

Pre-Medical/Dental Seminar – INTD 388-01

Instructor

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OFFICE HOURS:

Monday 10:30-11:30

Tuesday 2:30-3:30

Wednesday 11:00-12:00

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, letters of recommendation, core competencies, activities, mock interviews, and more.

This is a writing intensive course.

Learning Outcomes

Upon completion of this course students will be able to:

1. Create a comprehensive application to medical/dental school
2. Develop a personal statement
3. Become familiar with AAMC's competencies and reflect on how their experiences might fit/address those competencies
4. Articulate why they want to be/will be a good physician/dentist
5. Understand the application process and timeline for a competitive application
6. Create a plan of study for the MCAT/DAT exam
7. Identify recommendation letter writers and understand how these may differ among schools
8. Identify salient criteria for choosing what medical schools to apply to, including how to use Medical School Admissions Requirements (MSAR) and/or Choose DO Explorer tool
9. Gain effective interviewing skills and understand 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 29
AAMC Competencies/Self-Reflection of Assignment One/Activities Summary	10	February 5
Draft: 1 Most Meaningful Experience	10	February. 12
Review of Peers' Most Meaningful Experience	5	February 19
Final of Most Meaningful Experiences, 700 character 'description' and 1325 character most meaningful comments	10	February 26
School Choice Assignment	5	March 18
Personal Statement Draft 1	5	March 25
Personal Statement Feedback to Peer	5	April 1
Personal Statement Final	10	April 15
If I had to take a Gap Year...	5	April 22
3-5 MMEs	10	April 29
*Mock MMI	10	April 22, 29, May 1, 8
Reflective Assignment	5	May 13
Total	100	

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).

Reflective Assignment: This assignment will be given at the end of the semester. It will give you a chance to reflect on the course during the semester.

Communication

Everyone is expected to check their email at least twice a day on weekdays, and use email, Brightspace, or other agreed upon methods to communicate with group members. Please make sure to set Brightspace notifications to send you emails with updates. Please also note that we follow the Biology Department practice of replying to your emails within one or two business days after you send the message. We'll typically respond to emails received after 5:00 PM during the next business day. If you do not hear from us within this time frame, please feel free to send us a reminder email.

Grade Review Policy

Grade review requests for assignments are available only within one week of receiving feedback.

Exam Return Time/Make-up Exam Policy

Quality feedback is an important part of your education and takes time. You can typically expect feedback on assignments within approximately one week of submissions, but some larger assignments may take additional time to grade. There may be cases where other students need to take make-up exams or unforeseen circumstances arise, lengthening response times. I will communicate any changes in response times that you can expect.

Typically, the dates of major assessments, including exams are set in the syllabus for each course. It is the expectation of the biology department that students will be prepared and present for exams on the day they are administered; however, it is also an understanding that emergencies may arise that may prevent a student from attending an exam.

To ensure fairness to all students, a student will be allowed to take a make-up exam for a missed test due to an emergency. The student must inform the instructor of the emergency prior to the exam being administered, or as soon as possible if the student is unable prior to the exam. Make-ups will be allowed on a case-by-case basis and must be completed within one week of the date of the original exam. The make-up exam will be similar, but not necessarily identical to the original

exam, depending on the timing of the make-up. A student will only be allowed one (1) make-up for a class, per semester; exceptions to this policy may be made by the instructor to accommodate extreme circumstances.

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

www.geneseo.edu/accessibility-office

Technology Support

[CIT provides a range of technology support resources](#). 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.

Getting Help with Brightspace

CIT has developed a number of resources that can help you learn how to use our new learning management system, Brightspace. All students are automatically enrolled in "[Geneseo's Introduction to Brightspace for Students](#)" course, a course intended to introduce learners to Brightspace and review its basic functionality. Following successful completion of this course, learners will receive a digital certificate of completion that can be provided to faculty members, upon request. There is also the [Student Guide for Brightspace at Geneseo](#) self-help article, which includes links to video tutorials for common tasks. For *technical assistance* with Brightspace, please [email the Brightspace Support Team](#). For questions about a course and its content, please contact the instructor directly.

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.

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. To request a counseling appointment, please complete the online form through 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

I take plagiarism and other forms of academic dishonesty seriously. At its most basic, that means you are responsible for doing your own work. You may not reuse work from other classes, use the work of another person, plagiarize, or use artificial intelligence to help with or generate assignments.

I enforce Geneseo's plagiarism policy. You can find more information about the policy here: Geneseo's Academic Dishonesty Policy. [You might add additional resources about academic integrity in your discipline here, and/or Fraser Library guides on academic integrity and plagiarism.]

Unintentional plagiarism. While the first thing most people think of when they hear the word plagiarism is cheating, you can plagiarize without intending to. Some students plagiarize because they have trouble with paraphrasing or fail to give credit to their sources of information, especially when they search online instead of utilizing assigned material. I believe this class will help you develop and/ or strengthen the skills you need to avoid unintentional plagiarism. I am happy to help you if you have questions or are struggling with this. Come talk to me during office hours or by appointment if you have questions or want help. Ultimately, you are responsible for avoiding plagiarism, but there are many resources and ways to get help.

AI, like Chat-GPT. You must do your own work, which means that you should not utilize tools like Chat-GPT for any aspect of our course work. Such use is a form of academic dishonesty. Use of such tools is not only cheating, it will also cheat you of the opportunity to learn and develop your own skills. While AI will undoubtedly play important roles in our future society, you will be better able to utilize AI if you have developed your own critical thinking, writing, and analytical skills by doing your own work. If you have any questions about this, please ask.

Show your work. Upon request, I expect you to be able to show your work or process for completing assignments. This means, you should keep notes, brainstorming sheets, drafts, outlines, and any other work that you created in the process of writing a paper or completing an assignment.

Tentative Schedule of Topics (subject to change):

WEEK OF: TOPIC

Jan 22	Introduction
Jan 29	AAMC Competencies
Feb 05	Experiences Section/ The Writing Process: Using Freewriting Effectively
Feb 12	Peer review of MMEs/Giving meaningful feedback and Experiences continued
Feb 19	MCAT and Application Timing
Feb 26	Personal Statement Workshop
Mar 04	How to Choose MMEs/ Mission Matching/MSAR and Choose DO Tool
Mar 11-15	Spring Break, no classes
Mar 18	When to think about a Gap Year/ MCAT and Application Timing Revisited
Mar 25	Letters of Recommendation/ Rounding Out your Application
April 1	Secondary Applications
April 08	SOLAR ECLIPSE, no classes Student Panel including Growth Year Possibilities
April 15	Interviewing- Types and Success Strategies
April 22	Mock MMIs
April 24	GREAT DAY, no classes
April 29	Mock MMIs
May 06	Wrap up, Resilience and Strategies for Success Decisions: Acceptance, Denials, & Plan B Mock MMIs
May 16	Final Exam 3:30-6:00