Prepared by: Judy M. Jensvold, Senior Associate Director, Health Careers. Based on
A Guide for Premedical Students at Cornell University, Part I
by Jane D. Crawford, Associate Director for Health Careers.

With the aid of: The Health Careers Program Advisory Board
The Health Careers Evaluation Committee
The Health Careers Advising Network
Weill Medical College of Cornell University
Cornell Career Services Staff

Special thanks to: Kristine Goggan, Senior Staff Assistant

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The following questions are typically the first questions students ask.

**Which college should I enroll in?**
As an undergraduate in any college at Cornell, you may enroll in the courses required for entry into medical college or another health professional school. Traditionally, Cornell undergraduate applicants to medical school have enrolled in the College of Agriculture and Life Sciences, the College of Arts and Sciences, the College of Engineering, and the College of Human Ecology. These colleges offer majors that will enable you to prepare for medical school, and we find no differences in admission rates for students from these four colleges with equivalent academic credentials. The appropriate choice of an undergraduate college depends, largely, on your other academic and career interests. Consult the University’s publications for information about the seven colleges at Cornell, their distribution requirements, majors, and course descriptions, to find the one best suited to your interests and goals.

**What should I major in?**
Medical schools do not require or recommend any particular undergraduate major course of study, and Cornell does not have a premedical major. Therefore, you should pursue your intellectual interests in an academic major, such as history, biology, nutrition, chemical engineering, philosophy, natural resources, or any number of other fields. In majors throughout the university, you can complete the preprofessional requirements while at the same time receiving a broad education and exploring other interests and careers. In this way, you leave open the option of pursuing an alternative career. Also, you are more likely to succeed at and benefit from subjects that interest and stimulate you.

*The Association of American Medical Colleges (AAMC) has stated that, “admission committee members know that medical students can develop the essential skills of acquiring, synthesizing, applying and communicating information through a wide variety of academic disciplines….*

Students who select a major area of study solely or primarily because of the perception that it will enhance the chance of acceptance to a school of medicine are not making a decision in their best interest.”

Despite statements like the above, many students believe that medical schools prefer one major over another. AAMC’s national data, however, refute this. In 2008, 42% of biological sciences majors, 47% of physical sciences majors, 50% of humanities majors, and 44% of social sciences majors applying were accepted to medical school. The variation in percentage of acceptance by major is not significant, and major cannot be used to predict acceptance to medical school.

**What courses should I take?**
Medical, dental and most health professional schools, while not requiring or recommending any particular major, do stipulate that particular undergraduate courses must be completed. Listed below are the recommended minimum prerequisite courses medical schools require. Some schools have specific requirements and/or recommendations in addition to those listed below. *Medical School Admission Requirements (MSAR)* contains details.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General or Introductory Biology (with laboratory)</td>
<td>8</td>
</tr>
<tr>
<td>Advanced Biology</td>
<td>one course</td>
</tr>
<tr>
<td>Introductory Chemistry (with laboratory)</td>
<td>8</td>
</tr>
<tr>
<td>Organic Chemistry (with laboratory)</td>
<td>8</td>
</tr>
<tr>
<td>General or Introductory Physics (with laboratory)</td>
<td>8</td>
</tr>
<tr>
<td>English Composition</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>(required by some schools, recommended by most)</td>
</tr>
</tbody>
</table>
Education for becoming a physician: a wider view
The science courses required for entry to medical school are only a part of the total educational picture that medical schools consider. It is generally agreed that an applicant must be able to perform well in science, to think like a scientist, and even to enjoy science in order to be a competent physician. Being an educated person with an understanding of human nature and human achievement is equally important to physicians, both professionally and personally. You need to develop the ability to think critically, imaginatively, and logically. The best way to develop these abilities is to explore in some depth an academic field that you find compelling, with what one dean of admissions calls “a sustained commitment to excellence.”

What percentage of Cornell students are accepted to medical schools?
In 2008, of the Cornell first-time undergraduate applicants to medical school, seventy percent were successful in gaining admission to a U.S. allopathic (M.D.) school. (Nationally forty-three percent of applicants were accepted in 2008.) Eighty percent of 2008 Cornell applicants with a 3.4 or above gained admission to a U.S. allopathic school.

It may be misleading to compare undergraduate institutions using medical school admissions data because institutions have different practices for recommending students for medical school. Some undergraduate institutions recommend only selected students. At Cornell, a student may apply to a health professional school; Cornell will write a letter of evaluation if the student has taken the required courses and follows the procedure for obtaining such a letter.

What help does Cornell give health careers students?
Cornell has a structured Health Careers Program. The Senior Associate Director for Health Careers, whose office is in Barnes Hall, provides information and orientation sessions and advising for students. Each day she has walk-in advising hours, and can also be reached by e-mail and telephone. Advising appointments can be arranged.

Most premedical questions asked by freshmen and sophomores pertain to the fit between major and college requirements, on the one hand, and premed course requirements, on the other. These can be answered by an academic advisor or by health careers advisors in the various colleges:

- College of Agriculture and Life Sciences, Cate Thompson, 145 Roberts Hall
- College of Arts and Sciences, Janice Turner, 55 Goldwin Smith Hall
- College of Engineering, Fran Shumway, Melissa Hutson and Beth Howland, 167 Olin Hall
- College of Human Ecology, Paula Jacobs, 172 Martha Van Rensselaer Hall

The Cornell Health Careers Guide for Preapplicants is available for students and given out at Freshman Orientation. The Cornell Health Careers Guide for Applicants is given out to applicants and is available in the Career Library, 103 Barnes Hall. Many portions of these guides, as well as additional material, are on the Health Careers web page: www.career.cornell.edu/HealthCareers/default.html. As stated above, Cornell also writes the letter of evaluation that is a required part of application to most schools of human medicine.
The Health Careers Program Advisory Board (HCPAB) of Cornell University recommends that students preparing for medical/dental school take the following courses. This list provides general minimal requirements for the medical and dental schools where Cornell students usually apply. For details on particular schools, students should consult school web pages and the publications Medical School Admission Requirements (MSAR) and ADEA Official Guide to Dental Schools.

<table>
<thead>
<tr>
<th>Recommended minimum courses for medical and/or dental schools</th>
<th>Rec. sem. hrs.</th>
<th>Cornell University courses recommended to fulfill these requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEMISTRY General or Inorganic</td>
<td>8</td>
<td>Chem 2070 (207) + 2080 (208) or Chem 2150 (215) + 2160 (216)* For students with strong chemistry backgrounds (Honors) (Will fulfill Engineering requirements) or Chem 2090 (209) + 2080 (208) Required sequence for Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>See also &quot;Course Selection.&quot; It is possible that mixing sequences (e.g., 2150 + 2080, 2150+ 2090) may not provide full coverage of MCAT topics, despite satisfying the medical school requirements for two semesters of introductory chemistry. See <a href="http://www.aamc.org/students/mcat/preparing/creatingstudyplan.htm">www.aamc.org/students/mcat/preparing/creatingstudyplan.htm</a> for MCAT topics. Chem 2060 is a one-semester introduction to chemistry. Although it can be used to replace Chem 2070 in the Chem 2070-2080 sequence, this is not recommended, and students particularly those with a weaker chemistry background, may find themselves disadvantaged in Chem 2080. Engineering students may not use Chem 2060 to replace Chem 2090.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Students who decide not to proceed to Chem 2160 should see the Director of Undergraduate Studies (DUS) in the Chemistry Department for possible alternative courses in that department. See AP section.</td>
</tr>
<tr>
<td>Organic</td>
<td>8</td>
<td>Chem 3570 (357) + 3580 (358) + 2510 (251) Usual sequence or Chem 3570 (357) + 3580 (358) + 3010 (301)* or Chem 3590 (359) + 3600 (360) + 3010 (301)* or Chem 3590 (359) + 3600 (360) + 2510 (251)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chem 3590, 3600 , and 3010 are honors courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Note: Chem 3000 is a prerequisite for 3010.</td>
</tr>
<tr>
<td>BIOLOGY Introductory</td>
<td>8</td>
<td>Bio G 1101 (101)/1103 (103) + 1102 (102)/1104 (104) or Bio G 1105 (105) + 1106 (106) or Bio G 1107 (107) + 1108 (108) (summer only) or Bio SM 1110 (Shoals Marine Laboratory; summer only) Also possible is any combination of the first term of one of the above sequences followed by the second term of another. The HCPAB does NOT recommend Bio G 1109 + 1110 because it is not as comprehensive an introductory biology sequence and it does not meet the prerequisite for some of the advanced courses. See AP section. A minimum of one advanced course is recommended, though not required by all medical/dental schools. There are many appropriate courses, some examples follow which do not require a biology course beyond Introductory Biology. See an academic advisor for other examples.</td>
</tr>
</tbody>
</table>

*Note: Bio G 3000 is a prerequisite for 3010.*
| PHYSICS | 8 | Physics 1101 (101) + 1102 (102) | Usual sequence, not calculus based, auto-tutorial |
|         |    | or Physics 2207 (207) + 2208 (208) | Usual sequence, calculus based |
|         |    | or Physics 1112 (112) + 2208 (208) | Possible sequence, also using calculus |
|         |    | or Physics 1112 (112) + 2213 (213) + 2214 (214) | Possible 12 semester hour sequence* |

*This three-semester sequence gives minimal coverage to fluids. Students using only parts of a sequence or mixing parts of two and three-semester sequences may find certain MCAT topics not covered. This is the preferred sequence for Engineering students. See www.aamc.org/students/mcat/preparing/creatingstudyplan.htm for MCAT topics. Crossovers between 1101/2208 and 2207/1102 are acceptable; consult appropriate faculty.

| MATHEMATICS |  | Finite Math 1105 (105) + Calculus I: 1106 (106) or 1110 (111) |
|            |    | or Calculus I 1110 (111) + Calculus II: 1120 (122) or 1910 (191) |
|            |    | or Calculus I: 1106 (106) or 1110 (111) + statistics |

College work in mathematics is required by some schools, highly recommended by almost all. A very few schools require one year of calculus. Statistics is accepted as college level mathematics at some schools, and at a few schools statistics is required or recommended. Suitable statistics courses include the following, however, some may only be open to students in a particular college.

Applied Economics and Management 2100 (210)
Biometry 3010 (301)
Industrial and Labor Relations 2100 (210)
Mathematics 1710 (171)
Policy Analysis and Management 2100 (210)
Psychology 3500 (350)
Sociology 3010 (301)
Engineering 2700 (270)
Statistical Science 2100 (210)

| ENGLISH | 6 | Most medical schools will accept First-Year Writing Seminars (FWS) in fulfillment of their writing requirement. The John S. Knight Institute for Writing in the Disciplines, 101 McGraw Hall, will provide a notice stating that First-Year Writing Seminars taken in any department at Cornell are equivalent to English composition courses. Some medical schools, however, specifically require English literature to fulfill their writing requirement. For example, Weill Cornell requires one writing course focusing on “English-language literature.” Students who plan to apply to such schools should take either their First-Year Writing Seminars or advanced courses in the Department of English. See specific school's web pages for details. |

| ADDITIONAL COURSES | | Students need to be aware that some institutions have very specific requirements and/or recommendations in addition to the almost universal requirements listed above. You need to be concerned about other additional courses only if they are required by your state medical/dental school or by schools in which you have a particular interest. See MSAR and/or Official Guide to Dental Schools well in advance of the time of application. |

| COURSE NUMBER CHANGES | | Beginning academic year 2008-2009 Cornell assigned four-digit course numbers. Previous three-digit course numbers are in parenthesis. To verify any course number see www.cs.cornell.edu/gries/courses/ |

Courses Beyond the Requirements

Students should work with their academic advisors in choosing courses beyond the requirements. Some students decide to take courses similar to those taken in medical school, such as biochemistry or histology, in an attempt to demonstrate that they can perform well in a course taught in medical school or to ease their studying during the first year of professional school. These advantages, however, should be weighed against possible disadvantages. These include not being able to take an elective that may be important to your personal development and undergraduate education or which will not be available for you to take once you are in medical school.
As you plan, also keep in mind that medical/dental school admissions officers frequently speak of wanting to see both breadth and depth in a student's academic record. In choosing courses you will want to strike a balance between these, avoiding a narrow approach on the one hand and a superficial approach on the other.

**Satisfactory/Unsatisfactory Grades**
Do not take any requirement for medical/dental school on a Satisfactory/Unsatisfactory basis.

**Transfer Students**
Transfer students should check that the courses they have taken at their previous college meet the requirements for entrance to medical/dental school. See also "Transfer Students’ Guidelines" in the Health Careers portion of Cornell Career Services web pages, www.career.cornell.edu.

**Summer School Courses**
Required courses for medical/dental school may be taken during summer session here or at other universities whose educational standards are comparable to Cornell's. However, it is usually preferable to take these science courses at Cornell during the regular school year in order to demonstrate that you can perform well even while carrying a full course load. Your college advising office can explain the procedure for attending summer school elsewhere.

**Advanced Placement (AP)**
Courses accepted by the college as satisfying graduation credit requirements may be used to replace introductory requirements listed above at many medical/dental schools. Check specific statements in medical and dental school web pages. Some schools advise students to pursue advanced courses in biology, chemistry, physics, or other sciences which provide reinforcement of previous courses, even though they may have met the minimum science requirements while in high school. Most medical schools require a year of biology taken in college. If you have AP credit in biology (this AP credit must be indicated on your official transcript), most schools recommend that you take two semesters of advanced biology and want you to have taken a lab course in college.

Students with AP Biology should see the Office of Undergraduate Biology web page at www.bio.cornell.edu/advising/ap.cfm for information on using AP Biology credit at Cornell.

**Course Selection**
Any of the courses outlined previously will fulfill the prerequisites for medical/dental schools. Which ones to take depends on several factors: your interest in the subject; test scores; high school preparation; experience in rigorous courses; and major and academic goals. Placement in the right courses is very important. Cornell Courses of Study describes the courses; the academic advisor and the directors of undergraduate studies (DUS) in relevant departments can explain the differences among courses and can help you select your courses.

**Sequence of Courses**
Recommended order The recommended order in which to take these courses is: mathematics, chemistry or biology, physics. Biology, chemistry, and mathematics need to be started by the sophomore year if you plan to apply to medical/dental school at the end of your junior year for attendance in the fall following graduation. Courses are usually (but not necessarily) taken during these years:
- First-Year Writing Seminars - freshman
- General Chemistry - freshman or sophomore
- Introductory Biology - freshman or sophomore
- Mathematics - freshman or sophomore
- Physics - sophomore or junior
- Organic Chemistry - sophomore or junior

Mathematics Strong quantitative skills are essential for chemistry and physics. It is recommended that college mathematics precede physics.

Organic Chemistry For organic chemistry, lecture courses must be taken before, or concurrently with laboratory courses. Co-registration in organic lecture and organic laboratory is not necessary.
Natural Science Major  If you think you want to major in a natural science, the usual advice is to take two science courses or mathematics and science during freshman year.

Humanities or Social Science Major  If you think you want to major in a humanities or social science discipline, you may want to take only one mathematics or science course during freshman year in order to be able to experiment with courses from several departments. However, this may require taking two science courses in both the sophomore and junior years.

Unsatisfactory Performance in a Course
Repeating Courses  Generally speaking, courses should not be repeated. A poor performance (below C-) can be redeemed partially by a good performance in another course which demonstrates strength within the same area. In some cases, e.g. required science courses, however, it may be advisable to repeat the course. This is the case especially when extraneous circumstances were largely responsible for the initial weak performance. An academic advisor will help to explore these points further as well as credit hour and grade point average implications which vary among colleges.
Recommended sequences for students who receive a grade of D+ or lower in required science courses
See the appropriate departmental office.

Medical School Admission Test (MCAT)
The MCAT assesses an applicant’s understanding of concepts in introductory biology, general chemistry, organic chemistry, and non-calculus-based physics.

The MCAT should not be taken until introductory courses in biology, chemistry, organic chemistry, and physics are completed (or are within a few weeks of completion) and you have studied for the exam. The MCAT is administered over twenty times a year at designated computerized test sites.

Students should review the MCAT web pages especially www.aamc.org/students/mcat/preparing/creatingstudyplan.htm to see the science topics in the exam and to determine that they have covered all the topics. Checking topics may be especially useful if you have mixed course sequences.

For More Information
Students who create a Cornell Career Services profile on line in Cornell CareerNet and request Health Careers Program emails will be updated on health careers topics and programs throughout the year.
Six Admission Factors

As a student who is thinking about applying to a health professional school, you have probably wondered how your credentials compare with some ideal student you’ve imagined or heard about in the student grapevine. Although you want a realistic appraisal of your chances for acceptance, a definitive answer is impossible; and a generalized answer is difficult, given that there are many medical and dental schools in the United States and that each has its own admissions committee with its own standards. These variables make it hard to define one set of standards that apply in all schools. However, almost all schools consider the following six factors when reviewing applicants:

- GPA
- Life experience
- MCAT or DAT
- Letters
- Interview
- Application

It is difficult to determine the weight of each factor that is considered. Each bit of information, however, contributes in much the same way that pieces of a jigsaw puzzle finally comprise a picture. Usually no one piece of information alone is sufficient to determine your chances; instead, view the process as one where you want to contribute the best “pieces,” so that the committee can come up with the best “picture” of your potential. The following questions are ones an admissions committee member might seek answers to when reviewing your credentials.

1. **Academic Record (GPA)**
   - What is the applicant’s grade point average (GPA)?
   - What is the science and math GPA?
   - What are the grades in courses required for medical/dental school?
   - What is the pattern of grades? Is there an upward or downward trend?
   - Have many courses been dropped? Why?
   - How many “incompletes” are present? Why?
   - What proportion of courses was taken Pass/Fail?
   - Did the student consistently take a normal course load?
   - How do science and liberal arts courses “balance”?
   - Did the student consistently choose an easier or more difficult sequence of courses?
   - What is the academic quality of the institution where courses were taken?
   - Was summer school attended? Why? What school? What courses were taken?
   - Did the student undertake honors work?
   - In what ways has the student taken responsibility for his/her learning?
   - What is the student’s major?

   Grade point average is important, but as the preceding questions indicate, the GPA alone is not the only academic factor considered.

2. **Medical College Admission Test (MCAT)**
   - What is the student’s percentile ranking?
   - What is the score for each section? Writing Sample?
   - Is there a low score on one section of the test? If so, which section?
   - Are there any factors that might account for poor performance?
   - How do these scores compare with those of other candidates from the same institution?
   - Are the scores consistent with the GPA? How do they compare with the GPA?
In general medical schools seem to be looking for applicants with scores in the eightieth percentile or above. A low score on one section could be a problem, one extraordinary score, noteworthy; but committees are interested in the total profile of the MCAT and how that fits with the total picture of the candidate.

The MCAT should be taken only after all four prerequisites are completed or very close to completion and after there has been time for a solid review of the topics to be tested. Usually this is at the end of junior year. However, if you have finished the introductory courses in biology, chemistry, organic chemistry, and physics by the end of your sophomore year, you may want to take the MCAT at a date closer to when those classes were completed. This option may enable you to do most of your review during the summer rather than during the school year.

While grades and MCAT are not everything, they are primary to the admissions picture. For example, a medical school may have five thousand applicants for one hundred places. In order to determine whom to select for entrance, the members of the admissions committee may choose eight hundred candidates to interview. They will frequently choose those with high "numbers" (grades and MCATs). From this pool of hundreds, they are able to find applicants who have, in addition to high "numbers," the human traits that are likely to enable them to become good doctors.

3. **Life Experience**
Of particular interest to committee members is the quality of the activities in which you have participated and what you learned from them. How would your answers to the following question reveal that?

**Health Care Experience**—"the unwritten requirement for medical school"
- Have you had contact with sick people?
- Have you worked/volunteered in a clinical health care-related setting?
- How have you gained a realistic picture of the health career you seek to enter?
  
  Your health care experience should **not** be limited to shadowing.

**Work**
- Have you worked while attending college? In the summer? How much?
- Has this affected time available to devote to studies and extracurricular activities?

**Service**
- What kind of service experiences have you had?
- How have you demonstrated a commitment to helping others?
- What have you done to become aware of the needs of people unlike yourself—different ages, classes, races, ethnic, and religious groups?

**Extracurricular**
- Are you able to participate in activities and still maintain good grades?
- Have you assumed leadership roles? Worked as part of a team?
- Have you sustained the commitment? Demonstrated initiative? Showed creativity?
- What is the range of your activities?

**Research/Scholarly Project/Independent Inquiry**
- Have you had research experience or undertaken a scholarly project that required independent inquiry using data? Worked closely with faculty? Level of independence? Lab? Clinical? Another area? Paper, publication, presentation/poster? (If you plan to pursue an MD/PhD you must engage in significant laboratory research.)

**Teaching/Counseling/Mentoring**
- What did you contribute by being a teaching assistant? Tutor? Peer advisor? Mentor?

Experience with patients should be viewed as **required**. Beyond that you should pursue your other interests, including those unrelated to health care. You do not need to have experience in all of these areas; nor can you turn to a magical formula for combining activities to "look good." Most admissions committee members are experienced in their work, and many have an instinct for detecting the credentials that have been put together for the purpose of "getting into medical school." Instead, they prefer a genuine person, so pursue in some depth and breadth the activities that interest you and that are congruent with your personality and life goals. See the "Gaining Experience” link in the health careers web page for how and where to locate experiences in Ithaca and elsewhere.
4. **Letter of Evaluation and Recommendations**
   Your letters of recommendation reveal how recommenders who are experienced in working with students view you. To ensure strong letters of recommendation take the initiative, beginning in your freshman year, to get to know your teachers. These letters will then help to answer questions about your academic and intellectual abilities, personal attributes, values, and motivation. They will also discuss you in the Cornell context and compare you with other students.

5. **The Application**
   The completed application, which includes an essay, contributes to the total picture that is being formed.
   - Was the application submitted in a timely manner?
   - What does the essay reveal? Does a distinct, unique individual emerge?
   - Can the applicant write well? Spell? Organize information?
   - What is the applicant's state of residence? Diversity aspects?

6. **The Interview**
   After an admissions committee finishes looking at the "paper credentials," it is ready to make some observations in person, through an interview, to try to answer questions like the following: What are the applicant's communication and interpersonal skills? Personality? Physical bearing? What aspects in the application can be expanded on or clarified?

   After the interview, the school’s admissions committee has a fuller picture which it uses to compare you with others in the pool of candidates from which it ultimately makes its choice. Naturally this process is not perfect; but at most medical schools, it seems to be administered with a great deal of concern for applicants.

"Are my credentials competitive?"
There are many variables in the six admission factors given above, and there are many variables in the opinions of the members of the various admissions committees; so the choice of candidates is not totally predictable, nor is it totally unpredictable. Therefore, within wide parameters it is possible for you to look at your credentials, reviewing the six admission factors as an admissions committee might, and find at least a tentative answer to the question "Are my credentials competitive to apply to medical school?" You can also further explore this question with a health careers advisor and plan steps to take to strengthen your credentials.

**Important: Your Conduct and Your Credit Rating**

"Were you ever the recipient of any institutional action by any college or medical school for unacceptable academic performance or conduct violation, even though such action may not have interrupted your enrollment or required you to withdraw?" The American Medical College Application Service (AMCAS), used by the majority of medical schools in the United States, includes this question on its application. A number of medical schools also do criminal background checks. Trustworthiness and good judgment are essential qualities for someone who seeks to enter a health profession. Throughout your college career, be aware that actions that reflect negatively on your character, judgment, or honesty may seriously diminish your chances of admission to a health profession school.

Most applicants must borrow to pay for medical school. In order to be able to get loans, you will need to have a good credit rating. Debts, other than long-term educational debts (credit card debt, car loans and other unpaid bills), must be taken care of by you prior to entering medical school. Medical schools have rescinded an acceptance when a student’s credit rating was poor.
Health Careers Calendar • Human Medicine

FALL 2009

ORIENTATIONS
• Freshman Orientation (Also for transfer students)
  College of Arts and Sciences 9:00 am Aug 23 Hollis E. Cornell Aud., Goldwin Smith Hall
  College of Engineering 9:00 am Aug 24 165 Olin Hall
  College of Human Ecology 9:00 am Aug 25 G71 MVR
  College of Agriculture and Life Sciences 11:00 am Aug 25 Call Alumni Aud., Kennedy Hall

• Orientation for Jrs. & Srs. Applying in 2010
  College of Human Ecology 4:35 pm Sept 8 280 MVR
  College of Agriculture and Life Sciences 4:35 pm Sept 9 145 Warren Hall
  College of Arts and Sciences 4:35 pm Sept 10 Kaufmann Aud., Goldwin Smith Hall
  College of Engineering 4:35 pm Sept 14 see online calendar for location

• Health Careers Evaluation Committee (HCEC) Orientation:
  2010 Applicants for 2011 Acceptance
  4:30 pm Nov 4 231 Warren Hall

BRIEFINGS
• Interviewing at Medical/Dental School
  12:20 pm Sept 4 North Rm., Willard Straight Hall

• Enhancing Your Chances: Follow-up Actions
  12:20 pm Oct 20 North Rm., Willard Straight Hall

• MCAT Review Tips & Timing
  12:20 pm Oct 29 North Rm., Willard Straight Hall

• HCEC Letters of Recommendation: Whom to Ask and How?
  12:20 pm Nov 6 North Rm., Willard Straight Hall

• Summer Opportunities for Health Careers Students
  12:20 pm Nov 17 North Rm., Willard Straight Hall

• Considering a Gap Year & Its Options
  4:35 pm Nov 18 Kaufmann Aud., Goldwin Smith Hall

GRADUATE AND PROFESSIONAL SCHOOL DAY
  11:00 am – 2:30 pm, Sept 23 Barton Hall

Speak with admissions officers from health professional schools: medicine, dentistry, podiatry, public health, physician assistant, nursing, etc.

EXTERN PROGRAM Sophomores, Juniors, and Seniors: Apply in October and shadow an alumna/us in a career field of your choice over winter break.

FRESH PROGRAM Freshmen: Apply in January to shadow an alumna/us in a career field of your choice during spring break.

SPRING 2010

REGISTRATIONS
• Health Careers Evaluation Committee (HCEC)
  Registration: 2010 Applicants for 2011 Acceptance
  Step I – pick up materials anytime between 5-7 pm Feb 2 or 3 103 Barnes Hall
  Step II -- drop off materials anytime between 5-7 pm Mar 16 or 17 103 Barnes Hall

ORIENTATION
• Sophomore Orientation
  4:35 pm Feb 24 see online calendar for location
  12:20 pm Feb 26 North Rm., Willard Straight Hall

BRIEFINGS
• Waitlisted or Waiting: What to do?
  12:20 pm Jan 28 North Rm., Willard Straight Hall

• Writing the Personal Statements and Themes for the HCEC
  4:35 pm Feb 11 see online calendar for location

• Interviewing with the HCEC and the Interviewer's Perspective
  4:35 pm April 1 see online calendar for location

• How to Choose Medical/Dental Schools to Apply To
  4:35 pm April 7 see online calendar for location

• Completing the Application:
  AMCAS & Others (2010 Applicants for 2011 Acceptance)
  4:35 pm April 28 see online calendar for location

Check the Cornell Career Services upcoming events at www.career.cornell.edu for changes and additional programs. Audios of most programs are available on the web at www.career.cornell.edu/healthcareers.html and in the Career Library-103 Barnes Hall, open Monday-Friday, 8-4:30, including breaks and summer.

HEALTH CAREERS ADVISING
• Judy Jensvold, Senior Associate Director, Health Careers, 103 Barnes Hall
• Walk-ins: Monday-Thursday, 3:00 to 4:00 pm; Fridays 2:00 pm to 4:00 pm
• Summers: 1:30 - 2:30, M-F
• Telephone/E-mail: Direct line 4:00 pm to 4:30 pm almost every day (607-255-0542); jmj5@cornell.edu
• By appointment: See Information Services Assistants in 103 Barnes Hall or phone 255-5296.

HEALTH CAREERS EVALUATION COMMITTEE
• Janet Snoyer, Assistant Director, Health Careers and Credentials
  203 Barnes Hall, phone 255-5045; js100@cornell.edu

career.cornell.edu
Year-By-Year Checklist

The checklist below pertains specifically to premedical, predental, and preveterinary students; however, students interested in other health fields will find portions of the following useful. All health care preprofessionals are encouraged to use the materials and audios in the Career Library, 103 Barnes Hall, and on the web to determine specific requirements for course work, standardized tests, and application procedures.

Throughout Your Undergraduate Career

❑ Refer to “Recommended Courses for Medical and/or Dental School Requirements,” (pink sheet) or “Recommended Courses for Veterinary School Requirements” (blue sheet) to plan your course schedule.

❑ See the Cornell Career Services web page and create a Cornell CareerNet profile to receive health careers program information and consult “Upcoming Events” for program announcements.

❑ Attend programs featuring medical/dental/veterinary school admissions speakers, practitioners, and others. Watch for e-mail announcements via Cornell CareerNet.

❑ To learn about specific schools & programs attend special programs offered annually:
  • "Open House" at the College of Veterinary Medicine at Cornell, held each spring.
  • "Grad and Professional School Day," every fall. (September 23, 2009, Barton Hall)

❑ Check out student health career organizations, volunteer and research opportunities, summer jobs, and internships to test and develop your career interests.

❑ Start searching for summer opportunities during the fall semester for the following summer.

❑ Develop and frequently update your "Plan B"—a career option you can pursue if you don't go to a health professional school or want a gap year.

Freshman Year

❑ **Attend Freshman Orientation** for freshmen and transfer premedical and preveterinary students held during Orientation Week or listen to the audio if you are unable to attend.

❑ Meet with your faculty advisor and/or student academic advisors, and the prehealth careers advisor in your college to plan a four-year program to include college requirements, major requirements, and premedical/dental/veterinary requirements.

❑ Make the effort to get to know your teachers and advisors. You'll learn more, enjoy Cornell more, and lay the groundwork for future letters of recommendation needed when you apply.

❑ Remember a year or a semester away from campus (e.g., study away or a leave of absence) needs to be planned in advance; consult with your College Office and “Study Away Procedures” on the Health Careers web page.

Sophomore Year

❑ **Attend Sophomore Orientation** for premedical/predental students held early in the spring semester or listen to the audio if you are unable to attend.

❑ Plan your prerequisite course sequence in order to complete the necessary requirements before taking national tests, e.g. Medical College Admission Test (MCAT), Dental Admission Test (DAT), Graduate Record Examination (GRE), or Optometry Admission Test (OAT).

❑ Check out opportunities and requirements to be a teaching assistant in your junior and/or senior year.

❑ Continue getting to know teachers, advisors, and others who might write your letters of recommendation.
Sophomore Year (Con't)

- Use the Career Library online keyword search to locate resources. Become familiar with the following informational resources, especially those that list specific requirements at schools, in the Career Library, 103 Barnes Hall:
  - *Medical School Admission Requirements (MSAR)*
  - *ADEA Official Guide to Dental Schools*
  - *Veterinary School Admission Requirements in the United States and Canada (VMSAR)*
  - *Minority Student Opportunities in United States Medical Schools*

Junior Year or Senior Year, depending on when you plan to start professional school

- Attend *Orientation for Jrs. & Srs. Applying in 2010* for prehealth students, held by college in September. Begin giving some thought to who might write your letters of recommendation.

- Attend *HCEC Orientation* for premedical/predental students in the fall semester (usually held in November) or access the audio or video.

- Attend *HCEC Registration* and register with the Health Careers Evaluation Committee (HCEC) early in the spring semester if applying to schools of human medicine. (You are not required to use the HCEC, but most schools of human medicine require a letter of evaluation, such as that written by the HCEC.)

- Attend premed/prevet fall and spring semester briefings. These cover the steps necessary to complete the application process.

- Access web information on the MCAT, DAT, GRE, and OAT. MCAT, DAT, and OAT are taken usually in the spring/summer of the year of application. GRE is required by CVMCU to be taken no later than October of the year before desired matriculation. The MCAT is required or accepted by some veterinary schools.

- In the Career Library and the Health Careers web pages consult information provided by previous Cornell applicants.

Preveterinary students who are interested in applying in the fall of their junior year for acceptance in the spring of their junior year to attend veterinary school the following fall, see instructions below regarding prevet seniors.

Summer Between Junior And Senior Year

- Apply to schools of human or veterinary medicine. Check procedures, requirements, and deadlines, which can vary among schools of veterinary medicine. Application can also be done at the end of senior year, giving you a gap year before attending professional school, or as an alumnus/na.

- Have HCEC send your letter of evaluation to medical/dental schools that have requested it.

Senior Year

- Attend briefings on "Interviewing at Medical/Dental School," "Follow-up Action, Acceptance Protocol, and Finances for Medical/Dental School Applicants," and "Waitlisted or Waiting: What to do." If you are not getting interviews and/or acceptances by January, see a health careers advisor.

- Interviews at schools of human medicine usually occur between October and March. Acceptances arrive mostly from late fall until May, but may go into the summer.

- Interviews at vet schools can begin in the fall and go into the spring. Acceptances usually arrive spring semester.
Laying the Groundwork for Strong Letters of Recommendation

Why do you need letters of recommendation?
In the admissions process, health professional schools use quantifiable information such as transcripts and standardized test scores; but they also want to know if you are the kind of person who will become a good health care professional. Cornell writes a letter of evaluation to help schools learn about your qualitative aspects such as motivation, and intellectual and interpersonal skills as well as academic performance. This process requires you to get letters of recommendation. **These letters should come mainly from Cornell faculty and staff.** To get strong letters you need to build contacts and relationships and make yourself known. You’ll get the full benefit of your Cornell education and enjoy it more if you get to know your teachers and advisors, and you are the one who must take the initiative.

What is the letter of evaluation?
See diagram on reverse side and the HCEC webpage.

Checklist of things to do to get strong letters of recommendation

- **Your teachers should be the key source of letters.** Don’t let large classes deter you from getting to know them. Make use of **faculty office hours.** Throughout your college career, beginning in your freshman year, invest time in talking with and getting to know your faculty advisor and other faculty. Make an appointment with faculty to discuss activities, goals, interests, and your plan to become a health care professional. This appointment should be in addition to any regular pre-registration appointments.

- Letters may also come from employment or volunteer supervisors, or mentors, research or club advisors, and coaches among others.

- Create your own file on "You." Keep records of semester grades, awards; selected assignments, papers, and tests with teacher comments; addresses, phone numbers, and e-mail addresses of employers, supervisors, etc. This information and material will then be available for you and/or your recommenders to consult.

Usually junior year and beyond:

- **Attend the Health Careers Evaluation Committee Orientation,** usually fall of your junior year.

- **Register with the HCEC for the letter of evaluation process.** Registration is usually held in the spring semester. This is usually done your junior year but can also be done as a senior, giving you a gap year before attending medical school, or as an alumnus/na.

- Ask for letters of recommendation during spring semester. To learn how, attend the briefing "HCEC Letters of Recommendation: Whom to Ask and How" or listen to the audio on the web.

- Meet with the people who are writing your letters; review your qualifications; and provide a resume, an essay, and/or a transcript. Other helpful information includes the title of the course(s) taken from the recommender, year taken, and title of paper(s) written for the course(s).

- Provide the letter writer with the recommendation request form. You access these forms when you register with the HCEC.

- Check to see that your letters are arriving. If needed, tactfully remind letter writers of the deadline.
"THE HEALTH CAREERS EVALUATION COMMITTEE LETTER PACKET"

1. LETTER OF RECOMMENDATION
2. LETTER OF RECOMMENDATION
3. LETTER OF RECOMMENDATION

plus

YOUR INTERVIEW
WITH A HEALTH CAREERS EVALUATION COMMITTEE MEMBER

A committee of the Cornell faculty/staff

produces

A LETTER WRITTEN WITH INPUT FROM
- THREE LETTERS OF RECOMMENDATION
- INTERVIEW
- YOUR PERSONAL STATEMENT
- TRANSCRIPT(S)
- BACKGROUND INFORMATION FORM (BIF)

SHADED ITEMS ARE TRANSMITTED TO SCHOOLS AS “THE HCEC LETTER PACKET”
The following staff and faculty members are designated by their colleges, divisions, or programs as prehealth professions advisors. You are encouraged to use this list to locate advisors who can assist you.

<table>
<thead>
<tr>
<th>College</th>
<th>Office Address</th>
<th>Name</th>
<th>Title and Role</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Agriculture and Life Sciences</td>
<td>145 Roberts Hall</td>
<td>Cate Thompson</td>
<td>Director, Multicultural and Diversity Programs</td>
<td>254-5385</td>
<td><a href="mailto:ct30@cornell.edu">ct30@cornell.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Janice Turner</td>
<td>Assistant Dean, Academic Advising Center</td>
<td>255-9497</td>
<td><a href="mailto:jht2@cornell.edu">jht2@cornell.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Irene Komor</td>
<td>Arts and Sciences Academic Advising, Career Counselor</td>
<td>255-4166</td>
<td><a href="mailto:ijk1@cornell.edu">ijk1@cornell.edu</a></td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>55 Goldwin Smith Hall</td>
<td>Beth Howland</td>
<td>Associate Director, Engineering Advising</td>
<td>255-7414</td>
<td><a href="mailto:bah18@cornell.edu">bah18@cornell.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Melissa Hutson</td>
<td>Assistant Director, Engineering Advising</td>
<td>255-7414</td>
<td><a href="mailto:mh265@cornell.edu">mh265@cornell.edu</a></td>
</tr>
<tr>
<td>College of Engineering</td>
<td>167 Olin Hall</td>
<td>Fran Shumway</td>
<td>Director Engineering Advising</td>
<td>255-7414</td>
<td><a href="mailto:fss2@cornell.edu">fss2@cornell.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Beth Howland</td>
<td>Associate Director, Engineering Advising</td>
<td>255-7414</td>
<td><a href="mailto:bah18@cornell.edu">bah18@cornell.edu</a></td>
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<tr>
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<td></td>
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<td>Assistant Director, Engineering Advising</td>
<td>255-7414</td>
<td><a href="mailto:mh265@cornell.edu">mh265@cornell.edu</a></td>
</tr>
<tr>
<td>College of Human Ecology</td>
<td>172 MVR</td>
<td>Paula Jacobs</td>
<td>Associate Director Student Services &amp; Career Services</td>
<td>255-2532</td>
<td><a href="mailto:pj24@cornell.edu">pj24@cornell.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Virginia Utermohlen</td>
<td>Associate Professor, Nutritional Sciences - 314 Savage Hall</td>
<td>255-5719</td>
<td><a href="mailto:vu10@cornell.edu">vu10@cornell.edu</a></td>
</tr>
<tr>
<td>Biological Sciences</td>
<td></td>
<td>Wendy Aquadro</td>
<td>Assistant Director, Advising Undergrad Biology - 216 Stimson Hall</td>
<td>255-5233</td>
<td><a href="mailto:gsa8@cornell.edu">gsa8@cornell.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bonnie Comella</td>
<td>Director, Undergraduate Advising/Undergrad Biology - 216 Stimson Hall</td>
<td>255-5233</td>
<td><a href="mailto:bec3@cornell.edu">bec3@cornell.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jeffrey Doyle</td>
<td>Professor, Plant Biology The Hays and James Clark Director – 259 Plant Science</td>
<td>255-5233</td>
<td><a href="mailto:jid5@cornell.edu">jid5@cornell.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jeff McCaffrey</td>
<td>Assistant Director of Advising and Research – 216 Stimson</td>
<td>255-5233</td>
<td><a href="mailto:jm298@cornell.edu">jm298@cornell.edu</a></td>
</tr>
<tr>
<td>Cornell Career Services</td>
<td>103 Barnes Hall</td>
<td>Judy Jensvold</td>
<td>Senior Associate Director, Health Careers</td>
<td>255-0542</td>
<td><a href="mailto:jmj5@cornell.edu">jmj5@cornell.edu</a></td>
</tr>
<tr>
<td>American Indian Program</td>
<td>482 Caldwell Hall</td>
<td>Kathy Halbig</td>
<td>Student Development Specialist</td>
<td>255-5991</td>
<td><a href="mailto:kh37@cornell.edu">kh37@cornell.edu</a></td>
</tr>
<tr>
<td>Latino/A Student Success Office</td>
<td>438 Rockefeller Hall</td>
<td>Juliette Corazon</td>
<td>Assistant Dean / A&amp;S Academic Advising Center</td>
<td>255-9497</td>
<td><a href="mailto:jr272@cornell.edu">jr272@cornell.edu</a></td>
</tr>
<tr>
<td>Cornell Abroad</td>
<td>300 Caldwell Hall</td>
<td>Richard Gaulton</td>
<td>Director Cornell Abroad</td>
<td>255-6224</td>
<td><a href="mailto:rhg7@cornell.edu">rhg7@cornell.edu</a></td>
</tr>
<tr>
<td>College of Veterinary Medicine at Cornell University</td>
<td>S2 012 Schurman Hall</td>
<td>Jennifer Mailey</td>
<td>Director of Admissions / VM Admissions</td>
<td>253-3702</td>
<td><a href="mailto:jam333@cornell.edu">jam333@cornell.edu</a></td>
</tr>
</tbody>
</table>
Accepted/Applied Chart 2008

The 2008 Accepted/Applied Chart below contains Cornell-specific data. Accepted/Applied Charts, including the most current one, can be accessed at www.career.cornell.edu/HealthCareers/acceptedApplied.html. The chart may be used to estimate your chances of admission to allopathic (M.D.) medical schools. The data does not include Cornellians who applied to other health professional schools: osteopathy, dentistry, optometry, podiatry, etc.

The national accepted/applied information, which is also given, can be useful in reviewing the Cornell charts.

Accepted/Applied Chart - 2008
Admission to Schools of Allopathic (M.D.) Medicine of Cornell University Junior and Senior Year, First Time, Non-Underrepresented in Medicine Applicants using the Health Careers Evaluation Committee

<table>
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<th>Overall GPA</th>
<th>3.9+</th>
<th>3.89 - 3.8</th>
<th>3.79 - 3.6</th>
<th>3.59 - 3.4</th>
<th>3.39 - 3.2</th>
<th>3.19 - 3.0</th>
<th>2.99 - 2.8</th>
<th>2.79 - 2.6</th>
<th>Row Totals</th>
<th>% Accept. by MCAT Scores</th>
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<td>MCAT Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35+</td>
<td>90%</td>
<td>100%</td>
<td>79%</td>
<td>85%</td>
<td>70%</td>
<td>—</td>
<td>—</td>
<td>0%</td>
<td>80/95</td>
<td>84%</td>
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<tr>
<td></td>
<td>19/21</td>
<td>17/17</td>
<td>26/33</td>
<td>11/13</td>
<td>7/10</td>
<td>—</td>
<td>—</td>
<td>0/1</td>
<td></td>
<td></td>
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<tr>
<td>30-34</td>
<td>100%</td>
<td>92%</td>
<td>90%</td>
<td>69%</td>
<td>44%</td>
<td>25%</td>
<td>0%</td>
<td>—</td>
<td>89/117</td>
<td>76%</td>
</tr>
<tr>
<td></td>
<td>7/7</td>
<td>12/13</td>
<td>28/31</td>
<td>34/44</td>
<td>7/16</td>
<td>1/4</td>
<td>0/2</td>
<td>—</td>
<td></td>
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<tr>
<td>25-29</td>
<td>100%</td>
<td>50%</td>
<td>67%</td>
<td>41%</td>
<td>17%</td>
<td>0%</td>
<td>—</td>
<td>—</td>
<td>18/48</td>
<td>38%</td>
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<tr>
<td></td>
<td>1/1</td>
<td>2/4</td>
<td>6/9</td>
<td>7/17</td>
<td>2/12</td>
<td>0/5</td>
<td>—</td>
<td>—</td>
<td></td>
<td></td>
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<tr>
<td>20-24</td>
<td>—</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0/7</td>
<td>0%</td>
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<tr>
<td>Column Totals</td>
<td>27/29</td>
<td>31/35</td>
<td>60/73</td>
<td>52/76</td>
<td>16/40</td>
<td>1/10</td>
<td>0/2</td>
<td>0/2</td>
<td>187/267</td>
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<tr>
<td>% Accept by GPA</td>
<td>93%</td>
<td>89%</td>
<td>82%</td>
<td>68%</td>
<td>40%</td>
<td>10%</td>
<td>0%</td>
<td>0%</td>
<td>70%</td>
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</table>

This chart does not include students who did not release their information to the Health Careers Program.

Recent National Accepted/Applied Information

<table>
<thead>
<tr>
<th>Year</th>
<th>Accepted</th>
<th>Applied</th>
<th>Acceptance Rate</th>
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<tbody>
<tr>
<td>2008</td>
<td>18,036</td>
<td>42,231</td>
<td>43%</td>
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<tr>
<td>2007</td>
<td>18,858</td>
<td>42,315</td>
<td>45%</td>
</tr>
<tr>
<td>2006</td>
<td>18,418</td>
<td>39,108</td>
<td>47%</td>
</tr>
<tr>
<td>2005</td>
<td>17,987</td>
<td>37,373</td>
<td>48%</td>
</tr>
<tr>
<td>2004</td>
<td>17,662</td>
<td>35,735</td>
<td>49%</td>
</tr>
<tr>
<td>2003</td>
<td>17,539</td>
<td>34,786</td>
<td>50%</td>
</tr>
</tbody>
</table>
Investigating Careers - Resources Available in the Career Library
103 Barnes Hall

Careers in Sports Medicine
Complete Guide to the MD/PhD Degree
DOs: Osteopathic Medicine in America
Exploring Health Care Careers (health advocacy, medical writing, biomedical engineering, etc.)
Exploring Medical Anthropology
Faces of Public Health
Healthcare Management Education Directory of Programs
Health Professions: Career and Education Directory (physical therapist, athletic trainer, dietitian, etc.)
Nursing Programs (includes advanced practice nursing for non-nurse college graduates)
Official Guide to Dental Schools
Opportunities in Eye Care Careers
Opportunities in Clinical Laboratory Science Careers
Pharmacy School Admission Requirements
Physician Assistant Careers
Practical Guide to Global Health Service
Pre-Dental Guide
Yale Guide to Careers in Medicine & the Health Professions

To locate other resources search the Career Library catalog at career.cornell.edu/library/default.html

Wider Reading

Anatomy of an Illness as Perceived by the Patient, Norman Cousins
Another Day in the Frontal Lobe, Katrina Firlik
Betrayal of Trust: The Collapse of Global Public Health, Laurie Garrett
Caring for Patients from Different Cultures: Case Studies from American Hospitals, Geri-Ann Galanti
Caring for the Country: Family Doctors in Small Rural Towns, Howard K. Rabinowitz
Classic Cases in Medical Ethics: Accounts of Cases that Have Shaped Medical Ethics with Philosophical, Legal, and Historical Background, Gregory E. Pence
Complications: A Surgeon’s Notes on an Imperfect Science, Atul Gawande
Critical Condition: How Health Care in America Became Big Business and Bad Medicine, Donald L. Bartlett & James B. Steele
Darkness Visible: A Memoir of Madness, William Styron
Deadly Dust: Silicosis and the Politics of Occupational Disease in Twentieth Century America, Gerald Markowitz and David Rosner
How Doctors Think, Jerome Groopman
Life in Medicine: A Literary Anthology, Robert Coles, ed.
Lucky Man: A Memoir, Michael J. Fox
Medical Marriages: Sustaining Healthy Relationships for Physicians and Their Families, Wayne M. Sotile and Mary O. Sotile
Middlemarch, George Eliot
Mountains Beyond Mountains: Dr. Paul Farmer, a Man Who Would Cure the World, Tracy Kidder
My Own Country: A Doctor’s Story of a Town and It’s People in the Age of AIDS, Abraham Verghese
Nursing Against the Odds, Suzanne Gordon
Oath Betrayed: Torture, Medical Complicity, and the War on Terror, Steven H. Miles
On Call in Hell: A Doctor’s Iraq War Story, Cdr. Richard Jadick & Thomas Hayden
The Edge of Medicine: The Technology That Will Change Our Lives, William Hanson
The Ghost Map: The Story of London’s Most Terrifying Epidemic, Steven Johnson
The Man Who Mistook His Wife for a Hat, Oliver Sacks
The Pact: Three Young Men Make a Promise and Fulfill a Dream, Rameck Hunt, Sampson Davis, George Jenkins, and Lisa Frazier Page
The Social Transformation of American Medicine, Paul Starr
The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctor and the Collision of Two Cultures, Anne Fadiman
Treatment Kind and Fair: Letters to a Young Doctor, Perri Klass