2018 Student Handbook

UCDAVIS

HEALTH PROFESSIONS ADVISING

I swear to fulfill, to the best of my ability and judgment, this covenant:

I will respect the hard-won scientific gains of those physicians in whose steps I walk, and gladly share such knowledge as is mine with those who are to follow.

I will apply, for the benefit of the sick, all measures which are required, avoiding those twin traps of overtreatment and therapeutic nihilism.

I will remember that there is art to medicine as well as science, and that warmth, sympathy, and understanding may outweigh the surgeon's knife or the chemist's drug.

I will not be ashamed to say "I know not," nor will I fail to call in my colleagues when the skills of another are needed for a patient's recovery.

I will respect the privacy of my patients, for their problems are not disclosed to me that the world may know. Most especially must I tread with care in matters of life and death. If it is given me to save a life, all thanks. But it may also be within my power to take a life; this awesome responsibility must be faced with great humbleness and awareness of my own frailty. Above all, I must not play at God.

I will remember that I do not treat a fever chart, a cancerous growth, but a sick human being, whose illness may affect the person's family and economic stability. My responsibility includes these related problems, if I am to care adequately for the sick.

I will prevent disease whenever I can, for prevention is preferable to cure.

I will remember that I remain a member of society, with special obligations to all my fellow human beings, those sound of mind and body as well as the infirm.

If I do not violate this oath, may I enjoy life and art, respected while I live and remembered with affection thereafter. May I always act so as to preserve the finest traditions of my calling and may I long experience the joy of healing those who seek my help.

- Hippocratic Oath, Modern Version

used in many medical schools today

UCDAVIS

HEALTH PROFESSIONS ADVISING

Health Professions Advising created this Bootcamp to help you succeed in your journey to medical school. We hope that you will not only bring this workbook to each session of the program, but also continue to refer to it as you move forward in this process.

Welcome to the 4th Annual Pre-Med Bootcamp.

Goals of the Bootcamp

The Bootcamp is a month-long program designed for pre-medical students with the information and skills needed to be successful applicants. Each day will feature an informational session, guest speaker, or hands-on workshop. Students should leave every session feeling more prepared and confident in their ability to get into medical school.

Pre-Medical Certificate

Students who attend every session of the Bootcamp will be awarded a Pre-Medical Certificate on behalf of Health Professions Advising.

Table of Contents

Part I: Your Path to Medical School 6
- Choosing the Right Type of Medical School 6
- Medical School Accepted Applicant Profile 7
- Curriculum Models 8
- Joint Degrees & Timelines 9
- Gap Year Experiences 10
- Application Timeline 11
- Post-Bac Programs 12
- Special Masters Programs 13
- Financial Costs of Your Medical Education 14

Part II: The Medical School Application 15
- Pieces of the Application 15
- Holistic Review 15
- Preparing Academically 15
- Application Strategies 15
- Frequently Asked Questions about the MCAT 16
- 2018 MCAT Percentiles 17
- Core Competencies 18
- How to Order Official Transcripts 19
- The Personal Statement 20
- Letters of Recommendation 21
- Supplementary Applications 21
- Application To-Do List 21
- Interviews 22
- Tips for a Successful Interview 23
- Creating Your School List 24-25

Part III: Appendix 26
- Health-Related Student Organizations 26
- Student Run Clinics 27
- Application Course List Guide 28
- Helpful Resources 29
- Notes Section 30-32

Part I: Your Path to Medical School

Choosing the Right Type of Medicine

When most people think of medical school, they tend to think of allopathic schools. Osteopathic and podiatric schools offer the same medical training as allopathic schools, but approach medicine differently. It is important to consider all types of medical schools when applying in order to find the best fit for you.

M.D.

Allopathic Medicine

"...allopathic medicine is defined as 'The system of medical practice which treats disease by the use of remedies which produce effects different from those produced by the disease under treatment.'"

- John Hopkins University

Association
AAMC

Application System
AMCAS

Number of Applicants
51,680

Number of Matriculants
21,338

Number of CA Schools	Number of US Schools
12	149

Avg. GPA	Avg. MCAT
3.71	510

Data from 2017 matriculants.

D.O.

Osteopathic Medicine

"Osteopathic medicine provides all of the benefits of modern medicine including prescription drugs, surgery, and the use of technology to diagnose disease and evaluate injury. It also offers the added benefit of hands-on diagnosis and treatment through a system of therapy known as osteopathic manipulative medicine."

- AACOM

Association
AACOM

Application System
AACOMAS

Number of Applicants
20,836

Number of Matriculants
7,197

Number of CA Schools	Number of US Schools
2	33

Avg. GPA	Avg. MCAT
3.56	503

Data from 2017 matriculants.

D.P.M.

Podiatric Medicine

"A podiatrist is a doctor of podiatric medicine (DPM), also known as a podiatric physician or surgeon. Podiatrists diagnose and treat conditions of the foot, ankle, and related structures of the leg."

- AACPM

Association
AACPM

Application System
AACPMAS

Number of Applicants
1,194

Number of Matriculants
674

Number of CA Schools	Number of US Schools
2	9

Avg. GPA	MCAT Range
3.3	495

Data from 2015 matriculants.

Last updated June 2018.

2017 MEDICAL SCHOOL ACCEPTED APPLICANTS PROFILE

Listed below are the averages and ranges for GPA and MCAT scores of accepted medical school students from UC Davis. These values are based on a total of 124 applicants and should not be viewed as a guarantee for medical school admission, but as a helpful resource and guide for future applicants.

GPA

BCPM
Biology, Chemistry, Physics, and Mathematics

average:
3.65
High: 4.00
Low: 2.85

Overall
Total cumulative GPA, including science and non-science courses

average:
3.58
High: 4.00
Low: 2.65

AO
"All Other", including humanities, social sciences, etc.

average:
3.76
High: 4.00
Low: 2.61

MCAT

SCORE RANGE

lowest	average	highest
501	512	523

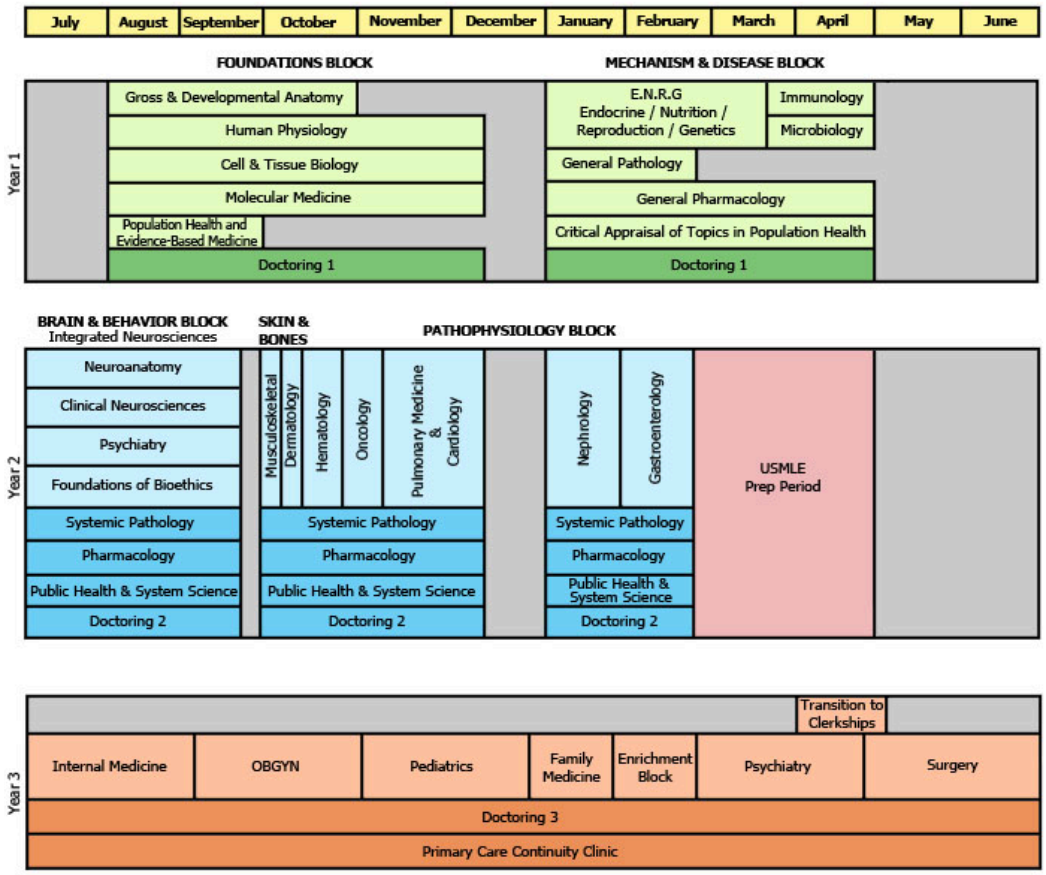
PERCENTILE RANGE

lowest	average	highest
56	87	100

Curriculum Models

Traditionally, medical school curriculum has been structured as two years of basic science courses and then two years of clinical rotations. Several schools are moving away from this traditional approach to other curriculum models, such as Problem-Based Learning, Case-Based Learning, Team-Based Learning, and Self-Directed Learning. The school's curriculum model will impact your experience at that school. You may find that your learning style matches certain curriculum models better than others.

∗ ***This is an example of a traditional curriculum model (taken from UC Davis School of Medicine).***



In **Problem-Based Learning,** students are placed in small groups and are given cases that require students to seek specific knowledge, with facilitators playing a more passive role compared to CBL. Northwestern University Feinburg School of Medicine describes their PBL program as the following:

"Each PBL group has 6-9 students and a faculty facilitator. Case information is disclosed progressively across two or more sessions for each case. This process mimics the manner in which a practicing physician obtains data from a patient. PBL has developed a similar format, allowing students to develop progressive learning issues and hypotheses as the additional pieces of information about a patient are disclosed to the student. The students identify learning issues and information needs and assign learning tasks among the group. The students discuss their findings at the next session and review the case in light of their learning."

In **Case-Based Learning,** students are presented with a case, which they assess through a combination of knowledge drawn from prior readings, outside sources of information, and open discussion with other students and facilitators. Facilitators play a more active role, providing guiding questions and feedback. Cardiff University School of Medicine describes their CBL program as the following:

"Case based learning uses virtual 'trigger' cases to stimulate interest in a particular area of the curriculum. Working in small groups over a two week period, a case is used to think about the knowledge and skills needed and why these might be useful. CBL is backed up and reinforced by a variety of interlinked learning opportunities including seminars, life sciences resources, lectures, dissection, clinical skills practice, small group learning, individual study and patient-focused learning out in the community. Small groups are led by tutors with training and expertise not just in the subject and content of the learning module but also in the skills and processes involved in facilitating this time of learning."

Joint Degrees

If you also have interests outside of clinical practice, such as academic medicine or public health, you may want to consider pursuing a joint degree. The most popular joint degrees are MD/PhD and MD/MPH, but there are also MD/MBA, MD/JD, and MD/MS degrees.

MD / PhD programs are for students who want to pursue research or academic medicine in the future. Most programs will take about 8 years to complete, and in most cases you will take a break from your MD curriculum after your second year, spend 3-4 years on research, and then return for the last two years of your MD training. There are over 100 medical schools that offer a MD/PhD program.

MD / MPH programs are for students who are interested in public health, health policy and community health. Programs range from 4 - 5 years. You can apply to some programs concurrently with AMCAS, but you can also apply once you're in medical school. Over 80 medical schools offer a MD / MPH degree.

MD / MBA programs are designed for students interested in the intersection of medicine and business. The business curriculum includes management courses like strategy, economics, finance, marketing and operations. Most programs last 5 years, and there are about 60 schools that offer this degree.

MD / JD programs combine a medical degree with a law degree. These programs usually take about 6 years.

MD / MS programs combine a medical degree with a specific masters degree. Usually a school lists which programs they offer.

Timelines

When it comes to deciding when to apply, there is not a right or a wrong time. Whether you should apply the summer before you graduate, the summer you graduate, or a year or two after you graduate depends on your situation. Use the timeline on the next page to create your plan.

**** To make your plan, start with your anticipated graduation date and when you want to start medical school. Work backwards to figure out when you need to take the MCAT and when you need to finish the MCAT prerequisite courses.***

Gap Years versus Straight-Through

A **gap year** is the time after your undergraduate education and prior to entering a health professions school during which some students spend working, volunteering, doing research, doing community service, pursuing an MPH, etc. It is a chance to expand and develop in areas you were unable to develop during your undergraduate years, such as experiences or grades. It is also a chance for exploration and pursuing things you have always wanted to do, such as study abroad or Teach for America. For some students, this is the time to earn money to finance medical school and applications. What you decide to do during your gap is entirely up to you.

On the other hand, going **straight-through** means taking no time off between your undergraduate years and medical school. In order to go straight through, students must apply by the summer before their last undergraduate year.

Benefits of a gap year include:

- An extra year of coursework towards your GPA.
- An extra year to gain experiences and build relationships with faculty for letters of recommendations.
- Not missing classes to travel to interviews during your last year of college.
- Not having to stress over acceptances, financial aid, or finding housing while you're trying to finish up your senior year.
- Working and making money.

More and more students are choosing to take gap years. In 2015, the average age of medical students at the start of medical school was 24 years old. In 2015, 83% of successful UC Davis applicants took a gap year. The amount of years you decide to take, if you choose to take a gap year(s), varies on what experience(s) you choose, how many years the experience may last for, and other personal factors related to you!

Types of Gap Year Experiences

Global Experiences:

Global gap year experiences are one to two-year international programs. They typically involve traveling abroad to perform volunteer and service work in various communities around the world, including mentoring programs, health education, community building, and others. Examples of global experiences include:

- Peace Corps
- Unite For Sight
- Atlantis Project
- UC Davis Study Abroad
- Medical Mission Trips

Clinical Experiences:

Clinical gap year experiences are any type of exposure to healthcare (e.g., through interactions with health professionals, patients, etc.) in a hospital, clinial, community, or private practice setting. Clinical experiences are beneficial because they not only provide opportunities to experience medical care first-hand but also show medical school admissions officers a commitment and interest in the medical field. Examples of typical clinical experiences include working as:

- Emergency Medical Technician
- Scribing
- Laboratory Technician
- Certified Nursing Assistant
- Doula
- Phlebotomist
- Hospice volunteer
- Assisted living care giver
- Medical Assistant
- Translator

Research Experiences:

Medical schools also highly regard research experiences as a gap year option. Research experiences entails work as a research scientist in a professional scientific or medical laboratory, performing typical laboratory techniques and assisting primary industry scientists in their research. Some examples include:

- Biotechnology Intern
- Clinical Researcher
- Junior Specialist
- Laboratory Technician

Other Experiences:

- **Teaching** (Paraeducator, Teach for America, Teacher's Aid, Substitute Teacher, City Year)
- **Working with children** as a Babysitter, Camp Counselor, Child Life Specialist, with 4RKids, etc.
- **Getting a Master's degree** in Biostatistics, Epidemiology, Health Informatics, Human Development, Immunology, Integrated Genetics & Genomics, Public Health, Public Policy, Physiology, Maternal and Child Nutrition, Microbiology, Nutritional Biology
- **Public Health Internships** (AmeriCorps, Capital Fellows Program, Health Access, UC Sacramento Program, UC Washington Program)
- **Shadowing and Volunteering**
- **Traveling**

Year in School	Year	Quarter	Goal
	2017	Summer	
		Fall	
	2018	Winter	
		Spring	
		Summer	
		Fall	
	2019	Winter	
		Spring	
		Summer	
		Fall	
	2020	Winter	
		Spring	
		Summer	
		Fall	
	2021	Winter	
		Spring	
		Summer	
		Fall	
	2022	Winter	
		Spring	
		Summer	
		Fall	
	2023	Winter	
		Spring	
		Summer	

Post-Bac Programs

Any classes you take after you finish your bachelor's degree are "post-bac" classes, and there are **post-bac programs** that are designed specifically for pre-medical students. Different programs target different needs, and should you choose to pursue a post-bac, you should look for programs that fit your needs. See the chart below for post-bac programs in California.

- A **structured curriculum** is generally inflexible with a defined schedule of classes.
- An **unstructured curriculum** is more flexible in admissions and scheduling.
- Students who have not completed the science courses required for medical school admission should look for programs designed for students who are **changing careers.**
- Students who have taken the prerequisite courses but wish to improve their GPA in these subjects should look for programs geared to **enhance academic records**.

Institution	Minimum Undergraduate GPA Required	Structured/Unstructured Curriculum	Private/Public Institution	Student Goals
CSU East Bay	2.80	Structured	Public	Change career Enhance academic record
Chapman University	3.20	Unstructured	Private	Change career
Charles R Drew Univ of Med and Science	3.00	Structured	Private	Change career Enhance academic record
CSU Fullerton	3.00	Structured	Public	Change career
CSU Los Angeles	3.00	Unstructured	Public	Enhance academic record
CSU San Marcos	2.75	Structured	Public	Change career
Keck Graduate Institute	3.25	Structured	Private	Enhance academic record
Loyola Marymount University	3.20	Structured	Private	Change career
Mills College	3.20	Unstructured	Private	Change career
San Francisco State University	2.50	Structured	Public	Change career Enhance academic record
Scripps College	3.00	Structured	Private	Enhance academic record
UC Berkeley Extension	3.00	Unstructured	Public	Change career Enhance academic record
UC Davis	2.70	Structured	Public	Enhance academic record
UC Irvine	2.80	Structured	Public	Enhance academic record
UC San Diego	2.80	Structured	Public	Enhance academic record
UCLA Reapplication Program (RAP)	2.80	Structured	Public	N/A
UCLA Extension	No GPA requirement	Unstructured	Public	Change career Enhance academic record
UCSF MSBI Graduate Program	2.93	Structured	Public	Enhance academic record
USC	3.00	Structured	Private	Change career

Last updated June 2015.

Special Masters Programs

A **Special Masters Program (SMP)** is a masters degree designed to prepare students for medical school. Oftentimes, students take courses offered in the medical school curriculum alongside medical students. These programs are competitive to get into, but students who qualify tend to have average or slightly below average metrics for medical school. These programs can work for some students, but they are very costly. See chart below for some examples of SMP's.

**** Post-bacs and SMPs are not right for everyone. Please talk to an advisor at Health Professions Advising before pursuing one of these programs.***

Institution	Minimum Undergraduate GPA Required	Program	Test Requirement	Program Length
Boston University	3.00	MA/MS in Medical Sciences	MCAT or GRE	1 Year
Case Western Reserve University	2.80	MS in Bioethics	MCAT, GRE or DAT	7 Months
Des Moines University	2.80	MS in Biomedical Sciences	MCAT, GRE or DAT	2 Years
Drexel University	3.00	IMS and/or MS in Medical Sciences	MCAT	1-2 Years
Duke University	3.00	MS in Biomedical Sciences	MCAT, GRE or DAT	1-2 Years
Eastern Virginia Medical School	2.75	MS in Biomedical Sciences	MCAT or DAT	1-2 Years
Georgetown University	3.00	MS in Physiology & Biophysics	MCAT	11 Months
Johns Hopkins	3.00	MHS in Biochem. & Mol. Biology	MCAT or GRE	9 Months
Kirksville College of Osteopathic Medicine	2.65	MS in Biomedical Sciences	MCAT, GRE or DAT	1 Year
Loyola University Chicago	3.00	MA in Medical Sciences	MCAT	1 Year
New York Medical College	3.00	MS in Biomedical Sciences	MCAT or GRE	1-2 Years
Nova Southeastern University	2.50	MS in Biomedical Sciences	MCAT or DAT	2 Years
Regis University	3.00	MS in Biomedical Sciences	MCAT, GRE, DAT or OAT	9 Months
Touro University	2.75	MS in Medical Health Sciences	No test required1	Year
Tulane University	3.00	MS in Pharmacology	MCAT, GRE or DAT	1 Year
University of Colorado	3.00	MS in Modern Anatomy	MCAT, GRE or DAT	2 Years
University of Cincinnati	3.00	MS in Physiology	MCAT	1 Year
University of Toledo	3.00	MS in Medical Sciences	MCAT	1 Year
Western University	2.50	MA & MS in Medical Sciences	MCAT, GRE, DAT or OAT	1-2 Years

Last updated June 2015.

Financial Costs of Your Medical Education

There are many costs associated with applying for and attending medical schools. Similar to undergraduate education, medical schools are paid for through an annual tuition for all four years, with other costs going to health insurance, books, materials, room and board, etc. The information below outlines typical fee amounts for the MCAT, applications fees, average tuitions, and ways that your medical education can be financed through scholarship programs and financial loans.

How much does each medical school cost?

Every medical school has varying costs for application fees and tuition rates. To provide you with a rough estimate of how much medical schools typically cost, here are some helpful averages:

- According to the Association of American Medical Colleges, the average cost for all four-years of medical school, including tuition, living expenses, books and supplies, etc., was $278,455 for private schools and $207,866 for public schools in 2013.
- Current averages for one year of medical school is around $34,592 (in-state) and $58,668 (out-of-state) for public medical schools, whereas private medical schools have an average yearly tuition of above $50,000.
- The cost of applying to medical school through AMCAS is $170 for the primary application fee, as well as $36 for every additional school the application is sent to.
- Secondary applications for medical school usually cost anywhere between $0 to $200 depending on the school and type of supplemental application.
- Expenses for medical school can also include travel fees for interviews, i.e. flights, hotel bookings, etc.

The Cost of the MCAT

Not only do medical schools applicants have to pay for application fees, the standardized test required for the medical school application includes a registration fee to be able to take the exam. Information about pricing for the MCAT exam is listed below:

- The MCAT registration fee is $315. This cost includes the price of the testing materials as well as score distribution to schools.
- There are additional fees incurred for late registration, registration rescheduling, and international fees for those taking the MCAT at testing centers outside of the U.S.
- There are fee assistance programs provided for those who need help paying for these services. The fee assistance registration cost is $125. Costs are also lowered for additional fees.
- To learn more about fees and fee assistance, please visit the MCAT website.

Paying for Medical School

Medical school can be expensive, therefore being fiscally conscious of how to pay for medical school can be advantageous in preventing and lowering financial debt later on. Here are some ways you can finance your medical school education:

- Student loans
- Health Professions Scholarship Program and Military Scholarships
- National Health Service Corps Scholarship
- The Professional Student Exchange Program
- Public Service Loan Forgiveness
- Other grants, scholarships, and assistantships offered by various medical schools

Part II: The Medical School Application

Pieces of the Application

There are six main components of the medical school application:

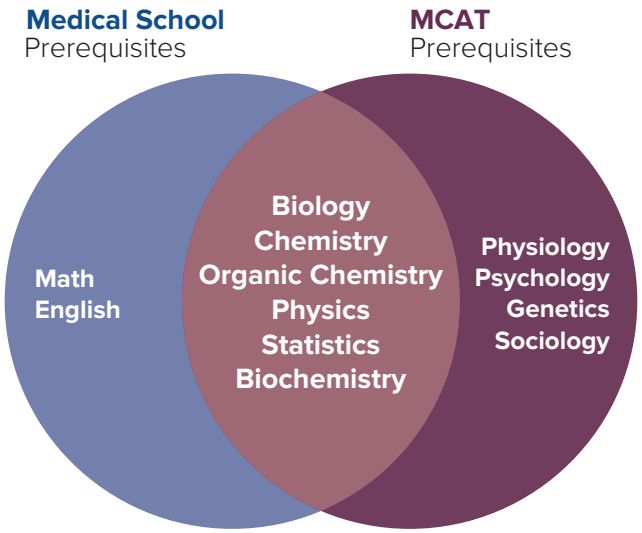
- **GPA**
- **MCAT scores**
- **Personal Statement**
- **Letters of Recommendation**
- **Meaningful Experiences**
- **Biographic Information**

Holistic Review

Many medical schools review applications holistically, which means they consider an applicant's **metrics**, **attributes,** and **experiences**, not just GPA and MCAT scores. The best way to prepare is to develop all of the pieces in an application, including yourself.

Preparing Academically

The prerequisite courses for medical school and the MCAT do not necessarily overlap completely. Each medical school has its own prerequisite courses. Some schools, like Stanford School of Medicine and Keck School of Medicine of USC, do not even require specific courses; although, some may be recommended. Also, some schools do not accept AP Credit for these prerequisites, so check each institution's website.



∗ Many medical schools require a year of English. ENL, COM, and UWP classes usually count, but check each school's requirements.

Application Strategies

Applying to medical school can be a stressful period. Below are some strategies that can help you be successful during the application process.

- Apply early (June or July) if the school follows a rolling admission process.
- Do not take the MCAT until completion of all MCAT prerequisite courses, including upper-division advanced biology courses, such as biochemistry and physiology.
- Allow for 2 to 6 months of dedicated review before taking the MCAT.
- Begin writing your personal statement at least 6 months before submitting your application, and get feedback from professionals.
- Begin collecting letters of recommendations 2 to 3 months at the latest before submitting your application.
- Complete all secondary applications from medical schools in a timely manner.
- Enter accurate information for all experience/activity time periods.
- Proofread all submitted materials.

Frequently Asked Questions about the MCAT

Q: What changed on the new MCAT?

A: The new MCAT now has four sections instead of three:

Chemical and Physical Foundations of Biological Systems

Critical Analysis and Reasoning Skills

Biological and Biochemical Foundations of Living Systems

Psychological, Social, and Biological Foundations of Behavior

The scoring range also changed. Instead of receiving a score between 3 and 45 points, you will get a score between 472 and 528 points.

Q: Why is the new MCAT longer?

A: In order to better evaluate the strengths and weaknesses of applicants, there are more questions per section. The new MCAT also provides examinees more time to spend per question, offering between 10-20% more time across the sections to review passages and questions, and to decide on answers.

Q: When should I take the MCAT?

A: This depends on when you want to apply to medical school. You should have your scores before the application opens. For January - May test dates, the registration usually opens in October. For June - September test dates, the registration usually opens in February.

Q: How much does the MCAT cost?

A: Initial registration for the MCAT costs $305. If you reschedule your test date, you will have to pay an additional $75 if it's more than 4 weeks before your test date or $135 if it's less than 4 weeks before your test date.

Q: How do I study for the MCAT?

A: If you like having a professor or tutor explain things to you, you might want to consider signing up for a structured test prep course though a company like Kaplan, The Berkeley Review or The Princeton Review. If you like studying on your own or at your own pace, self-studying might be a better option. There are great study resources online, like Khan Academy and the AAMC's Official Guide to the MCAT® Exam.

Whatever method you use, the most important thing to do is practice. Although the MCAT is content-based, a lot of its difficulty arises from the style of the test, not the actual content. This test is designed with tricks. The only way to know how to recognize those tricks is to practice realistic passages and test questions.

Q: How often can I take the MCAT?

A: In a single testing year, you can take the MCAT up to 3 times. In a 2 consecutive-year period, you can take it up to 4 times. In a lifetime, the MCAT can be taken up to 7 times.

Note that you can only register for 1 seat at a time and that no-shows and voids count as attempts.

Q: What does a 10-minute optional break imply?

A: The 10-minute breaks between sections are optional, meaning you may move on to the next section of the MCAT if you finish the previous section early or if you simply do not want to take the break. However, the remaining time from the section you finished early on or from a skipped break will not be carried over to the next section.

Q: How long will I have to wait until I can retake the MCAT?

A: While there is no set waiting time between tests, you are only allowed to register for one MCAT testing session at a time, and if you choose to retake the exam, you must wait 48 hours following your exam day to register for a new seat.

Q: How are the multiple-choice sections scored?

A: The raw score you receive on each section is based on the number of questions you answered correctly. There is no point deductions for wrong answers, so if you are unsure of the correct answer, you should make your best educated guess. The scores are then converted to a scaled score ranging from 118 (lowest) to 132 (highest).

Q: Is the exam graded on a curve?

A: The exam is not scored on a curve. Instead, it is scaled and equated to take into consideration the small variations in difficulty between sets of test questions. Thus, students of equal ability would be expected to get the same scaled score despite any slight differences in raw scores.

Q: How long does it take to receive MCAT scores?

A: Scores are released approximately 30-35 days after your test day. You may check the AAMC's Score Release Schedule for tentative release dates. Scores will be released by 5 p.m. ET on release days.

Q: How do I send my MCAT scores to non-AMCAS schools?

A: Scores can be sent electronically though the Score Reporting System or by mailing a hard copy of your official score report.

Q: How long are my scores valid?

A: Medical schools generally accept scores from 2-3 years prior to the application cycle. If you have previously taken the exam, you will need to check with the policies of each school to which you intend to apply.

Q: Can I cancel my scores?

A: While you cannot technically cancel your scores, you have the option to void your exam at the end of the testing session. By voiding your exam, the exam will not be scored and medical schools will not know that you sat for the exam. However, the void still counts as one of your three attempts in that testing year. All voids are final, so make your decision carefully.

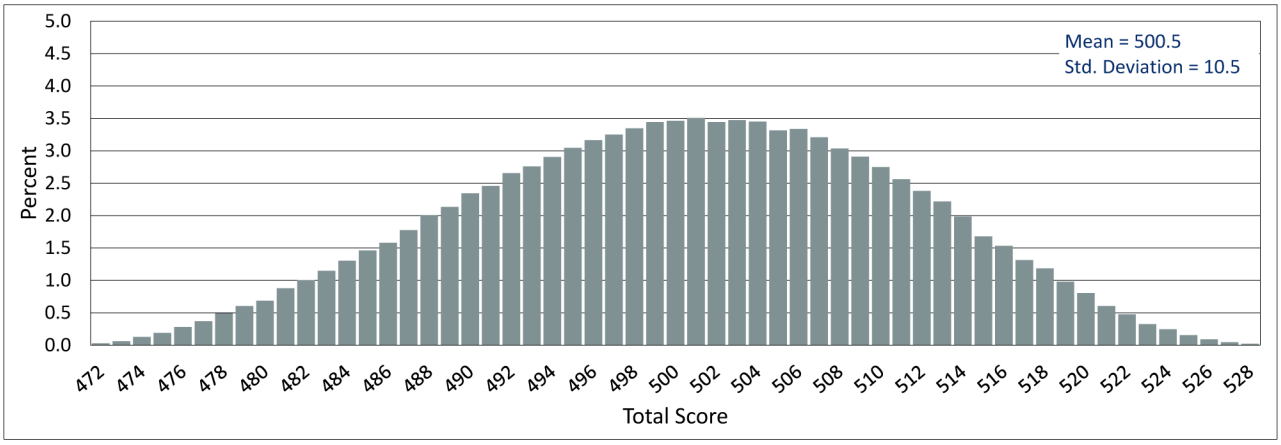
2018 MCAT Percentiles

Summary of MCAT Total and Section Scores

Percentile Ranks in Effect May 1, 2018 – April 30, 2019

N = 239,681

MCAT Total



Total Score	Percentile Rank
472	<1
473	<1
474	<1
475	<1
476	1
477	1
478	2
479	2
480	3
481	4
482	5
483	6
484	7
485	9
486	10
487	12
488	14
489	16
490	18

Total Score	Percentile Rank
491	21
492	24
493	26
494	29
495	32
496	35
497	39
498	42
499	46
500	49
501	52
502	56
503	59
504	63
505	66
506	69
507	73
508	76
509	79

Total Score	Percentile Rank
510	81
511	84
512	86
513	89
514	91
515	92
516	94
517	95
518	96
519	97
520	98
521	99
522	99
523	99
524	100
525	100
526	100
527	100
528	100

Notes:

- The column labeled “Percentile Rank” provides the percentage of scores equal to or less than each score point. These percentile ranks are based on all MCAT results from the 2015, 2016, and 2017 testing years combined. For example, 76% of MCAT total scores were equal to or less than 508 across all exams administered in 2015, 2016, and 2017 combined.
- Updates to the percentile ranks will be made on May 1st each year.

AAMC Competencies for Entering Medical Students

To be a good physician takes more than good grades. The AAMC created this list of 15 competencies to help admissions committees judge whether applicants have what it takes for medical school and beyond. Think about how your personal statement, experiences, and letters of recommendation can demonstrate that you possess these competencies.

Interpersonal Competencies

Service Orientation: Demonstrates a desire to help others and sensitivity to others' needs and feelings; demonstrates a desire to alleviate others' distress; recognizes and acts on his/her responsibilities to society; locally, nationally, and globally.

Social Skills: Demonstrates an awareness of others' needs, goals, feelings, and the ways that social and behavioral cues affect peoples' interactions and behaviors; adjusts behaviors appropriately in response to these cues; treats others with respect.

Cultural Competence: Demonstrates knowledge of socio-cultural factors that affect interactions and behaviors; shows an appreciation and respect for multiple dimensions of diversity; recognizes and acts on the obligation to inform one's own judgment; engages diverse and competing perspectives as a resource for learning, citizenship, and work; recognizes and appropriately addresses bias in themselves and others; interacts effectively with people from diverse backgrounds.

Teamwork: Works collaboratively with others to achieve shared goals; shares information and knowledge with others and provides feedback; puts team goals ahead of individual goals.

Oral Communication: Effectively conveys information to others using spoken words and sentences; listens effectively; recognizes potential communication barriers and adjusts approach or clarifies information as needed.

Science Competencies

Living Systems: Applies knowledge and skill in the natural sciences to solve problems related to molecular and macro systems including biomolecules, molecules, cells, and organs.

Human Behavior: Applies knowledge of the self, others, and social systems to solve problems related to the psychological, sociocultural, and biological factors that influence health and well-being.

Intrapersonal Competencies

Ethical Responsibility to Self and Others: Behaves in an honest and ethical manner; cultivates personal and academic integrity; adheres to ethical principles and follows rules and procedures; resists peer pressure to engage in unethical behavior and encourages others to behave in honest and ethical ways; develops and demonstrates ethical and moral reasoning.

Reliability and Dependability: Consistently fulfills obligations in a timely and satisfactory manner; takes responsibility for personal actions and performance.

Resilience and Adaptability: Demonstrates tolerance of stressful or changing environments or situations and adapts effectively to them; is persistent, even under difficult situations; recovers from setbacks.

Capacity for Improvement: Sets goals for continuous improvement and for learning new concepts and skills; engages in reflective practice for improvement; solicits and responds appropriately to feedback.

Thinking & Reasoning Competencies

Critical Thinking: Uses logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

Quantitative Reasoning: Applies quantitative reasoning and appropriate mathematics to describe or explain phenomena in the natural world.

Scientific Inquiry: Applies knowledge of the scientific process to integrate and synthesize information, solve problems and formulate research questions and hypotheses; is facile in the language of the sciences and uses it to participate in the discourse of science and explain how scientific knowledge is discovered and validated.

Written Communication: Effectively conveys information to others using written words and sentences.

How to Order Official Transcripts from UC Davis

1. Log into application service. (AMCAS, AACOMAS, AACPMAS)
2. Find **Print (or Download) Transcript Request Form** button.
    a. AMCAS: Located on right-hand side of home page.
    b. AACOMAS / AACPMAS: Under each school listed in "Colleges Attended."
3. Create a **Transcript Request Form** for each institution you've attended.
4. *(AMCAS only)* Fill out school information.
    a. UC Davis' address:
    One Shields Ave
    Davis, CA 95616
    b. Press "Print transcript."
5. Save or print the PDF.
6. Find your **Transcript ID**.
    a. AMCAS: Find **AAMC ID** and **Transcript ID** on the Transcript Request Form.
    b. AACOMAS / AACPMAS: Find **CAS ID** on the Transcript Request Form.
7. Log into **SISWEB**.
    a. Student Services & Financial Aid > Student Records > Order Official Transcripts
8. You will be taken to **UC Davis Transcript Order Services.**
9. Press **Start My Order**.
10. **Student Information**
    a. Enter any information not already there.
11. **Basic Order Information**
    a. Select "Official Transcript"
    b. Select "Send Now" if your most recent grades are already posted.
        i. If your grades or degree are not already posted, you can choose to hold your transcripts until they are posted.
    c. Primary Reason for Ordering is "For Graduate Admissions"
    d. Select "Transcript with Work in Progress" if you are enrolled for classes next quarter. Otherwise, select "Transcript WITHOUT Work in Progress"
12. **Select Recipient 1 Type**
    a. Choose "Select an Application Service"
    b. Find your application service in the drop-down menu.
13. **Transcript Recipient 1**
    a. Select 1 copy to be sent.
    b. AMCAS: Enter your AAMC ID and Transcript ID into fields.
    c. AACOMAS / AACPMAS: Enter CAS ID into field.
14. **Delivery Method for Recipient 1**
    a. Choose "PDF Delivered to College/University"
        i. This means that an electronic PDF will be emailed to the application service.
15. Review order and purchase.
    a. Electronic PDF's are free.
16. You will receive a **confirmation email** when you place your order, when your order is processed by UC Davis, and when the application service receives your transcript. It usually takes less than a day.

**** You must obtain an official transcript from every institution you have attended. This includes community colleges. Not all schools use digital PDF's, so order transcripts early.***

The Personal Statement

The personal statement is the heart of the application. It should explain who you are through your experiences, highlight your attributes, and explain your overarching goal of why you wish to pursue a career in medicine. You should begin seriously working on your statement around six months prior to the due date, but it's never too early to start thinking about it. The personal statement is your initial opportunity to present yourself as an interesting and unique applicant who deserves a closer look.

AMCAS allows you 5300 characters for your personal statement; AACOMAS & AACPMAS allow 4500 characters.

Do's:

- Sit down and start drafting your personal statement as early as possible.
- Schedule an appointment with HPA at least 6 months before the deadline to get feedback.
- Think about your essay as a piece of writing. A good piece of writing has a theme. When you are beginning a draft, write several paragraphs of incidents in your life that were defining moments.
- Read these paragraphs over and over until you discover a concept or theme synthesized through more than one. Once you have identified a common thread in 2-3 stories, rewrite it using those stories and with that theme in mind.
- Show the audience through your story what you are about.

Journaling can help you process your pre-med experience and reflect on your goals.

Don'ts:

- Don't use your essay as a list of experiences. Your experiences page or resume will tell them what you have done. Use your essay to tell them something they do not already know about you.
- Don't tell the reader your attributes; show them through stories and reflections.
- Don't criticize medicine today or spout your agenda. If you want to point out flaws in current practice or society, be quick to acknowledge how you will be a *part* of the solution, not the solution itself.

AMCAS allows you to describe 15 experiences with 700 characters each. For 3 designated "Most Meaningful Experiences," you will get an additional 1325 characters to elaborate; AACOMAS & AACPMAS allow 700 characters.

Personal Statement Checklist

☐ Did I answer the correct prompt? Some prompts may have changed since you last checked!

☐ Did I answer the prompt fully and fully address the question(s) they are asking me? Make sure you tell them why you want to attend _____ school and why am I a good candidate, not just why you want to be a(n) _____!

☐ Is there a cohesive theme to my essay?

Anyone who reads your prompt should be able to detect the theme easily!

☐ Have I proofread to check for grammar and spelling to my best ability?

☐ Do I have any concerns (length, flow, content, etc.) about my essay?

☐ Have I included reflections of my experiences in my essay? Does this look like an essay and go beyond what the experience was, or does it look like a resume-style description?

What do your experiences say about you?

Experience:	Competency:

Letters of Recommendation

In general, most schools require **3 - 5 letters**. Each school has unique letter requirements. Some schools don't specify who should write your letters, while others have very specific requirements. Many mandate that two of those letters be from science faculty. This can be tricky at UC Davis, where most science courses contain hundreds of students. Regardless, this is what you have to achieve if you want to apply to these schools.

Some tips for obtaining LoR's:

- Look for mentors, not letter writers. Be genuinely interested in those you seek as mentors.
- Try to see the situation from the letter writer's point of view. He or she is putting their reputation at stake when recommending you to medical school.
- Be humble and gracious. No one owes you a letter.
- Ask 2-3 months before your deadline. Do not expect letters to be written within a month of asking.
- If you have a strong enough connection with your letter writer, it shouldn't be hard to ask for a letter. If you find yourself extremely nervous or hesitant to approach them, think about why this is.

***Schools won't look at your application until all of your letters have been received.**

Supplementary Applications

Supplemental applications (or secondaries) are sent after the primary application has been submitted. Some schools will send a supplementary to every applicant, while others will pre-screen the applicant pool, sending supplementaries only to those most qualified. The second application costs an additional fee per school, so you should plan to have around $100 per school ready to be used about a month after submitting your primary application. Some supplementaries are quick answers, while others may require additional essays. Here are some tips:

- Tailor each essay to the school. ("Speak" to the school by highlighting how you would be a good fit based on how your attributes and experiences align with their mission and philosophy.) Do not copy and paste the same essay into multiple schools' supps.
- Edit your application carefully. Be sure not to include the wrong school name because you are in a rush and forget to edit. Never send first draft writing.

Application To-Do List

Fall Quarter

- ☐ Attend the UCD Pre-Health Conference (Oct. 6th)
- ☐ Attend AppPrep Series
- ☐ Take UWP 104F

January

- ☐ Begin drafting personal statement
- ☐ Begin creating your school list
- ☐ Apply for fee assistance

February

- ☐ Meet with an HPA advisor for personal statement review
- ☐ Research schools
  LoR req., prereqs, curriculum, etc.

March

- ☐ Revise Personal Statement
- ☐ Draft list of experiences
- ☐ Ask for LoR's

April

- ☐ Write experience descriptions
- ☐ Write disadvantaged statement
- ☐ Finalize personal statement
- ☐ Request transcripts for your use

May

- ☐ Enter info into centralized application service (CAS)
- ☐ Request official transcripts for CAS
- ☐ Follow up with letter writers

June

- ☐ Submit centralized application
- ☐ Research schools for secondaries
- ☐ Draft secondaries

July

- ☐ Complete secondaries
- ☐ Send thank you notes to writers

***Attending HPA's AppPrep sessions will help you stay on track.**

Interviews

Multiple Mini Interviews gauge an applicant's potential to successfully interact with patients and colleagues. The MMI is designed to measure communication skills, specifically verbal and nonverbal skills that cannot be measured using standardized written exams or by reviewing coursework transcripts. The MMI typically consists of 6 to 10 very short interviews that revolve around a specific scenario.

- Scenarios involving interactions with an actor
- An essay writing station
- A standard interview station
- A teamwork station where candidates must work together to complete a task
- An ethical scenario involving questions about social and policy implications
- A "rest" station to help students catch their breath and relax

Before answering an interview question, take a second and think about which competency the question is assessing.

Traditional Interviews consist of two to four one-on-one interviews. One of the two interviews will most likely be with a faculty. The other interview may be with a student of admissions officer. Questions can range from "Tell me about yourself" to in-depth questions about specific information in your application. Some traditional interviews are open (the interviewer has your full application), while some are closed (the interviewer knows nothing about you). Sometimes it is partial (parts of your application are missing, such as test scores/GPA). If you are going to a traditional interview, be sure to know your application *very* well.

Situational Judgment Tests present hypothetical scenarios through a variety of formats, including text, video, or live standardized patients. They ask applicants how they would respond or behave in that situation. The scenarios are based on one or more competencies, and the test taker's responses provide insight into his/her ability within each relevant competency. Many schools are employing standardized patients (paid actors trained to exhibit medical ailments) during interview days to test applicants' communication skills and ability to problem solve. There is little you can do to prepare other than be a strong communicator, be flexible, and be able to think on your feet.

Behavioral Interviews aim to identify how you would behave or what decisions you would make in a given situation. They may catch you off guard, but if you answer honestly and thoughtfully, you will show them that you make informed, rational decisions based on strong ethics. Example questions might include:

- Tell me about a time you led a team with members who did not agree with your decision-making. How did you resolve the situation?
- Walk me through a difficult decision you recently made. What factors contributed to your decisions?
- What has been your best idea so far?

Dress professionally.

Consider:

Hemmed suit jackets & pants

Closed-toed shoes

A tie

A collared shirt

Hosiery with a skirt

Properly fitted clothing (not too tight, not too loose)

Limited piercings

Avoid:

Fragrances

White socks

Heels taller than 3 inches

Low-cut shirts

Tips for a Successful Medical School Interview

Before the Interview

Use capital and lowercase letters in your application and emails.
Yes, there are people who don't do this. Don't be one of them.

Do not use the same essay for every supplemental application.
Write each essay specific to that school, highlighting why you would be a good fit. That requires you to know a lot about that school to which you just applied.

If the school asks for a photo, send a nice, professional photo.
Put on a suit jacket and stand in front of a solid background. Schools are not looking for creativity, just what you look like.

Edit your emails to the school well.
Be sure you do not write the wrong school name in an email. Slow down and read before you hit send.

Be kind, professional and appreciative when talking to anyone from the school.
Being rude or hasty on the phone is not okay under any circumstance. They will make note in your application (your name will most likely appear on their caller ID).

Follow every school's procedures.
Do not ask for a deadline extension. If you missed their deadline, apply the next year.

The Day of the Interview

Get to the location of your interview extra early.
Give yourself to find parking, deal with luggage and use the restroom. Be early enough so you can sit, have a coffee and take a deep breath before the day starts.

You are always on. Always.
From the moment you walk on campus, you are being judged. Be careful about what you say everywhere.

Put your phone away and talk to people around you.
Jumping on your phone when in a social situation may send the message that you do not prefer to talk to people, which is not the image you want to portray at a school interview.

Come up with questions.
Questions indicate interest, and you should be interested. Be sure to ask the right questions to the appropriate individuals.

Maintain eye contact.
If you struggle with eye contact, practice a lot before your interview.

Shake hands with everyone you meet.
Assistants have a lot power in offices. Being rude or hasty is never okay. Make the best first impression you can.

Be flexible.
If the day doesn't go exactly as planned (an interviewer is late or doesn't show), it's okay. If you become overly stressed by an unplanned event, you are letting the admissions staff know how you handle stress.

After the Interview

Follow directions when it comes to follow-up communication.
If they tell you they do not want thank you notes, do not send thank you notes. Most schools will be very clear how they want you to proceed. Listen to them.

Know which schools allow updates.
If they allow updates, space your updates to avoid sending multiple messages in one month. Spread your communication out to remain consistent but not overwhelming.

Creating Your School List

Applying to medical school is an expensive process. Take the time to learn as much as you can about all of the factors that go into making the decision of where to apply. This includes mission statements, goals, agendas, preferences in applicants, geography, community, and curriculum. Most applicants apply to around 20 medical schools, but use your best judgment.

School Name	Location	Public / Private

* ***Keep in mind, in addition to the cost of your AMCAS application, each school will require a supplemental application that will cost between $50-$120. You will need to pay for the supplemental applications before your application will be considered.***

Class Size	Out of State Acceptance	Letters of Recommendation Requirements	Curriculum

Part III: Appendix

Health-Related Student Organizations

UC Davis is home to more than 650 active student organizations. Below are organizations specifically related to pre-health. Visit the Center for Student Involvement to see a complete list of student organizations.

MEDICINE

Minority Association of Pre-Medical Studtents (MAPS)
Morning Sign Out
Pre-Med American Medical Student Association (Pre-Med AMSA)
Pre-Med American Medical Women's Association (Pre-Med AMWA)
Pre-Med SOMA

VETERINARY

Aggie Animal Rescue Club
Collegiate 4-H
Pre-Vet Students Supporting Diversity (PSSD)
Vet Aide Club

DENTAL

Davis Pre-Dental Society
Global Dental Brigades
Operation Smile
Volunteers Around the World (Dental)

OPTOMETRY

Foresight Pre-Optometry Club

NURSING

Nursing Club

PHYSICAL THERAPY

Pre-Physical Therapy Club

OCCUPATIONAL THERAPY

Pre-Occupational Therapy Club

PHYSICIAN ASSISTANT

Pre-Physician Assistant Club

PHARMACY

Pre-Pharmacy Club

SPORTS MEDICINE

Sports Medicine Club

NUTRITION

Fitness & Self-Development Club
Food Recovery Network
Food Tech Club
Student Nutrition Association

PUBLIC HEALTH

CA Public Interest Research Group (CALPIRG)
Public Health Club
Public Health Brigade
Public Health Student Interest Group

CLINICS & COMMUNITY SERVICE

American Red Cross Club
Bayanihan Clinic
Bhagat Puran Singh Health Initiative
Bottles for Poverty
Camp Kesem
Clinica Tepati
Gender Clinic
Hmong Lifting Underserved Barriers
Imani Clinic
Interclinic Consortium
Joan Viteri Memorial Clinic
Knight's Landing Clinic
Mercer Veterinary Clinic for the Homeless
Paul Hom Asian Clinic
Recognizing Illnesses Very Early & Responding (R.I.V.E.R.)
Sac Free Clinics Nutrition Interest Group
Shifa Clinic
VN C.A.R.E.S.
UNICEF
Willow Clinic

FRATERNITIES & SORORITIES

Delta Epsilon Mu
Kappa Gamma Delta
Phi Delta Epsilon
Sigma Mu Delta

PRE-HEALTH

Chicano Health Education
Filipino Association for Health Careers
Hmong in Health
HOSA Future Health Professionals
Narrative Pre-Health
Undergraduate Students for One Health
Health and Film SIG
California Health Professional Student Alliance at UC Davis (CaHPSA)

AWARENESS

Active Minds
Aggie Heart Association
Autism Awareness Association
Best Buddies
Challah for Hunger
Colleges Against Cancer (CAC)
Diabetes Advocacy & Awareness Group
Geriatrics Student Interest Group
Heart of a Lion
Invisible Children
Kardia
Lou Gehrig's Disease Fundraising
March of Dimes
Muscular Dystrophy Awareness Club
National Alliance on Mental Illness on Campus
Out of the Darkness - Suicide Prevention
Rise Up!
Student ABIDE
Students Against Hunger Coalition
Team HBV

INTERNATIONAL HEALTH

Foundation for International Medical Relief of Children
Global Brigades
Global Medical Training
MEDLIFE
Project RISHI
Universities Allied for Essential Medicines
Volunteers Around the World

Student-Run Clinics

Paul Hom Asian Clinic | *Commitment to the Asian community*

The Paul Hom clinic provides primary and acute care services for the Asian and Pacific Islander community. Founded in 1972, it is the oldest Asian health clinic in the United States. More than 50 medical and undergraduate students and more than 40 physicians volunteer at this clinic on an annual basis.

Clinica Tepatí | *Primary care services for the Latino community*

Clinica Tepati got its start in 1974, with a focus on serving downtown Sacramento's Hispanic population. Operating out of space donated by WellSpace Health, the clinic's Spanish translation services allow volunteers to communicate effectively and provide care for more than 1,000 uninsured patients of all ages each year.

Imani Clinic | *Healing begins with faith*

Imani is a Swahili word meaning faith and it symbolizes the hope students wish to foster within the African-American community. The clinic was established in the Oak Park neighborhood of Sacramento in 1994 after students became concerned about the staggering and persistent morbidity and mortality rates among African-Americans from hypertension, heart disease, cancer and inadequate prenatal care.

Shifa Clinic | *Culturally sensitive care for an ethnically diverse community*

Shifa Clinic strives to understand, serve, and promote the health and wellness needs of a multilingual, ethnically diverse community. Adjacent to a mosque in downtown Sacramento, the clinic primarily serves patients from the South Asian and Muslim communities. It provides interpretive services and hosts specialty clinics such as dermatology, cardiology, women's health and pediatrics.

Joan Viteri Memorial Clinic | *Health care for high-risk populations*

Sharing space in a small building with Sacramento's Harm Reduction Services, the Joan Viteri clinic provides unbiased health care to intravenous drug users, sex workers and their families. The clinic works closely with Harm Reduction Services to emphasize prevention and education about infectious diseases and HIV testing, and to provide drug-related medical and social referrals.

Bayanihan Clinic | *Focused on the needs of the Filipino community*

This clinic provides culturally and linguistically appropriate medical care to the underserved Filipino population in Sacramento County, particularly to World War II veterans and recent immigrants. It also has evolved into a center for culturally sensitive care to an extraordinarily diverse community.

The Willow Clinic | *Serving people without homes*

Working out of the Salvation Army facility near downtown Sacramento, the clinic provides health care screening and services to a large, homeless population. The clinic's dedication to the homeless prompted the Salvation Army to include the clinic in its renovation plans, setting aside two separate rooms solely for patient care and clinical operations.

Partner clinics:

VN Cares

UC Davis undergraduates and medical students launched the Vietnamese Cancer Awareness, Research and Education Society (VN CARES) in 2001, which includes preventative cancer screenings for both female and male patients each month.

Knight's Landing One-Health Clinic

Established by Clínica Tepati students and Knights Landing residents, the clinic provides linguistically competent and culturally sensitive health care services to the rural underserved, particularly women, adolescents and farmworkers. In partnership with the UC Davis School of Veterinary Medicine, veterinary services are available at the clinic on the third Sunday of each month.

Hmong Lifting Underserved Barriers (HLUB)

The HLUB Clinic is a student-run free clinic formed to provide free culturally and linguistically appropriate health care services to the Hmong community. We screen for cancers: breast, cervical, colon and prostate in addition to Hepatitis B.

Gender Health Clinic

Operating within Sacramento's Gender Health Center, the clinic helps with care for the LGBTQQI community, with a focus on transgender health. The clinic provides a safe, supportive environment at every stage of the coming out or transition process.

AMCAS® Application Course Classification Guide

The following guide provides examples of how courses are often categorized. Please select course classifications based on the primary content of the course.

In the case of interdisciplinary courses, where two or more subject matters are combined into one course, refer to the description of the course on your school's website or consult with your Pre-health Advisor to choose the most appropriate course classification.

Biology (BIOL)

- Anatomy
- Biology
- Biophysics
- Biotechnology
- Botany
- Cell Biology
- Ecology
- Entomology
- Genetics
- Histology
- Immunology
- Microbiology
- Molecular Biology
- Neuroscience
- Physiology
- Zoology

Chemistry (CHEM)

- Biochemistry
- Chemistry
- Physical Chemistry
- Thermodynamics

Physics (PHYS)

- Astronomy
- Physics

Mathematics (MATH)

- Applied Mathematics
- Biostatistics
- Mathematics
- Statistics

Biology-Chemistry-Physics-Math (BCPM) Courses

Behavioral & Social Sciences (BESS)

- Anthropology
- Economics
- Family Studies
- Psychology
- Sociology

Business (BUSI)

- Accounting
- Finance
- Human Resources Studies
- Management
- Marketing
- Organizational Studies

Communications (COMM)

- Journalism
- Media Production & Studies
- TV, Video & Audio

Computer Science & Technology (COMP)

- Computer Science
- Computer Engineering
- Information Systems
- Telecommunications

Education (EDUC)

- Counseling & Personnel Services
- Curriculum & Instruction
- Educational Administration
- Educational Policy
- Health Education
- Human Development
- Physical Education (Except for sports courses.)
- Special Education

Engineering (ENGI)

- Aerospace Engineering
- Biomedical Engineering
- Chemical Engineering
- Civil Engineering
- Electrical Engineering
- Environmental Engineering
- Nuclear Engineering

English Language & Literature (ENGL)

- Composition & Rhetoric
- Creative Writing
- Literature

Fine Arts (ARTS)

- Art
- Art History
- Dance
- Fine Arts
- Music
- Photography
- Theatre

Foreign Languages, Linguistics, & Literature (FLAN)

- American Sign Language
- Comparative Literature
- Foreign Language(s) & Literature
- Linguistics

Government, Political Science, & Law (GOVT)

- Criminology & Criminal Justice
- Government
- International Relations & Studies
- Law/Legal Studies
- Political Science
- Public Affairs & Policy
- Urban Policy & Planning

Health Sciences (HEAL)

- Allied Health
- Chiropractic
- Dentistry
- Hearing & Speech Studies
- Hospital Administration
- Kinesiology
- Nursing
- Nutrition
- Occupational Therapy
- Optometry
- Osteopathy
- Physical Therapy
- Physician Assistant
- Public Health
- Pharmacology & Pharmacy
- Sports Medicine
- Veterinary Medicine

History (HIST)

- History

Natural & Physical Sciences (NPSC)

- Agriculture
- Animal & Avian Sciences
- Environmental Science & Policy
- Forestry
- Geography
- Geology
- Horticulture
- Landscape Architecture
- Meteorology
- Natural Resources
- Oceanography

Other (OTHR)

(All courses that do not fit appropriately in another classification)

- Architecture
- Library Science
- Military Science
- Sports (tennis, golf, aerobics, etc.)

Philosophy & Religion (PHIL)

- Ethics
- Logic
- Philosophy
- Religion
- Theology

Special Studies (SSTU)

- Afro-American Studies
- American Studies
- Gender Studies

© 2015 AAMC. This work may be reproduced and redistributed, in whole or in part, without alteration and without prior written permission, for personal, non-commercial use by prospective medical school applicants and their advisors. Any other use requires prior permission (contact ip@aamc.org).

Helpful Resources for Pre-Medical Students

Campus Resources

Health Professions Advising
hpa.ucdavis.edu

Undergraduate Research Center (URC)
urc.ucdavis.edu

Student Academic Success Center (SASC)
success.ucdavis.edu

UC Davis Pre-Health Conference
prehealthconference.ucdavis.edu

Health Related Internships
icc.ucdavis.edu/hbs/hri/student

Student-Run Clinics
www.ucdmc.ucdavis.edu/mdprogram/studentlife/clinics/index

MCAT Prep

What's on the MCAT Exam?
https://students-residents.aamc.org/applying-medical-school/article/whats-mcat-exam/

The Princeton Review
hpa.ucdavis.edu/contactus/PrincetonReview.html

Planning to study for the MCAT with The Princeton Review? Receive 15% off with this code:

UCDPHC1715

AAMC Resources

AMCAS Instruction Manual
https://aamc-orange.global.ssl.fastly.net/production/media/filer_public/54/3c/543c5531-29ce-4049-b278-2edb3998a216/amcas_instruction_manual.pdf

Medical Schools Admissions Requirements (MSAR)
services.aamc.org/msar/home

Register for the MCAT
students-residents.aamc.org/applying-medical-school/taking-mcat-exam/register-mcat-exam/

2015 - 2016 Matriculant Data
https://www.aamc.org/download/321442/data/factstablea1.pdf

Program Directories

MD/PhD Programs
https://students-residents.aamc.org/applying-medical-school/article/mdphd-degree-programs-state/

MD/MPH Programs
https://students-residents.aamc.org/applying-medical-school/article/directory-md-mph-educational-opportunities/

MD/MBA Programs
www.mdmbaprograms.org/md-mba-programs/

Post-Bac Programs
apps.aamc.org/postbac/#/index

Other

UC Davis Health Student Review
www.ucdmc.ucdavis.edu/mdprogram/review/index.html

Narrative Medicine at Columbia
www.narrativemedicine.org/

Notes

Notes

Notes

JULY/AUGUST 2018

M	T	W	R	F
July 9 Preparing for Medical School *Joanne Snapp MSEd* *Storer 1342*	10 Bioethics and Critical Thinking in Medicine *Dr. Sarah Perrault PhD* *Storer 1342*	11 UCD SOM MD/MS Program *Dr. Frederick Meyers MD* *Storer 1342*	12 U.S. ARMY Suturing Clinic *CPT James Alder MD* *Registration Required.* *Storer 1342*	13 Medical School Field Trip *Cohort Attendance Priority* ***See Waitlist Policy*
16 Hands-On CPR Training *UCDFD EMT Program* *Storer 1342*	17 Accepted Medical Student Panel *UCD Alumni* *Storer 1342*	18 MCAT 101 *Storer 1342*	19 Life as a Medical Student *Current Medical Students* *Storer 1342*	20 Medical School Field Trip *Cohort Attendance Priority* ***See Waitlist Policy*
23 Global Medical Experiences Panel *Current UCD Students* *Wellman 107*	24 Building Relationships with Faculty *Dr. Susan Keen PhD* *Storer 1342*	25 Diversity in Medicine *Dr. Tonya Francher MD MPH* *Wellman 107*	26 Financing Your Medical Education/ Writing About Meaningful Experiences *Adam Peterson/ Cassandra Lai* *Wellman 107*	27 Medical School Field Trip *Cohort Attendance Priority* ***See Waitlist Policy*
30 AMCAS 101 *Joanne Snapp MSEd* *Wellman 107*	31 Personal Statements: Creating Your Theme *Cassandra Lai* *Wellman 107*	August 1 Student Run Clinic Panel *Current UCD Students* *Storer 1342*	2 Mock Multiple Mini Interview *Registration Required.* *SCC Multipurpose Room*	3 Awards Luncheon *Registration Required.* *SCC Multipurpose Room*

Monday through Thursday workshops are free and open to all students! Workshops are 12:10 - 1:30 p.m. No registration is required unless otherwise noted below. Register online at hpa.eucdavis.edu/events/premedbootcamp.
**There will be a waitlist for students not in the cohort to attend field trips. Waitlist will be determined by attendence to that weeks workshops.

HPA PRE-MED BOOTCAMP 2018

UC Davis Pre-Med Bootcamp

premedbootcamp@ucdavis.edu

hpa.ucdavis.edu/events/premedbootcamp