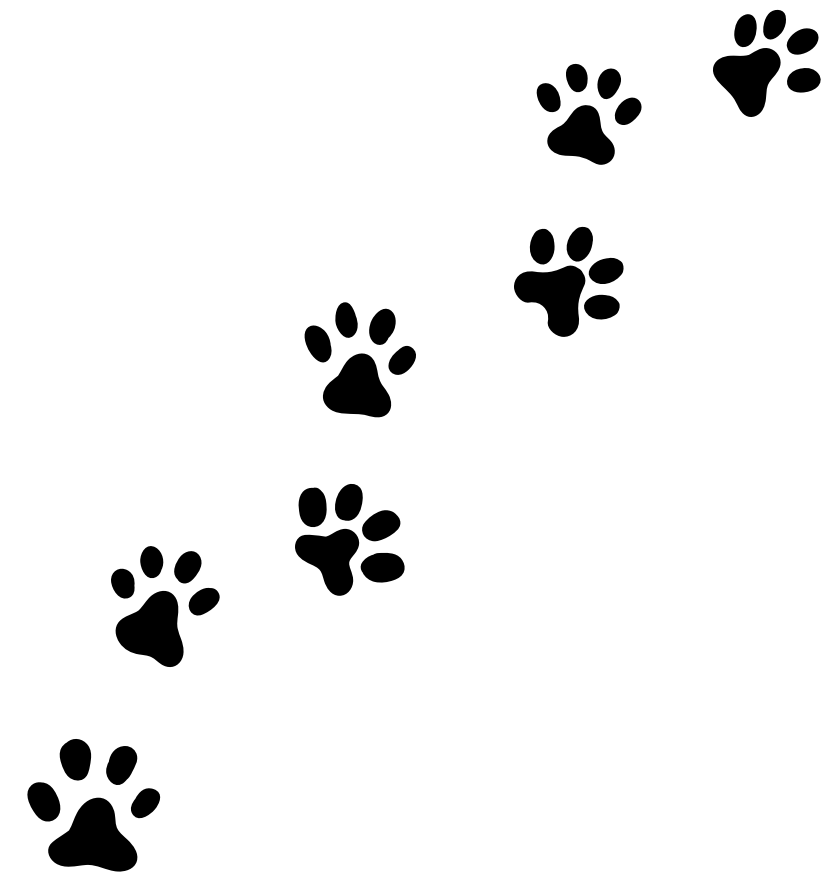


UNIVERSITY OF CONNECTICUT

Spring 2023 Group Advising

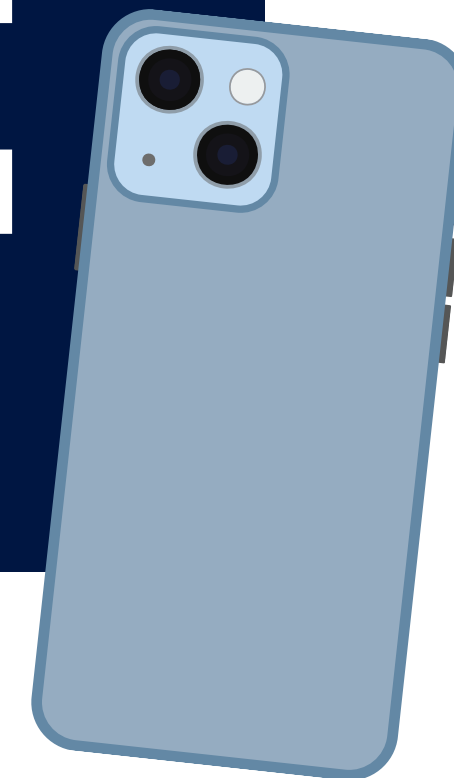
UConn | UNIVERSITY OF
CONNECTICUT

PRE-MEDICAL AND PRE-DENTAL ADVISING OFFICE



NEWSLETTER SIGN UP

Just scan
and we'll add
your email to
our mailing
list!



After this:

Tabling in Rich
Concourse
(near library)
1:30-2:30 pm(ish)

**MORE STRESS
BALLS**



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.

UCONN

ENRICHMENT PROGRAMS

UCONN

PRE-MEDICAL AND
PRE-DENTAL ADVISING
OFFICE



Get to know us!

Where are we?

ROWE Building, 4th Floor

Virtual Webex appts



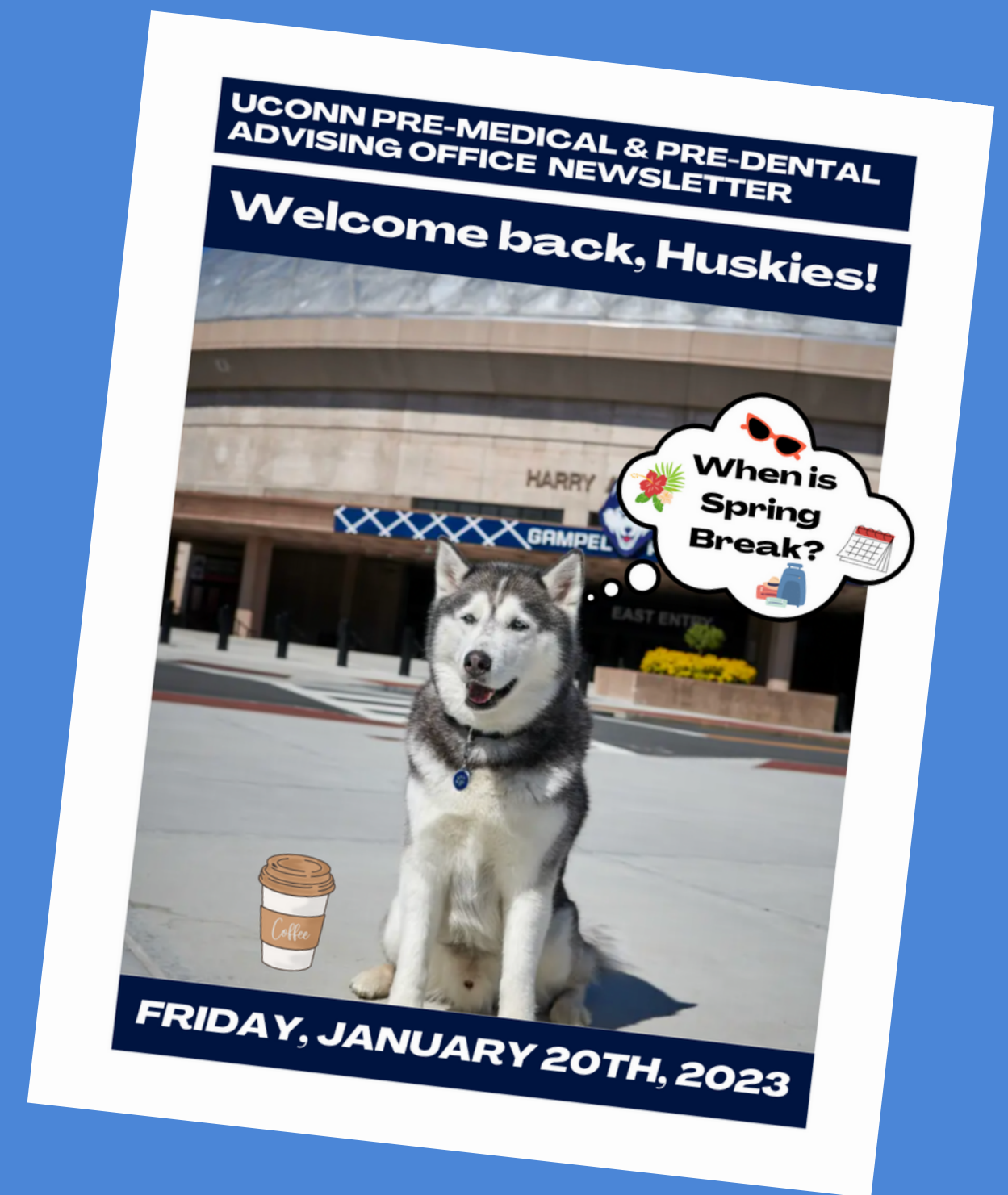
How can you connect with us?

Join our newsletter!

Website: premed.uconn.edu

email: premed_predental@uconn.edu

Instagram: [uconn_premed_predental](https://www.instagram.com/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. ***FINISHED FOR SP23***

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

Welcome, Sarah!



Sarah is our first full-time director!

Sarah Scheidel

Ed.D., Director of
Pre-Professional
Advising



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



FIRST

UConn

PRE-MEDICAL AND
PRE-DENTAL ADVISING
OFFICE

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



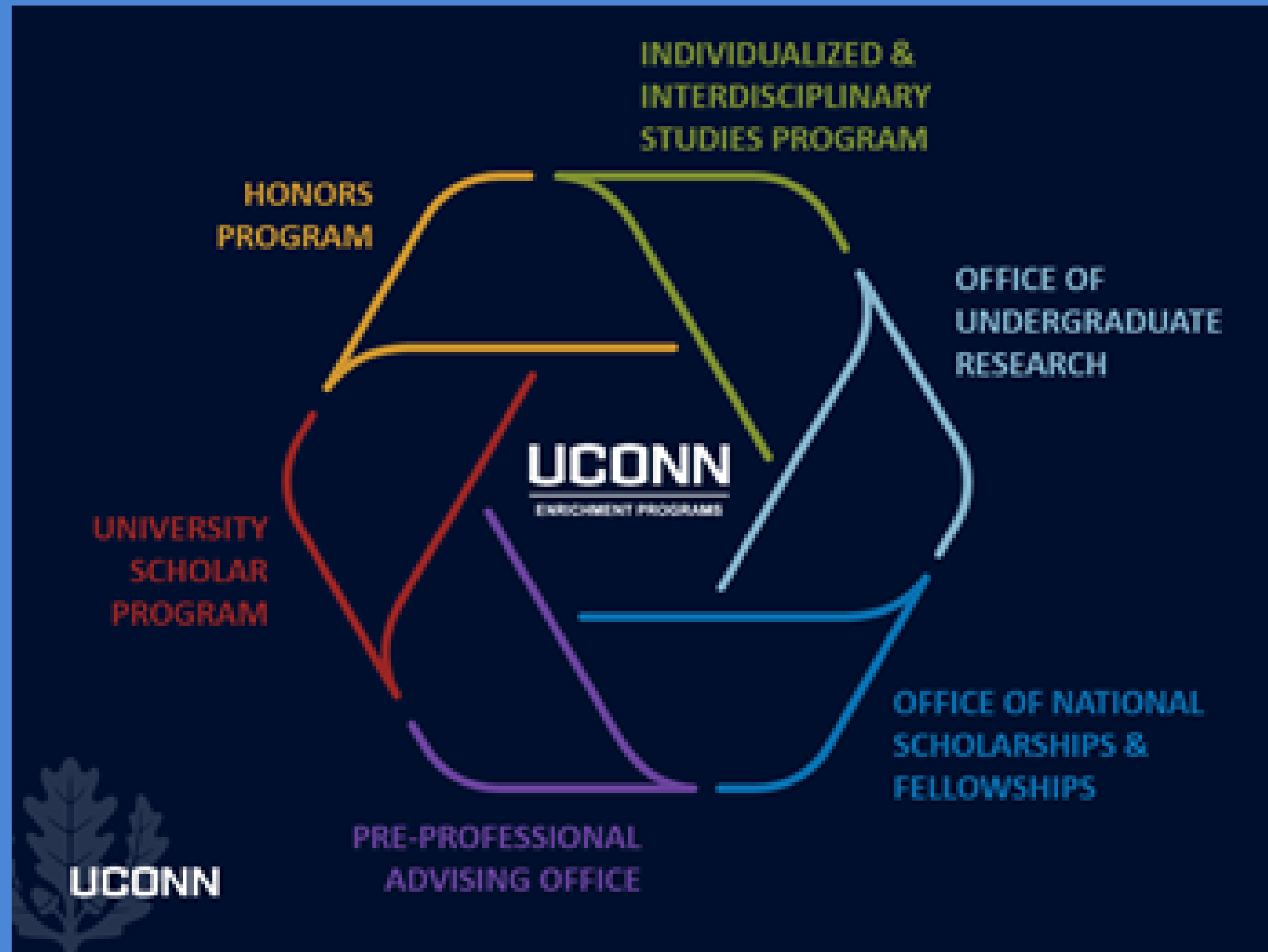
Fostering
Ideal
Regional
Student
Transitions

FIRST
Biology

UConn
COLLEGE OF LIBERAL
ARTS AND SCIENCES



Get to know us!

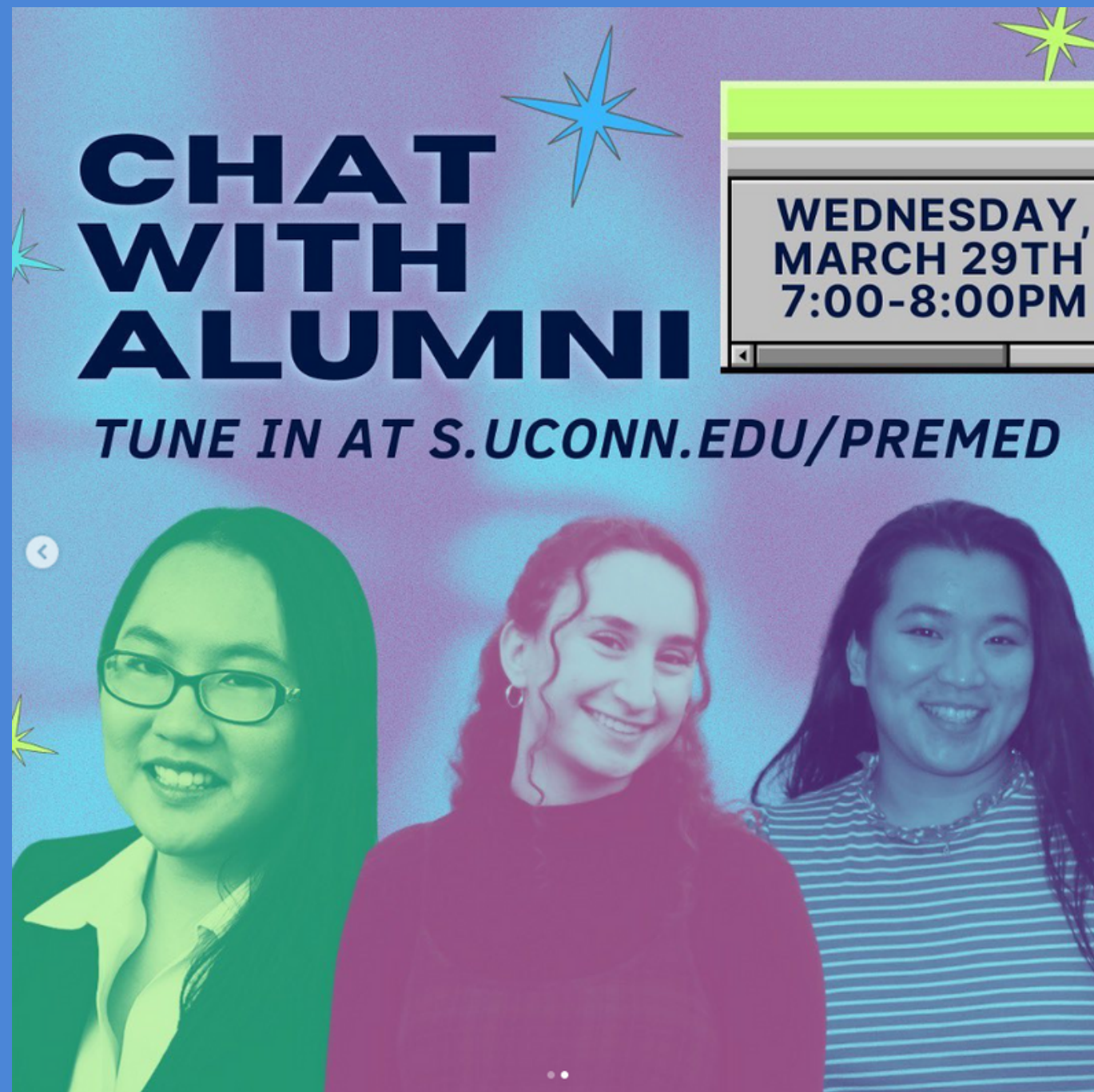


Enrichment Programs Department

- 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



- 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

ALUMNI SPOTLIGHTS

"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



ALUMNI SPOTLIGHTS



Omar Taweh,
c/o 2019,
currently studying at
University of Massachusetts
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."

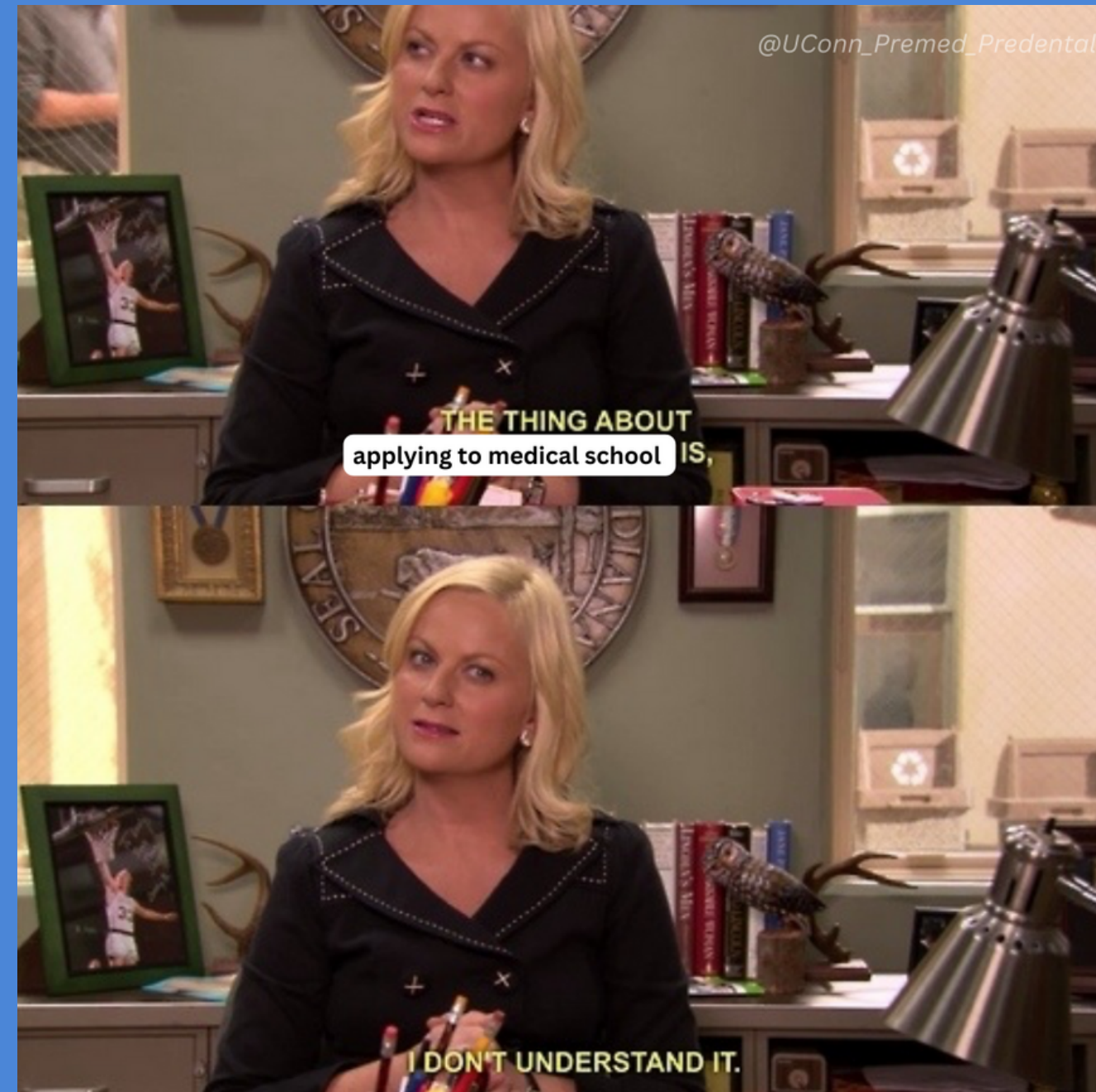
Goals

- 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

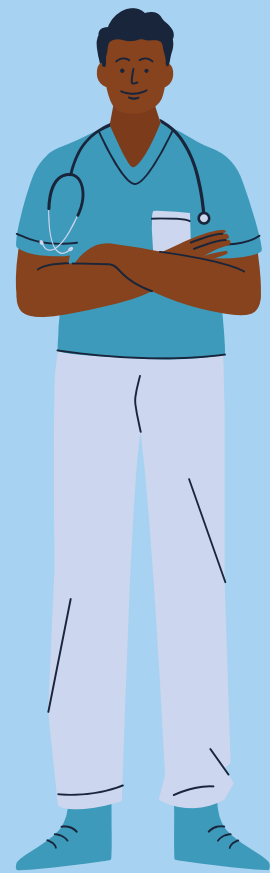


Agenda

- 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

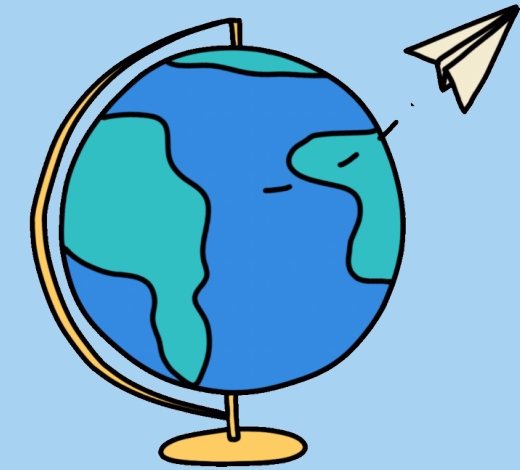


✦ Find fulfilling employment and/or research opportunities

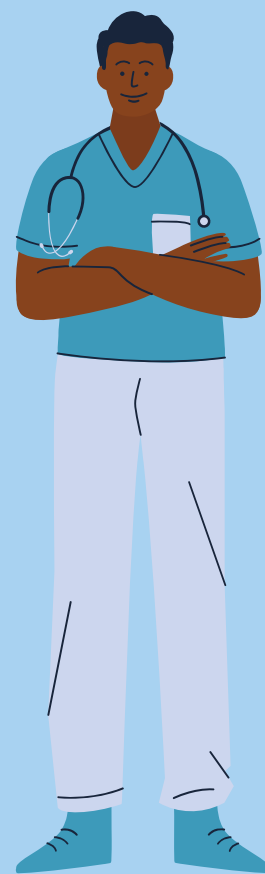


Off-Campus Resources

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



PREPARE



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

Finding out that you don't have to be a biology major to apply to medical school:



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

Health-Related Courses ☆ 📁 🌐

File Edit View Insert Format Data Tools Extensions Help Last edit was made on January 4 by Krista Rogers

100% \$ % .0 .00 123 Default (Ari... 12 B I S A

	A	B	C	D	E
1	Course	Title	Gen Ed	Prerequisites	Credits
2	AFRA 2222	Race, Gender, Sexuality, and the Power of Looking	CA 1, CA 4		3
3	AFRA 2250	Racial Disparities in Health	CA 2		3
4	AFRA 2461	Race, Gender, and U.S. Health Care	CA 2, CA 4	Recommended preparation: AFRA/SOCI 1001	3
5	AFRA 3106	Black Psychology	CA 4	PSYC 1100; PSYC 1101 or 1103	3
6	AFRA 3320	Race, Culture, and Reproductive Health			3
7	AFRA 3622	History of Gender and Sexuality in Latin American and the Caribbean			3
8	AMST 2274W	Disability in American Literature and Culture	CA 1, CA 4	ENGL 1007 or 1010 or 1011 or 2011	3
9	AMST 3267W	Race and the Scientific Imagination	CA 1, CA 4	ENGL 1007 or 1010 or 1011 or 2011	3
10	ANTH 2200	Race and Human Biological Diversity	CA 3, CA 4		3
11	ANTH 3200	Human Behavioral Ecology			3
12	ANTH 3202W	Illness and Curing	CA 4	ENGL 1007 or 1010 or 1011 or 2011	3
13	ANTH 3250	Cognitive Anthropology		Recommended preparation: ANTH 3002	3
14	ANTH 3251	Psychological Anthropology			3
15	ANTH 3300	Medical Anthropology			3
16	ANTH 3302	Medical Ecology		Recommended preparation: ANTH 3300	3
17	ANTH 3304	Anthropology of Drug Use			3
18	ANTH 3320	Race, Culture, and Reproductive Health			3
19	ANTH 3325	Introduction to Global Health		Open to sophomores or higher	3
20	ANTH 3326	Global Health and Human Rights			3
21	ANTH 3327	Power and Health in Latin America and the Carribbean		Open to sophomores or higher	3
22	ANTH 3351	Sex and Gender			3
23	ARTH 2222	Race, Gender, Sexuality, and the Power of Looking	CA 1, CA 4		3
24	AAAS 2222	Race, Gender, Sexuality, and the Power of Looking	CA 1, CA 4		3



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





Pre-Health Clinical Opportunities
 The following information has been compiled to give UConn's pre-health students specific examples of direct patient care jobs, volunteer opportunities, and locations at which prospective applicants can gain critical [clinical experience](#). This data was pulled directly from information about our 2022 cycle applicant class, meaning that these are all *real* places your peers have worked and jobs they have held!

An important element to emphasize about the opportunities listed below is that **there are opportunities for both paid and unpaid positions**. Both are great ways to gain clinical experience and one is not necessarily better than the other! What *is* important when choosing experiences is to ensure that you're able to articulate what position you held, what responsibilities you were entrusted with in that specific role, and what you learned from it. It's particularly helpful to frame experiences through the [core competencies](#), and to consider how any position you hold has prepared you for your future as a physician.

If you already know that you have a specific interest in working with geriatric patients, for instance, we would encourage you to look for experiences below that align with that interest (e.g., PCA positions, nursing home locations). If you have an interest in trauma medicine or emergency medicine, pursuing a position as an EMT or in an ER might be a logical path to explore and pursue. You might also make your decision based on particular competencies you wish to grow (e.g., critical thinking skills as an EMT; oral communication skills as a Medical Assistant) or physical environments you wish to experience (e.g., large-scale hospital vs. specialty clinic vs. private home).

If you have *any* questions as you search through the information below, please do not hesitate to **contact our office**. You are welcome to [make an appointment](#) with one of our [advisors](#) at any time to discuss your path forward. We also encourage you to reach out to the [peer ambassadors](#) to discuss what they have done and ways you can get involved!

This data specifically does *not* include information about UConn opportunities—such as [student clubs and organizations](#), [research](#), and/or [on-campus resources](#)—or opportunities through [UConn Health](#). We encourage interested students to pursue those experiences as well! We also want to remind prospective applicants that service orientation is another key component of a well-rounded application. To see specific examples of service opportunities, view our website's page about community service [here](#).

NOTE: Our office does not have any specific connections to the locations listed below. If you are interested in attaining a job or volunteer position, it is your responsibility to reach out through proper channels. *This is not intended to be an exhaustive list—these are just examples of where our students/applicants have engaged previously.*

- Hartford Hospital—Hartford, CT
 ex. Patient Care Associate, Mobility Aide, shadowing
- Mount Sinai Rehabilitation Hospital—Hartford, CT
- Saint Francis Hospital—Hartford, CT
 ex. Certified Nursing Assistant, Medical Scribe, Emergency Department Technician, shadowing
- Manchester Memorial Hospital—Manchester, CT
 ex. Medical Technologist
- MidState Medical Center—Meriden, CT
 ex. Medical Scribe
- Middlesex Hospital—Middletown, CT
- Backus Hospital—Norwich, CT
 ex. Patient sitter, volunteer
- Hospital for Special Care—New Britain, CT
 ex. Pediatric Recreational Therapy volunteer
- Hospital of Central Connecticut—New Britain, CT



Community Service/Volunteering

- ✦ 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



Community Service/Volunteering

VOLUNTEER
UCONN STAMFORD

Future 5	
Caring Hospice Services	
ENGIN	
Norwalk Community Health Center	
Norwalk Hospital	
Stamford Health	
Inspirica	
STARelief	
Integrated Refugees & Immigrant Services	

 @uconn_premed_predental

EMPLOYMENT
Center for Career Development



STUDENT ORG
UConncontact



UConn

STUDENT ACTIVITIES
COMMUNITY OUTREACH

UConn

UNIVERSITY OF CONNECTICUT

STUDENT ACTIVITIES

subog

MIRACLE NETWORK DANCE MARATHON
HUSKYTHON

UContact



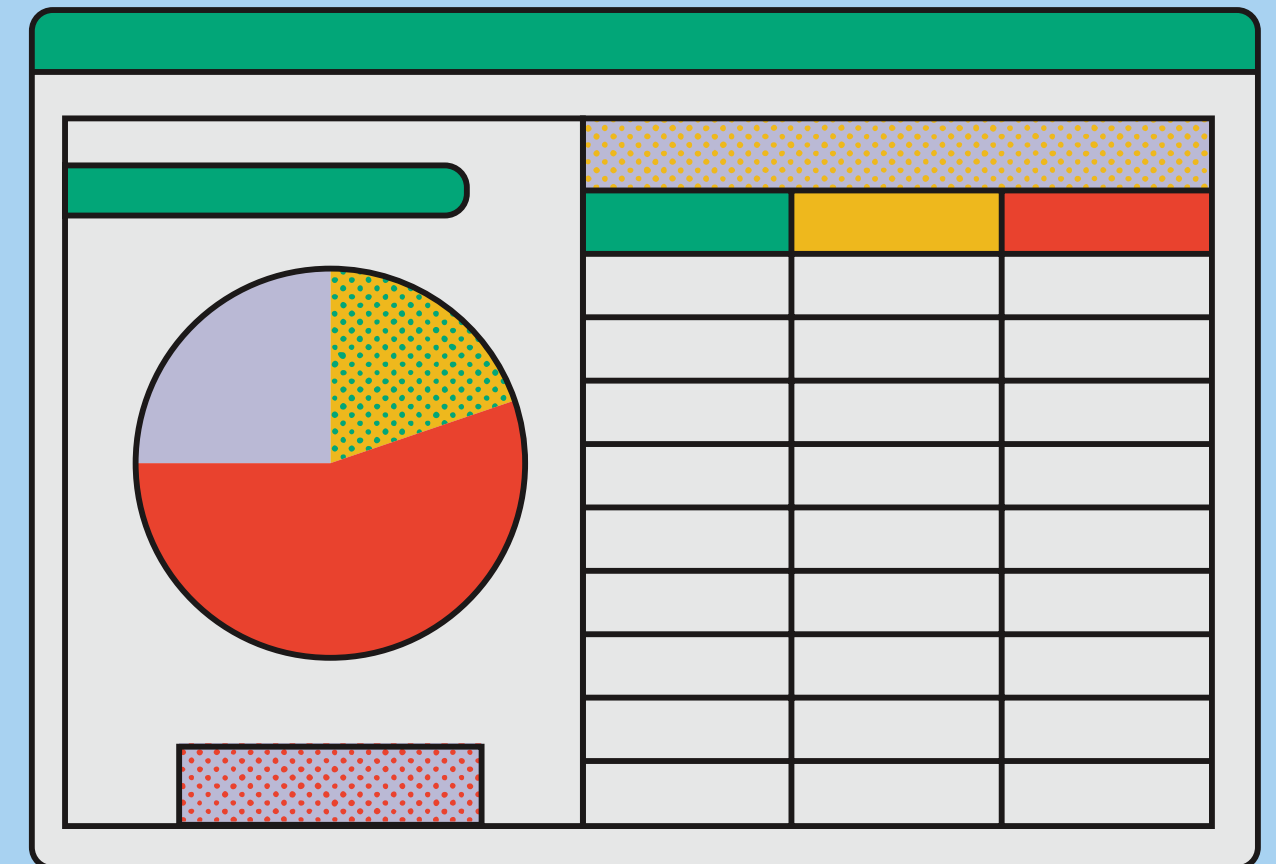
Research/independent scholarship

- ✦ 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



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

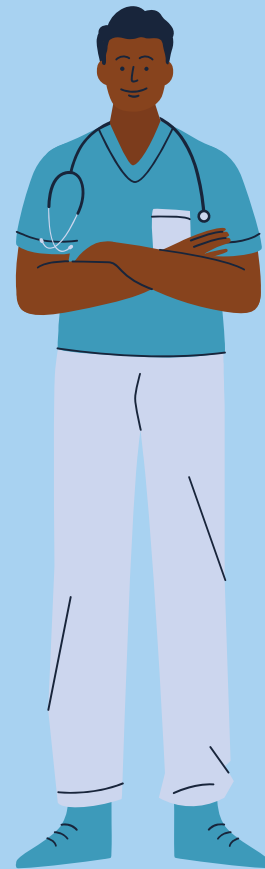
[Self-Assessment Guide](#)

[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*

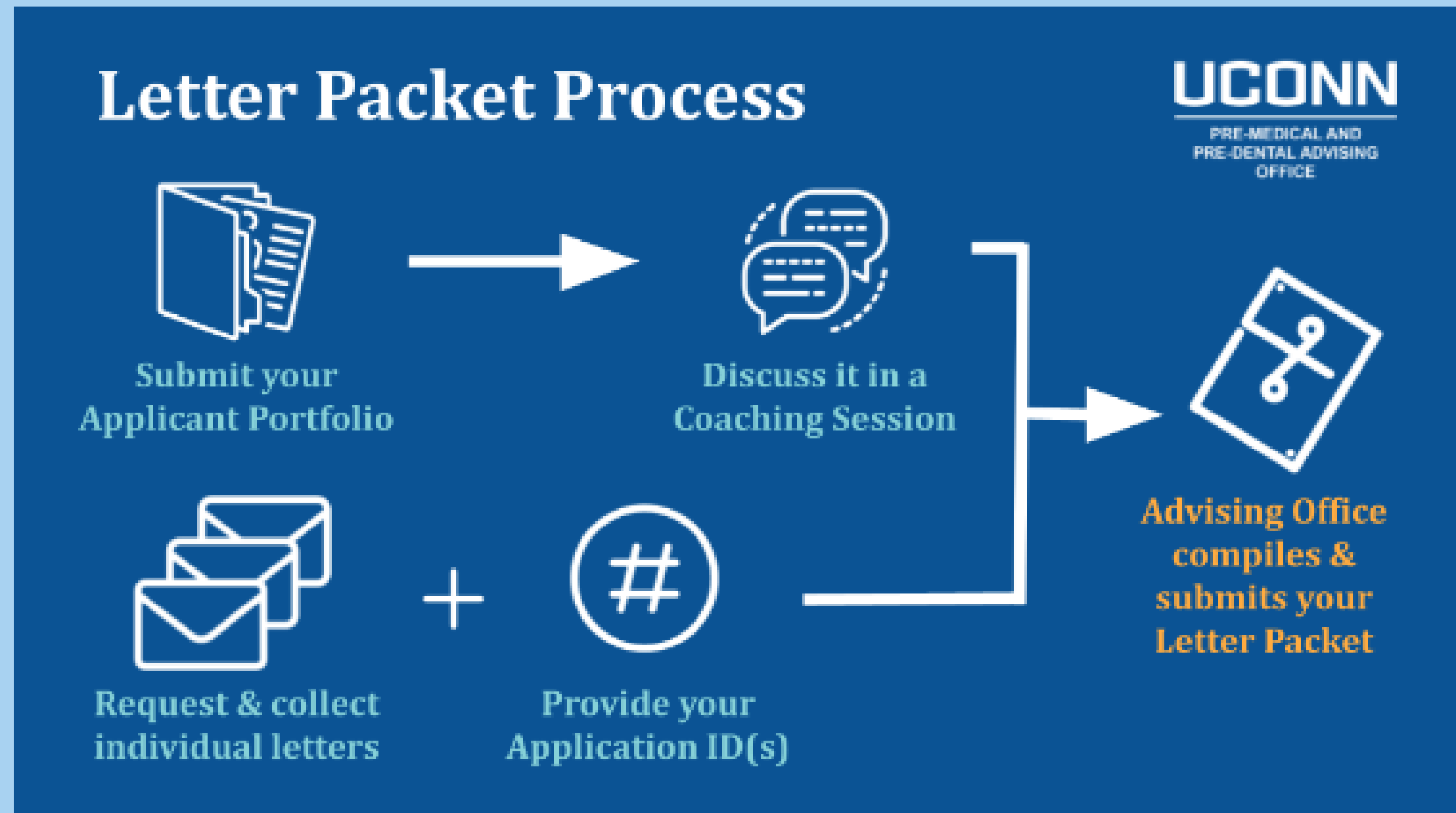
Main Application Components

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



T as in Troy?

No Gabriella.

T as in Take care of yourself this semester

@UConn_PremePreidental





CONNECT WITH US!

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

Email us at
premed_pre dental@uconn.edu
at any time with questions

Follow us on Instagram
[@uconn_premed_pre dental](https://www.instagram.com/uconn_premed_pre dental)

