



UNIVERSITY OF MINNESOTA

Medical School

Driven to Discover<sup>SM</sup>

## APPLICANT SELF-ASSESSMENT

**This form has been created for applicants who applied to the University of Minnesota Medical School Twin Cities and were not accepted here or at any other medical school in the country for the current cycle.** We will accommodate feedback appointments from May – July only. We encourage you to use the form to reflect on your application as you plan to reapply. Priority will be given to applicants who received no interviews, MN residents and those applicants who were not given an interview, in our process, for reasons other than their academic profile.

## APPLICATION PROCESS

Thank you for your interest in the University of Minnesota Medical School. Our goal is to select the most capable students based on the [essential and desired qualities](#) required of all University of Minnesota medical students. Through a holistic review of each application to any of our three programs, we strive to enroll an outstanding class who share a set of essential and desired qualities – deeply held values and skills predicting excellence in all avenues of medicine. In addition to being academically qualified, you must demonstrate other skills and knowledge needed by health care professionals:

- Commitment to delivering compassionate and quality patient care
- A high degree of personal integrity
- Skill in communicating with diverse groups

## ACADEMIC PROFILE & RESIDENCY

### *2013-2014 Data*

- The middle **50%** of applicants invited to interview with our Admissions Committee had GPAs that ranged from 3.29 to 3.92 and MCAT scores that ranged from 29 to 37.
- Applicants with lower GPAs and MCATs who were invited to interview had either significant medical and non-medical experiences or outstanding graduate-level grades, or a combination of both.
- **82%** of successful University of Minnesota Medical School applicants were involved in medically related work.
- **75%** of successful University of Minnesota Medical School applicants were involved in scholarly pursuits and research.
- **73%** of successful University of Minnesota Medical School applicants were involved in community service or volunteer work.
- Preference is given to medical school applicants from Minnesota.

## OTHER GUIDELINES

### **Bachelor's Degree**

A bachelor's degree and all prerequisite courses must be earned by July 1 of the year of matriculation; however exceptions can be made based on personal circumstances.

### **Required Premedical Coursework**

**1 Biology with lab:** Biological sciences coursework with emphasis on general principles, cell biology, and/or physiology, 1 semester or 1 quarter.

**1 Chemistry with lab:** General or organic chemistry, 1 semester or 1 quarter.

**4 Life Sciences:** Biology, genetics, zoology, botany, parasitology, biochemistry, chemistry (general or organic, but must be in addition to the general or organic chemistry listed above), physics, etc. At least 2 must be upper-level courses, 4 semesters or 4 quarters. Upper level courses are designated as level 300 or 3000.

**1 Humanities or Social Sciences:** Humanities or social sciences upper-level course, with an intensive writing requirement; courses include but are not limited to Anthropology, Criminal Justice, Communications, Economics, English, Ethics, History, Philosophy, Psychology, Sociology, Theology, Women's and Gender Studies, 1 semester or 1 quarter. Upper level courses are designated as level 300 or 3000.

**Recommended courses:** Biochemistry, ethics, genetics, psychology, statistics, foreign language, independent learning courses, seminar-type courses involving small group discussions, social and behavioral sciences and humanities.



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*This information is intended to provide a basic overview of requirements for applying to the University of Minnesota Medical School. Visit our website at <http://www.med.umn.edu/> for complete information. \*\*Requirements are subject to change.*



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**Instructions:** This form asks you to list your involvement in certain activities and then allows you to review the activities you listed in section one and determine if you meet the average requirements. Complete this form as thoroughly and accurately as you can and submit it to [meded@umn.edu](mailto:meded@umn.edu). Please visit our website for detailed information at <http://www.med.umn.edu/admissions>. Once you have completed the assessment, the first step is to meet with your pre-health advisor. **If your school does not have a pre-health advisor, you can bypass step one and contact the Medical School Office of Admissions to set up a 20 minute appointment to review.** Directions on how to do this are below.

*Applicants that are eligible for appointments are those who did not receive any acceptances at any medical school. If you would like to schedule a feedback appointment, email [meded@umn.edu](mailto:meded@umn.edu). We will accommodate feedback appointments from May – July. Priority will be given to applicants who received no interviews, MN residents and those applicants who were not given an interview, in our process, for reasons other than their academic profile.*

Your self-assessment is not used or accessible by the Medical School as part of the re-application process and thus will not guarantee an interview or an offer of acceptance during future application cycles. You may also use this document to assess your qualifications as you discuss them with your advisors or mentors. If you have any questions, please send an email to [meded@umn.edu](mailto:meded@umn.edu), and thank you for your interest in the University of Minnesota Medical School.

**Self-assessment:** The self-assessment is a useful tool to assist current and prospective applicants as they prepare to apply to the University of Minnesota Medical School.

MCAT scores and grades are carefully scrutinized and are an important part of the application process. However, while academics and test scores are important, by themselves they do not predict success in medical school. We consider how you balance outside activities and responsibilities with schoolwork to be an indicator of your ability to deal with the rigors of life as a medical student and future physician. The Medical School Admissions Committee is interested in your motivation for attending medical school and your understanding of the medical profession as well as your diversity of experience. In addition to being academically qualified, you must demonstrate other skills and knowledge needed by health care professionals, this includes, a commitment to delivering compassionate and quality patient care, a high degree of personal integrity, and skills in communicating with diverse groups.

Qualifications are assessed through the following means:

- AMCAS Application
- Recommendation letters
- Scope and nature of post-secondary experiences
- Breadth of undergraduate and graduate education
- Responses to the supplemental application
- On-site interview

Admittance into medical school is increasingly more and more competitive, so we encourage you to meet with your pre-health advisor to discuss ways in which you might strengthen your application. If you do not know who the pre-health advisor is on your campus, start by contacting the Academic Dean at your institution to find out who serves in this role.

**Resource link that may be beneficial:**

[Association of American Medical Colleges \(AAMC\) 15 Core competencies for entering medical students](#)



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## Leadership

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**Leadership is defined as a position of responsibility, with a purpose to guide or direct others.** Leadership capacity can be demonstrated in a variety of ways. Positions in employment, church, community and school organizations including coaching, tutoring, and mentoring will satisfy this requirement.

**Instructions:** Enter a detailed description of the leadership experience, year of experience start and the length of time (e.g. 2 months, 1 year, etc.) in the fields below. If one activity applies to multiple years, only list the experience once. For example if you were a teaching assistant during your undergraduate career and have continued in this role, you would select 2013 as the year and then enter the length of time in months. Do not include leadership experiences completed prior to your undergraduate program.

**One year is based on a calendar year that begins in January and ends in December.**

Description of Experience	Year	Length of Time
<i>Example: President of Students for a Better Tomorrow. Responsible for organizing fund drives and events. Designed flyers and website.</i>	2014	6 months

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## Research

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**Research is defined as involvement in a scholarly project or scientific hypothesis driven investigation that is supervised by an individual with verifiable research credentials.** Research may be in any discipline and performed at any site.

If your research was part of a class, complete the following information:

<b>Course Title:</b>
<b>Hypothesis or Scholarly project description:</b>
<b>Your role in the research or scholarly project:</b>

If your research was not part of a class, complete the following information:

<b>Hypothesis or Scholarly project description:</b>
<b>Your role in the research or scholarly project:</b>

If your research was published, enter the following information:

<b>Article or Poster Title:</b>
<b>Publication or Conference:</b> <b>Include link to publication if applicable:</b>

How many hours have you devoted to research? \_\_\_\_\_

## Physician Shadowing

**Physician shadowing is defined as the observation of a physician as that individual cares for and treats patients.** Shadowing must be done with an allopathic (M.D.) or osteopathic (D.O.) physician in the United States. If you have not had access to a physician please list other healthcare providers you have shadowed.

*It is our recommendation that applicants shadow a couple (1 or 2) physicians who work in various specialties including primary care. Shadowing family members who are physicians is discouraged.*

Physician's Name	M.D.	D.O.	Other Health	Specialty/Primary Care	Hours Shadowed
<i>Examples: J.P. Hooper</i>	X			<i>Internal Medicine</i>	<i>8 hours</i>

## Patient Exposure

**Patient exposure is defined as interaction with patients and involvement in the care of people** in a health care related environment, attending to their health maintenance, progression, or end of life needs. It is important that the applicant be comfortable working with and around people who are ill, sick, or injured. Indirect patient care such as housekeeping (cleaning operating or patient rooms), staffing the hospital information desk or working in a pharmacy is important and can provide transferable knowledge and experience, but you should try and gain as much direct experience with patients as possible. Direct patient exposure can be gained in a variety of ways (e.g. volunteering or working in hospitals, emergency rooms, clinics, nursing care facilities, hospice, or physical rehabilitation centers.) List each experience separately.

**Note:** Physician shadowing cannot be used to meet this requirement.

Provide a Detailed Description of Your Responsibilities	Number of Hours
<i>Medical Assistant-Taking vital signs, history, charting and assisting the doctor with procedures.</i>	<i>140</i>

## Essential and Desired Evaluation

<b>Essential and Desired Qualities</b> Please use the qualities listed below in the self-assessment of your medical school application in these areas.	<b>Engagement level</b> <i>(Amount of time spent in experience)</i>	<b>Learning Outcomes: reflect on the experiences listed in the assessment in order to synthesize your learning outcomes below.</b> <i>Example: In my role as a student leader, I learned how to manage my time against competing responsibilities, work in collaboration with others, and accountability for the projects I managed.</i>
<b>Commitment to improving the human condition:</b> <ul style="list-style-type: none"> <li>• Sustained and meaningful commitment to human service demonstrated through volunteer activities, scholarly pursuits, employment, academic endeavors, or other experiences (essential)</li> <li>• Understanding of medicine (essential)</li> <li>• Commitment to care of the underserved (desired)</li> <li>• Commitment to community and global patient care (desired)</li> </ul>		
<b>Professional conduct:</b> <ul style="list-style-type: none"> <li>• Honesty and integrity, particularly regarding instances of personal failings or mistakes (essential)</li> <li>• Compassion, evident through evaluations, prior employment, or experience in other roles that require compassion (essential)</li> <li>• Self-awareness, evident in a student's knowledge of their own strengths, weaknesses, and when to ask for help (essential)</li> <li>• Ethical behavior (essential)</li> </ul>		
<b>Outstanding interpersonal skills:</b> <ul style="list-style-type: none"> <li>• Oral and written communication skills must be excellent, both to share knowledge and to convey empathy (essential)</li> <li>• Teamwork skills require acknowledging other team members' expertise, accurate self-assessment, assuming leadership when appropriate, and subsuming individual interests to the work of the team (essential)</li> <li>• Cultural humility and inclusivity (essential)</li> <li>• Leadership &amp; diversity experiences (desired)</li> </ul>		
<b>Dedication to lifelong learning:</b> <ul style="list-style-type: none"> <li>• Intellectual curiosity (essential)</li> <li>• Demonstrated scientific aptitude—a fundamental appreciation of how the scientific method is applied to the discovery of medical knowledge and to medical practice (essential)</li> <li>• Potential for academic success (essential)</li> <li>• Psychological resilience as demonstrated through emotional stability, skills to cope with stress, an ability to deal with sacrifice and hardship, maturity, good judgment, and an ability to defer gratification (essential)</li> <li>• Creativity (desired)</li> </ul>		

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## GPA and MCAT Evaluation

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Using the scale, enter a numerical rating where applicable.

### Rating Scale

0 = Can't Rate

1 = Not Confident

2 = Somewhat Confident

3 = Confident

4 = Very Confident

### Academic Preparation

\_\_\_\_\_ I am confident that my grades are at or above the national mean of applicants accepted to US medical schools (Science GPA = 3.64, overall GPA = 3.70), <https://www.aamc.org/download/321494/data/factstablea16.pdf>.

\_\_\_\_\_ I am confident that my science courses have prepared me for the rigorous medical school science curriculum.

\_\_\_\_\_ I am consistently making improvements in my critical reading and writing skills.

\_\_\_\_\_ I am confident that my non science courses have improved my communication skills and given me a broader understanding of diverse individuals and groups.

### MCAT Performance

\_\_\_\_\_ I am confident that I can earn MCAT scores that are consistent with the national mean scores of applicants accepted to US medical schools (VR = 10 | PS = 10.5 | BS = 10.9 | Total MCAT = 31.4), <https://www.aamc.org/download/321494/data/factstablea16.pdf>.

Minnesota Applicant data	Mean GPA	Mean MCAT
Interviewed	Total = 3.73, Science = 3.68	Total MCAT = 32.29 (VR = 10.15   PS = 10.62   BS = 11.51)
Accepted	Total = 3.72, Science = 3.67	Total MCAT = 31.89 (VR = 10.09   PS = 10.53   BS = 11.26)
Matriculates	Total = 3.72, Science = 3.67	Total MCAT = 31.89 (VR = 10.09   PS = 10.53   BS = 11.26)

\_\_\_\_\_ I am confident with the way my course work has prepared me for the MCAT.

\_\_\_\_\_ I am confident with my ability when taking standardized tests.

\_\_\_\_\_ I am confident with the way I prepared for the MCAT.

If you do not feel confident when taking standardized tests, what do you think are the causes? (Circle all that apply)

Reading Comprehension

Learning Problems

Reading Speed

Problem Solving

Unfamiliarity with  
Multiple Choice Tests

Easily Distracted

Reasoning Problems

Concentration

Fatigue

Vision Problems

Language problems

**My additional preparation for the MCAT includes the following methods:**

1.

2.

3.



4.

**What insights have you gained from review of your academic preparation?**

**What insights have you gained from review of your MCAT preparation?**

**What is your plan to perform well on the MCAT? If you indicated factors that may be preventing you from living up to your potential on standardized tests, make sure your plan includes a strategy to address this.**

**What is your plan to improve or maintain your readiness to be successful within the rigors of the medical school curriculum?**

**What are your contingency plans if you are not accepted to medical school?**

**Develop a plan:** After you carefully reviewed your application and your self-assessment please develop and identify the areas of your application that need improvement and outline the steps that you will implement prior to your next application.

Identify all of the areas of improvements needed based on your self-assessment.

Outline your next steps in addressing these areas.

1.

2.

3.

4.

5.

6.

7.

**Next Steps:**

*This document was created with guidance from the University of Utah School of Medicine and Michigan State College of Human Medicine..*