UNIVERSITY OF CONNECTICUT
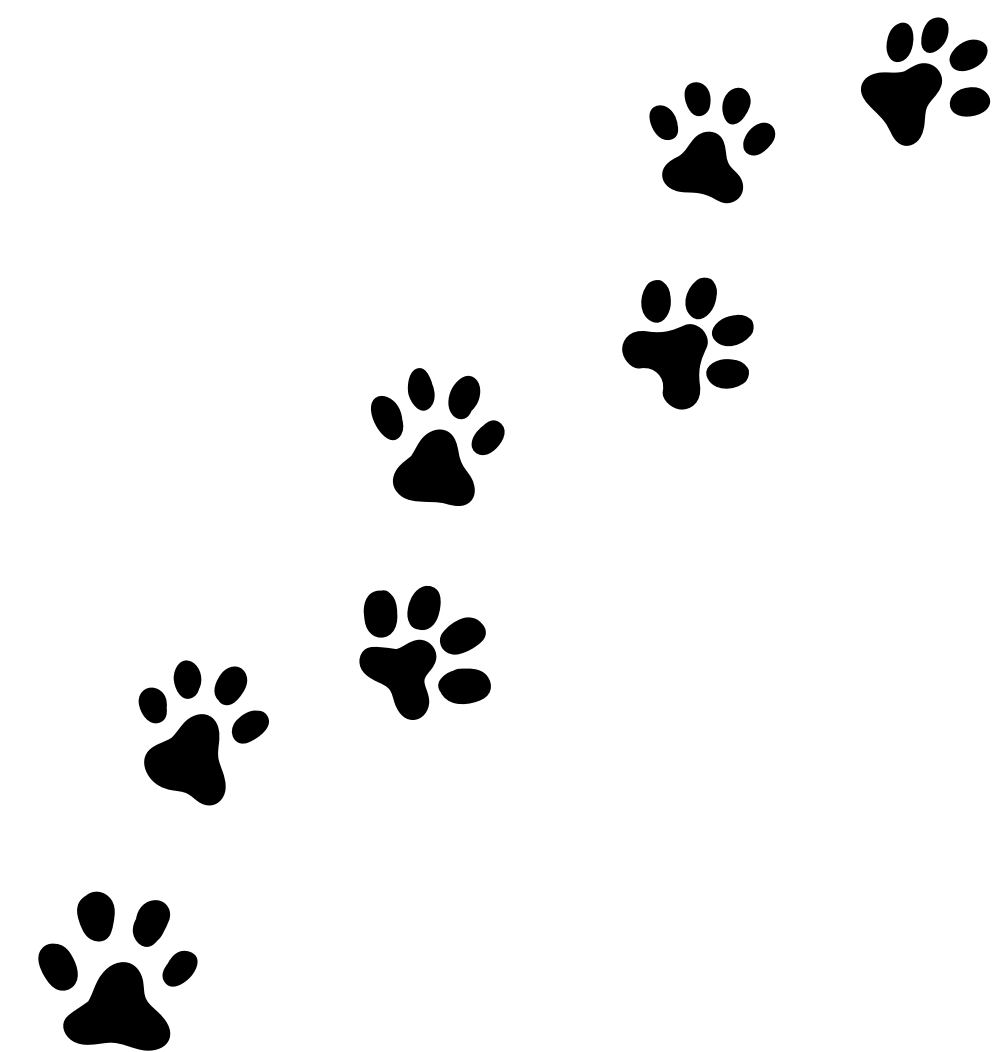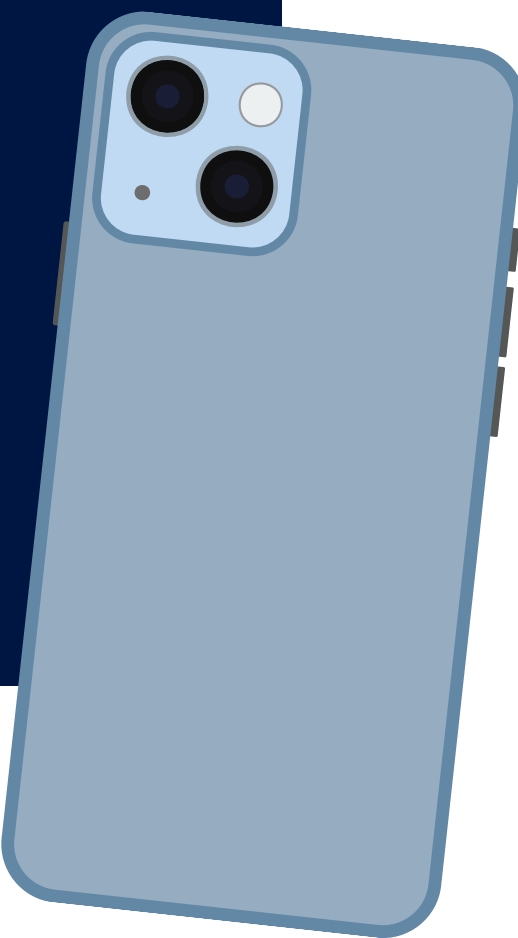
Personal Statements, Selecting Schools, Secondary Applications

June 6, 2023
2:15 - 4: 15 pm

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PRE-MEDICAL AND PRE-DENTAL ADVISING OFFICE

NEWSLETTER SIGN UP

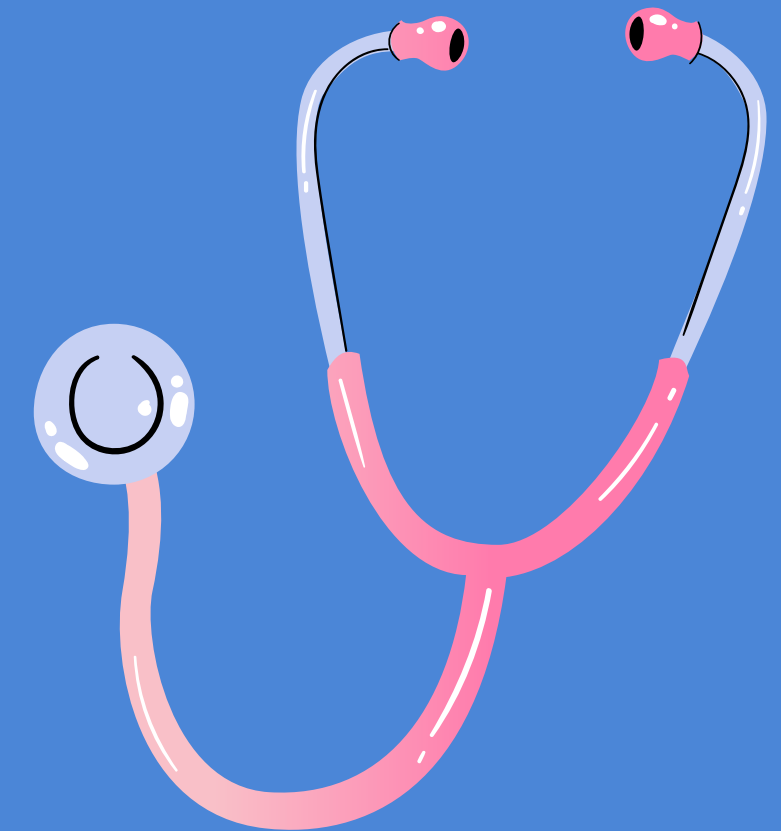Just scan and we'll add your email to our mailing list!

AGENDA

I. Introduction of Staff

II. 2:15 - 3:00 p.m. / Personal Statements
- Special guest: Kerry-Ann Stewart, PhD, UConn Health
- Questions from our staff
- Audience questions--chat box or unmute

III. 3:00 - 3:45 p.m. / Selecting Schools

IV. 3:45 - 4:15 p.m. / Secondary Applications

GET TO KNOW US!

Part-Time Faculty/Professional Advisors & Admin Support

Thomas Abbott, PhD
Pre-Dental Advisor

Susan Ruggiero, MS
Program Assistant

Emma Belliveau, BS
Pre-Medical Advisor

Tanya Miller, BS
Social Media Coordinator

Keat Sanford, PhD
Pre-Medical Advisor

Emily Strickland,
Student Admin Assistant

GET TO KNOW *YOU*!
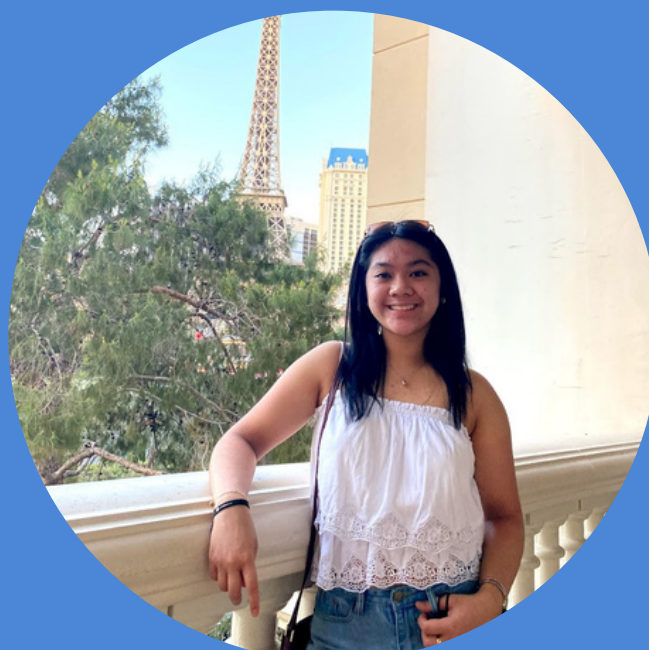
2024 Application Cycle Update

- 243 HPAPs submitted
  - 199 medical
  - 43 dental
  - 1 optometry

- Please try to submit HPAPs ASAP

- Please keep us updated

PERSONAL STATEMENTS

AMCAS (MD/Allopathic Medicine) "Personal Comments Essay"

- Use the Personal Comments Essay as an opportunity to distinguish yourself from other applicants. Consider and write your Personal Comments Essay carefully; many admissions committees place significant weight on the essay. Here are some questions that you may want to consider while writing the essay:
- Why have you selected the field of medicine?
- What motivates you to learn more about medicine?
- What do you want medical schools to know about you that hasn't been disclosed in other sections of the application?

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PERSONAL STATEMENTS

AMCAS (MD/Allopathic Medicine) "Personal Comments Essay"

- In addition, you may wish to include information such as:
- Unique hardships, challenges, or obstacles that may have influenced your educational pursuits
- Comments on significant fluctuations in your academic record that are not explained elsewhere in your application

My personal statement staring at me while I try to relax over the weekend:

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PERSONAL STATEMENTS

AACOMAS (DO/Osteopathic Medicine) "Personal Statement"

- This section is where you can write a statement, which is shared with all your osteopathic medicine schools.
- Once submitted, may not go back and edit
- Keep your topic general: This essay is sent to all programs where you apply.
- Even if you plan to only apply to one program, it is still strongly recommended to keep the statement general in case you later apply to additional programs.

Writing medical school personal statements be like

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PERSONAL STATEMENTS

AADSAS (Dental Medicine) "Personal Statement"

- Explain a defining moment that helped steer you toward a career in dentistry. Consider using that moment as the focal point of your essay.
- Be colorful, positive, imaginative and personal when discussing why you're a good candidate for dental school. Ask yourself—in a pile of 100 applications, would I enjoy reading my statement? Be sure to convey your passion for dentistry in your statement.
- Be yourself. Don't use jargon, clichés or big phrases that you would not use in daily conversation. Remember, dental schools want to know about the real you.
- Be original and thoughtful: Discuss how you would contribute to the profession and patient care, all of which will help you stand out from other applicants.
- Tell your story—make sure the essay is your story, not someone else's.
- Recruit a friend. Ask a friend, relative or faculty advisor to read your essay and provide constructive criticism. Ask them to think about whether the essay is a good representation of your character, and what they know of your ideals and aspirations.
- Give yourself time to organize your thoughts, write well and edit as necessary. And don't forget to proofread, proofread, proofread!

Format and Grammar

Pay attention to specific instructions:

- AMCAS: 5,300 characters—includes spaces
- AACOMAS: 5,300 characters—includes spaces
- AADSAS: 4,500 characters—includes spaces
- Use well developed sentences, varying the length to avoid choppiness or run-on thoughts and ideas
- Catch typos, spelling, punctuation errors

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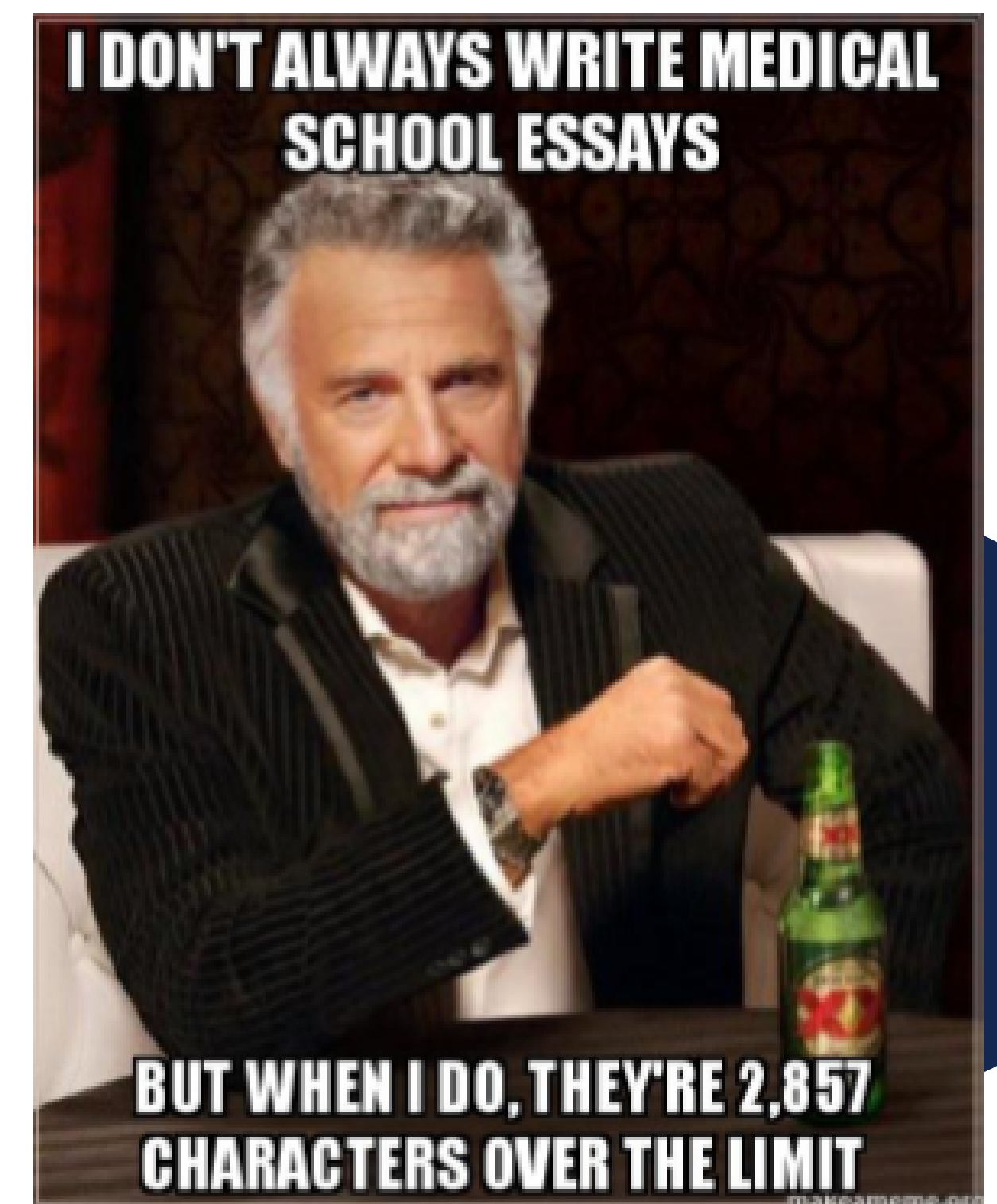
PERSONAL STATEMENTS
Format and Grammar

THIS SENTENCE HAS FIVE WORDS

BY GARY PROVOST

MAXKIRIN.TUMBLR.COM
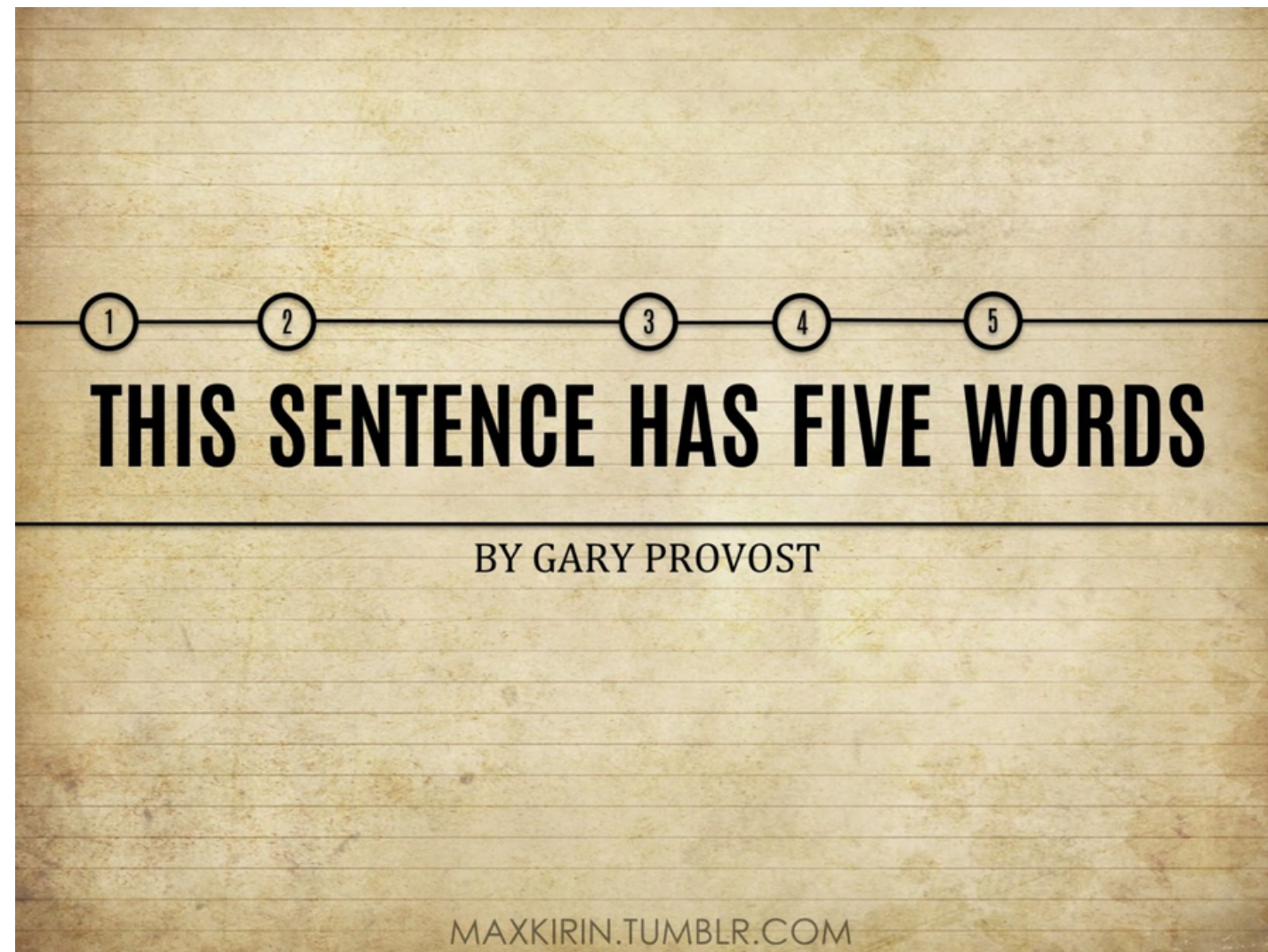
This sentence has five words. Here are five more words. Five-word sentences are fine. But several together become monotonous. Listen to what is happening. The writing is getting boring. The sound of it drones. It's like a stuck record. The ear demands some variety.

MAXKIRIN.TUMBLR.COM

Now listen.
I vary the sentence length, and I create music. Music. The writing sings. It has a pleasant rhythm, a lilt, a harmony. I use short sentences. And I use sentences of medium length.

MAXKIRIN.TUMBLR.COM

And sometimes, when I am certain the reader is rested, I will engage him with a sentence of considerable length, a sentence that burns with energy and builds with all the impetus of a crescendo, the roll of the drums, the crash of the cymbals— sounds that say listen to this, it is important.

MAXKIRIN.TUMBLR.COM

PERSONAL STATEMENTS

Format and Grammar

- 4-7 drafts and revisions are typical
- Sometimes start over – new version
- Helpful to start early
- Proofing – by others and yourself
  - Clinical/medical professionals
  - People who know good writing
  - Family and friends
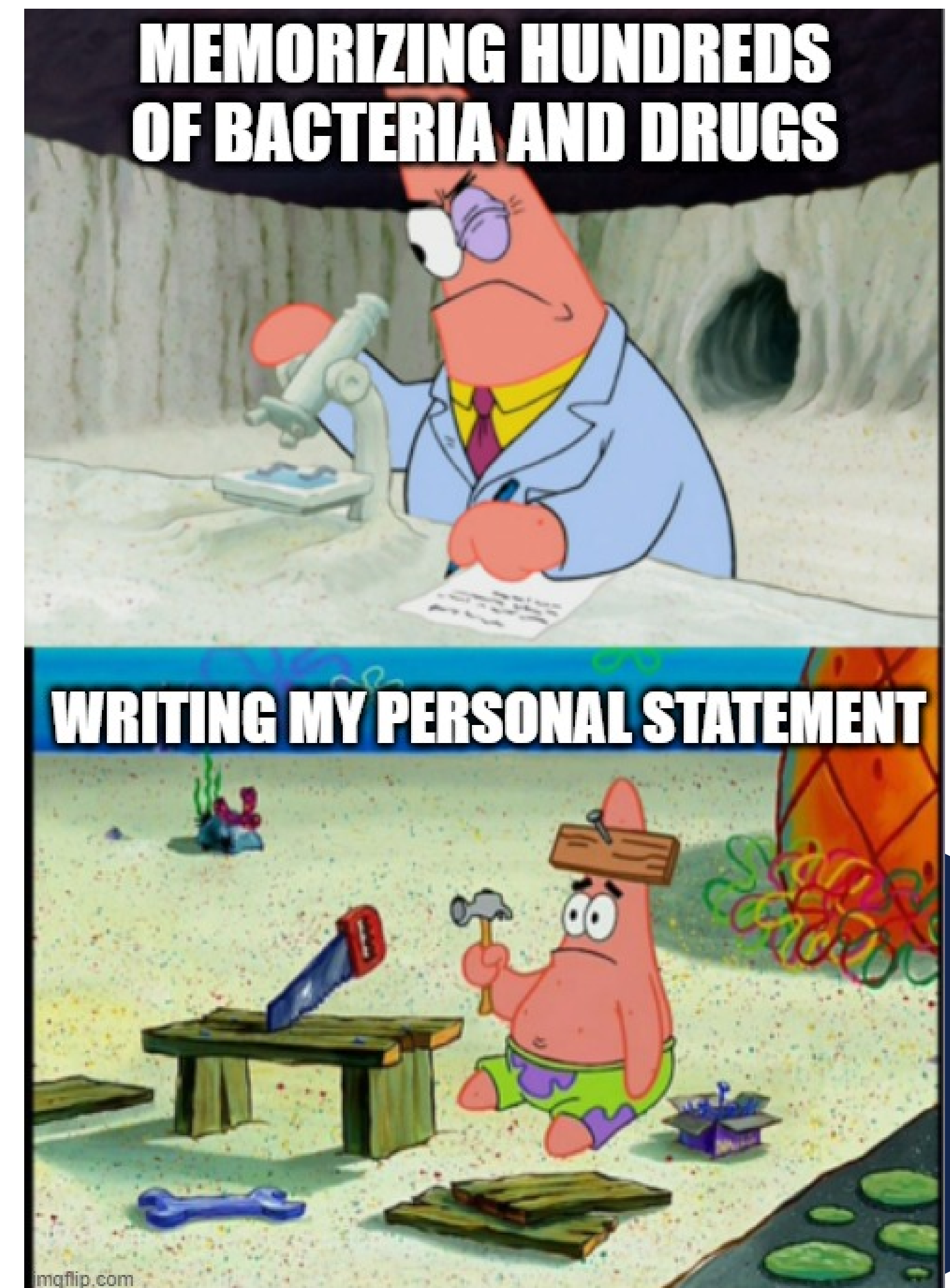
PERSONAL STATEMENTS

Content

- UConn Pre-Medical and Pre-Dental Advising Office Personal Statement page

Key points to discuss

- **Personal qualities**—key strengths in the core competencies
- **Preparation**—what experiences have you learned from along the way
- **Motivation**—preparation and desire for pursuing medicine
- **Vision**—impact you wish to make in the field and your goals

- **Focus on the patient**
- **Who you are as a person; core values**
- **Future vision for yourself as a practitioner**

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PERSONAL STATEMENTS

UConn resources

- https://career.uconn.edu/meet-with-a-career-coach/
- https://writingcenter.uconn.edu/ (reopened June 5)

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CENTER FOR
CAREER DEVELOPMENT

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PERSONAL STATEMENTS

Kerry-Ann Stewart, PhD

- UConn Health
- Assistant Professor / Basic Sciences
- Assistant Director, Office of Health Career Opportunity Programs (HCOP)

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SELECTING SCHOOLS
Factors for Consideration

- Know Thyself
  - Career Goals
  - Skills, experiences, preferences
  - Your most inspiring and rewarding activities, experiences and aspirations

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SELECTING SCHOOLS

Factors for Consideration

- Location & Geography
  - In-state vs. Out-of-state
  - Public vs. Private
  - Urban, suburban, rural
  - East coast vs. west coast

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SELECTING SCHOOLS
Factors for Consideration

- School Mission Statement
  - Does the statement match your interests?
    - Research
    - Clinical practice
    - Teaching
    - Leadership
    - Technological progress
    - Global health initatives
    - Service to underserved communities

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SELECTING SCHOOLS

Factors for Consideration

- Reputation
  - How important is the school's reputation, prestige and history to you?
  - What is the school most known for?
  - How does the school promote and position itself?

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SELECTING SCHOOLS

Factors for Consideration

- Special Program Goals
  - Primary care incentive track
  - Rural/underserved
  - Cutting-edge technological innovation
  - Research
  - Administration
  - Teaching
  - Community-based education

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SELECTING SCHOOLS

Factors for Consideration

- Academics
  - Teaching Techniques
  - Typical weekly schedule
  - Regular curriculum
  - Electives
  - Faculty advising/mentorship
  - Clinical site training
  - Specialty hospitals
  - Status of residency programs

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SELECTING SCHOOLS

Factors for Consideration

- ## Competitiveness
  - Number of applicants
  - Holistic Admissions
    - Academic metrics
      - <u>MD</u>
      - <u>DO</u>
      - <u>Dental</u>
    - Experiential components
    - Core competencies

Matriculation Data for First Year Class ❓

Categories	In-state	Out-of-state	International	Total
Verified Applications	464	3149	415	4028
Interviewed	197	145	4	346
Deferred	2	0	0	2
Early Assurance Program	0	0	0	0
Early Decision Program	1	0	0	1
Baccalaureate/MD	0	0	0	0
MD/PhD	1	6	1	8
Matriculated	73	36	1	110

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Table A-23: MCAT and GPA Grid for Applicants and Acceptees to U.S. MD-Granting Medical Schools, 2020-2021 through 2022-2023 (aggregated)

AAMC

The table below displays the acceptance rates at different MCAT and GPA levels for applicants and accepted applicants from 2020-2021 through 2022-2023. The frequencies are combined totals of three years. Please email datarequest@aamc.org if you need further assistance or have additional inquiries.

Acceptance Rate for Applicants		Total MCAT Scores										All Applicants
		Less than 486	486-489	490-493	494-497	498-501	502-505	506-509	510-513	514-517	Greater than 517	
Total GPA												
Greater than 3.79	Acceptees	7	8	41	329	1,036	2,528	5,036	7,965	8,419	9,726	35,095
	Applicants	210	352	835	1,857	3,630	6,438	9,579	11,881	11,061	11,692	57,535
	Acceptance rate %	3.3	2.3	4.9	17.7	28.5	39.3	52.6	67.0	76.1	83.2	61.0
3.60-3.79	Acceptees	6	8	68	340	939	1,873	3,243	4,784	3,910	2,564	17,735
	Applicants	535	744	1,373	2,700	4,423	6,246	8,123	8,417	5,882	3,503	41,946
	Acceptance rate %	1.1	1.1	5.0	12.6	21.2	30.0	39.9	56.8	66.5	73.2	42.3
3.40-3.59	Acceptees	9	11	39	271	679	1,250	1,880	2,217	1,587	817	8,760
	Applicants	796	872	1,528	2,652	3,722	4,793	5,525	4,790	2,832	1,317	28,827
	Acceptance rate %	1.1	1.3	2.6	10.2	18.2	26.1	34.0	46.3	56.0	62.0	30.4
3.20-3.39	Acceptees	8	7	40	167	403	746	885	929	582	271	4,038
	Applicants	926	907	1,380	1,940	2,575	2,986	2,824	2,284	1,198	488	17,508
	Acceptance rate %	0.9	0.8	2.9	8.6	15.7	25.0	31.3	40.7	48.6	55.5	23.1
3.00-3.19	Acceptees	4	6	21	89	234	342	411	349	207	104	1,767
	Applicants	964	752	940	1,307	1,552	1,598	1,477	1,050	472	217	10,329
	Acceptance rate %	0.4	0.8	2.2	6.8	15.1	21.4	27.8	33.2	43.9	47.9	17.1
2.80-2.99	Acceptees	3	7	8	29	94	141	134	97	64	27	604
	Applicants	754	502	563	657	716	704	565	322	169	71	5,023
	Acceptance rate %	0.4	1.4	1.4	4.4	13.1	20.0	23.7	30.1	37.9	38.0	12.0
2.60-2.79	Acceptees	0	3	4	20	35	50	49	37	22	9	229
	Applicants	561	302	307	349	310	269	211	146	68	24	2,547
	Acceptance rate %	0.0	1.0	1.3	5.7	11.3	18.6	23.2	25.3	32.4	37.5	9.0
2.40-2.59	Acceptees	0	0	1	3	7	12	17	6	4	4	54
	Applicants	416	164	161	148	134	110	71	41	14	18	1,277
	Acceptance rate %	0.0	0.0	0.6	2.0	5.2	10.9	23.9	14.6	28.6	22.2	4.2
2.20-2.39	Acceptees	0	0	0	3	7	4	6	3	-	-	23
	Applicants	235	74	68	57	48	34	31	13	-	-	564
	Acceptance rate %	0.0	0.0	0.0	5.3	14.6	11.8	19.4	23.1	-	-	4.1
2.00-2.19	Acceptees	0	0	0	0	0	1	-	-	-	-	4
	Applicants	112	36	33	10	11	15	-	-	-	-	236
	Acceptance rate %	0.0	0.0	0.0	0.0	0.0	6.7	-	-	-	-	1.7
Less than 2.00	Acceptees	0	0	0	-	-	-	-	-	-	-	0
	Applicants	58	10	10	-	-	-	-	-	-	-	95
	Acceptance rate %	0.0	0.0	0.0	-	-	-	-	-	-	-	0.0
All Applicants	Acceptees	37	50	222	1,251	3,434	6,947	11,661	16,389	14,796	13,522	68,309
	Applicants	5,567	4,715	7,198	11,682	17,123	23,195	28,420	28,950	21,704	17,333	165,887
	Acceptance rate %	0.7	1.1	3.1	10.7	20.1	30.0	41.0	56.6	68.2	78.0	41.2

Applying to Medical School

AMCAS® Application Cycle Numbers for 2022 Matriculated Applicants

AAMC
American Medical College Application Service®

AMCAS OPERATIONS

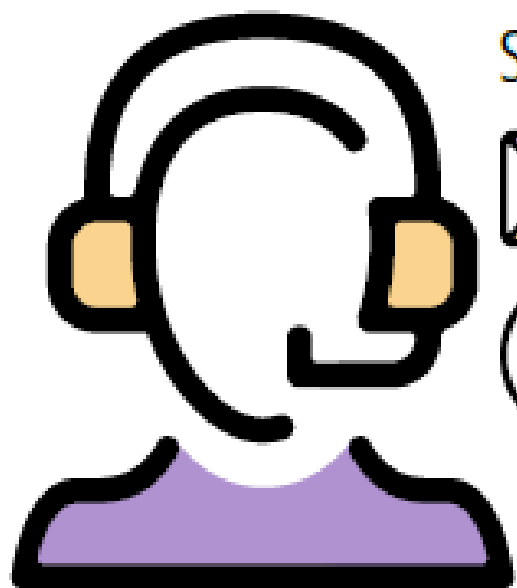Staff spent **21,945 hours** verifying **35,738,092** application data points.

DOCUMENTS PROCESSED

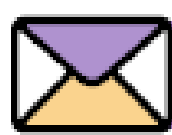**155,898** transcripts

209,377 letters of evaluation

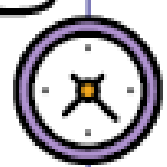### AAMC SERVICES CONTACT CENTER

SCC staff answered:

17,655 emails

35,005 calls

That's **290,857** minutes on the phone.

APPLICANTS AND ENROLLEES

49,324 applicants

22,127 accepted
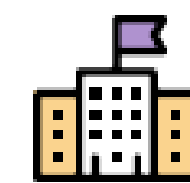
20,823 enrolled

APPLICANTS
Average GPA
3.59

22,826 Men

29,956 Women
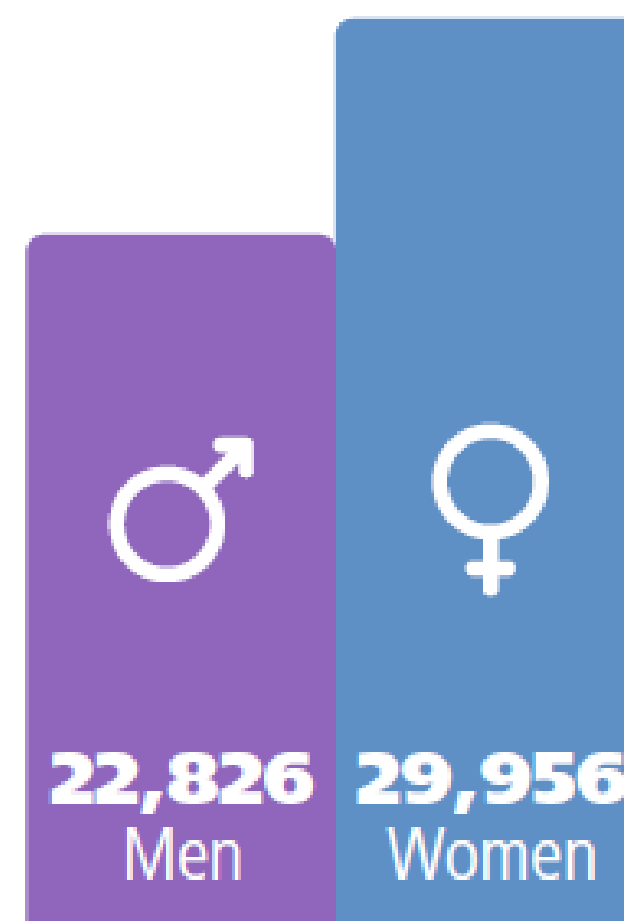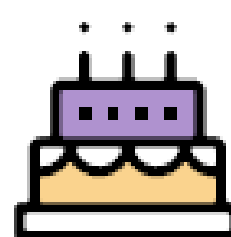
ENROLLEES
Average GPA
3.75

9,163 Men

11,628 Women
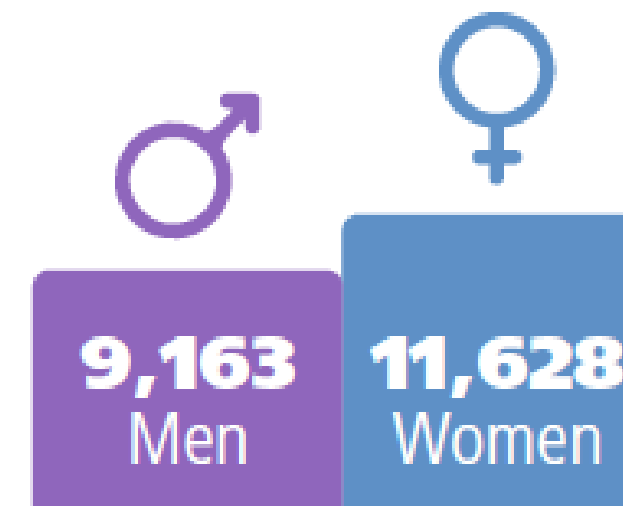
Youngest enrollee: **17**
Oldest enrollee: **53**

WHO ENROLLED?

2,528 AAMC Fee Assistance Program awardees

3,716 Number who identified as disadvantaged

51 Enrollees with DACA status

5,091 Enrollees who received a Pell Grant before medical school

SELF-IDENTIFICATION*

White **42.3%**

Asian **24.7%**

Multiple Race/Ethnicity **11.9%**

Black or African American **8.2%**

Hispanic, Latino, or of Spanish Origin **6.4%**

2.8% Unknown Race/Ethnicity

2.2% Other Race/Ethnicity

0.2% American Indian or Alaska Native

0.1% Native Hawaiian or Other Pacific Islander

1.4% Non-U.S. Citizen and Nonpermanent Resident

MCAT® SCORES

475 Low

509 Average

528 High

55 Average number of courses taken

1,360.7 Average number of research lab hours

445.2 Average community service hours

SELECTING SCHOOLS

Tufts University SOM

Commitment to primary care

TUSM has a number of programs focusing on primary care including: Primary Care Selectives; the Competency Based Apprenticeship in Primary Care; six-week core clerkships in Primary Care; and advanced rotations and Acting Internships in Primary Care. We have also established the Maine Track program which provides training in Primary Care and rural medicine in the state of Maine.

Instruction style

Our faculty educates through small-group lectures, problem- and case-based learning, research projects, computerized instruction, and one-on-one clinical teaching.

Factors for Consideration

- Key Points
  - Does the mission match your goals?
  - Do the teaching methods match your preferred learning style?
  - Access key sites for data
    - Individual school websites
    - Application service explorers

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SELECTING SCHOOLS

Resources

- MD: <u>Medical School Admission</u> Requirements (MSAR)
  - <u>23 MSAR Free Reports</u>
- DO: <u>Choose DO Explorer</u>
- Dental: <u>ADEA Explorer</u>
- 2020-2022 Cycles UConn Applicant Data
  - <u>https://premed.uconn.edu/data/</u>

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SELECTING SCHOOLS

Bracketology

- Kate Fukawa-Connelly, Director of Health Professions Advising at Princeton University
- A self-reflective exercise designed to make you consider which factors are most important to *you* as an applicant

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SCHOOL SELECTION BRACKETOLOGY

1

2

3

4

5

6

7

8

Semifinal 1

FINAL GAME

WINNER

Semifinal 2

9

10

11

12

13

14

15

16

SCHOOL SELECTION BRACKETOLOGY

1 Residency placement

2 Leadership opportunities

Semifinal 1

3 Mission statement

4 Mentorship

FINAL GAME

5 Early clinical exposure

6 Patient populations of interest

WINNER

7 Cost/ Finances

8 Commitment to diversity

Semifinal 2

9 Geography / location

10 Family/partner proximity

11 System of evaluation

12 Teaching styles/ curriculum

13 Service opportunities

14 Research opportunities

15 Reputation of school

16 Quality of facilities

Created by Kate Fukawa-Connelly for the National Association of Advisors for the Health Professions (NAAHP) 2023.

SCHOOL SELECTION BRACKETOLOGY

1 Residency Placement
2 Personal Connections to the school
3 Early clinical exposure
4 Leadership opportunities
5 Mentorship
6 Weather/ Climate
7 Mission Statement
8 Patient populations of interest
9 Affinity group support
10 Primary care opportunities
11 Peer proximity
12 Class demographics
13 Student voice in decision making
14 Service opportunities
15 Support for specialty of interest
16 Geography/ location

Semifinal 1

FINAL GAME

WINNER

Semifinal 2

17 Family/ partner proximity
18 Class size
19 Reputation of school
20 Extracurriculars of interest
21 Student "vibe"
22 Teaching methods/ curriculum
23 Systems of evaluation
24 Wellness focus
25 Areas of concentration/tracks
26 Commitment to diversity
27 Variety in clerkship opps
28 Cost of attendance/finances
29 Academic support
30 Research opportunities
31 GPA/MCAT of class
32 Quality of facilities

Created by Kate Fukawa-Connelly for the National Association of Advisors for the Health Professions (NAAHP) 2023.

SECONDARY APPS

AKA "Supplementals"

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Components

- **Application components:**
  - Primary application
  - Secondary application
  - Letter packet
  - Standardized test scores

- **Reviewer order:**
  - 1. Personal statement
  - 2. *Secondary essay*

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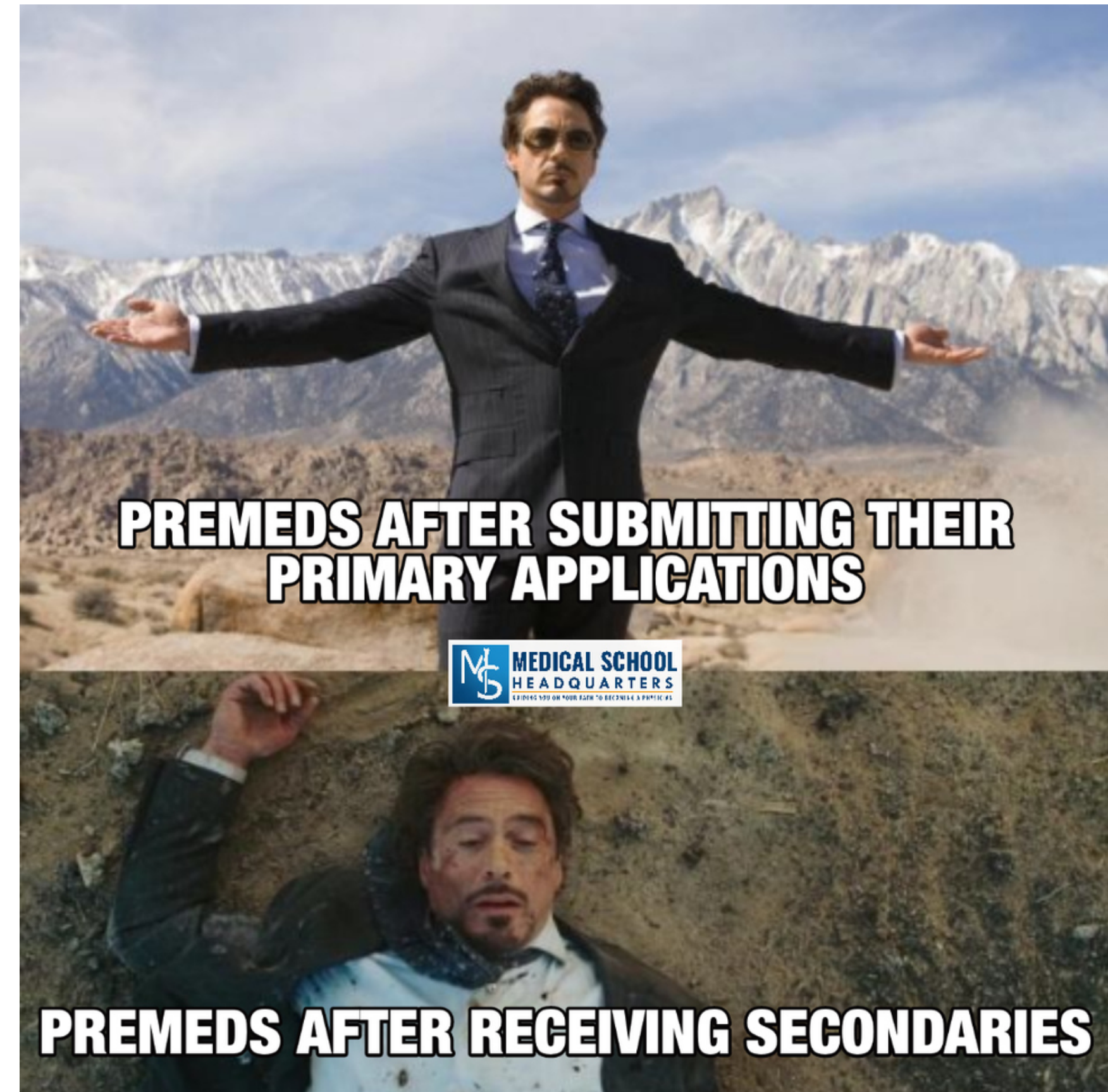
SECONDARY APPS

Format

- **What is a secondary application?**
  - "Supplemental"
  - Format varies
  - Usually 1-2 additional [school-specific] questions
  - Further chance to differentiate yourself from other applicants
  - Your responses are great fodder for things to be asked at an interview, too!

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SECONDARY APPS

Which schools?

- **Which schools require them?**
  - **MD:** Generally required
    - Free MSAR report: "Secondary Application Information"
  - **DO:** Generally required
    - Choose DO Explorer: "Admissions Process"
  - **Dental:** Varies; half-half
    - Dental Explorer

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SECONDARY APPS
ADEA Dental Explorer

UConn SODM

APPLICATION PROCESS

Dental School ...	Yes	No	Additional Information
Participates in ADEA AADSAS® (ADEA Associated American Dental Schools Application Service)?	✓		
Accepts direct applicants?		✓	
Requires a secondary or supplemental application?		✓	
Has a secondary or supplemental application website?		✓	

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SECONDARY APPS

Who receives them?

- **Which applicants receive them?**
  - Generally, all applicants
  - Some schools may only send to selected applicants ("screened applicants")
  - School will send you an invitation to complete them via email

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SECONDARY APPS

Cost

- **How much do they cost?**
  - Secondary fees: $30-$120/school
    - UConn SOM: $85
    - Quinnipiac SOM: $100
    - U Hawaii SOM: $150
  - Many schools will waive secondary fees if you're a recipient of a fee assistance program

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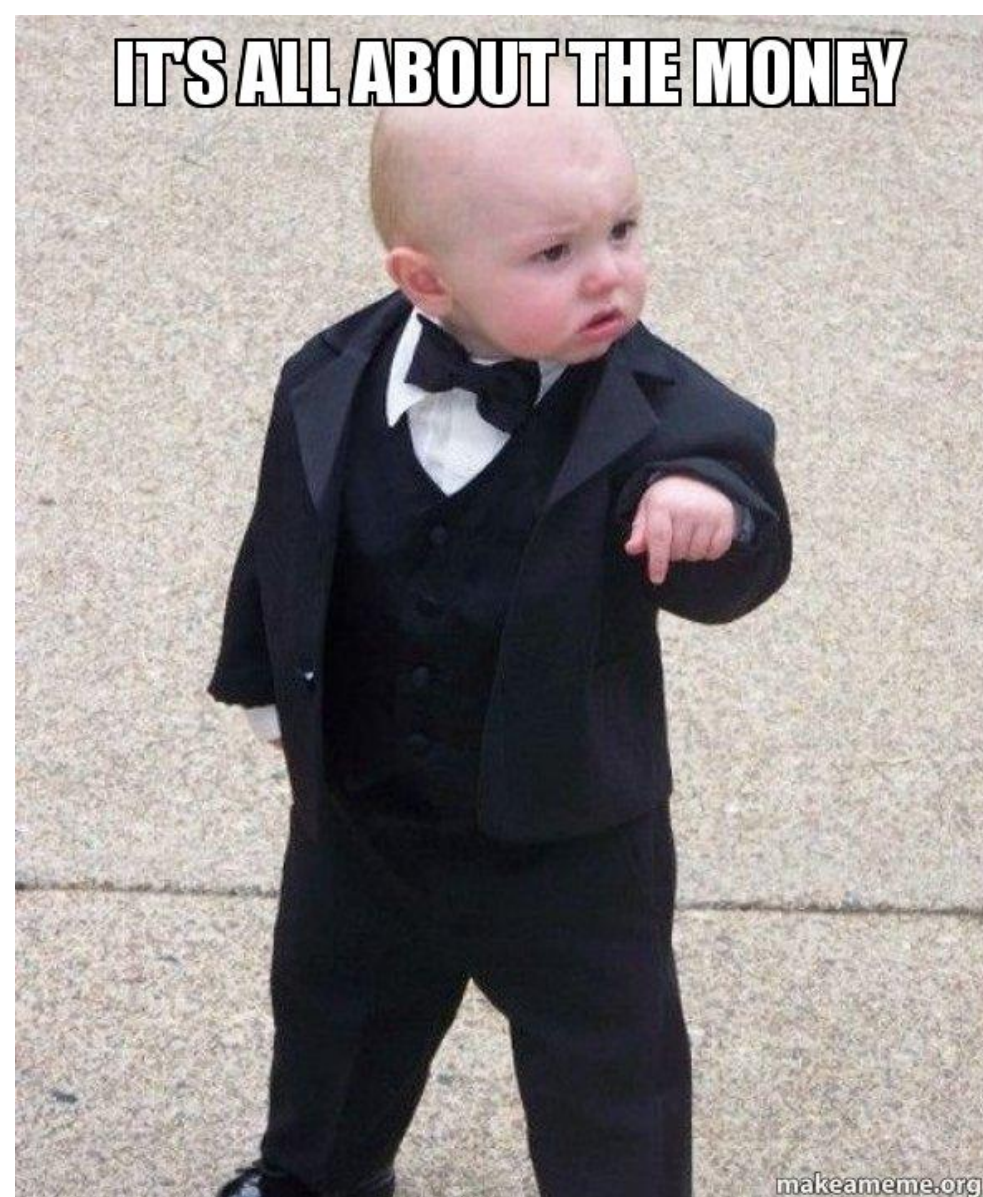
SECONDARY APPS

When?

- **When do applicants receive them?**
  - Most typical: 1-2 weeks after your primary is verified
  - Some faster, some slower
  - February-April is still possible...!

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SECONDARY APPS

Turnaround

- **How fast should you submit them?**
  - **Top schools:** Within a few days
  - **All schools:** *No longer than two weeks after the invitation-- no matter when the deadline is*

Me: "I can definitely finish all my homework tomorrow before class, I've got plenty of time."
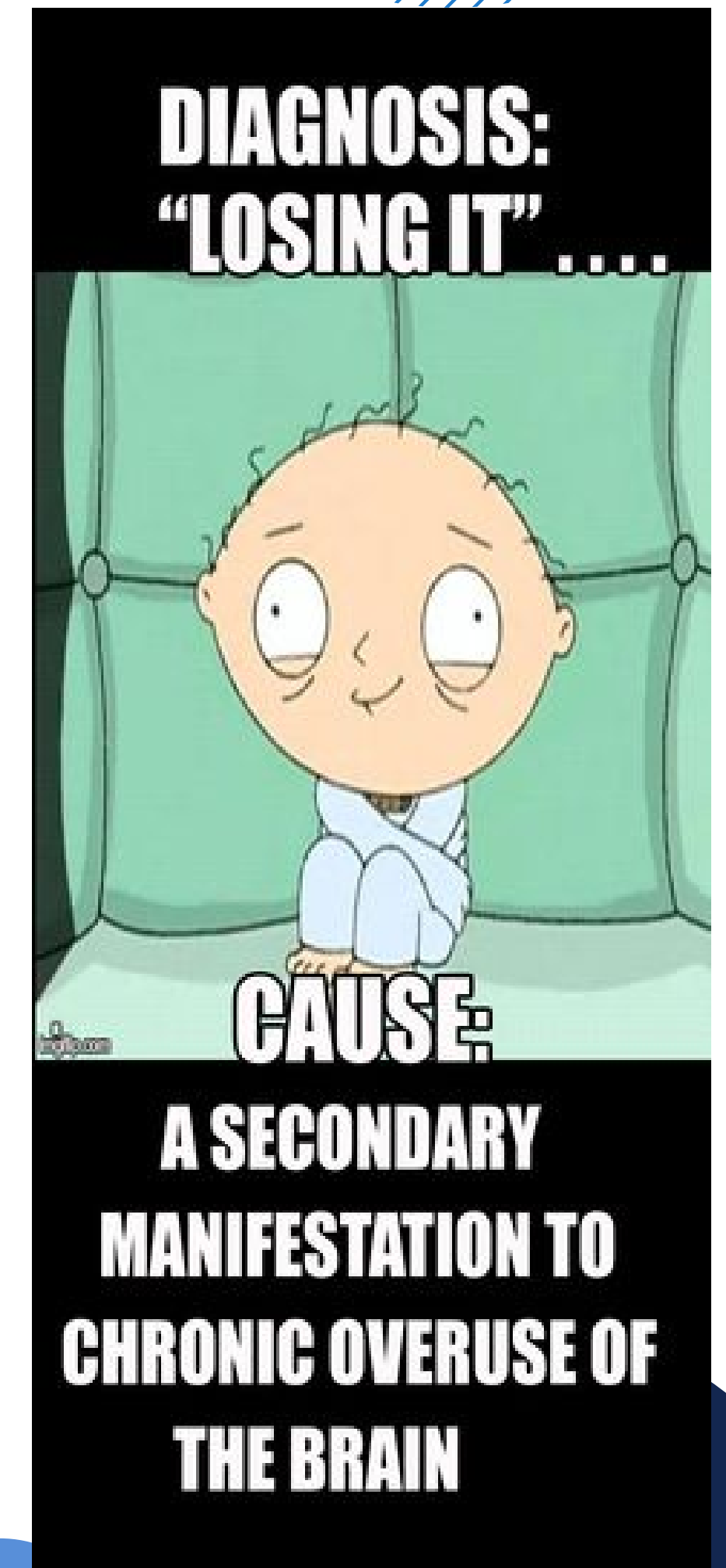

Maybe your gift is being in denial.

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SECONDARY APPS

Best practices

- **Best practices**
  - **<u>PRE-DRAFT</u>**
  - Prioritize your most important schools
  - Refer to your own UConn HPAP responses (*winkwink*)
  - Keep a steady output and use incentives for motivation
  - Unless truly N/A, it's a good idea to answer any optional questions

DIAGNOSIS: "LOSING IT"....

CAUSE: A SECONDARY MANIFESTATION TO CHRONIC OVERUSE OF THE BRAIN

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SECONDARY APPS
Typical Qs

- How do your unique personal characteristics and background contribute to the university's educational mission of creating a diverse entering class?

- Which points of your character would you like to highlight to the admissions committee?

- What is one non-medical activity that has had a significant impact on you?

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SECONDARY APPS

Typical Qs

- Describe a crisis/conflict situation in your life. How did you deal with it, and how has it affected you?

- MD programs: How has COVID-19 affected you?

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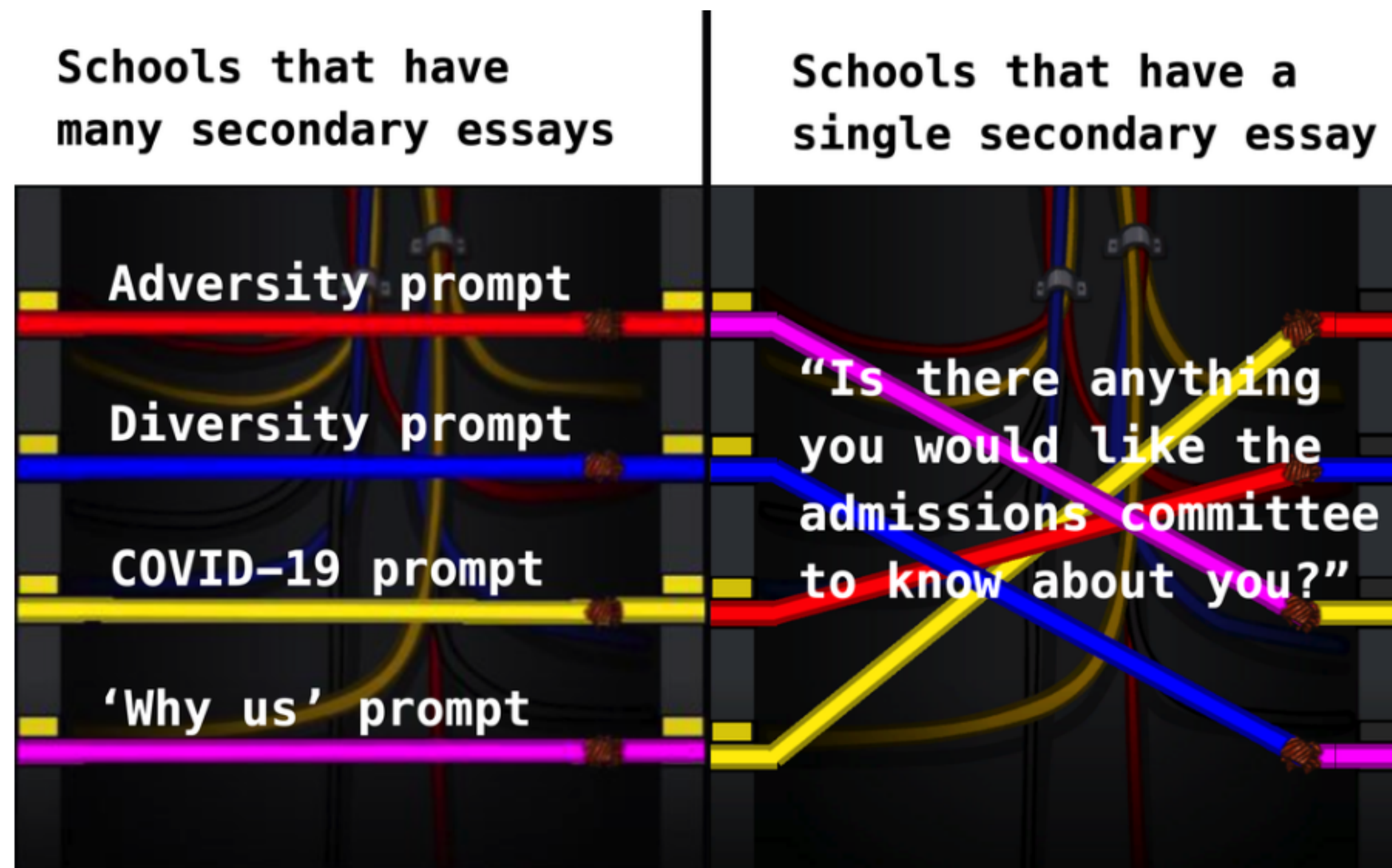
SECONDARY APPS
UConn SOM

- **UConn SOM Past Qs**
- **[1800 characters each including spaces]**
- Highlight your experiences in the health care field. What insights have you gained about potential problems you will face as a physician?
- How will the University of Connecticut School of Medicine best serve your needs of becoming a physician or physician scientist?
- Please take a moment to explain how the COVID-19 pandemic directly and personally affected you as it pertains to preparing for medical school. (e.g. MCAT test date delay, financial impact, research/clinical experiences, self-quarantine, etc.).

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SECONDARY APPS

Frank H. Netter MD SOM at Quinnipiac U

- If you will not be enrolled as a full-time student, how will you be spending/intend to spend your time during your application year? (**150 words**)

- What quality or attribute do you think is most important in being a physician? Please explain. (**150 words**)

- Please provide an experience when you have encountered and addressed a conflict. How did you work through the conflict? How would you apply what you learned from this experience as a medical student and future physician? (**400 words**)

- Netter SOM is a diverse and inclusive student body. What do you feel that you will bring to enrich the incoming SOM class and community? (**200 words**)

- In your experience through the COVID-19 Pandemic, how do you see your role as a frontline provider in future public health emergencies? (**250 words**)

- Please address any withdrawals, repeated courses, leaves of absence or breaks in your undergraduate education that are not explained in your application. (Optional) (**250 words**)

SECONDARY APPS

Frank H. Netter MD SOM at Quinnipiac U

- **Quinnipiac SOM Past Q**
- OPTIONAL: If you were to have a theme song, what would it be and why? (150 words)
- And these extra questions in Demographic Information section:
  - If you will not be enrolled as a full-time student, how will you be spending/intend to spend your time during your application year? (Limit 150 Words)
  - What area of medicine do you envision yourself working in at the end of your training? What is shaping your vision? (Limit 100 Words)
- OPTIONAL: Is there anything not captured in your application that you would like to share? (Limit 150 Words)

SECONDARY APPS
UMass SOM

- **UMass SOM Past Qs**
- Q1) We would like to learn how you developed and demonstrated core professionalism competencies that are required of entering medical students. Please respond to the first prompt (#1; Diversity). Then select three of the other six prompts (#2-#7). Each response should be 150-200 words. Use the text box below for your answer. Separate each of your four responses by writing the competency above/before your response (example: Teamwork – All teams have their struggles, but they can be overcome...).

SECONDARY APPS

Texas

- **Texas A&M SOM Past Qs 1**
- **[3500 characters each]**
- 1. Describe briefly any experiences and/or skills that have made you more sensitive or appreciative of other cultures or the human condition.

- 2. The Texas A&M College of Medicine embraces the Aggie Core Values of Respect, Excellence, Leadership, Loyalty, Integrity and Selfless Service. Briefly discuss what activities demonstrate best that you would be a good custodian of these core values.

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SECONDARY APPS

Texas

- **Texas A&M SOM Past Qs 2**
- 3. Describe any circumstances indicative of some hardship, such as, but not limited to, financial difficulties, personal or family illness, a medical condition, a death in the immediate family or educational disadvantage not mentioned in your primary application essays; OR describe any key academic, personal, or financial barriers that COVID-19 may have posed on you or your immediate family.

SECONDARY APPS
DO/Dental

- **[DO]** Write an autobiographical statement in 6,000 characters. Are you acquainted with a DO physician? Tell us about your experiences working with this professional.

- **[Dental]** Discuss one activity or experience you listed in your AADSAS application as a means of providing evidence of your leadership skills or self-initiative.

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SECONDARY APPS
Factors for Consideration

- Why *this* program? Mission, core values, special community tracks...not just for reasons of convenience

- How does *this* program give you an opportunity to make a meaningful social, educational, and scientific contribution to the medical community in terms of patients, other medical students, and faculty?

- Precisely answer *the question that's being asked*

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SECONDARY APPS

Factors for Consideration

- Don't simply reiterate your resume
- Think of secondaries as the continuation of a conversation
- Have others proofread
- Time management

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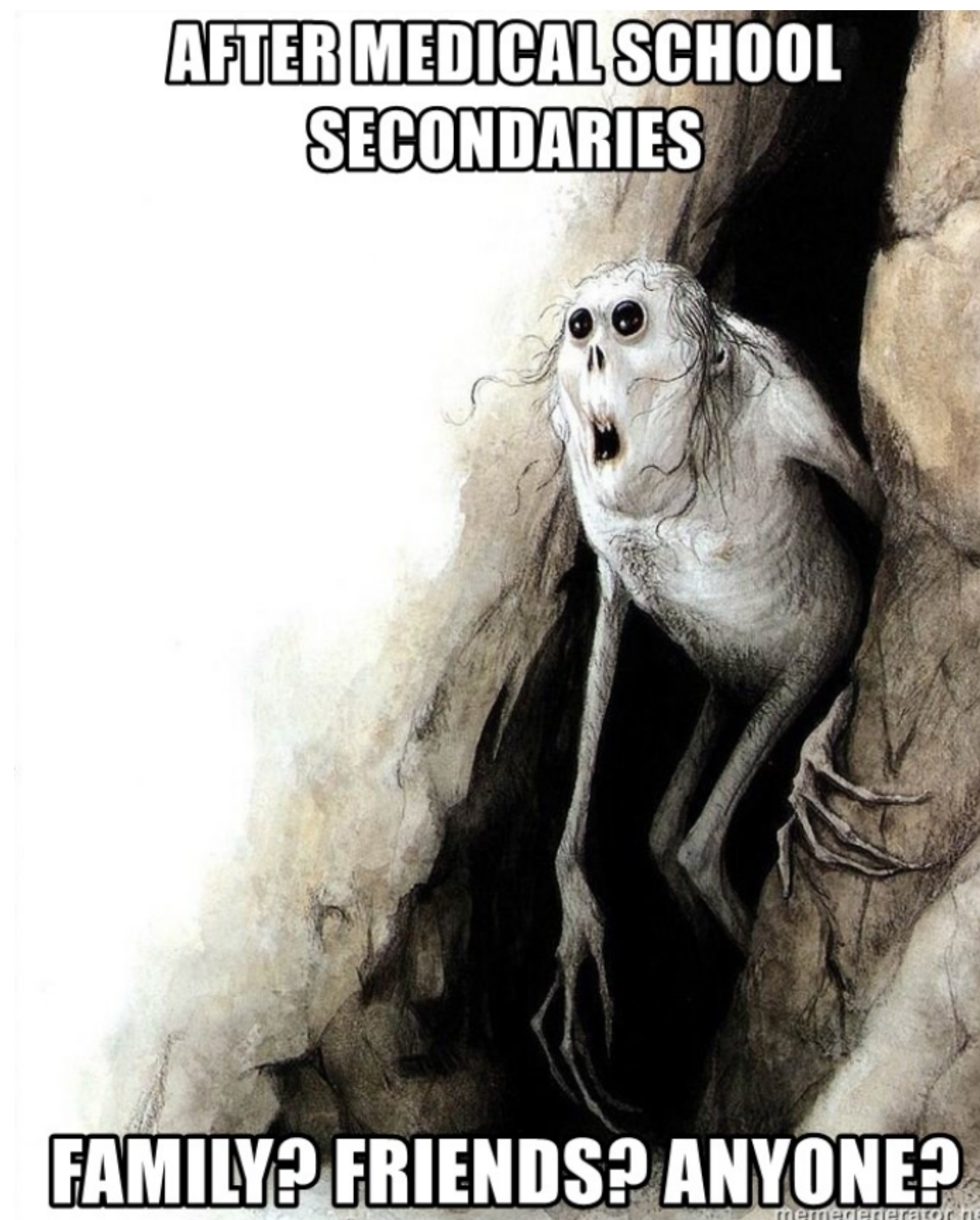
SECONDARY APPS
SJTs

- **Situational Judgement Tests (SJTs)**
  - Casper exam (Altus)
  - AAMC PREview exam (AAMC)
  - Free MSAR report: "Additional Required Assessments"

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SECONDARY APPS

Upcoming

- **Interviewing prep!** **Wednesday, July 12**
  - Navigating the Healthcare Admissions Interview Workshop with the CCD
  - Interactive MMI session
  - Alumni panel

- **Interview Pairing Program**
  - <u>Office link</u>

me who just got my first med school interview

older UConn student who attends said medical school & is willing to help me prep for the interview

.@UConn_Premed_Predental

GET THIS MAN

AN INTERVIEW

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