

## Skidmore Competencies and Experience Worksheet

### Overview

The American Association of Medical Colleges (AAMC) developed in the early 2010s a set of core competencies expected to be demonstrated by successful medical school applicants. The competencies were [revised](#) by AAMC with the broader medical education community in 2023. The competencies identified are the ones medical student must have “[to successfully learn and develop in medical school and become effective physicians.](#)” Further, “[t]he 17 premed competencies highlight essential knowledge, abilities, and skills that medical schools consider to be important for entering medical students and evaluate in each applicant through a holistic review of the application.” The 17 competencies are grouped into three broad categories (professional, science, and thinking & reasoning competencies) that align well with the liberal arts education at Skidmore complemented by the co-curricular experiences encouraged at the College.

The Health Professions Advisory Committee (HPAC) at Skidmore College encourages students interested in any health profession to carefully consider (throughout their undergraduate experience) the ways in which their experiences address these different competencies, and to also identify those competencies that are in need of further development as well as the types of experiences that could help to enhance those competencies. *Please note that all students who plan to interview with HPAC for a committee letter of recommendation are required to complete this competencies worksheet, review it with Rachel Chase in the Career Development Center, and include it as part of their portfolio that is submitted to HPAC prior to the interview process.* You should also review it with your HPAC Advisor. We encourage you to start completing early in your career at Skidmore.

**First**, list your experiences. While some of these experiences will likely overlap with items listed on your resume (e.g., work experience, volunteer experience, research accomplishments [internships, publications, presentations at conferences], athletics, extracurricular activities, leadership roles, etc.), this exercise takes you beyond just a description of a given item on your resume to think about the ways in which this experience has helped you to develop multiple competencies. We also encourage you to think broadly and include other experiences that aren’t typically included on a resume (e.g., first generation college student, running marathons, strong performance in your final two years at Skidmore after uneven performance in your first two years, a particular paper that you wrote or project that you did in a particular course, overcoming a health challenge, international travel, etc.).

**Second**, where relevant, provide some descriptive information regarding your level of engagement with that experience:

- Amount of time engaged with activity [e.g., hours, days, weeks, months, years, etc.]
- Level of involvement in activity [e.g., observation, participation, performing, teaching]
- Level of independence in engaging in that activity [under full/partial/no supervision]

**Third**, for each experience, articulate which (and how) specific competencies you developed while engaging in that experience, as well as your level of mastery of those competencies (e.g., beginning/introductory, reinforced/practiced, mastered).

**Fourth**, upon review of your experiences and competencies, identify any gaps in your competencies or areas in need of further development, and discuss with your academic advisor, your HPAC advisor, and Rachel Chase in the Career Development Center.

To help you prepare your Competencies and Experiences to submit to HPAC ahead of your committee interview attached to this document are:

- The 17 AAMC competencies
- Example experience sheets completed
- 15 blank experience sheets
  - if you need additional sheets, please feel free to duplicate and add.

## Work and Activities

For the AMCAS application for medical school, [Section 5 Work and Activities](#) provides you the opportunity to discuss up to 15 experiences and activities (work experience, extra/co-curricular, internships, research, honors & awards, etc.). The “section is designed to give applicants the opportunity to include any work or extracurricular activities that they would like to bring to the attention of the medical schools where they are applying. Applicants can add up to fifteen (15) entries and will be prompted to summarize each experience in 700 characters.” In addition, “[y]ou may identify up to three experiences that you consider to be the most meaningful.” You get an additional 1,325 characters for each of the most meaningful experiences to explain why they are. “When writing your response, you might want to consider the transformative nature of the experience, the impact you made while engaging in the activity, and the personal growth you experienced as a result of your participation.” The Competencies and Experiences Worksheet, in addition to helping you think about your growth and development and to HPAC understand you better to write an informed committee letter, is a means for you to prepare for completing [Section 5 Work and Activities](#).

## Questions

If you have questions, please contact your HPAC advisor or [Dr. Sheppard](#) as chair of HPAC.



## The Premed Competencies and What They Mean

The 17 Premed Competencies for Entering Medical Students help communicate the standards expected of all applicants accepted to medical school. These competencies were identified as essential for success in medical school and in the field of medicine. They were developed with extensive input from representatives in admissions, student and diversity affairs, faculty, students, and prehealth advisors.

### Professional Competencies



**Commitment to Learning and Growth:** Practices continuous personal and professional growth for improvement, including setting and communicating goals for learning and development; reflects on successes, challenges, and mistakes; pursues opportunities to improve knowledge and understanding; and asks for and incorporates feedback to learn and grow.

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**Cultural Awareness:** Appreciates how historical, sociocultural, political, and economic factors affect others' interactions, behaviors, and well-being; values diversity; and demonstrates a desire to learn about different cultures, beliefs, and values.

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**Cultural Humility:** Seeks out and engages diverse and divergent perspectives with a desire to understand and willingness to adjust one's mindset; understands a situation or idea from alternative viewpoints; reflects on one's values, beliefs, and identities and how they may affect others; reflects on and addresses bias in oneself and others; and fosters a supportive environment that values inclusivity.

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**Empathy and Compassion:** Recognizes, understands, and acknowledges others' experiences, feelings, perspectives, and reactions to situations; is sensitive to others' needs and feelings; and demonstrates a desire to help others and alleviate others' distress.



**Ethical Responsibility to Self and Others:** Behaves with honesty and integrity; considers multiple and/or conflicting principles and values to inform decisions; adheres to ethical principles when carrying out professional obligations; resists pressure to engage in unethical behavior; and encourages others to behave honestly and ethically.



**Interpersonal Skills:** Demonstrates an awareness of how social and behavioral cues affect people's interactions and behaviors; adjusts behaviors appropriately in response to these cues; recognizes and manages one's emotions and understands how emotions impact others or a situation; and treats others with dignity, courtesy, and respect.



**Oral Communication:** Effectively conveys information to others using spoken words and sentences; actively listens to understand the meaning and intent behind what others say; and recognizes potential communication barriers and adjusts approach or clarifies information as needed.



**Reliability and Dependability:** Demonstrates accountability for performance and responsibilities to self and others; prioritizes and fulfills obligations in a timely and satisfactory manner; and understands consequences of not fulfilling one's responsibilities to self and others.



**Resilience and Adaptability:** Perseveres in challenging, stressful, or ambiguous environments or situations by adjusting behavior or approach in response to new information, changing conditions, or unexpected obstacles, and recognizes and seeks help and support when needed; recovers from and reflects on setbacks; and balances personal well-being with responsibilities.



**Service Orientation:** Shows a commitment to something larger than oneself; demonstrates dedication to service and a commitment to making meaningful contributions that meet the needs of communities.



**Teamwork and Collaboration:** Collaborates with others to achieve shared goals and prioritizes shared goals; adjusts role between team member and leader based on one's own and others' expertise and experience; shares information with team members and encourages this behavior in others; and gives and accepts feedback to improve team performance.

## Thinking and Reasoning Competencies



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

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

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**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.

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

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## Science Competencies



**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.

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**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.

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Example  
Completed  
Competencies and Experiences  
Worksheets

## Skidmore HPAC Competencies & Experiences Worksheet

Name of Applicant: Example Student Dates of Experience: 06/01-07/20/19  
 Name of Experience: Summer Research NIH Mental Health Pediatric Development  
 Number of Weeks: 7 Number of Hours/Week: 40 Total Hours: 280

### Type of Experience (Check all that apply):

- |   |  |  |                                     |
|---|--|--|-------------------------------------|
| <input type="checkbox"/> Academic                 | <input checked="" type="checkbox"/> Research | <input type="checkbox"/> Clinical              | <input type="checkbox"/> Leadership |
| <input type="checkbox"/> Co-Curricular            | <input type="checkbox"/> Teaching            | <input type="checkbox"/> Mentoring             | <input type="checkbox"/> Service    |
| <input checked="" type="checkbox"/> Paid Employee | <input type="checkbox"/> For Credit          | <input checked="" type="checkbox"/> Internship | <input type="checkbox"/> Volunteer  |
| <input type="checkbox"/> Abroad                   | <input type="checkbox"/> Personal            | <input type="checkbox"/> Other _____           |                                     |

### Primary Competencies Developed (Check all that apply, no one experience will cover them all):

- |  |  |   |  |
|--|--|---|--|
| <input type="checkbox"/> Learning & Growth                 | <input type="checkbox"/> Cultural Awareness              | <input type="checkbox"/> Cultural Humility      | <input checked="" type="checkbox"/> Empathy/Compassion     |
| <input checked="" type="checkbox"/> Ethical Responsibility | <input checked="" type="checkbox"/> Interpersonal Skills | <input type="checkbox"/> Resilient/Adaptability | <input checked="" type="checkbox"/> Oral Communication     |
| <input checked="" type="checkbox"/> Reliable/Dependable    | <input type="checkbox"/> Service Orientation             | <input type="checkbox"/> Critical Thinking      | <input checked="" type="checkbox"/> Teamwork/Collaboration |
| <input checked="" type="checkbox"/> Scientific Inquiry     | <input type="checkbox"/> Writing                         | <input type="checkbox"/> Human Behavior         | <input type="checkbox"/> Living Systems                    |
| <input checked="" type="checkbox"/> Quantitative Reasoning |  |   |  |

### Level of Involvement (e.g., observation, participation, performing, teaching):

Observed - case weekly rotations & case conferences; participated weekly research meetings; collected data on markers Autism in toddlers; prepared exam rooms & assisted in neuropsych assessments.

### Level of Independence and Supervision (e.g., fully supervised, partial supervision, no supervision):

For the first three weeks, I was supervised by the principle investigator in the lab in data collection and administration of assessments; for the final four weeks, I engaged in these tasks fully independently.

### Narrative Development

Reflect on the experience and for each competency identified describe concisely, what you learned, how you developed or improved in the competency, how you demonstrated the competency, and your level of development (e.g., beginning/introductory, reinforced/practiced, or mastery).

Empathy/Compassion - Because I was working with children w/autism and their parents, I had to learn how to pay close attention to comfort levels of the children/parents, and I learned how to put them at ease.(practiced)

Teamwork/Reliable/Dependable - I worked with three other interns, a graduate student, and the PI. Each of us had a specific role in the lab that we needed to coordinate to ensure the project ran smoothly (practiced)

Oral Communication - I presented articles three times in lab meetings and lead discussion of the stud's methods and findings. I also learned to become adept at explaining the nature of the research to the families, who were non-scientists/doctors. (practiced to mastery)

Scientific Inquiry - Engaged with the research process, including reading and discussing articles, analyzing findings, and adjusting process as needed (practiced)

Quantitative Reasoning - Did statistical anlyses of data (e.g., SPSS) (practiced to mastery)

Ethical Responsibility - Followed all human-subject guideless to ensure confidentiality and the ethical treatment of our participants and their famlies.



## Skidmore HPAC Competencies & Experiences Worksheet

Name of Applicant: Example Student Dates of Experience: 06/01-07/13/2  
Name of Experience: Backpack through SE Asia Summer  
Number of Weeks: 6 Number of Hours/Week: N/A Total Hours: N/A

### Type of Experience (Check all that apply):

- |  |  |                                      |                                     |
|--|--|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> Academic          | <input type="checkbox"/> Research            | <input type="checkbox"/> Clinical    | <input type="checkbox"/> Leadership |
| <input type="checkbox"/> Co-Curricular     | <input type="checkbox"/> Teaching            | <input type="checkbox"/> Mentoring   | <input type="checkbox"/> Service    |
| <input type="checkbox"/> Paid Employee     | <input type="checkbox"/> For Credit          | <input type="checkbox"/> Internship  | <input type="checkbox"/> Volunteer  |
| <input checked="" type="checkbox"/> Abroad | <input checked="" type="checkbox"/> Personal | <input type="checkbox"/> Other _____ |                                     |

### Primary Competencies Developed (Check all that apply, no one experience will cover them all):

- |   |  |  |   |
|---|--|--|---|
| <input type="checkbox"/> Learning & Growth      | <input checked="" type="checkbox"/> Cultural Awareness | <input checked="" type="checkbox"/> Cultural Humility      | <input type="checkbox"/> Empathy/Compassion     |
| <input type="checkbox"/> Ethical Responsibility | <input type="checkbox"/> Interpersonal Skills          | <input checked="" type="checkbox"/> Resilient/Adaptability | <input type="checkbox"/> Oral Communication     |
| <input type="checkbox"/> Reliable/Dependable    | <input type="checkbox"/> Service Orientation           | <input type="checkbox"/> Critical Thinking                 | <input type="checkbox"/> Teamwork/Collaboration |
| <input type="checkbox"/> Scientific Inquiry     | <input type="checkbox"/> Writing                       | <input type="checkbox"/> Human Behavior                    | <input type="checkbox"/> Living Systems         |
| <input type="checkbox"/> Quantitative Reasoning |  |  |   |

### Level of Involvement (e.g., observation, participation, performing, teaching):

Full engagement as I was the one who planned and carried out

### Level of Independence and Supervision (e.g., fully supervised, partial supervision, no supervision):

Fully independent the first four weeks as traveling alone & planned trip alone.  
Last two weeks, it was joint with a friend.

### Narrative Development

Reflect on the experience and for each competency identified describe concisely, what you learned, how you developed or improved in the competency, how you demonstrated the competency, and your level of development (e.g., beginning/introductory, reinforced/practiced, or mastery).

**Cultural Awareness/Humility** -Throughout my time I learned about the cultures of the region and began to identify the ways in which my preconceived notions had biased my expectations. I interacted with residents daily and learned to pick up on cues to ensure that my interactions were appropriate (beginning to practiced).

**Resilience & Adaptability** -This was my first time to SE Asia and traveling alone. I was outside my usual comfort zone. My only other abroad experience was to Costa Rica. At first, I was overwhelmed by the traffic, especially motorbikes, pollution, and the level of poverty I was seeing. I wanted to go home. I had to learn to adapt to these conditions, and to learn to embrace difference, challenge my own pre-conceived beliefs, and understand cultures different than my own. (beginning to practiced).



Editable  
Competencies and Experiences  
Worksheet to Complete and  
Submit to HPAC- Additional Forms  
Without the Overview on the  
[HPAC Forms page.](#)  
Save files with separate names  
and combine into PDF when  
ready to submit to HPAC.

## Skidmore HPAC Competencies & Experiences Worksheet

Name of Applicant: \_\_\_\_\_ Dates of Experience: \_\_\_\_\_

Name of Experience: \_\_\_\_\_

Number of Weeks: \_\_\_\_\_ Number of Hours/Week: \_\_\_\_\_ Total Hours: \_\_\_\_\_

### Type of Experience (Check all that apply):

- |  |                                     |                                      |                                     |
|--|-------------------------------------|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> Academic      | <input type="checkbox"/> Research   | <input type="checkbox"/> Clinical    | <input type="checkbox"/> Leadership |
| <input type="checkbox"/> Co-Curricular | <input type="checkbox"/> Teaching   | <input type="checkbox"/> Mentoring   | <input type="checkbox"/> Service    |
| <input type="checkbox"/> Paid Employee | <input type="checkbox"/> For Credit | <input type="checkbox"/> Internship  | <input type="checkbox"/> Volunteer  |
| <input type="checkbox"/> Abroad        | <input type="checkbox"/> Personal   | <input type="checkbox"/> Other _____ |                                     |

### Primary Competences Developed (Check all that apply, no one experience will cover them all):

- |   |   |   |   |
|---|---|---|---|
| <input type="checkbox"/> Learning & Growth      | <input type="checkbox"/> Cultural Awareness   | <input type="checkbox"/> Cultural Humility      | <input type="checkbox"/> Empathy/Compassion     |
| <input type="checkbox"/> Ethical Responsibility | <input type="checkbox"/> Interpersonal Skills | <input type="checkbox"/> Resilient/Adaptability | <input type="checkbox"/> Oral Communication     |
| <input type="checkbox"/> Reliable/Dependable    | <input type="checkbox"/> Service Orientation  | <input type="checkbox"/> Critical Thinking      | <input type="checkbox"/> Teamwork/Collaboration |
| <input type="checkbox"/> Scientific Inquiry     | <input type="checkbox"/> Writing              | <input type="checkbox"/> Human Behavior         | <input type="checkbox"/> Living Systems         |
| <input type="checkbox"/> Quantitative Reasoning |   |   |   |

### Level of Involvement (e.g., observation, participation, performing, teaching):

### Level of Independence and Supervision (e.g., fully supervised, partial supervision, no supervision):

### Narrative Development

Reflect on the experience and for each competency identified describe concisely, what you learned, how you developed or improved in the competency, how you demonstrated the competency, and your level of development (e.g., beginning/introductory, reinforced/practiced, or mastery).