

**Pre-Health Seminar – INTD 388**  
Spring 2023, MWF 1:30-2:20, ISC 137

**Instructor**

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**OFFICE HOURS:**

Tuesday 10:30 – 12:00  
Wednesday 2:30 - 4:00  
and by appointment.

**PRE-HEALTH OFFICE HOURS:**

Monday 2:30 – 3:30  
Tuesday 2:00 – 3:00

**Course Description**

This Pre-Health Seminar is designed for pre-medical, pre-dental, and pre-optometry students that are planning on applying during the current cycle. The goal is to develop strong candidates with a competitive application package. We will spend time working on all part of the application including school selection, personal statements, core competencies, mock interviews, and more. This is a writing intensive course.

Prerequisites: Junior/Senior. Applying to Medical or Dental school during this upcoming (2023) cycle

**Learning Outcomes**

Upon completion of this course students will be able to:

1. Create a comprehensive application to medical school
2. Develop a personal statement
3. Become familiar with AAMC's competencies and reflect on how your experiences might fit/address those competencies
4. Articulate why you want to be/will be a good physician
5. Understand the application process and timeline for a competitive application
6. Create a plan of study for the MCAT exam
7. Identify Recommendation Letter writers and understand how these may differ among schools
8. Identify salient criteria for choosing what medical schools you will apply to, including how to use Medical School Admissions Requirements (MSAR) and/or Choose DO Explorer tool
9. Learn effective interviewing skills and how to practice/prepare for an interview
10. Understand the next steps post submission (secondaries, interviews, update letters)

## Grading

Assignment	%	Due Date
Assignment One/Activities Summary	10	January 30
Self-Reflection of Assignment One/Activities Summary	10	February 6
Draft: 1 Most Meaningful Experience	10	February. 13
Review of Peers' Most Meaningful Experience	5	February 20
Final of Most Meaningful Experiences, 700 character 'description' and 1325 character most meaningful comments	10	February 27
School Choice Assignment	5	March 13
Personal Statement Draft 1	10	March 20
Personal Statement Feedback to Peer	5	March 27
Personal Statement Final	10	April 10
If I had to take a Gap Year...	5	April 17
3-5 MMEs	10	May 8
*Mock MMI	10	April 24, May 1, 3, 5, 10
<b>Total</b>	<b>100</b>	

The following scale will be used to calculate final grades.

A (93-100%)	A- (90-92%)	
B+ (87-89%)	B (83-86%)	B- (80-82%)
C+ (77-79%)	C (73-76%)	C- (70-72%)
D (60-69%)		
E (<60%)		

### **Major Assignments & Assessments:**

- Assignment One:** A collection of your experiences since you have been in college. *A reminder that for purposes of Assignment One, an experience/activity is something you did/took part in. For example, tearing your ACL x3 and having to undergo PT yourself would not be an experience. Shadowing a sports medicine doctor or volunteering at a soup kitchen or being on the Undergraduate committee the last 3 years or teaching kids Sunday school class at your church multiple summers would be appropriate experiences to include. If you aren't sure, include it. You do not have to use this format if another one works better, but I would like you to gather all this information.*
- Self-Reflection for Assignment One:** This assignment will help you begin to assess your strengths and weaknesses in different aspects of the application (science GPA, MCAT preparation/score, community service/volunteer experience, shadowing experience, clinical experience, teaching/tutoring/involvement experience, research experience,

leadership experience, and other applicable experiences) that you will input in your medical school application.

- Don't just bullet your duties/responsibilities- **REFLECT** on what you learned/took from each experience. How did you GROW?
  - For AAMC (MD schools), science GPA (aka BCPM) includes all Biology, Chemistry, Math, and Physics. For AACOMAS (DO schools), science GPA does not include Math but does include "other sciences"- see link on the sheet if you have questions or are in an applied science major such as Exercise Science
  - Classify the competencies you demonstrated in each experience- [list of competencies here](#)
  - Include name/contact information (address, email, phone #) for each experience (do your best on this one) and dates (example: June 2020 to August 2021 for a total of 120 hours) as you will need these in the real application
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- **Most Meaningful Experience (MME) Draft:** In AMCAS, you ultimately get to choose 3 most meaningful experiences (MMEs) out of 15 TOTAL experiences. For all 15 experiences, you get a 700 character Description. **DELETE the word description in your mind and replace with reflection/growth/impact.** For the MME you choose, in ADDITION to the 700 character description reflection/growth/impact, you get 1325 additional characters for "most meaningful comments" where you reflect further on how this experience helped you grow personally and/or professionally. \* Please note: AACOMAS does NOT have MMEs (but does have an unlimited number of experiences) and AACOMAS characters are only 600 instead of 700 characters.
  - **Review/Feedback to your Peer Partner for their MME:** You will be partnered with a peer and asked to provide feedback on your peer's MME.
  - **Draft of 3-5 MMEs:** For this assignment choose a minimum of 3 experiences (but up to 5) that may (or may not) become an MME for you. Write a 700-character description (**remember replace with reflection/growth/impact**) AND a 1325 character "most meaningful comments" for each experience.
  - **Interview- Traditional or MMI.** Some medical schools do traditional interviews while others use multiple mini interview (MMI). We will do mock MMIs.
  - **School Choice Assignment:** Using the school choice module, choose 3 MD/DO or dental schools you are interested in. Research requirements (courses, LORs) and mission and tell me why they are a good fit.

- **Personal Statement Draft:** Draft a personal statement. You may also want to meet with me to brainstorm. Personal statements are 5300 characters for MD and DO schools.
- **Growth Year Assignment:** View gap/glide/growth year panel and submit a reflection on the panel and thoughts on what you might do for your growth year if you were to take one (even if this is not your current plan)

**Class participation:** Class attendance is mandatory (unless you have a valid excuse).

## Accessibility

SUNY Geneseo is dedicated to providing an equitable and inclusive educational experience for all students. The Office of Accessibility will coordinate reasonable accommodations for persons with physical, emotional, or cognitive disabilities to ensure equal access to academic programs, activities, and services at Geneseo. Students with letters of accommodation should submit a letter to each faculty member and discuss their needs at the beginning of each semester. Please contact the Office of Accessibility Services for questions related to access and accommodations.

Office of Accessibility Services

Erwin Hall 22

(585) 245-5112

[access@geneseo.edu](mailto:access@geneseo.edu)

[www.geneseo.edu/accessibility-office](http://www.geneseo.edu/accessibility-office)

## Technology Support

[CIT provides a range of technology support resources.](#) When you are in Canvas, the Help menu on the left side of the screen will also direct you to a number of CIT supports, including self help resources and options to request technology assistance. For assistance with your computer or mobile device, visit the CIT HelpDesk in Fraser. Geneseo students, faculty and staff have free access to the entire [LinkedIn Learning training library](#) (over 7,500 courses, including tutorials for software, digital tools, web development, programming, and design) through Geneseo's site license. For more information, [visit this self help document](#).

<https://wiki.geneseo.edu/display/cit/LinkedIn+Learning+Training+Library>

## Well-Being

Prioritizing well-being can support the achievement of academic goals and alleviate stress. Eating nutritious foods, getting enough sleep, exercising, avoiding drugs and alcohol, maintaining healthy relationships, and building in time to relax all help promote a healthy lifestyle and general well-being.

The changes brought on by COVID-19 have impacted us all in a number of ways, and will continue to do so at various times and to varying degrees during the upcoming semester. Your health and wellbeing are foundational to your ability to learn, and if you find that you are feeling unwell (physically or mentally) and it is impacting your ability to complete your coursework, please reach out. In a similar way, I will occasionally ask for some patience and flexibility on

your part. The pandemic is affecting faculty as well as students and creating demands that would not be present in an ordinary semester. If I am slow responding to an email, if I take some time to grade an assignment, if I am a bit late posting a video lecture, please be patient (and feel free to send me a ‘nudge’; I will not be offended). You will never suffer any disadvantage in the course because of delays on my part. Remember that we are all in this together.

Concerns about academic performance, health situations, family health and wellness (including the loss of a loved one), interpersonal relationships and commitments, and other factors can contribute to stress. Students are strongly encouraged to communicate their needs to faculty and staff and seek support if they are experiencing unmanageable stress or are having difficulties with daily functioning. The Dean of Students (585-245-5706) can assist and provide direction to appropriate campus resources. For more information, see [www.geneseo.edu/dean\\_students](http://www.geneseo.edu/dean_students).

## **Mental Health**

As a student, you may experience a range of challenges that can impact your mental health and thus impact your learning; common examples include increased anxiety, shifts in mood, strained relationships, difficulties related to substance use, trouble concentrating, and lack of motivation, among many others. These experiences may reduce your ability to participate fully in daily activities and affect your academic performance.

SUNY Geneseo offers free, confidential counseling for students through Student Health and Counseling, and seeking support for your mental health can be key to your success at college. You can learn more about the various mental health services available on campus [www.geneseo.edu/health](http://www.geneseo.edu/health). To request a counseling appointment, please complete the online form through [myhealth.geneseo.edu](http://myhealth.geneseo.edu).

## **Attendance and Public Health**

In the context of the COVID-19 pandemic, it is vital that we all do what we can to protect the health and safety of each other. If you are experiencing symptoms associated with COVID on a day that class meets in-person, do not attend. Remember that it is better to stay home if you are not feeling well than to attend class and risk spreading illness to others. Throughout the semester, please be proactive in communicating about absences and contact the Dean of Students if you expect to be out for an extended period of time.

## **Academic Integrity and Plagiarism**

Milne Library offers frequent workshops to help students understand how to paraphrase, quote, and cite outside sources properly. These sessions are meant to educate about the importance of using original ideas and language, and how to incorporate paraphrases and quotes into writing. The complete list of library workshops can be found at [www.geneseo.edu/library/library-workshops](http://www.geneseo.edu/library/library-workshops).

Academic dishonesty includes cheating, knowingly providing false information, plagiarizing, and any other form of academic misrepresentation. College policies and procedures regarding academic dishonesty are available at [www.geneseo.edu/handbook/academic-dishonesty-policy](http://www.geneseo.edu/handbook/academic-dishonesty-policy).

**Tentative Schedule of Topics (subject to change):**

**WEEK OF: TOPIC**

<b>Jan 23</b>	Assignment One/Activities Summary
<b>Jan 30</b>	Introduction- Class Expectations and Goals, Timeline to Application, AAMC Competencies
<b>Feb 06</b>	Experiences Section/ The Writing Process: Using Freewriting Effectively
<b>Feb 13</b>	Peer review of MMEs/Giving meaningful feedback and Experiences continued
<b>Feb 20</b>	MCAT and Application Timing
<b>Feb 27</b>	Personal Statement Workshop
<b>Mar 06</b>	How to Choose MMEs/ Mission Matching/MSAR and Choose DO Tool
<b>Mar 13-17</b>	<b>Spring Break, no classes</b>
<b>Mar 20</b>	When to think about a Gap Year/ MCAT and Application Timing Revisited
<b>Mar 27</b>	Guest: Medical School? Letters of Recommendation/ Rounding Out your Application
<b>April 3</b>	Secondary Applications
<b>April 10</b>	Student Panel including Growth Year Possibilities
<b>April 17</b>	Interviewing- Types and Success Strategies
<b>April 24</b>	<b>(April 26, GREAT DAY, no classes)</b> Class only held Monday 24 <sup>th</sup> this week, 26 <sup>th</sup> and 28 <sup>th</sup> NO CLASS  Mock MMIs
<b>May 1</b>	Mock MMIs
<b>May 8</b>	Wrap up, Resilience and Strategies for Success Decisions: Acceptance, Denials, & Plan B  Mock MMIs
<b>May 17</b>	<b>Final Exam 11:30-2:30</b>