

Health Professions Advisory Committee

Advisor Guidebook

(Draft July 2023)

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Your Role as HPAC Advisor

AAMC link for Pre-Health Advisors: <https://students-residents.aamc.org/advisors/>

Preparing Aspiring Physicians for Medical School: <https://students-residents.aamc.org/advisors/help-your-advisees-explore-medical-careers/>

- ❖ General:
 - Provide continuous, informative, and personalized planning
 - Remember that your words can influence the students greatly and play a key role in their development
 - Show them the tools they can use, but don't carry their load too heavily on your own back
 - Help them to understand the difference between the model (what they think a career in the health professions is like) and the reality
 - Appreciate and understand their passion for wanting to pursue a health profession (provide them with honest feedback in a constructive manner; celebrate their accomplishments along the way; remind them of what they have accomplished)
 - Help students identify any problems and work together on potential solutions
 - Encourage them to explore different health care fields, so they can make an informed decision of a career track to follow. <https://www.skidmore.edu/hpac/prehealth-tracks.php>
 - Help students navigate the typical pre-requisite requirements of the tracks that are interested in. Remind them individual schools may differ and they are responsible for those keeping track of those requirements. Summary of typical requirements: <https://www.skidmore.edu/hpac/documents/Prerequisite-Chart-for-Health-Professionsb.pdf>
- ❖ Curricular:
 - Help students optimize their academic program
 - Help students minimize potential conflicts and scheduling predicaments
- ❖ Competencies:
 - Introduce them to competencies worksheet and encourage them to utilize it throughout their time at Skidmore - under Forms and Tools: <https://www.skidmore.edu/hpac/documents/NewExpAndCompWksht-Oct2019.pdf>
 - Discuss with them their academic, intrapersonal, and interpersonal competencies
 - Assess areas in need of attention
- ❖ Experiences:
 - Provide guidance on gaining meaningful experiences that will strengthen their portfolio (clinical, research, service, etc.)
- ❖ Guidance on Preparing to Apply:
 - letters of recommendation, resume, personal statements, entrance exams, etc.
- ❖ Advising Notes:
 - Remember to enter advising notes on the portal so that student's primary academic advisor is aware of what you discussed with advisees
- ❖ Interviews
 - Conduct interviews
 - Provide interview/file feedback
 - Ideally, specific and detailed information to which the letter writer may not already have access

- Offer comments on the specific competencies the candidate possesses

- ❖ Write committee letters:
 - See AAMC Guidelines for a Letter of Evaluation for a Medical School Applicant: <https://www.aamc.org/download/349990/data/lettersguidelinesbrochure.pdf>
 - Rather than just noting GPA as some measure of intellectual ability, describe any trends or patterns you notice on the student's transcript (e.g., excellent grades while carrying particularly heavy credit loads or multiple lab-based courses each semester; changes in grades across time)
 - Relation between grades and other aspects of file (e.g., consistently strong academic performance while also balancing collegiate athletics or a double major, etc.)

- ❖ Shannon Rodriguez's Role
 - Health professions events
 - Resume/Curriculum vita
 - Personal statements
 - Competencies summary
 - Interviewing skills
 - Alumni Connections

- ❖ Helpful Links
 - [Pre-Health Tracks Pre-requisite Chart](#)
 - [HPAC Timeline Calculator Spreadsheet](#)
 - [Exploring Health Professions](#)
 - [Detailed HPAC Interview Timeline 2023](#)
 - [Information for Current Students](#)
 - [Applying to Programs](#)
 - Advising Page
 - Old Page: https://www2.skidmore.edu/studentsystem/auth/sys_login.cfm
 - New Page: <https://bannerxe.skidmore.edu/>

Talking Points with Your Advisees

A. What are their health profession interests?

- Medical (allopathic and osteopathic)
- Dental
- Nursing
- Physician Assistant
- Physical/Occupational Therapy
- Veterinary
- Chiropractic
- Optometry
- Public Health

B. Encourage them to interrogate and share their “story” with you:

- Why do they want to go into a health profession?
- What experiences have shaped that decision?
- What in their background makes them uniquely equipped for this role?
- What are their talents and strengths?
- What population(s) are they most excited about serving and why?

C. Review with them what they are striving for as an undergraduate:

- Academic readiness
- Demonstrated passion for learning
- Clear and sustainable motivation
- Being of service to others
- Experience with people with backgrounds different than your own
- Potential for leadership
- Professionalism (in all realms)
- Excellence (across the board)

D. Remind them who their support team is:

- ❖ Health Professions Advisory Committee (HPAC):
 - ❖ **Kelly Sheppard**, Chair of HPAC (ksheppar@skidmore.edu); CIS 210D
 - ❖ **Tracy DeRocher**, HPAC Administrative Assistant (tbroders@skidmore.edu), CIS 147
 - ❖ **Alice Buesing**, First-Year Student HPAC Advisor and HPAC member, abuesing@skidmore.edu, Office of Academic Advising, Starbuck Center
- ❖ HPAC Secondary Advisors: You
- ❖ Career Development Center: **Shannon Rodriguez**, Associate Director for Integrated Sciences and Health Professions (<http://www.skidmore.edu/career/>); Starbuck, 2nd Floor
- ❖ HPAC Website: <https://www.skidmore.edu/hpac/>
- ❖ Health Profession Association Websites:
 - Association of American Medical Colleges-AAMC (<https://www.aamc.org>)
 - American Association of Colleges of Nursing-AACN (<http://www.aacnnursing.org>)
 - American Dental Association-ADA (<https://www.ada.org/en>)
 - American Physical Therapy Association-APTA (<https://www.apta.org>)
 - The American Occupational Therapy Association-AOTA (<https://www.aota.org>)
 - American Academy of Physicians Assistants-AAPA (<https://www.aapa.org>)

- Association of Schools and Colleges of Optometry-ASCO (<https://optometriceducation.org>)
 - American Veterinary Medical Association-AVMA (<https://www.avma.org/Pages/home.aspx>)
- ❖ Find a Mentor: Encourage students to find a mentor (e.g., a physician for those interested in medical school, a veterinarian for those interested in vet school, a physician’s assistant for those interested in PA programs, etc.) – use this mentor for training, motivation, advice, coaching, support, etc.

E. Review School Admissions Guidelines/Requirements

1. Majors/Minors
 - Major
 - It does not matter what students major in as long as they have met the course pre-requisite requirements
 - Encourage them to find a major they feel passionate about (and not just major in what they think they are “supposed to” major in or what someone tells them to major in)
 - Remind students that they only need one major to graduate! The more majors/minors they add, the more they constrain their ability to take advantage of their liberal arts environment
2. Pre-Requisite Courses:
 - Review pre-requisite courses for their chosen health profession (consult the HPAC website)
 - Emphasize striving for a strong science GPA
 - Emphasize the importance of taking high-level science classes
3. Competencies:
 - Pre-Professional Competencies
 - Service orientation
 - Social skills
 - Cultural Competence
 - Teamwork
 - Oral Communication
 - Ethical Responsibility to Self and Others
 - Reliability and Dependability
 - Resilience and Adaptability
 - Capacity for Improvement
 - Thinking and Reasoning Competencies
 - Critical Thinking
 - Quantitative Reasoning
 - Scientific Inquiry
 - Written Communication
 - Science Competencies
 - Living Systems
 - Human Behavior
4. Meaningful Experiences:
 - Encourage students to choose experiences that relate to their own goals (don’t think of it as checking off boxes of what they think they should do)
 - Encourage students to choose experiences that will help them to get a broad range of exposure
 - Service-Related Experience
 - Campus Opportunities
 - **Peer Health Education Program (Hiatus Fall 2022)**
 - https://www.skidmore.edu/health_promotion/peer/index.php
 - Contact: Kim Golemboski, Director of Health Promotion
 - kgolembo@skidmore.edu
 - x5684
 - **Skidmore College Emergency Medical Services (SCEMS)**

- <https://www.skidmore.edu/scems/>
 - scems@skidmore.edu
 - 518-580-5283
- **Other On-Campus Experiential Learning Opportunities:**
 - <https://www.skidmore.edu/hpac/experiential-opportunities.php>
- Pre-Health Student Club
- Equity in Healthcare: *Health Disparities Awareness*
- Off-Campus Opportunities (have them see Shannon Rodriguez)
 - Saratoga Hospital
 - Mary's Haven
 - Wesley Health Care Center
- Their service-related experiences do not necessarily have to be related directly to the health professions – have them think broadly about the ways in which different types of service experiences can help strengthen their pre-professional competencies.
- Research
 - Credit-bearing research opportunities during the semester
 - Summer Faculty/Student Collaborative Research Grants
 - Research Experience for Undergraduates (REU) programs at other institutions
- Clinical Work
 - Shadowing (understand shadowing [guidelines](#)): Guidelines for Clinical Shadowing Experiences for Pre-Medical Students
<https://www.aamc.org/download/356316/data/shadowingguidelines2013.pdf>
 - # of hours matters less than the nature of the experience and what was learned (what has the impact been on the student?)
 - Medical Scribe
 - EMT
 - Certified Nurse Assistant
- Summer opportunities
 - Student Opportunity Funds (<https://www.skidmore.edu/advising/funds/project/index.php>)
 - SEE-Beyond (Summer Educational Experience) funds (<https://www.skidmore.edu/see-beyond/index.php>)
 - Career Development Center Summer Experience Fund (<https://www.skidmore.edu/career/internships/>)
- Study Abroad (understand what they are and are not allowed to do when it comes to patient care abroad): AAMC Guidelines for Premedical and Medical Students Providing Patient Care During Clinical Experiences Abroad
“Many students think that the more in-depth clinical experience they have, the stronger their medical school application will be. However, taking on tasks that are beyond their training could make them look unethical.”
<https://www.aamc.org/download/181690/data/guidelinesforstudentsprovidingpatientcare.pdf>
- Gap/Bridge/Enrichment Year (or two)

F. Make them Aware of our Articulation Agreements

- Bachelor of Science in Nursing, NYU College of Nursing
- Doctor of Physical Therapy or Master of Science in Occupational Therapy, Sage University
- Early Assurance Program for Minority Students, Albany Medical College

For any students interested in the Early Assurance Program with Albany Medical College for underrepresented students:

- Students apply to Albany Medical College at the end of their **sophomore year** and, if accepted, are assured of admission two years later, provided their conduct is fitting of a future physician and they meet the academic standards of the program. (Denise Evert has application.)
- Applying:
 - Before a student can apply, HPAC first needs to make a determination about whether or not we support the student's application to the program (thus, the student needs to inform her/his HPAC advisor of her/his intention to apply)
 - Once approved by HAPC, the applicant would need to complete an application, which would be reviewed by the Albany Medical College Admissions Committee.
 - To be furthered in the process, the applicant would need to be invited to interview.
 - Next the Admissions Committee would vote on the acceptability of the applicant.
 - If offered acceptance, the applicant must maintain the standards of the program.
- Prerequisites:
 - By end of sophomore year:
 - meet AMC SAT criteria (1400 on SAT)
 - have completed four of eight prerequisite courses in the natural science
 - have achieved an overall GPA of 3.5
 - have earned a B or better in each science courses
 - Once accepted, students much complete:
 - all prerequisite courses
 - a scholarly investigative project
 - maintain grade and GPA expectations
- The MCAT is waived for program participants.

G. Map out a Tentative Four-Year Plan

Discuss factors that might/will influence the mapping of the plan

- Course placements: Chemistry, Math, English?
- Have they self-identified as a first-generation student or opportunity program student who might need extra resources?
- Majors/minors?
- Do they want to study abroad? When and for how long?
- Are they participating in a sport that might affect/constrain their schedule?
- Are they willing/able to take summer classes if necessary?
- Are they willing to take a bridge year or two after undergrad?

A very highly constrained model would include:

- Having to take Math 100 before FQR and then AQR (less constrained FQR placement, still need to complete FQR course before AQR)
- Having to take EN103 before EN105
- Having to take CH115 before CH126
- Not taking any summer classes
- Going abroad for a semester and not meeting any requirements while abroad
- Wanting to go to med school right after undergrad
- Major/minor or double majors
- For some students, early in their Skidmore career, one may not recommend more than one lab-based course within a given semester (but eventually need to demonstrate that they can manage a science-intensive curriculum—e.g., two or three lab-based courses in a semester)

A much more flexible model would include:

- Placing AQR
- Placing into EN105
- Placing into CH125
- Placing out of Calculus I (and II)
- One major only
- Gap/enrichment year or two before med school
- Abroad courses help fulfill requirements
- Taking a summer class or two

H. Letters of Recommendation

- On the HPAC website under “Forms” there are three relevant documents:
 - <https://www.aamc.org/download/349990/data/lettersguidelinesbrochure.pdf>
 - Student Guidelines HPAC Letters of Recommendation for Medical, Dental, Vet School
 - Student Guidelines for Letter of Recommendation for Other Health Professions
 - HPAC Letter of Recommendation Form for Letter Writers (this form must be downloaded and provided to letter writers for those students interested in medical school, dental school, and vet school)
- Make sure students understand that individual letters of recommendation are sent along with the committee letter for medical school, vet school, and dental school
- Encourage students to engage in the kinds of activities that generate good letters:
 - From the outset, encourage students to get to know their professors and let their professors get to know them – ask questions in class, go to office hours, get feedback on how they are doing in class, share their plans to pursue a health profession, etc.
 - Take more than one class with someone
 - Do research
 - Engage in focused and/or in-depth extra/co-curricular activities
- Review the core competencies and try to identify letter writers who are best suited to speak to different types of competencies
- Plan well in advance for seeking letters of recommendation for their files
- Provide letter writers with all the pertinent information
- Don’t automatically assume that someone will be able to write on their behalf
- Have back-ups

Semester-By-Semester To-Do List for Students

What is on their to-do list (discuss these with your advisees)?

Timelines can vary as a function of several variables, including deciding on a health profession career after freshman year, needing additional time to bring up GPA and/or test scores, needing more time to make sure career option is the right one for them.

Every Semester:

- Before registration for next semester courses, make an appointment with HPAC advisor prior to meeting with their regular academic advisor
- Make themselves known to their professors, who may be writing letters of recommendation
- Attend a health professions event on campus
- Utilize resources available on campus for academic success (Student Academic Services, First Year Experience Office, peer tutors, peer mentors, etc.)
- Become involved in campus life through extra-curricular activities
- Talk to health care professionals in different fields
- Acquire experiences in your desired fields; volunteering, jobs during breaks and summer, etc.
- Evaluate progress toward degree requirements

First Semester of First Year:

- Join the Health Professions Student Network:
<http://www.skidmore.edu/hpac/documents/HPACRegistrationForm-March2018-2.pdf>
- If they have not done so already, take the Chemistry Diagnostic:
<https://www.skidmore.edu/apps/chm/index.php>
- Make an appointment with their HPAC secondary advisor early in the semester to get acquainted
- Learn about health professions related student clubs on campus (SCEMS, Peer-Health Education, Benef-Action, Pre-Health Student Club)
- Explore options for [pre-health tracks](#)
- Review pre-requisites for [different pre-health tracks](#).

Second Semester of First Year:

- Explore opportunities to engage in service-related activities
- Learn about summer pre-health options
- Make an appointment with Shannon Rodriguez in the Career Development Center
- Begin competencies worksheet
- Continue to explore options for [pre-health tracks](#)
- Discuss [timeline](#) with HPAC advisor

Second Year:

- Declare major by second semester sophomore year
- Review plans for study abroad in junior year
- Review plans for internships, clinical experiences, research, etc.
- Identify specific admissions requirements for programs/schools of interest
- Discuss possible candidates for letters of recommendation
- Make any plans for summer school classes, if necessary
- Review options for [pre-health tracks](#)
- Review pre-requisites for [different pre-health tracks](#)
- Discuss [timeline](#) with HPAC advisor
- Review what is [needed for applications](#)

Third Year:

If student plans to attend a graduate program immediately after undergrad . . .

- **follow the [timeline](#) for spring interviews posted on the HPAC website (if interviewing for medical school, dental school, veterinary school)**
- ensure that all requirements will be met by the end of the junior year
- study for relevant admissions test
- register for relevant admissions test
- write resume and personal statement
- request letters of recommendation
- visit Career Development Center several times: Have resume, personal statement, and competencies sheet reviewed by Shannon Rodriguez; discuss interviewing skills
- continue volunteer work and extracurricular activities
- apply to schools at end of junior year

If student plans to take a gap/enrichment year or two after undergrad . . .

- ensure that all remaining requirements will be met senior year
- make any plans for summer school classes, if necessary
- discuss plans for summer: internship, shadowing, clinical experience, etc.
- discuss plans for gap/enrichment year – strategies for possible opportunities

Fourth Year:

If student plans to attend a graduate program immediately after undergrad . . .

- Re-take MCAT if necessary
- Interview at schools
- Inform HPAC committee of outcomes of applications
- Continue to fill all course requirements
- Continue volunteer work

If student plans to take a gap/enrichment year or two after undergrad . . .

- **follow the [timeline](#) for spring interviews posted on the HPAC website (if interviewing for medical school, dental school, veterinary school)**
- study for relevant admissions test
- register for relevant admissions test
- write resume and personal statement
- request letters of recommendation
- visit Career Development Center several times: Have resume, personal statement, and competencies sheet reviewed by Shannon Rodriguez; discuss interviewing skills
- continue volunteer work and extracurricular activities
- apply to schools after graduation

What to Know About Chemistry

Chemistry Diagnostic:

- all students must take the Chemistry diagnostic before enrolling in a Chemistry class at Skidmore:
<https://www.skidmore.edu/apps/chm/index.php>
- students will place into either CH 115 or CH 125 (students who place into CH125 may not enroll in CH 115)

CH 115

- is **NOT** considered a general chemistry course – it is a preparatory course for General Chemistry
- schools that require two semesters of Chemistry generally do NOT accept CH 115 as one of the chemistry courses
- only offered in the fall semester

CH 125

- covers topics typically found in a traditional two-semester General Chemistry curriculum
- some schools require a letter from the Chair of Chemistry indicating that this course covers the content found in General Chemistry courses (we have such a letter on file)
- only offered in the fall semester

CH126

- same content as CH 125
- has CH 115 as a prerequisite
- first-semester London students, students who take a W in CH 125 in the fall, students who fail CH 125 in the fall, and students who are on medical leave in the fall may get special permission to enroll in CH126. If seats available, then other students placed directly into CH 125 can enroll in CH 126 in the Spring. Contact the Chemistry Department Chair (currently Juan Navea jnavea@skidmore.edu).

Fulfilling Medical and Veterinary School Chemistry Requirements

Medical School Chemistry Requirements

(the percentages are of Medical Schools in the United States with that CH requirement)

<i>Required</i>	<i>Suggestion of how to fulfill*</i>
1 GC, 2 OC, 1 BC (3.6%)	CH 125 (or 126), CH 221 & CH 222, CH 341
2 GC, 1 OC, 1 BC (10.9%)	CH 125 (or 126) & CH 222, CH 221, CH 341
2 GC, 2 OC (49.1%)	CH 125 (or 126) & CH341, CH 221 & CH 222
4 semesters CH including BC (9.1%)	CH 125 (or 126), CH 221, CH 222, CH 341
2 GC, 2 OC, 1 BC (14.5%)	CH 125 (or 126) & CH 341, CH 221& CH222, Additional BC course or CH 125 & other CH course, CH 221 & CH 222, CH 341

Veterinary Schools

(the percentages are of Veterinary Schools in the United States with that CH requirement)

<i>Required</i>	<i>Suggestion of how to fulfill*</i>
1 GC, 2 OC, 1 BC (3.3%)	CH 125 (or 126), CH 221 & CH 222, CH 341
2 GC, 1 OC, 1 BC (26.7%)	CH 125 (or 126) & CH 222, CH 221, CH 341
4 semesters CH including BC (6.7%)	CH 125 (or 126), CH 221, CH 222, CH 341
OC and BC (20.0%)	CH 221 & 222, CH 341
2 GC, 2 OC, 1 BC (40.0%)	CH 125 (or 126) & CH 341, CH 221 & CH 222, Additional BC course or CH 125 & other CH course, CH 221 & CH 222, CH 341

* Confirm with the schools you are applying to. Some schools will require a letter from the chair of Chemistry.

GC - General Chemistry

OC - Organic Chemistry

BC - Biochemistry

Timing of Course Offerings

Course Number	Course Title	Semester Offered	Every year, Alternate years
BI 107	Molecular and Cellular Foundations in Life	Both Semesters	Every academic year
BI 108	Organismal Biology	Both Semesters	Every academic year
BI 165	Microbes and Society (Nursing students)	Unknown	Unknown
BI 235	Biostatistics	Spring	Every academic year
BI 242	Molecular Cell Biology	Fall	Every academic year
BI 244	Comparative Vertebrate Physiology	Fall	Every academic year
BI 245	Principles of Genetics	Fall	Every academic year
BI 246	General Microbiology	Spring	Every academic year
BI 247	Cell Biology	Spring	Every academic year
CH 115	Fundamentals of Chemistry	Fall	Every academic year
CH 125	Principles of Chemistry (Placement or completion of CH 115)	Fall	Every academic year
CH 126	Principles of Chemistry (completion of CH 115, NO placement)*	Spring	Every academic year
CH 221	Organic Chemistry I	Both Semesters	Every academic year
CH 222	Organic Chemistry II	Both Semesters	Every academic year
CH 232	Analytical Methods in Chemistry	Spring	Every academic year
CH 332	Physical Chemistry I	Fall	Every academic year
CH 341	Biochemistry: Macromolecular Structure & Function	Both Semesters	Every academic year
CH 342	Biochemistry: Intermediary Metabolism	Both Semesters	Every academic year
CH 343	Experimental Biochemistry Lab	Spring (some years both)	Every academic year
HP 126	Human Anatomy and Physiology I (PA and Nursing)	Fall	Every academic year
HP 127	Human Anatomy and Physiology II (PA and Nursing)	Spring	Every academic year
HP 131	Introduction to Public Health	Both Semesters	Every academic year
HP 242	Principles of Nutrition for Health and Performance (Nursing)	Both Semesters	Every academic year
HP 311	Advanced Exercise Physiology	Both Semesters	Every academic year
HP 355	Research Design	Fall	Every academic year

MS 104	Introduction to Statistics	Both Semesters	Every academic year
MS 204	Statistical Methods	Both Semesters	Every academic year
MA 111	Calculus I	Both Semesters	Every academic year
MA 113	Calculus II	Both Semesters	Every academic year
NS 101	Introduction to Neuroscience	Both Semesters	Every academic year
NS 201	Cellular and Molecular Neuroscience	Fall	Every academic year
NS212	Neurophysiology	Spring	Every academic year
PY 207	General Physics I	Both Semesters	Every academic year
PY 208	General Physics II	Both Semesters	Every academic year
PS101	Introduction to Psychological Science	Both Semesters	Every academic year
PS203/303	Research Methods I and II	Both Semesters	Every academic year
PS206	Developmental Psychology (Nursing)	Both Semesters	Every academic year
SO101	Sociological Perspectives	Both Semesters	Every academic year
SO226	Statistics for the Social Sciences	Both Semesters	Every academic year
AN101	Introduction to Cultural Anthropology	Both Semesters	Every academic year
SW212	Social Work Values and Populations at Risk	Both Semesters	Every academic year
SW253	Human Behavior and the Social Environment (Nursing)	Both Semesters	Every academic year

* May request special permission: First-semester London students who place into CH125, students who fail CH125, take a W in CH125, on leave in fall

Medicine

MD: The medical degree is a four-year degree that prepares students to complete the medical licensing exam (USMLE) and become physicians. Upon completing medical school, most doctors will participate in a residency program where they can specialize in certain medical areas.

DO: The doctor of osteopathic medicine degree is a four-year degree that prepares students to complete the medical licensing exam (COMLEX or USMLE) and become practicing physicians. DOs are licensed to practice the full scope of medicine in all 50 states and practice in all types of specialties and environments. This form of medicine offers the added benefit of hands-on diagnosis and treatment through osteopathic manipulation and focuses on the whole person as part of the patient-care approach. Nearly one in five medical students in the United States attends an osteopathic medical school.

PhD/MD or PhD/DO: Completing these two degrees will generally take about seven or eight years, as compared to the typical four. This type of program is best suited for careers in academic medicine and research. After completing both degrees, students can choose to pursue a medical specialty.

AACOM – American Association of Colleges of Osteopathic Medicine

AACOMAS - American Association of Colleges of Osteopathic Medicine Application Service

AAMC – Association of American Medical Colleges

AMCAS – American Medical College Application Service

DO – Doctor of Osteopathy - Osteopathic medicine – more holistic view of medicine

MCAT – Medical College Aptitude Test

MD – Medical Doctor - Allopathic medicine – focuses on diagnosis and treatment of human disease

Content Area	Semesters	Skidmore Course (s)	Notes
General biology	two semesters with lab typically required	BI 107 BI 108	BI 107 and BI 108. Not all the biology content tested on the MCAT is covered in BI 107 and BI 108.
Advanced biology	one semester with lab recommended, required for certain programs	BI 242, BI 245, BI 246, BI 247, or NS 201	A majority of medical schools require or recommend an additional biology course beyond the introductory level.
Chemistry	four semesters with lab typically required, including general and organic chemistry, and, increasingly, biochemistry	CH 125 or 126 CH 221 CH 222 CH 341 (CH 342 for certain schools)	Must take placement diagnostic. Schools that require two semesters of general chemistry will typically count CH 341 as the second semester (CH 115 does not fulfill the requirement). A rare number of schools require four semesters of chemistry and a semester of biochemistry. For the additional chemistry course, CH 342 is a good option. CH 232, CH 214 or 314, and CH 332 are also good options. Note some schools require both semesters of biochemistry if offered (CH 341 and CH 342).

Content Area	Semesters	Skidmore Course (s)	Notes
Metabolism	one course or additional studying	BI 246 or CH 342	Metabolism is tested on the MCAT exam beyond the level taught in introductory biology. Note a few schools require both semesters of Biochemistry if a two-semester sequence is an option.
General physics	two semesters with lab typically required	PY 130 (formerly 207) PY 140 (formerly 208)	Must take Calculus I and II (or place out of them) to take physics at Skidmore; algebra-based physics would be sufficient.
Calculus	variable, up to two semesters	MA 111 MA 113	Only a few schools require calculus, but it is recommended because MA 111 and MA 113 (or placing out of them) are required for PY 130 and PY 140. PY 130 and PY 140 replace PY 207 and PY 208, respectively.
Statistics	one semester recommended, required for certain programs	BI 235, EC 237, MS 104, MS 204, PS 202, PS 303, or SO 226	A few programs require statistics, while others recommend it, specifically recommending Biostatistics in many cases. Statistical reasoning is tested on the MCAT. The expectations are that the required science courses will cover the depth needed for the MCAT, but additional coursework is beneficial.
English/writing intensive (WI)	two semesters typically required	EN 105, EN 105H or EN 110, plus an additional WI course	EN 110 is for those intending to be English majors or minors. Courses that fulfill the additional WI requirement include 200 or 300- level English courses, as well as WI designated courses in other departments.
Behavioral science	one semester or additional studying recommended	PS 101 or NS 101	Not required at many schools, but competencies are on the MCAT exam.
Social science	one semester or additional studying recommended	SO 101, AN 101, or SW 212	Not required at many schools, but competencies are on the MCAT exam.

Here is a list of courses at Skidmore that overlap with a significant number of specific MCAT competencies not covered in the typical required core courses.

General Competency Topics	Courses at Skidmore College
Genetics	BI 245

General Competency Topics	Courses at Skidmore College
Physiology	BI 244, BI 306, HP 126/127, HP 311
Eukaryotic gene expression	BI 242, BI 245, BI 341, BI 360, BI 363, NS 201
Prokaryotes	BI 246, BI 309, BI 362
Viruses	BI 246, BI 361, and to a lesser extent BI 245
Cell biology	BI 242, BI 247, NS 201
Nervous system	NS 101, NS 201, NS 315, BI 341, HP 126/127, HP 311
Critical reasoning	To further refine beyond core courses, philosophy and ethics courses

Medical School Interviews

Advice from Sylvia Roberston

Pre-Med Consultant and Former Assistant Dean for Admissions and Financial Aid at the University of Chicago Pritzker School of Medicine

Interviewing

- Tell me about yourself – they want to hear about your values
- What do you want to be a doctor? Where do you see yourself ten years from now?
- Crazy questions – if you were a tree, what kind of tree would you be? (One that provides comfort, provides a source of support) If you were driving down a lonely road, which song would you be singing?
- Tell me about a failure...If you don't have one, that indicates you need more time before you begin medical school. Medical schools don't want you to experience your first failure at their institution.
- If you could change one thing about your time at Skidmore, what would it be? (They are looking for people who complain – don't.)
- There are interviewers who are trained to have a blank face or to ask probing questions.
- Students get into trouble when they question patient autonomy or cultural considerations.
- They get into trouble when they act like they know, when they don't. It's o.k. to say, "These are very complicated situations. I'm thankful that I wouldn't be making these decisions by myself."
- They want to see if students can go with it. Some students struggle with MMI for that reason. (See Columbia's 9 step process. They ask students to answer as if they are a bioethicist, and then they offer them a course to fulfill that need).
- Avoid politics. Don't criticize the current system; the interviewer may be invested in it. Don't advocate for a Single Payer system. Not expected to be an expert on Affordable Care Act. Rather, it would be better to state, "These are complicated issues. I don't know the answer, but what I do know is that I would advocate for a system that includes a way to improve quality healthcare that is accessible to all." You are more likely to be asked, "If you were advising the president, which two programs need increased funding?"
- Read *The Health Care Handbook: A Clear and Concise Guide to the United States Health Care System* by Elizabeth Askin, & Nathan Moore. It's a short piece written by WashU students about the health care system, which is continuously updated. (\$9 Kindle, \$16 paperback on Amazon)
- There are right answers. What is the major problem facing healthcare? Access. What is the one thing that can be done to affect healthcare outcomes? Education.
- Read the newspaper on the morning of the interview. NY Times has a Twitter feed with the five things you need to know today.
- There are categories of questions: why medicine? crazy questions; application questions; leadership potential
- MMI stations: ethical, cultural competency, health policy, role playing, collaboration, traditional interview questions, writing, video (watch and describe, typically cultural competency), rest station.
- MMI strategy: 2 minutes to read and come up with bullets (may or may not be able to take notes), then knock, enter room, wait for greeter to shake hand (or not) and direct you to a chair. First, summarize, then identify stakeholders, then outline the problem, provide a response and try to connect it to your personal experience. You are not expected to have clinical knowledge or subject knowledge.
- Be aware of these guiding principles: Do no harm. Respect patient rights and confidentiality. Hold welfare of patient as primary. Seek justice.
- Questions often have examples that show there are limited resources or rules to follow.
- Think about the value of the healthcare team – who can you bring in? a social worker, perhaps?
- If you have a harsh approach to others, you won't be able to hide it in an MMI or on the CASPer
- Think about how you would break difficult news. I will support you. I will get others to support you. Is anyone with you? I know this must be hard news to hear. If the prompt says you know the patient for 30 years, ask how their kids are.
- Be perceived as a 'fix it' person. No drama.

- Hard to separate role models from work. Example: obese physicians are less likely to spend time counseling patients about nutrition.” Obesity can be caused by diseases. You can bring in another resource – another physician, a nutritionist.
- Letter writers have the potential to comment on how the student will be perceived during the interview. This student may seem quiet (slow to respond to the interviewer), but the letter shows that this student is an introvert. Without that feedback from letter, the committee has to go by the interviewer’s experience.
- Most MMIs ask students to sign a non-disclosure agreement, but others can consider completing an Interview Feedback Form. Cornell has a good model: <http://www.career.cornell.edu/resources/surveys/>

Nursing

Skidmore's Bachelor of Science degree in nursing (BSN) opened in 1922, and it was regarded as one of the nation's top nursing programs. In 1944, it moved its clinical facilities to New York City. The program closed in 1982.

Current advice is that BSN is not enough these days – need advanced degrees now

Accelerated BSN degrees:

- There are direct entry/accelerated BSN programs (these are available to entry-level non-nurses who hold a Bachelor's degree in a different major)
- Accelerated BSN programs take approximately 11-18 months, they require clinical hours, and students must pass an exam to become a Registered Nurse (RN)

Accelerated MSN degrees:

- These programs take up to 3 years (generally the first year is an accelerated BSN, and the second two years are for the Master's degree)
- Students may be required to take the Graduate Record Exam (GRE) – although it is optional for some programs
- Master's educated nurses can specialize (e.g., Clinical Nurse Specialist, Nurse Anesthetist, Nurse Midwife, Nurse Practitioner, Psychiatric/Mental Health Nurse, Public Health Nurse, Nurse Educator); there are different licensing exams for different specialties
- After the first year, students are eligible to sit for the RN exam

Note – starting in 2025, entry level for a Nurse Practitioner may begin to be a DNP rather than an MSN.

Terminology

- AACN – American Association of Colleges of Nursing
- ADN – Associate Degree in Nursing
- BSN – Bachelor of Science in Nursing
- CNM – Certified Nurse Midwife
- CNS – Certified Nurse Specialist
- CRNA – Certified Nurse Anesthetist
- DNP – Doctor of Nursing Practice
- DNSc – Doctor of Nursing Science
- GRE – Graduate Record Exam
- MSN – Master of Science in Nursing
- ND – Doctor of Nursing
- NP – Nurse Practitioner
- PhD – Doctor of Nursing Philosophy
- RN – Registered Nurse

Relevant Websites:

- American Association of Colleges of Nursing
www.aacn.nche.edu/
- GRE
<https://www.ets.org/gre>
- GRE Fee-Reduction Program
www.ets.org/gre/revise_general/about/fees/reductions/
- Centralized Application Service for Nursing
<http://nursingcas.org/>
- American Association of Nurse Practitioners
www.aanp.org

- o American Association of Nurse Anesthetists
www.aana.com
- o American Nurses Association
<http://nursingworld.org/>

Class	Semesters	Skidmore Course (s)	Notes
General Chemistry	one semester with lab*	CH 125 or 126	*Must take <u>General Chemistry Placement Diagnostic</u> .
Microbiology	one semester with lab	BI 165 or BI 246	Note – not clear when BI 165 will be offered again. BI 246 has a BI 107 pre-requisite.
Anatomy and physiology	two semesters with lab	HP 126, HP 127	HP 126 is the pre-requisite for HP 127.
Developmental psychology	one or two semesters	PS 206 or both PS 207 and PS 209	PS 206 and SW 253 cover lifespan development - take one or the other; for more in-depth classes, you can take PS 207 (child dev.) and PS 209 (adult dev.), although those two courses are offered less frequently.
Statistics	one semester	MS 104, MS 204, BI 235, PS 202, or SO 226	Check with the programs to which you are applying to see if they require/prefer a particular statistics course.
Nutrition	one semester	HP 242	

Articulation Agreement with New York University College of Nursing:

(1) Skidmore College may recommend a Student for the Program at any time after the Student completes six or seven full semesters of study at Skidmore College. The recommendation is contingent upon the Student's completion of the Skidmore degree and graduation from Skidmore College. NYU Meyers will provide assistance to Students as they submit applications to the undergraduate nursing program.

(2) To be eligible for admission to the Program, a Student must meet at least the following criteria; provided, however, that NYU Meyers may, in its discretion, modify such criteria upon written notice to Skidmore College:

(a) The minimum eligibility requirements are a 3.0 average GPA earned in the overall GPA and prerequisite GPA from Skidmore College.

(b) In order for a student to be eligible for the Program, the student must have successfully completed the following courses at Skidmore, or have taken a substitute course approved by both Skidmore College and NYU Meyers :

- (i) HP 126 Human Anatomy & Physiology I, 4 credits
- (ii) HP 127 Human Anatomy & Physiology II, 4 credits
- (iii) BI 165 Microbes and Society, 4 credits or BI 246 General Microbiology, 4 credits
- (iv) CH 125 or 126 Principles of Chemical Principles, 4 credits

- (v) PS 202 Statistical and Research Methods I, 4 credits or MS 104 Introduction to Statistics, 4 credits or MS 204 Statistical Methods, 4 credits, or BI 235 Biostatistics, 4 credits, or SO 226 Statistics for the Social Sciences, 4 credits
- (vi) PS 206 Developmental Psychology, 4 credits
- (vii) HP 242 Principles of Nutrition for Health and Performance, 3 credits

(c) No final grade of "C-," "D+," "D" or "F" in any course required pursuant to this Section of the Agreement.

(d) Two letters of recommendation for admission to NYU Meyers from Skidmore College, with at least one letter from a Skidmore science professor.

(e) Satisfaction of the requirements for admission as identified by the NYU Office of Undergraduate Admissions, including submission of an on-line application, or other requirements that would otherwise apply to students for admission or transfer to NYU Meyers.

(3) Upon approval of a Student for recommendation into the Program, Skidmore College shall inform NYU Meyers when a Student submits an application for admission to the Program. Skidmore College will provide a recommendation on behalf of the Student, and will provide any other documents or information as NYU Meyers may require for admission into the Program including but not limited to a copy of the Student's official transcript, and a separate calculation of the Student's grade point average for science and non-science courses. Skidmore College shall require each applicant to consent to the disclosure of all application materials to NYU Meyers. NYU Meyers shall have the right to interview any Program applicant prior to acceptance into the Program.

(4) Admission of a Student into the Program will be determined by NYU Meyers in conjunction with the central NYU Office of Undergraduate Admissions in its sole discretion. After receipt of the materials provided to NYU Meyers by Skidmore College in accordance with this Agreement, NYU Meyers goal is to admit no fewer than five Program Students from Skidmore College that it deems to be qualified, as determined in its sole discretion, into the Program. Notwithstanding any other provision of this Agreement, however, both conditional and final admission of a Student to NYU Meyers shall be determined by NYU Meyers in conjunction with the central NYU Office of Undergraduate Admissions in its sole discretion, and subject to and conditioned upon satisfactory completion of all requirements and criteria for admission to NYU Meyers.

(5) NYU Meyers reserves the right to withdraw an offer of admission to a Student if, as a result of his or her last semester of coursework at Skidmore College, the student fails to satisfy the criteria for eligibility for admission into NYU Meyers.

For Advisors to Know about the NYU Articulation Agreement:

- CH 115 does not count as required Chemistry course
- BI 246 has prerequisites of BI 107 but BI 165 does not. However, unknown when BI 165 will be offered again.
- The Development course needs to be a course in development through the lifespan
- NYU has accepted Psychology Research Methods I (PS202) and Research Methods II (PS303) as substituting for Statistics
- Students do not need to take the GRE exam for the articulation agreement
- When a student applies, the Chair of HPAC should let the contact at NYU know so that the application is "tagged" and put at the top of the pile for review
- Students may only apply to BS/MS program while already at NYU (in their third semester)
- Students may apply with coursework in progress as long as all courses are completed prior to the start of the program in September
- **Admission is not guaranteed**

Physical Therapy

The doctor of physical therapy (DPT) or doctor of physiotherapy (DPhysio) degree is a 3–4 year program that prepares students to be eligible for the Physical Therapy License Examination through the Federation of State Boards of Physical Therapy in all 50 states. DPT programs are accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). After completing the degree, the doctor of physical therapy may continue training in a residency and then fellowship.

APTA – American Physical Therapy Association

PTCAS – Physical Therapy Centralized Application Service

American Physical Therapy Association (APTA)

www.apta.org

Physical Therapist Centralized Application Service

www.ptcas.org

GRE

www.ets.org/gre/

GRE fee-reduction program

www.ets.org/gre/revised_general/about/fees/reductions/

Chemistry Requirement:

- For students who place into CH115, CH115 and CH126 will meet pre-requisite Chemistry requirement
- For students who place into CH125, students need another CH course – rather than take CH221 (Organic Chemistry I), student opt to take a general Chemistry course at another institution (so, then end up taking a more basic Chemistry course than CH126)
- PT Schools will not accept letter explaining that CH125 covers the content generally covered in a two-semester general Chemistry course

Physical Therapy Hours:

- Prospective PT students are required to secure a certain number of hours of PT observation prior to applying – it depends on the school, but it can range from 40-100 hours
- Sarah DiPasquale (Assistant Professor in Dance, also a PT) has connections in the community for student observation (note: Saratoga Hospital and Saratoga Regional Therapy no longer takes students from Skidmore College for PT observation)
- Students should *not* just observe out-patient services; they need to also get in-patient observation in different divisions (e.g., neuro, geriatric, etc.)

Timeline:

- Students are generally encouraged to go to PT school directly from undergrad – gap/enrichment years are not common (many PT programs have 3+3 programs where students do three years of undergrad and then three years of PT grad)

Letters of Recommendation:

- PTCAS (Physical Therapy Centralized Application Service) requires three letters of recommendation – one from a professor, one from a physical therapist, and one of their choice.
- There is not a committee letter for PT schools

Class	Semesters	Skidmore Course (s)	Notes
General chemistry	two semesters with lab at the general chemistry level or higher	CH 125 or 126 Additional CH course	Must take <u>General Chemistry Placement Diagnostic</u> ; for second semester CH 221, CH 232, or CH 251 are possibilities. If placed into CH 115, it can count at some places including Sage.
General biology	two semesters with lab	BI 107, BI 108	Sage doesn't require but they are the pre-requisite for the 200-level courses.
Two Semesters of Biology (often including Microbiology)	two semesters with lab	BI 242, BI 245, BI 246, and or BI 247	For Sage Colleges program, two semesters are required. Some programs require BI 246 Microbiology.
General physics	two semesters with lab*	PY 130 (formerly 207), PY 140 (formerly 208)	Must take calculus I and II (or place out of them) to take physics at Skidmore.
Anatomy and physiology	two semesters with lab	HP 126 HP 127	HP 126 is the pre-requisite to take HP 127.
Intro to psychology	one semester	PS 101	
Psychological disorders, developmental, child development or adult development	one semester	PS 214, PS 206, PS 207, PS 209	Check individual schools—this requirement can vary quite a bit. Not required for Sage.
Statistics	one semester	MS 104 or MS 204 or PS 202 or BI 235 or EC 237 or SO 226	Check with program what can count. The list are the options Sage accepts.

Articulation Agreement with The Sage Graduate Schools:

- This is a competitive program (because they have their own 3+3 program, they already fill half of their class with their own students; they also have other articulation agreements)
- Students should apply Early Decision
- They look for well-rounded candidates
- Students do not need to take the GRE exam for the articulation agreement

Skidmore College currently has an articulation agreement with Sage Graduate School for the Doctorate of Physical Therapy Program. This articulation agreement enables Skidmore students to complete requirements of the baccalaureate program at Skidmore and, after graduation, enroll in the Sage DPT Program at Sage Graduate School. To be eligible, students must meet the following criteria:

- *Earned baccalaureate degree*
- *Minimum overall GPA of 3.00*

- *Physical therapy prerequisites of a C or better; GPA of 3.00 in prerequisite science courses*
- *Two letters of recommendation (one must be from a Skidmore faculty member)*
- *Clinical observations: minimum of 40 hours clinical observation with a physical therapist*
- *Submit an application through Physical Therapist Centralized Application Service (PTCAS)*
- *Complete the required coursework*

Pre-Requisite	Skidmore College Course that Fulfills
Anatomy & Physiology I	HP 126 Human Anatomy & Physiology I
Anatomy & Physiology II	HP 127 Human Anatomy & Physiology II
Two Biology Courses with Lab from Cell Biology, Microbiology, Biochemistry, and Genetics	Choose Two of the Following Courses: BI 242 Molecular Cell Biology BI 245 Principles of Genetics BI 246 General Microbiology BI 247 Cell Biology
Statistics	One course from the following options: BI 235 Biostatistics OR EC 237 Statistical Methods OR MS 104 Introduction to Statistics OR MS 204 Statistical Methods OR PS 202 Stats and Methods I OR SO 226 Statistics for the Social Sciences
Two Physics Courses	PY 130 (formerly 207) Introductory Physics I with Laboratory: Forces and Energy AND PY 140 (formerly 208) Introductory Physics II with Laboratory: Electrodynamics
Two Course in General Chemistry with Lab	CH 125 or CH 126 Principles of Chemistry Plus one of the following options: CH 115 Fundamentals of Chemistry OR CH 214 Inorganic Compounds and Materials OR CH 221 Organic Chemistry I OR CH 232 Analytical Methods in Chemistry OR CH 251 Principles of Chemical Systems
One Course in Psychology	PS 101 Introduction to Psychological Science

Occupational Therapy

The master's in occupational therapy (MSOT) and the doctor of occupational therapy (OTD) degrees both prepare students to sit for the Occupational Therapist Registered (OTR) examination administered by the National Board for Certification in Occupational Therapy (NBCOT). At least two years of full-time study is required for the master's degree and seven semesters of full-time study over 36 months is required for the OTD. Only five doctoral programs in occupational therapy exist in the United States.

AOTA – The American Occupational Therapy Association

OTACAS – Occupational Therapy Assistant Centralized Application Service

OTCAS – Occupational Therapy Centralized Application Service

Skidmore College currently has an articulation agreement with Sage Graduate School for the Sage Master's Occupational Therapy Program. This articulation agreement enables Skidmore students to complete requirements of the baccalaureate program at Skidmore and after graduation to enroll in the Master's in Occupational Program at Sage Graduate School. To be eligible, students must meet the following criteria:

- Earned baccalaureate degree
- Minimum Overall GPA of 3.25; Minimum of a 3.00 GPA in Pre-requisite Science Courses
- At least a C or higher in all pre-requisite courses
- One letter of recommendation from a member of the exercise science faculty
- Clinical observations: minimum of 20 hours observation with an occupational therapist
- Occupational therapy (OT) prerequisites of C or better

Prerequisite Courses

- HP 126 & 127 Human Anatomy and Physiology I & II.
- PY 207 General Physics I - (Calculus I, or placing out of it, is a pre- or co-requisite for PY 207)
- PS 101 Introduction to Psychology
- BI 235 Biostatistics OR EC 237 Statistical Methods OR MS 104 Introduction to Statistics OR MS 204 Statistical Methods OR PS 202 Stats and Methods I OR SO 226 Statistics for the Social Sciences
- PS 206 Developmental Psychology OR both PS 207 Child Development and PS 209 Adult Development
- PS 214 Psychological Disorders
- AN 101 Introduction to Cultural Anthropology OR AN 102 Anthropology of the Human Past OR SO 101 Sociological Perspectives

For the Sage Program

Pre-Requisite	Skidmore College Course that Fulfills
Anatomy & Physiology I	HP 126 Human Anatomy & Physiology I
Anatomy & Physiology II	HP 127 Human Anatomy & Physiology II
Medical Terminology	HP 371 Medical Terminology (Indep. Study)*
Statistics	One course from the following options: BI 235 Biostatistics OR EC 237 Statistical Methods OR MS 104 Introduction to Statistics OR MS 204 Statistical Methods OR PS 202 Stats and Methods I OR SO 226 Statistics for the Social Sciences
Introduction to Psychology	PS 101 Introduction to Psychological Science
Human Developmental Psychology	PS 206 Developmental Psychology
Abnormal Psychology	PS 214 Psychological Disorders

Cultural Perspectives or Sociology	One course from the following options: AN 101 Cultural Anthropology OR AN 102 Anthropology of the Human Past OR SO 101 Sociological Perspectives
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* Note independent study offered by Karen Arciero in the past.

The American Occupational Therapy Association
www.aota.org

NBCOT requirements
www.nbcot.org/

Accreditation Council for Occupational Therapy Education (ACOTE)
www.aota.org

Accredited programs
www.aota.org/Educate/Schools/EntryLevelOT.aspx

GRE
www.ets.org/gre/

GRE fee-reduction program
www.ets.org/gre/revised_general/about/fees/reductions/

Physician's Assistant

The master of science in physician assistant studies (physician assistant-certified) employs a didactic approach where students engage in approximately 12 months of clinical rotations as well as learn basic and medical sciences. Most students who gain admission to a PA program have a bachelor's degree and about three years of health care experience before entering a PA program. Programs are accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) and typically require at least two years of full time study. In order to practice, PAs must obtain a state license. All states require that PAs graduate from an accredited PA program and pass the Physician Assistant National Certifying Exam (PANCE) from the National Commission on Certification of Physician Assistants (NCCPA).

In order to be admitted to a PA program, applicants must have experience with direct patient care. Please research your programs of interest to gain a better understanding of what the minimum requirements are as well as an understanding of the profile of a successful applicant. Physician Assistant programs vary in the number of hours and the kinds of experiences that qualify as direct patient care. Qualifying experiences often include paramedic, EMT, emergency department volunteer, orderly, nurse's aide, researcher/technician, mental health aide, EKG/monitor technician, patient care associate *or* technician, home health aide, medical office assistant, pharmacy technician, medical technologist, medical technician, athletic trainer, veterinary technician, ophthalmologic technician, dietitian, respiratory therapist, radiation technologist, LPN, corpsman, and phlebotomist.

Physician assistants deliver a range of medical and surgical services in private practices/clinics, hospitals, HMO's, and federal government agencies/the armed forces. Some physician assistants pursue additional education in a specialty. A physician assistant must be a graduate of an accredited program and certified by the NCCPA to pursue this option.

The General Records Exam (GRE) is a computer-adaptive test offered hundreds of times per year in a variety of locations. There is a fee-reduction program that discounts the exam by 50% for those who qualify. *Please note:* You must apply for fee assistance well in advance of taking the GRE, at least 30 days.

AAPA – American Academy of Physician Assistants

Class	Semesters	Skidmore Course (s)	Notes
Chemistry	variable with three to four semesters with lab often required, including general, organic chemistry, and/or biochemistry (sometimes at upper level)	CH 125 or CH 126 CH 221 CH 222 CH 341	Must take placement diagnostic. Schools that require two semesters of general chemistry will typically count CH 341 as the second semester (CH 115 does not fulfill the requirement).
General biology	two semesters with lab	BI 107, BI 108	
Microbiology	one semester	BI 246	
Genetics	one semester	BI 245	
Anatomy and physiology	two semesters with lab	HP 126, HP 127	HP 126 is the pre-requisite to take HP 127.
Upper-level physiology	one semester	HP 311 or BI 306	
Psychology	one semester	PS 101	
Statistics	one semester	MS 104 or MS 204 or PS 202 or BI 235 or EC 237 or SO 226	Check with programs applying to if they have a preference.

- There is no one set of required courses – need to go to the websites of the schools to which they think they will apply
- Need to check number of required hours

Dentistry

Degrees are accredited by the ADA's Commission on Dental Accreditation (CODA)

- Doctor of Dental Surgery (DDS)
- Doctor of Dental Medicine (DMD)

Programs take four years to complete with additional years for dental specialties.

Over 50 dental programs in the United States exist, and admission is competitive.

Most U.S. schools accept a single online application through the American Association of Dental Schools Application Service (AADSAS). After completing the degree, students must pass National Board Dental Examinations (Part I and II) to practice in the U.S.

The Dental Admission Test (DAT) is designed to measure general academic ability, comprehension of scientific information, and perceptual ability. Tests are administered year-round at Prometric Test Centers in the United States. You will need to obtain a DENTPIN before taking the DAT. Please plan to schedule your exam at least 60 to 90 days ahead of time. Official scores are reported electronically to the dental schools you select on your DAT application. Additionally, when you select dental schools on your DAT application that participate in a standardized application service, the Department of Testing Services will report your official scores to the application services. At the completion of your testing appointment, you will receive an unofficial score report at the Prometric Testing Center.

Chemistry	four semesters with lab typically required, including general and organic chemistry, and, increasingly, biochemistry	CH 125 or 126 CH 221 CH 222 CH 341	Must take placement diagnostic. Schools that require two semesters of general chemistry will typically count CH 341 as the second semester (CH 115 does not fulfill the requirement). A rare number of schools require four semesters of chemistry and a semester of biochemistry. For the additional chemistry course, CH 232, CH 314, CH 332, or CH 342 are good options.
General biology	two semesters with lab	BI 107, BI 108	
General physics	two semesters with lab*	PY 130 (formerly 207) PY 140 (formerly 208)	*must take Calculus I and II; to take physics at Skidmore, algebra-based physics would be sufficient
English	two semesters		
Math	up to two semesters*		* Check with programs, as some require statistics, others calculus, and a number do not have a specific math requirement.

Dental Admission Test
www.ada.org/dat.aspx

DENTPIN
www.ada.org/dentpin.aspx

American Dental Association
www.ada.org/

American Dental Education Association
www.adea.org/

American Association of Dental Schools Application Service (AADSAS)
<https://portal.aadsasweb.org/>

The Texas Medical & Dental School Application Service (TMDSAS)
www.utsystem.edu/tmdsas/homepage.html

Top 10 Things to Know About Becoming a Dentist

Carolyn Booker, Ph.D., ADEA

(Advice from a diverse group of her colleagues)

- 8 years of college and dental school
 - DDS or DDM (no difference between the two degrees)
 - Must pass additional state tests (not reciprocity)
1. Making a difference in someone's life
 - Not just about helping, making a difference (who they are, how they interact with the world, how they see themselves)
 2. Scientific Discovery
 - Use new techniques, technologies, new materials
 - Changes how people practice dentistry
 3. Relief of Pain
 - Create an environment to get relief from pain
 4. Have to Deal with Angry Patients
 - Have had experiences somewhere else that have made them mad and angry
 - Have heard all the stories about people who have had bad experiences with dentists
 - We now push people to go to dentist twice a year
 5. Can Change the World for a Person by Changing Their Smile
 6. Community Impact
 - When you decide to practice, you are not just selecting the location, you are selecting the community within which you want to have an impact
 7. Change the World One Tooth at a Time
 - E.g., Military – tooth pain wouldn't allow them to serve well; cannot go into military and front line unless you have been cleared by a dentist
 8. Starting Over
 - Degree gives you opportunity where you can start over and over again – not locked into a particular place

- If you have education as a general dentist and you get licensed, that is what you are supposed to do – if you specialize, you are not to be a general dentist any more

9. Work as a Faculty Member

- Helps build a meaningful career – practice and teach (need students to think about academic careers)

10. Transition

- Mid-career changes
- You can make these changes – you are not stuck

11. Flexible Degree

- Research, dental companies, etc.

12. Rural Community Health

- Skills that are transferable to other areas

13. Academic Capital

- Many different ways to use this skill, this background, etc.

14. Family

- Create a family of patients
- Patients will defend their dentist!
- Loyalty

15. Public Administration

- Provide a service to the public

Veterinary School

DVM: The doctor of veterinary medicine degree is awarded by universities accredited by the American Veterinary Medical Association (AVMA) standards. There are 28 universities in the United States, five in Canada, and seven in the UK.

After completing the degree, students must pass the North America Veterinary Licensing Exam to practice in the U.S.

Class	Semesters	Skidmore Course (s)	Notes
Chemistry	four to five semesters with lab typically required, including general and organic chemistry, and, increasingly, biochemistry	CH 125 or 126 CH 221 CH 222 CH 341 (CH 342 or other CH course if fifth required)	Must take <u>General Chemistry Placement Diagnostic</u> . Schools that require two semesters of general chemistry will typically count CH 341 as the second semester (CH 115 does not fulfill the requirement). A number of schools require four semesters of chemistry and a semester of biochemistry. CH 342 can be taken as biochemistry without a lab or you can take additional chemistry course (CH 232, CH 314, or CH 332). If lab is required for 5 th CH course, CH 342 can be paired with CH 343. Two semesters of biochemistry is recommended if available.
General biology	two semesters with lab	BI 107 BI 108	
Microbiology	one semester with lab	BI 246	
General physics	two semesters with lab*	PY 130, PY 140	*Must take calculus I and II (or place out of them) to take physics at Skidmore.
English	2 classes		
Statistics	1 class	MS 104 or MS 204 or PS 202 or BI 235 or EC 237 or SO 226	Check with program to see if they have a preference.

Association of American Veterinary Medical Colleges Frequently Asked Questions:
<http://aavmc.org/media-faqs.aspx>

What is the AAVMC?

The Association of American Veterinary Medical Colleges (AAVMC) is a non-profit membership organization working to protect and improve the health and welfare of animals, people and the environment by advancing

academic veterinary medicine.

How many veterinary medical schools are there in the United States?

There are 30 schools or colleges of veterinary medicine (CVMs) in the U.S. that are accredited or have accreditation pending and all of them are AAVMC members. Members also include seven departments of veterinary science, seven departments of comparative medicine, five Canadian CVMs, 14 international colleges of veterinary medicine, and seven affiliate members.

How many veterinary students graduate from U.S. schools each year?

About 3,000 students graduate each year from U.S. CVMs.

Is there a shortage of veterinarians?

There is a geographical shortage of veterinarians in some mostly rural areas that varies by state.

In May 2012, the National Research Council (NRC) of the National Academies released a report that concluded that there are sectors of unmet need for veterinarians, but the researchers found little evidence of current, widespread workforce shortages.

Are most veterinary medical schools public or private?

Public.

Since there are only 30 CVMs in the U.S. is it difficult to get into veterinary school?

There's a pervasive myth that getting into veterinary medical school is much more difficult than getting into human medical school, but that's not supported by the data. Nearly 50 percent of those who apply to veterinary medical school end up attending, a percentage that is comparable to human medical school. Individual acceptance rates vary greatly between schools.

Do you have to have a pre-vet major or animal science degree as an undergraduate to get into veterinary medical school?

No, you just need to complete the prerequisite coursework, which includes math and science, and do well. [Learn more here.](#)

What kind of classes should students take if they want to become veterinarians?

Course prerequisites vary among schools, as illustrated by our [prerequisite comparison chart](#) located on our website. High school students need to pursue a college prep curriculum. Undergraduate students, regardless of major, need to be able to bear science coursework up to the biochemistry level in order to be reasonably prepared for the rigor of the DVM science curriculum. Advanced math courses are also expected. An increasing number of schools are also requiring communications and writing courses that provide a solid foundation for the development of non-technical skills that contribute to being a successful professional. Nearly all schools require and/or expect a minimum of 400 hours of animal-related experience, which can be obtained in a variety of ways, including, for example, working in a veterinary office, shelter, or research lab.

What qualities do CVMs look for in applicants?

Veterinary colleges are looking for a different sort of applicant than in the past. CVMs have no trouble attracting animal lovers, but they're also looking for students who know how to run a business, communicate with clients, conduct research, and work in areas that the public doesn't usually associate with veterinary medicine, such as biomedical research, food supply veterinary medicine, and public health. Veterinarians receive training across species, so that makes them uniquely qualified to fill a variety roles in medicine, health, and research.

How much has class size increased over time?

Class size has risen by an average of 1.8 percent a year for the last 30 years.

What is the curriculum like in veterinary medical school?

The DVM curriculum generally consists of four years comprising a combination of basic science courses and clinical education. Basic science courses include subjects that might include (but are not limited to) histology, physiology, pathology, and immunology. Students also take courses on subjects such as anatomy, nutrition, pharmacology, reproductive medicine. Courses increasingly become more systems based, encompassing systems such as gastroenterology, neurology, ophthalmology. The latter part of the curriculum is generally focused on clinical education, where students begin to practice operationalizing their basic science and systems knowledge. Students also take courses in professionalism, including ethics, practice management and communication. The curriculum is similar to that a human medical program in topics and structure, though DVM students have course exposure to multiple species.

What is the average veterinary medical school tuition?

Median annual tuition is \$50,123 for out-of-state students and \$23,664 for in-state students.

What's the average amount of debt for a veterinary medical graduate?

The most recent American Veterinary Medical Association student survey in 2016 reports a mean value debt of \$143,757.82 for graduates of US schools.

What loan forgiveness, grants or financial aid programs are in place for vet students/graduates?

Options specific to veterinary medical students include:

The U.S. Department of Agriculture offers a Veterinary Medical Loan Repayment Program (VMLRP) that will pay up to \$25,000 each year towards qualified educational loans of eligible veterinarians who agree to serve for three years in areas where there is a designated shortage of veterinarians. [Here is a link to other options that are available by state.](#)

Options that are available to all students include the Public Service Loan Forgiveness Program, where borrowers can have payments forgiven after 10 years in exchange for working full-time in certain public service jobs, and income-based repayment which is a new way to make paying loans more manageable where payments are calibrated to income.

Is it worthwhile for a doctor of veterinary medicine (DVM) to pursue advanced education, for example, in research?

Each situation is different. Sometimes, greater specialization leads to higher salaries, so it would pay off. As with any financial decision, it requires a cost-benefit analysis. Is there a demand for that particular area of specialization? Are there any scholarships, loan repayment programs, or residencies? What is the person's ultimate career goal? Do they want to attain the most lucrative position possible? Is work/life balance a primary concern? How flexible can the graduate be in terms of location? There are so many variable factors that it's difficult to make a general statement.

What are the career options for veterinary medical graduates?

Many veterinarians, of course, provide care for companion animals through private medical practices, but veterinarians also do many other kinds of jobs. They make sure the nation's food supply is safe. They work to control the spread of diseases. They conduct research that helps both animals and humans. Veterinarians are at the forefront of protecting the public's health and welfare.

Outside of companion animal practice, the largest employer of veterinarians in the United States is the U.S. Department of Agriculture's Food Safety and Inspection Service, but veterinarians are found throughout government in roles where they contribute to public health, the environment, and even homeland security, as well as working in research and public policy.

[Learn more here.](#)

How much money can a veterinarian make?

According to the American Veterinary Medical Association (AVMA) the mean value Income for first-year practitioners was \$73,812, but that's just a starting point.

Veterinary medical salaries can vary greatly. Do you want work as a part-time associate while you raise a family, or do you want to own your own practice? Do you want to compete as a small companion animal business owner, or pursue research? Even those who end up with debt that is typical for medical professionals can minimize the impact

of that debt by choosing career paths that either take advantage of loan repayment and forgiveness programs, or that offer more lucrative salaries.

[Learn more here.](#)

Advice from Alex Lanni '17 (attending Midwestern University CVM)

VMCAS application:

- **START YOUR VMCAS EARLIER THAN YOU THINK.** I started my online application right after graduation in late May and was making last minute revisions and looking for grammatical errors up until the VMCAS due date.
- Try and get all the tedious details out of the way first (name, age, parent information, schools attended, etc..) so that you can move onto the more important aspects of your application.
- Get your transcripts in ASAP as it can take a month for VMCAS to process them. I had to send 3 different transcripts, and each school had their own way of submitting their transcript. For me, it was a lot of unnecessary phone calls, emails, forgotten portal passwords, that ate up a lot of time. The last thing you want is for something like this to take up mind space.
- VMCAS gives you six slots for your letters of recommendation. This is obvious, but use up ALL six slots. You would be surprised. Some applicants told me they used only 2-3 LOR slots. My philosophy is that the more writers you have that can speak highly of you and credit you for all your hard work as a student, mentee, intern, or employee, the better off you will be. Some schools have you choose your top three LORs, so it is nice to have all 6 options. Reach out to your letter writers early, because a lot of them will be professors who are on their well-deserved summer vacations. Nothing is more deflating than coming back from a 3-week vacation in Aruba and having an unexpected email in your inbox titled "URGENT: I NEED YOUR HELP". I have been *that* guy, and I am profoundly sorry to all the professors I have done this to. Don't be pushy with your writer, just get an update from them every now and then. Make sure they have correctly submitted their letters to VMCAS. Give them enough time to figure out VMCAS as it can be a pain to operate.
- Leverage everything VMCAS offers their applicants. Don't worry about being a little selfish with VMCAS. You want to in a positive way stand out amongst the applicant pool. Here are other examples; some schools have options where you can submit your resume or even a headshot of yourself. These are great opportunities to show the reviewer that you care about your professional image aside from VMCAS. More important, you will also come to the realization that the countless hours you spent with Shannon revising your resume have REALLY PAID OFF! And heck, pictures are worth a thousand words, so why not? They can get the idea of who you really are, instead of looking at the numbers and letters on paper. Especially if you are not a "straight A" student (like me), you want to take advantage of all these variables. In other words, spend A LOT of time on your personal statement, supplemental applications, and experience sections.
- Shannon and HPAC do a very good job of keeping you in line when it comes to your personal statement. Start writing it before VMCAS opens. Not only was it one less thing I had to worry about, but it helped me to discover my mission and overarching reason for why I want to go into veterinary medicine. I realized the more I put pen to paper, the more I discovered why working with both people and animals keeps my heart beating. Writing these essays were very introspective for me, and in some ways therapeutic. At first, I rolled my eyes when I saw that Michigan State had 8 mandatory supplemental essays, or that Cornell's essay prompts were as broad as a barn door, but in all honesty, I am glad I took a stab at them because these essays were the backbone of my interview prep. The essay prompts were very similar to each school's interview questions. This enabled me to organize all the answers in my head, instead of hastily fishing for examples during my interviews. This saved me from A LOT of panic.

INTERVIEW:

Chronologically, I interviewed with Ross University (accepted), St. George's University (accepted), Midwestern University (accepted and matriculating), Lincoln Memorial University (did not offer a seat), Western University of Health and Sciences (accepted), and Tufts University (alternate listed). Each interview was a very pleasant experience as 99% of my interviewers were kind-hearted, compassionate people.

Here are some of the interview questions I got:

- **Why do you want to become a veterinarian? Why do you want to go into veterinary medicine?**
- No extraordinary answer about saving all the animals is required. Nor is saying you grew up with 8 dogs, 10 cats, or millions of parakeets worth mentioning. Just be honest. I said something along the lines of being interested in both animal and human medicine, and since we share a symbiotic relationship, treating the animal also treats the human. Or perhaps, ending an animal's suffering, ends a human's suffering by enabling them to accept reality and move on. I did not mention the aforementioned, but the former was basically my answer to "the million-dollar question".
- **Why you?**
- **Tell me about yourself** (This was by far the hardest question. It sounds so simple, but where does one begin?)
- **What are three current problems in veterinary medicine?**
- I was not prepared for this one in my interview with St. George's. On the spot, I was able to come up with two credible examples. My third example was a little far-fetched. When I went back to the drawing board, I came up with three examples that were categorically different from one another (Scientific: zoonotic diseases; Social: Dr. Google, the problems that come with pet owners using google to treat their animal, Political: the fairness to pet owners act)
- **What are three of your weaknesses?**
- Don't say you don't have any. No one is perfect and they know that. Maybe mention something along the lines of a tendency to over study or something else that is easily fixable. Don't say something that would lead them to think that a profession in veterinary medicine is unsuitable for you. For instance, saying something about being squeamish with blood, or how you hate people which is why you are becoming a vet and not a human doctor (misconception alert: 95% of your time is spent with clientele and coworkers.) Don't forget. This is YOUR interview. It's your time to show the interviewer you are a good fit for their school. They want to hear weaknesses and how you are striving to do better. Don't give them the impression that you are set in your ways.
- **How will you add diversity to the class?**
- **How do you know when to euthanize an animal?**
- **Have you faced a problem with a coworker? How did you deal with the situation and what was the outcome?**
- **In what ways do you deal with stress?**
- **Where do you see yourself in 5 years?**
- **Describe a situation in which your actions have had a significant impact.**
- **Describe a situation where you have learned from experience.**
- **Describe a situation where circumstances were against you and how you made it work for you.**
- **Describe a challenge or problem you have faced in the past, and how you reached a solution.**
- **If you had to face this challenge again, would you do anything differently and why?**
- **Please tell us about a time when you felt a sense of responsibility for someone other than yourself. What had happened and what was the outcome?**
- **Outside of school and work, to what activity do you dedicate most of your time? Why?**
- **Please tell me about a time when you had to deal with an extremely upset family member or friend. What was your approach and what was the outcome?**
- **Please tell me about the most difficult problem you've ever faced in school or at work. How did you approach the problem and what was the solution?**

- **Tell me about an experience in which you were positively impacted when interacting with someone from a different culture and how?**
- **Please give an example of a time when you identified an actual or potential ethical issue. What did you do, and what was the result of your actions?**

Some questions were situational. For instance:

- **You are a veterinary student working on a case with a veterinarian. He/she believes euthanasia is the best option for the animal, but you think you the animal is worth treating. You are in a disagreement with each other. How do you go about this?**
- **You are a veterinarian. The pet owner cannot afford the treatment plan you are recommending. What should you do? How do you prevent this from happening?**
- **You are a veterinary student and your classmate is contemplating suicide. How would you approach this?**

Ultimately, I am not suggesting to memorize all of these questions for your interview. Nor am I saying that there is *always* a correct answer. Sure, there are some answers better than others, but they are truly looking at your thought process. Each interviewee will develop their own answers as they work on their VMCAS and begin thinking more about the career. Among many things (communication skills, compassion, willingness to change, receptive behavior, emotional intelligence, honesty, etc.), I think the interviewer really wants to see if you know what the career path entails. They want you to know that going to vet school is a big investment!

Next, create a list of ~5 questions for your interviewer. You have to keep in mind that this is a two-way street. In other words, the school's faculty needs to sell the school as much as you need to sell yourself to the school. Most of my prospective schools tried really hard to impress their interviewees. It was easy for me to see which schools could back up the things they were saying, and which schools could not. Don't hesitate to ask them all your questions (financial aid, extracurriculars, etc.)!

LAST WORDS OF ADVICE:

Always write thank you letters to your interviewers. You want to do this as soon as you get home from your interview. When you go to your interview, write down your interviewer's name(s) so you won't forget. You don't want the thank-you letter to not address someone. If you are fortunate, some schools will give you a sheet that introduces their interviewers. You may even get their bios too! Tufts did a really good job with this. They matched me up with a veterinary pathologist and surgeon because I told them I was interested in those fields of study. Our similar interests helped enrich our conversation. Furthermore, I sent my interviewers handwritten letters (and since I write in chicken scratch, it took me a great deal of time to make sure I was legible. Not to mention a couple of trips to Papyrus every time I messed up). I thought handwriting my letters would be meaningful. No one in their right mind would think a millennial would do this. When I went to interview at Tufts, the admissions officer went out of her way to tell me how appreciative she was to receive a printed-out version of my HPAC committee letter. Therefore, I sent handwritten letters to my interviewers and admissions officers (especially if they gave me a tour or did a PowerPoint presentation).

If you apply to Tufts, they offer a video response for their supplemental essay. I would leverage this opportunity 10 times out of 10 (I wrote a song and told them the story in the video). I think this helped me stand out and get an interview.

Both Ross and St. George's offered me Skype interviews. I thanked them for their offers and asked if I could instead interview in person. So, I drove out to NJ (Ross) and CT (St. George's) for my interviews and they were very appreciative of that. I think Skype limits a person's true character. That's why I wanted to interview in person, because I wanted to represent me in the best way possible.

Moreover, I would suggest visiting the schools that don't offer interviews. For instance, I drove up to Cornell during one of their open houses and was able to get a tour of the school. I also had a 1-on-1 meeting with admissions officer, Jennifer Mailey. They really care about who comes and who doesn't.

Print out your entire 20-something page VMCAS application. The interviewers will ask you questions based off your application. You will want to remember what you wrote down. After the September due date, the VMCAS portal closes and you cannot print your application.

Frequently Asked Questions

Should students retake prerequisite courses for which they receive poor grades?

- Some programs (e.g., DO) ask for a C or higher in prerequisite courses, so they should take them over
- In other instances, it may be better to instead take additional courses in a related subject (e.g., a second biochemistry course)

How should student calculate Math-Science, Science, and overall GPA's?

- See the following for AMCAS Application Course Classification Guide (Allopathic Medical Schools):
 - **BCPM GPA:** all Biology, Chemistry, Physics and Math courses, including both grades from repeated courses. *(A course entry must be made for each completed attempt of a repeated course, even if any mention of enrollment in the course has been removed from the transcript. To comply with the needs of medical schools, AMCAS includes all attempts of repeated courses in GPA calculations, even if they are not included in schools' GPA calculations.)*
 - AMCAS Application Guide 2023 <https://students-residents.aamc.org/media/11616/download>
 - 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." https://aamc-orange.global.ssl.fastly.net/production/media/filer_public/e5/68/e5687e03-f55e-4ce6-a4e4-892eaab328dc/amcas_course_classification_guide.pdf
- See the following for AACOMAS Application Course Classification Guide (Osteopathic Medical Schools):
 - **Science GPA:** all Biology, Chemistry, and Physics courses, including both grades from repeated courses. (Including repeated courses was a change made in 2017.)
 - AACOMAS Instruction Manual: [https://help.liaisonedu.com/AACOMAS Applicant Help Center](https://help.liaisonedu.com/AACOMAS_Applicant_Help_Center)
- See the following for AADSAS Application Course Classification Guide (Dental Schools):
 - **Science GPA:** all Biology, Chemistry, and Physics courses, including both grades from repeated courses. Math courses should be classified as "Other Science."
 - AADSAS Instruction manual: [http://www.adea.org/uploadedFiles/GoDental/The Application to Dental School ADEA AADSAS/2018ADEAAADSASInstructions.pdf](http://www.adea.org/uploadedFiles/GoDental/The_Application_to_Dental_School_ADEA_AADSAS/2018ADEAAADSASInstructions.pdf)
- For all other health profession programs, please refer to the GPA calculation guidelines through their respective application services

Additional FAQs

[General](#)

[Incoming/first year students](#)

[Dental](#)

[Medical](#)

[Nursing](#)

[PT or OT](#)

[Physician's Assistant](#)

[Public Health](#)

[Veterinary Medicine](#)

[Additional Health Professions](#)

On-Campus Experiential Learning Opportunities

<http://www.skidmore.edu/hpac/experiential-opportunities.php>

There are a variety of on-campus opportunities for you to get involved and further develop core interpersonal (e.g., service orientation, social skills, cultural competence, teamwork) and intrapersonal competencies (e.g., ethical responsibilities, reliability and dependability, resiliency and adaptability) that are important for anyone pursuing a career in the health professions.

For the most up-to-date information on campus clubs and organizations, visit "Clubs" on the [Student Government Association site](#).

The Pre-Health Club fosters community among Skidmore students who are pursuing majors and careers in the health professions which facilitates the exposure of the entire college community to healthcare.

Skidmore College Emergency Medical Services (SCEMS) is a New York State basic life support-first response agency that provides high-quality and confidential emergency medical care to the Skidmore community. SCEMS is staffed and operated entirely by Skidmore students who are trained and state-certified at the EMT level or higher.

The Peer Health Education program promotes healthy choices and lifestyles through educating and empowering the campus community on a variety of health-related topics. Peer health educators serve as a resource, referral agent, and role model for their peers. They are responsible for providing positive, interactive fun and nonjudgmental programming and education aimed at providing their peers with information to make healthy, informed decisions regarding their health and well-being. In order to work as a PHE at Skidmore, students need to first complete an in-depth training course (HF 215). Applications are accepted on a rolling basis and the course is offered every semester. [More information can be found here.](#)

Civic Engagement at Skidmore provides a wealth of opportunities to get involved and make a difference in the civic life in your community. The Office of Community Service Programs supports the curricular and cocurricular civic engagement activities of individual students, clubs, athletic teams and academic departments. The office serves as a liaison between the Skidmore community and more than 40 nonprofit agencies in the greater Saratoga region as well as national and international service trips. Helping students become "informed, responsible citizens" is a priority of the office. We do this by providing experiences that encourage students to examine their values, develop practical competencies and apply their learning to find solutions for social and civic problems. The office supports student development by creating and sustaining opportunities for engagement and reflection both on and off campus. [For more information, check us out here.](#) Visit us here in order to [submit a Student Volunteer Application](#).

Benef-Action is the community service club on campus. We hope to make students aware of the opportunities available on and off campus to help community members, help with new initiatives, and have general awareness campaigns. We have worked with groups such as Saratoga Mentoring, Special Olympics Swimming, Shelters of Saratoga, B.E.S.T, and the Saratoga Senior Center. For more information on [Benef-Action, click here.](#) Click here for [Benef-Action's Facebook page](#).

DEIJA-Focused Student Clubs. The Office of Student Diversity Programs (OSDP) promotes cross-cultural understanding and positive relationships in support of student success and an inclusive campus community. OSDP programs are grounded in an understanding of diversity that includes people of all races, ethnicities, sexual orientations, gender identities and expressions, socioeconomic classes, religious and spiritual traditions, ages, and abilities. The office fosters student leadership and personal engagement by providing support, access to resources, and increasing campus awareness of diversity. We do this by

advocating for students, creating spaces for cultural celebration, promoting leadership development and providing opportunities for education and reflection. The diversity-focused student clubs are concerned with diverse issues and offer the opportunity for social interaction and promote cultural and identity consciousness, while increasing cross-cultural dialogue here at Skidmore. [For more information click here.](#)

Two clubs of interest to health and science students are [STEMpathy](#) and Equity in Healthcare: Health Disparities Awareness.

Active Minds is a national organization that empowers students to speak openly about mental health in order to educate others and encourage those in need to seek help. Active Minds chapters throughout the country are changing the culture on campuses and in their communities by providing information, leadership opportunities and advocacy training to the next generation. Through campuswide events and awareness campaigns, our Active Minds chapter at Skidmore aims to remove the stigma that surrounds mental health issues and create a comfortable environment for an open conversation about mental health issues on our campus. [Facebook page here.](#)

Center for Sex and Gender

Skidmore's Center for Sex and Gender Relations is a student-initiated center for advocacy, training, and education pertaining to all aspects of sexual health and sexual conduct. The center forms partnerships with on- and off-campus service providers for information and counseling referral. The purpose of the center is to offer a safe, confidential space where students may have open and frank discussions of sexual and relationship issues. [For more information click here.](#)

Voices for Planned Parenthood (Vox)

Through Skidmore's chapter of Vox, students organize events on campus to raise public awareness about reproductive health and rights, educate young people at concerts about sexual health, work with and support their local Planned Parenthood health centers, and mobilize advocates of reproductive rights. [Find Vox on Facebook.](#)

HIPS Club

This organization finds ways to spread positive self-image and create a "feel good" vibe to its supporters and the community at large. The mission of HIPS is to help teenagers foster a positive self-image and educate about the necessity for a positive body image as well. HIPS gives teenagers the opportunity to voice their concerns about the media's impact on young children's (both male and female) body image; HIPS brainstorms ways to help prevent related mental illnesses for future generations, as well as fundraiser for organizations that already do so. HIPS has historically donated to the Manna Fund, which provides financial means for the treatment of eating disorders to men and women whose insurance does not cover the required care. For more information, please visit the [HIPS website.](#)