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Important Dates:

- Feb. 22: USC Somos Hermanos Fall deadline
- Feb. 27: AACOM Visit from 4-6pm & Oregon Program Deadline
- March 1: First day for committee interview & SMDEP Deadline
- March 2: FR/SO Workshop (EGR 3106, 2-3 p.m.)
- March 4: AMCAS (SKN 0200, 4-5 p.m.)

Notes from the HPAO Staff

By now you should be well settled into your semester and may have the time to look around at some opportunities to get involved in on and off campus that you have not previously considered. You may also be making firm plans for the summer. In this issue, we feature some resources to help you with your planning.



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A Reminder for 2010 Applicants

The Reed-Yorke HPAO has posted all pertinent material for those of you applying for the 2010 application cycle. Among the materials posted are the Student Information Inventory for both first-time and re-applicants, the Letter of Recommendation Waiver form, student conduct form, as well as some other resourceful items. **APPLY EARLY!!!!** Applying early is the only way to ensure that all of your materials will be prepared in a timely fashion by the HPAO, otherwise you may have to wait as the summer months approach and application numbers soar!

<http://prehealth.umd.edu/2010%20Forms.html>



Minority Health Professions Conference @ JHU

All are invited to the 11th annual Minority Health Professions Conference at Johns Hopkins University. This year it is being held on February 27 and 28, 2009 in Hodson and Levering Halls on the Homewood Campus of Johns Hopkins. The theme of this year's conference is "Transforming Healthcare: Mind, Body, and Spirit." A central focus is the challenges of addressing mental health diseases and their impact on underserved communities. Another is exploring applications of holistic medicine in meeting the needs of underserved communities. I have attached a copy of the conference registration form for you to share with your students. The complete outline of the program can be found at: <http://web.jhu.edu/prepro/mhpc/home.html>

Friday evenings keynote speaker will be Dr. Alfredo Quinones-Hinojosa, Associate Professor of Neurosurgery and Oncology at Johns Hopkins, who will be addressing the Conference theme "Transforming Healthcare: Mind, Body, and Spirit." Dr. Quinones-Hinojosa was prominently featured in the television series "Hopkins" and is known for his inspiring path to through life. The Saturday morning sessions include:

- Latino Barriers to Mental Health Care
- Embracing Holistic Medicine
- Caring for the Homeless
- The Social Context of Mental Health Disease
- Exploring Options in Healthcare
- Paths to Medicine and Healthcare: Options for Enhancing Credentials
- Minority Men in Medicine
- Women in Medicine
- Specialties in Medicine
- Spirituality in Healthcare

Speakers will include directors of admission, deans of medical education, directors of admission of a variety of health professions schools, current medical and health professions students, and numerous health professionals.

Schools represented at the afternoon Professional and Graduate School Fair include: Dr Wm M Scholl College of Podiatric Medicine; Salus University; Philadelphia College of Osteopathic Medicine; Ohio State University College of Medicine; University of Minnesota Medical School; New York Medical College School of Public Health; Columbia University College of Dental Medicine; Rollins School of Public Health/Emory University; Wake Forest University School of Medicine; Rocky Vista University College of Osteopathic Medicine; Southern College of Optometry; Lake Erie College of Osteopathic Medicine; University of Minnesota School

Reminders: SMDEP Program Deadline & GWEA Deadline

Make sure to turn in your Summer Medical and Dental Education Program application because the deadline is quickly approaching. Once again, the deadline will be **MARCH 1st, 2009**. The application can be found online at: <http://www.smdep.org/apply.htm>

Keep in mind that the George Washington University Early Admissions application is available. The deadline to complete and submit this application is **MARCH 9th, 2009**. Please turn in completed applications to the HPAO office. More information is available at:

<http://www.prehealth.umd.edu/Web%20Documents/GWEAProgramOverview04.08.pdf>

Summer Programs and Enrichment Programs



In an earlier edition of our newsletter, we featured a website called [explorehealthcareers.org](http://www.explorehealthcareers.org). In this issue, we would like to remind readers how useful this website is. The website has a section dedicated to summer programs and enrichment programs where you select your field, state, and type of summer program and the website will do a search of all of the programs in its database. This resource is extremely helpful if you need a place to start or are just trying to figure out what kind of opportunities are available out there. Search away at: <http://www.explorehealthcareers.org/en/ProgramSearch.aspx>

Featured Website

In this edition we would like to feature <http://medicinesocialjustice.blogspot.com/>, a website that posts various issues regarding healthcare that are being covered in major newspapers. Numerous articles have been cited and are commented on. Keep in mind that this is a blog website, so there are many persuasive arguments that are trying to be made and that many of these issues are being hotly contested.

Featured Volunteer Opportunity

The UMD health center has a volunteer program called the Healthy Workers Program which was created in 1998.

The HWP is a comprehensive work site health program that provides basic primary and dental care and health education to medically under served workers on campus. The target population of uninsured temporary and contract workers comes mostly from the Dining Services Department. Many of the workers have limited English proficiency; the majority of them speak Spanish. Workers receive services in the Health Center and work site screenings. In addition to these regular services, the following services are open to the entire campus community:

- **Interpretation:** HWP provides interpreters for all Spanish-speaking patients visiting the UHC.
- **Translation:** HWP translates various types of documents (flyers, brochures, etc).
- **Health Education:** HWP offers free education classes in Spanish or English to the campus community.

Community Outreach: Since our services are limited, we work closely with government and other agencies in the community that supplement the resources that we lack.

Volunteer Program: HWP is staffed during the academic year by approximately 15 bilingual university students that assist with all the program's activities in addition to administrative tasks.

For more information please follow this link: www.health.umd.edu/hwp/index.html

Featured Study Abroad Opportunity: HIV/AIDS in Western Europe

The HIV/AIDS in Europe courses, developed in cooperation with the Danish Institute for Study Abroad (DIS), are designed for highly motivated students with interest in pursuing careers in medicine and other health professions. They focus on HIV/AIDS from a biological and medical perspective; sensitize you to political, social, economic and moral issues that surround this disease. You may take either course or both together. UM students will register and be billed for the course through UM's study abroad office.

Interested students should contact Dr. Brad Boekeloo (who is the UM faculty for the second course) after reviewing more specific information on the DIS website. UM students will receive \$400 off the published DIS cost if they register for both courses and a \$200 discount if they register for one course.

The deadline to apply is **March 4th, 2009**. More information can be found at <http://www.international.umd.edu/studyabroad/1098>

Shadowing Opportunities on Blackboard!

As many of you already know, the HPAO has a clinical shadowing binder available for perusal in the office. It contains the names/locations of various shadowing opportunities in the area, open to University of Maryland students. Soon, these opportunities will be accessible through Blackboard! However, students must have at least one previous clinical experience in order to participate in this mentor program.

AACOM

The American Association of Colleges of Osteopathic Medicine (AACOM) will visit on Friday, February 27 from 4-6 PM in the Grand Ballroom Lounge of the Stamp Student Union.

The Associate Director of AACOM, Ms. Gina Moses, and Admissions Deans and Directors from VCOM, Des Moines, Scholl, PCOM, Rocky Vista and more will be on hand to share information about the possibilities of a career in osteopathic medicine.

Every year, more than 50 UMD students apply to at least one DO school, though many of them did not realize they would when they first began the medical school application process. Osteopathic medicine is the right choice and a viable option for many students. Come out and learn more about this growing field.

Summer Programs and Other Announcements

AAMC's List of Summer Programs

The AAMC website catalogs a list of summer undergraduate research programs offered across the nation. The list is organized by school (university), and would prove especially helpful for students interested in doing an MD/PhD. Check out the comprehensive list at: <http://www.aamc.org/members/great/summerlinks.htm>

AACOM's Sherry R. Arnstein Minority Student Scholarship

This award, named after former AACOM Executive Director Sherry R. Arnstein, recognizes four underrepresented minority students at AACOM's member colleges of osteopathic medicine (at least one newly accepted student and at least one continuing student). The award amount for 2009 will be \$2,500.

To be eligible, an applicant must be an underrepresented minority (African-American; Native American, including American Indians, Alaska Natives and Native Hawaiians; mainland Puerto Rican or Hispanic) student in good academic standing and currently enrolled in his or her first, second or third year at an AACOM member college of osteopathic medicine OR an underrepresented minority student who has been accepted and is planning to matriculate at one of the AACOM member colleges. Previous Arnstein Scholarship awardees are ineligible.

Entries must be post-marked by March 31, 2009. All entries must include the required Cover Page, with all appropriate signatures, in addition to the required essay. Incomplete entries will not be considered. Awardees will be notified by July 21, 2009.

Visit the following page for more information: <http://www.aacom.org/InfoFor/students/finaid/Pages/ArnsteinScholarship.aspx>

USC Somos Hermanos

The University of Southern California Somos Hermanos Student Immersion Program is currently accepting applications for both its July – December 2009 and the January – June 2010 program sessions. The goal of the program is to increase the number of bilingual and culturally competent health care providers in the U.S. through a six-month intensive language and culture immersion experience in Quetzaltenango, Guatemala.

Students from any university who are between undergraduate and graduate school in the health care professions (e.g. medicine, nursing, dentistry, public health, etc...) are eligible to participate in this program.

The application deadline for the Fall Session (July 5th, 2009 - December 18th, 2009) is February 22, 2009, and the deadline for the Spring Session (January 3rd, 2010 - June 18th, 2010) is March 27, 2009.

For more information, e-mail the directors at info@somoshermanos.org or visit the program website:

<http://www.somoshermanos.org>

Equity Summer Research Program

Applications are now being accepted for the Equity Summer Research Program at Oregon Health & Science University in Portland, Oregon. This program was designed to provide laboratory research experience to promising students from populations historically underrepresented in science and medicine or who have experienced educational, economic, or other disadvantages. The program's application deadline is February 27; for more information, visit their website:

<http://www.ohsu.edu/ohsuedu/academic/som/diversity/equity.cfm>

Summer Programs and Other Announcements, continued.

Minneapolis Heart Institute Foundation Summer Internship

The application period for the 2009 Minneapolis Heart Institute Foundation Summer Research Internship Program has just opened (application deadline March 2nd). They are seeking a diverse pool of interns based on a combination of demonstrated academic performance, leadership, and career aspirations in the field of cardiology and/or research. Internships are open to undergraduate students in various health care disciplines. Internships will be full-time, 10-12 weeks in duration, and offer a modest stipend of \$8 per hour and paid parking. The program hopes to have all interns present for orientation during the week of June 1-5, 2009. All internships will be on the campus of Abbott Northwestern Hospital in Minneapolis, Minnesota. Detailed information is available at: <http://mplsheart.org/>

LMSA Regional Conference

The Latino Medical Student Association (LMSA) respectfully requests your presence as they celebrate the Power of 25: Our Healing Legacy Continues--The 25th Annual LMSA Regional Conference! The organization was established to recruit and support individuals who strive to improve the access and delivery of healthcare to Latinos and medically underserved populations. To honor their healing legacy and mission, they are not only taking time to reflect on the history and accomplishments of this organization, but also to reflect on those who have helped make it a leading voice regionally and locally. The goal of the conference is to take what they have learned from their struggles and successes and advance forward with the creation of new ideas and solutions to problems that Latinos still face.

The organization will be providing workshops for pre-health students, medical students, medical professionals and advisors. The registration deadline is March 25th, and the conference is held from March 27-28 at UCLA. More information on registration can be found at: <http://lmsa.net/default.asp?contentID=83>

Visiting Research Internship Program @ Harvard

The Harvard Catalyst* Program for Faculty Development and Diversity in the Office for Diversity and Community Partnership at Harvard Medical School is pleased to announce the launch of a new summer program: the Visiting Research Internship Program for medical students, created to enhance the development and recruitment of a robust, diverse clinical/translational workforce pipeline.

The Visiting Research Internship Program (VRIP) is an eight-week mentored, summer research program designed to enrich medical students' interest in research and health-related careers, particularly clinical/ translational research careers. Program participants are provided with housing, a stipend and financial assistance of up to \$500 toward their travel expenses to and from Boston. Students are assigned a Clinical / Translational faculty advisor, and are offered the opportunity to network with Harvard faculty and take part in career development seminars and networking dinners.

The program runs from June 1, 2009 to July 24, 2009. All application material is due by March 6, and notifications will be sent out by March 30.

Visit the following website for more information: <http://www.mfdp.med.harvard.edu/Catalyst/MedicalStudents.html>

Featured Post-bacc Program: University of Cincinnati

If medical or dental school is your dream and you know that your grades are not competitive at this time, all may not be lost. There are a number of programs across the country that are designed to help you strengthen your academic record and prepare you for admission. This week, we are highlighting one Special Masters Program (SMP) in Physiology. There are others and many post-bacc programs can be researched on the AAMC website at <http://services.aamc.org/postbac/>



Benefits of the Program

The master's program in physiology provides a course of study designed to help college graduates strengthen their academic credentials in preparation for application to U.S. medical schools. As with similar programs (referred to as gap-year, glide-year, or special master's programs) at Georgetown University and Eastern Virginia Medical School (EVMS), Univ. of Cincinnati offers a one-year course of study (see [Program Comparison Chart](#)). The special master's program in physiology provides an enriching experience that will:

- ⇒ Expose students to the rigors and excitement of medical-school coursework and hot topics of biomedical research that drive medical discovery.
- ⇒ Allow students to take classes and identical exams alongside first-year medical students, and to be ranked in their performance directly against matriculated medical students.
- ⇒ Provide our group with significant insights into the medical-school interview process with mock interview sessions in both the traditional interview process and those focused on multiple stations.
- ⇒ Introduce students to other exciting careers in the health professions, in the event they do not succeed in their goal of entering medical school. Thus the master's program in physiology will also benefit students interested in applying to become medical technologists, or careers supporting dental, optometry, podiatry, or chiropractic practices.
- ⇒ Qualify out-of-state students for Ohio residency and subsequent application to the numerous medical schools in Ohio.

Students enroll in three first-year medical-school courses: medical physiology, medical biochemistry, and medical microscopic anatomy. These courses are among the top predictors of success in medical school. Students enroll in graduate courses during the spring quarter and often take teratology (a sequel to clinical embryology) as an elective. In the summer quarter, students write a literature review on a topic of current significance in physiology. **While there is no guarantee that completion of this program will lead to acceptance to medical school, the master's program provides credentials that allow direct comparison of our graduates to current medical-school students.**

February-March 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
15	16	17	18	19	20	21
22 <i>USC Somos Hermanos Fall deadline</i>	23	24	25	26	27 <i>AACOM Visit (4-6pm), Oregon Prgm Deadline</i>	28
<i>March: 1 SMDEP Deadline; First day for interviews</i>	2 <i>Minn. deadline, FR/SO wkshp (EGR 3106, 2-3pm)</i>	3	4 <i>AMCAS wkshp (SKN 0200, 4-5pm)</i>	5	6 <i>Harvard Program Deadline</i>	7
8	9 <i>GWEA app deadline</i>	10 <i>JR/SR wkshp (PHY 1201, 2-3pm)</i>	11	12	13	14

Article Review: After a Century of Criticizing Premedical Education, Are We Missing the Point?

By: Jeffrey P. Gross
Academic Medicine

In this article, a century long debate us sparked once again. What does it mean to be premed? Many have asked this question and many will continue to ask. This is perhaps one of the easier questions to answer. Being premed means that you plan on going to medical school after your undergraduate years. A more complicated question, however, is what does being premed entail?

Many universities have premedical advisors that say being premed means you should take a course-load that is heavy in the sciences. This means taking numerous courses in biology, chemistry, math, physics, you know the rest. In contrast, other universities recommend that students take minimal science classes and replace it with courses in the

humanities.

The two differing views are not mutually exclusive when it comes to medical school admissions. Admissions committees are looking for students who balance both of these types of courses and are looking for students who show a commitment to medicine that can be seen through volunteering at hospitals. Furthermore, med schools are looking for applicants that are well rounded and are performing well in school.

What do all of the requirements boil down to you ask? It turns out that students are often trying to fit the description of what medical schools are looking for by merely doing activities that will allow admissions committees to check off that a requirement has been met. In doing so, students often learn how to appear as if they are engaged and com-

mitted to a life in medicine, without any real devotion.

The goal of premedical education reformers is to establish a track for students that will truly test their commitment to medicine while allowing them to explore various fields of studies that actually interest them. In their view, it is the development of character prior to medical school, and often prior to declaring "premed" that makes a candidate good for medicine.

Gross comments that "what is needed is a course that encourages students, early in the premedical careers, to reflect on their motives for choosing to become a physician, to recognize the influence of premedical culture to their behavior, and to understand the difference between the demonstration and the development of character."

Article Review: Is There Any Common Curriculum for Undergraduate Biology Majors in the 21st Century

By: Kerry Cheesman, et al

BioOne Online Journals

This article reflects on the direction of biology curriculum at hundreds of colleges and universities across the nation, comparing the course content of biology undergraduate majors from the 1970s to today. The authors reflect on questions increasingly pertinent to today's job market in terms of biological research, biomedical sciences, medicine, and healthcare.

The authors debate, among other issues, whether undergraduate biology students should be provided general skills, with a greater breadth of knowledge, or specialized skills, with a greater depth of knowledge. These past few years have seen an increase of classes detailing research methods, as well as shifts in genetics, biochemistry, and molecular biology curricula.

The article outlines many interesting statistics gleaned from the surveys sent out to biology programs. Of the programs surveyed, the only course required by over 50 percent of the programs was genetics. Almost all programs required general chemistry, organic chemis-

try, and physics as non-biology core classes. In the past 20 years, there has been a 333 percent increase in programs requiring biochemistry, 163 percent increase for research/research methods, 55 percent increase for molecular biology, 42 percent increase in seminars, and 33 percent increase in microbiology. Among non-biology courses, statistics saw a 169 percent increase, while general chemistry saw a 19 percent increase. Physiology experienced a decline of 31 percent, zoology of 49 percent, and calculus of 16 percent.

These numbers reflect the overall trend of biology curriculum shifting toward a focus on genetics and molecular biology, following the pattern of funding in biological research. This isn't the first study to be conducted on biology curricula in the nation, but department chairs indicated on the whole, they were unfamiliar with previous reports published on this subject. To this end, Cheesman et al included a comparison chart of course changers recommended over the past couple of decades by various authors and studies. If you're interested in looking up more statistics on undergraduate biology programs nationwide, or an analysis therein, check out the article at the link pasted below.

<http://www.bioone.org/perlserv/?request=get-document&doi=10.1641%2FB570609>

Please e-mail us with any comments or questions you would like to see addressed in the HPAO Newsletter!

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Find us online!

<http://prehealth.umd.edu>

Health Professions Advising Office Mission

The mission of the undergraduate Health Professions Advising Office supports the overall objectives of the University of Maryland, particularly its commitment to health care education and the training of health care professionals for the 21st century and beyond.

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