



Components of a strong medical school application

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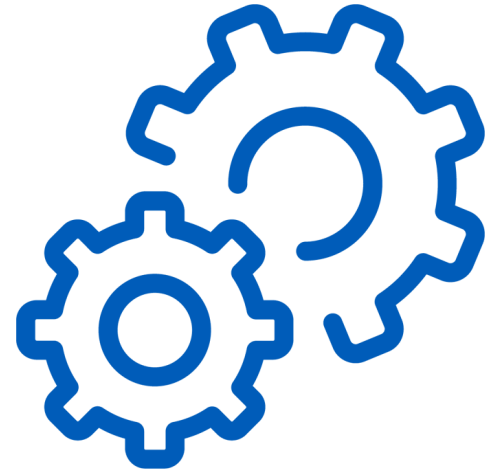
Brody School of Medicine



Office of Diversity Affairs

Components of the Medical School Application

1. MCAT
2. Grades
3. Volunteering/Community Service
4. Letters of Recommendation
5. Research Activities
6. Personal Statement
7. Personal Development

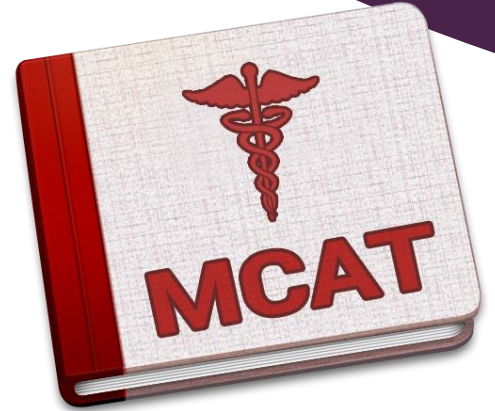


MCAT

- Do as many questions as you can!!
- Use MCAT prep books and web resources
- Give yourself time for a repeat test if needed
- Take a Prep course if needed
- Don't take the test if you're not ready
- Brody Entering c/o 2016

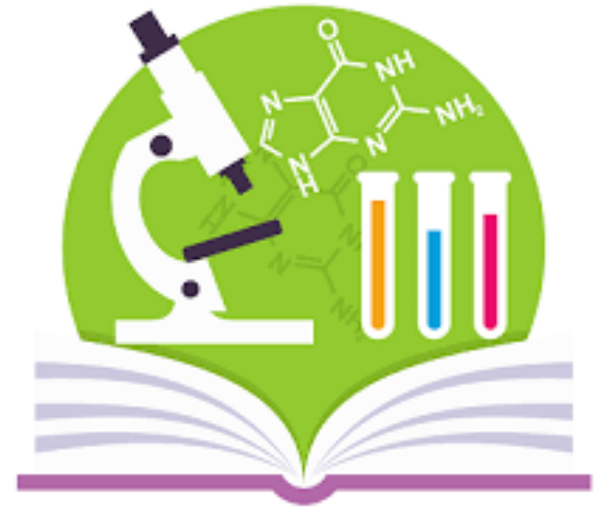
Avg: 126 CARS, 127 CPBS, 127 BBFL, 127 PSBB

Avg GPA: 3.65 UG, 3.8 GR



Grades (GPA)

- We need to know you can do the work
- Improvement over course of undergraduate education a plus
- Take additional courses that will help your basic science years of medical school
- Avoid high GPA light course loads
- Go to professor office hours and study sessions



Volunteering/Community Service

- Needs to be consistent with desiring a career in medicine
- Needs to be sought after
- Needs to be over a period of time
- May be helpful if linked to your personal statement
- Leading a project/outreach will enhance your marketability



Letters of Recommendation

The Good, Bad and Effective

- Good LOR are essential for medical school admission
- Learn/visit your professors early
- Find out what your schools of interest require
- Seek letter writers who can write effective letters for medical school admission



The Bad v Good v Effective LOR

- If you don't think you will get a good letter, don't take a chance on asking that person.
- Will almost always end your chances of acceptance to medical school.
- Oftentimes will discuss the negatives of things other than academic performance. attitude, punctuality,

wo

other
For example, ✓



The Bad v Good v Effective LOR

- These letters tend to mention grades or academic performance alone.
- Little insight provided as to the character of the applicant.
- Information provided can usually be found elsewhere in the application.
- There is nothing negative in the letter, but not enough positive information.



The Bad v Good v Effective LOR

- Will give insight as to the character and personality of the applicant in addition to discussing academic ability.
- May address issues such as work ethic, punctuality, outside leadership, commitment to medicine and community service.
- Will enhance marketability for medicine.



Research Activities

- Becoming an essential part of the application packet
- Look for experiences consistent with your area of interest in medicine
- Does not have to be basic science or medically related.
- Having an assigned project may enhance your marketability for medicine
- Learning lab techniques and being able to discuss them will usually be helpful.



Personal Statement

- Should come from a life experience, relationship with a mentor, etc.
- Don't use words you don't use daily and be honest.
- Don't have someone else write it, that person won't be at the interview.
- Tease the reader, don't tell the entire story. Leave something for the interview.
- Avoid words like “intrigued” or “fascinated” when talking about medicine or the human body.



Personal Statement, cont.

- You need more than “Wonders of the Human Body.”
- Include things that would set you apart from other applicants.
- Avoid complex sentence structure.
- Discuss what you learned from negative experiences and how that makes you a better applicant.
- Avoid the flowchart statement – like science, wanted to see how science works in the body, thought I would do medicine.



Personal Development

- 1 book per quarter
- 1 TED talk per month
- Monthly mentorship meetings
- Exercise, nutritious meals, adequate sleep



General Tips

- Your application will consist of all 7 components and the stronger each component, the more competitive you will be.
- Apply EARLY- some schools have rolling admissions.
- Be polite and courteous to all contacts. If you are disrespectful to the secretary or to a tour guide, the admissions office will be find out.
- Send thank you notes.
- Know the school you are applying to.



Brody School of Medicine

Brody School of Medicine at East Carolina University is a 40-year-old medical school with a strong primary care orientation. The school established a three-fold mission in 1974 that continues to serve as a guiding framework for our overall educational efforts:

- To increase the supply of primary care physicians to serve the state.
- To improve the health status of citizens in eastern North Carolina.
- To enhance the access of minority and disadvantaged students to a medical education.

<http://www.ecu.edu/cs-dhs/med/>



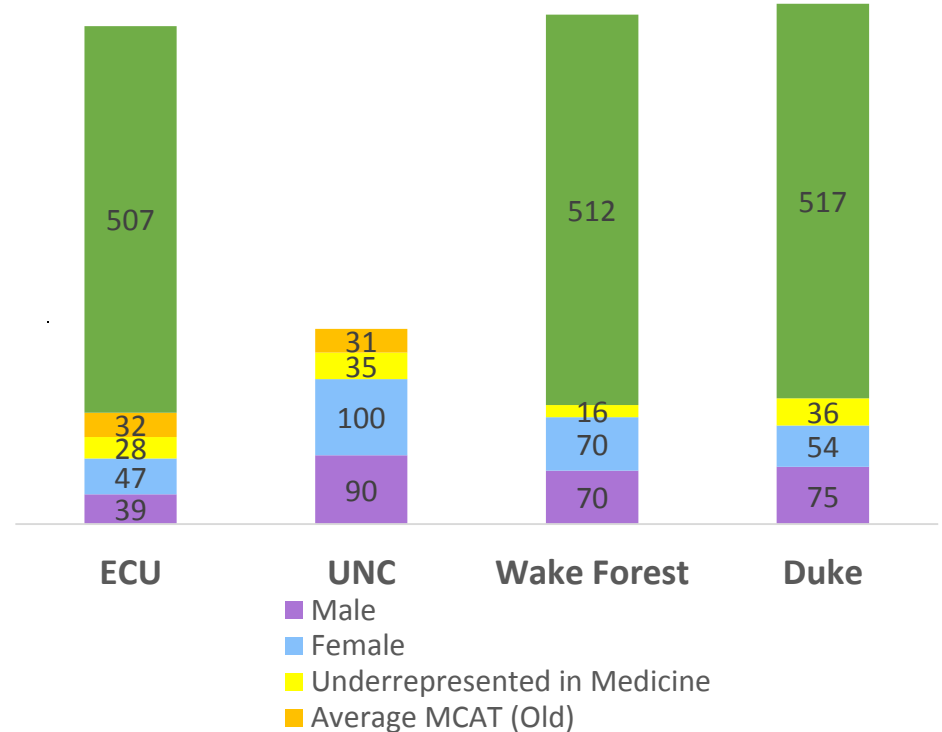
THE BRODY BRAND

The entering class of 2018 was:

- The Largest (86)
- The most competitive (1074 instate applicants)
- The most diverse (33% from groups underrepresented in medicine)

In our school's 42-year history!

Graduating Class of 2022 Student Profile By NC Medical School



RECENT ENTERING CLASS STATS

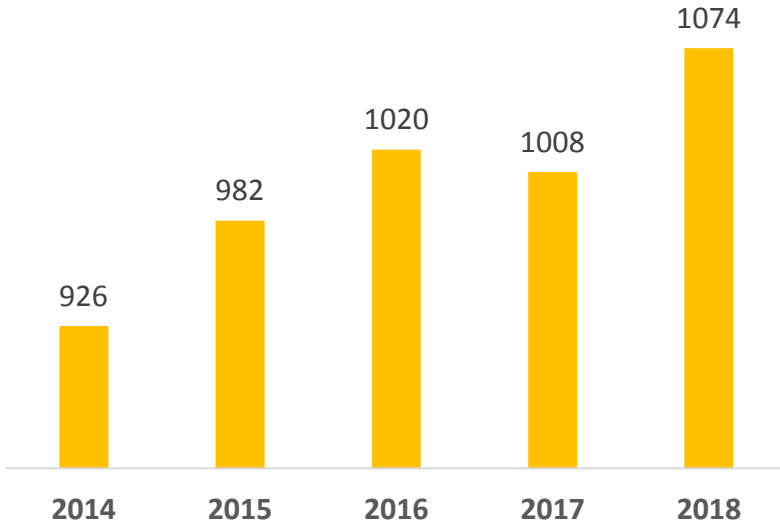
Entering Class	Median Undergraduate GPA	Old MCAT Total Score	New MCAT Total Score	Acceptance Rate
2017	3.62	32	507	8.0
2018	3.64	31	507	7.78



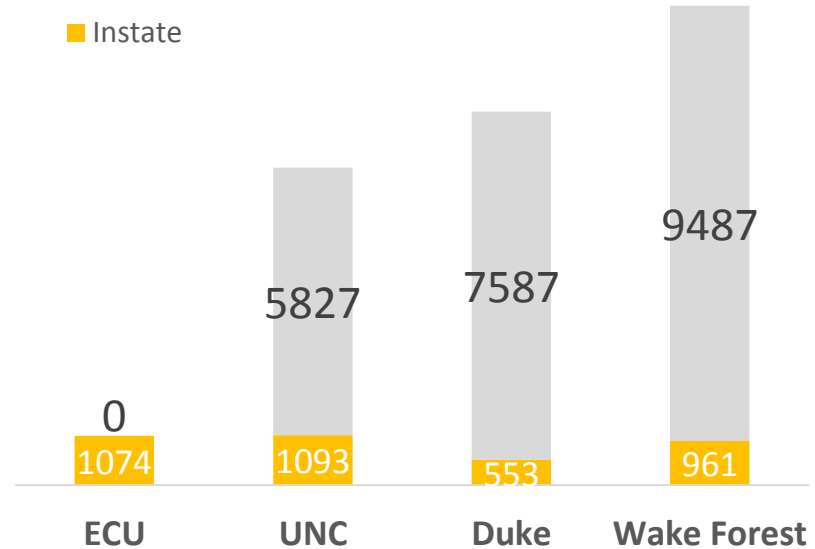
ADMISSIONS

Staying true to our mission, the Brody School of Medicine only accepts medical school applications from North Carolina residents

BSOM Instate Applications
2014-2018



NC Medical School Applicants by State of Residence
2018-2019



Source: <https://www.aamc.org/download/321442/data/factstablea1.pdf>

MATCH RESULTS

Since 2014, more Brody graduates have matched into primary care specialties that our state *needs the most*

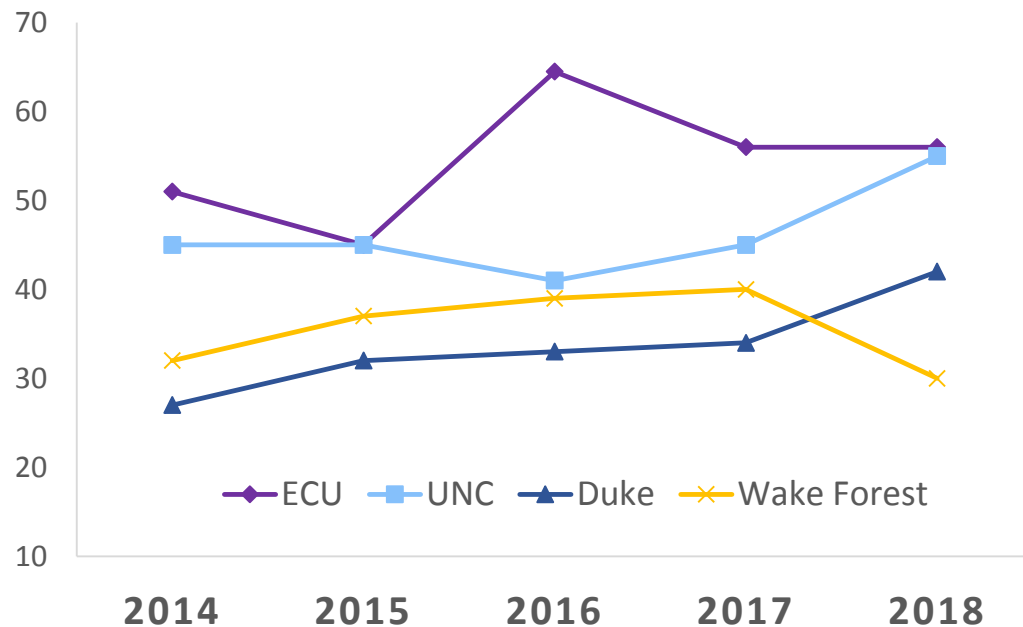


76.2% intend to practice in North Carolina after completing their medical training



38.6 % plan to care primarily for an underserved population

Percent of Students Matching in Primary Care Specialties 2014-2018



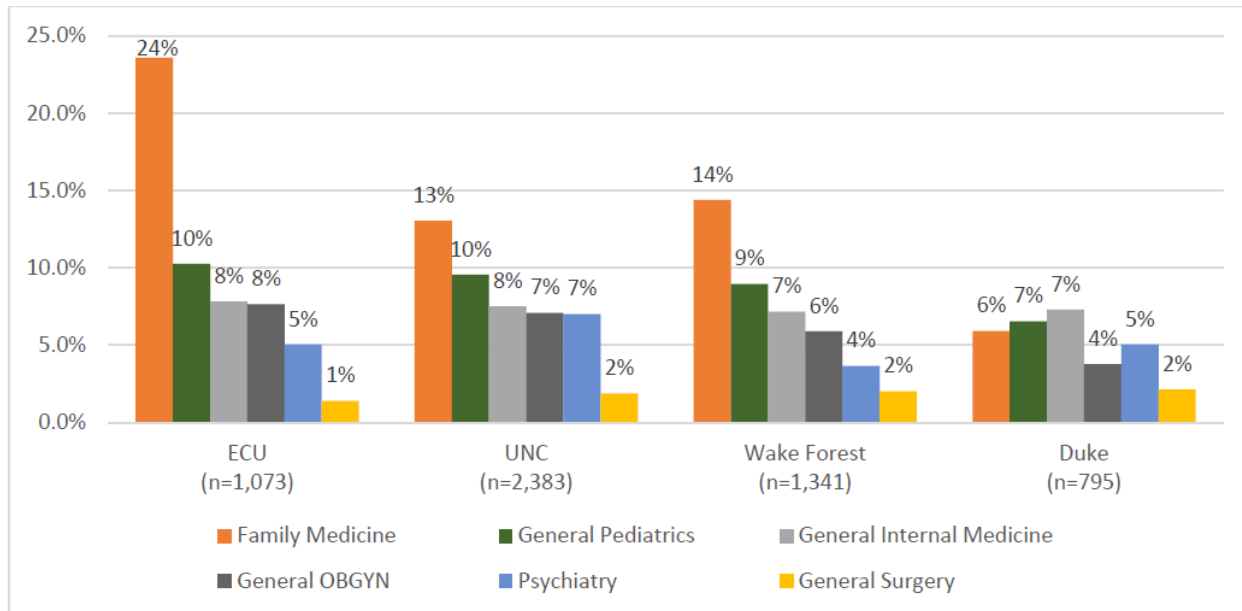
Source: 2018 AAMC Graduate Questionnaire

THE BRODY GRADUATE—PRACTICING OUR MISSION

Brody produces *more* primary care physicians who practice in NC compared to other NC medical schools.

- **49% of ECU** Grads practicing in NC are in Primary Care
- **37% of UNC** and **36% of Wake Forest** Grads practicing in NC are in Primary Care

Specialty of Active Physicians in NC Workforce in 2016 by Medical School



[Data are derived from the North Carolina Board of Medicine and include active, licensed physicians in practice in North Carolina as of October 31, 2016 who graduated from an NC medical school, are not residents-in-training, and are not employed by the Federal government. Source: North Carolina Health Professions Data System, Program on Health Workforce Research and Policy, Cecil G. Sheps Center for Health Services Research, University of North Carolina at Chapel Hill.]

Source: http://www.shepscenter.unc.edu/workforce_product/workforce-outcomes-nc-medical-school-graduates/

NATIONAL LEADER IN FAMILY MEDICINE

18.8%

OF BRODY GRADUATES ENTERED
FAMILY MEDICINE RESIDENCY
PROGRAMS ACCREDITED BY ACMGE
OVER THE PAST 10 YEARS.

Brody consistently ranks in the top 10 % of U.S. medical schools for graduating physicians who:

- Practice in-state
- Work in primary care
- Practice in rural communities and underserved areas



Dr. Gary L. LeRoy, president-elect of the American Academy of Family Physicians, left, presents Dr. Kendall Campbell, interim senior associate dean for academic affairs at ECU's Brody School of Medicine, an award celebrating Brody's track record of producing family physicians. (Photo by Cliff Hollis)

FAMILY MEDICINE LEADER

ECU's Brody School of Medicine celebrated as national leader in family medicine

PUBLISHED NOV 09, 2018 BY ROB SPAHR

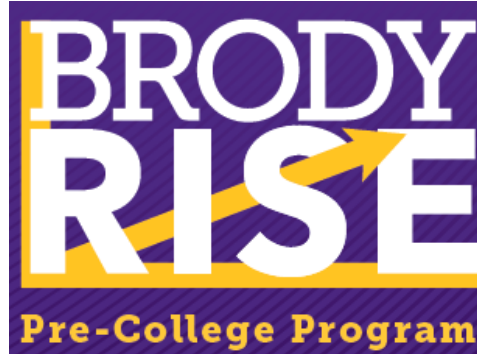
FILED UNDER: UNIVERSITY COMMUNICATIONS

No other medical school in North Carolina – and only one other in the nation – has produced a higher percentage of family physicians in the last decade than the Brody School of Medicine at East Carolina University, according to officials from two prestigious organizations.

Officials from the American Academy of Family Physicians (AAFP) and the North Carolina Academy of Family Physicians (NCAFP) announced and celebrated this achievement during a visit to Brody on Thursday.

Brody RISE: Pre-College Program

- Program Registration
- After School
- Saturday Academy
- Parent Participation
- Academic and College Advising
- Academic Tutoring
- Recognition and Awards Ceremony
- Leadership Retreat
- Summer Program



<http://www.ecu.edu/cs-dhs/bsomdiversityaffairs/BrodyRISE.cfm>

<https://youtu.be/t8JtITGyv7Y>

Summer Biomedical Research Program (SBRP)

The SBRP is a research intensive program that provides the foundational skills needed to succeed as a graduate or professional student. The program consists of ten weeks of laboratory experience at the Brody School of Medicine, one of its affiliated Institutes, or one of the basic science departments on the main campus of East Carolina University.

The career development portion of the curriculum incorporates a health/science career symposium, a one-on-one career counseling session with a professional mentor, and a series of seminars and workshops preparing the applicants to apply to graduate or professional school. Every participants will also partake in mock graduate/professional school interviews. Finally, the participants will present their research at the Poster Session at the conclusion of the program.

<http://www.ecu.edu/cs-dhs/sbrp/>

Summer Program for Future Doctors (SPFD)

For pre-medical applicants with a desire to attend medical school, or those looking to improve their chances of acceptance to medical school.

- College juniors, seniors, or post graduates
- Permanent resident of North Carolina and United States Citizens
- Who meet admission criteria

Features / Benefits: Participants experience the pedagogical style and demands of the medical school curriculum through the efforts of medical school faculty and their direct, consistent involvement in the instruction of several classes. Participants should have a commitment to a career in medicine along with strong academic potential. The SPFD aims to develop students into more competitive applicants for medical school. The program is tuition free and a stipend of \$2000 will be paid to all students. Arrangements to live in university housing facilities can be made; however, students are responsible for all room, board and living expenses.

<http://www.ecu.edu/cs-dhs/medicaleducation/spfd/>

Brody Scholars Program

- The Brody Scholars Program is North Carolina's most distinguished medical scholarship. It provides full tuition and fees and most living expenses for four years of medical school, allowing scholars to choose a medical specialty without the worry of debt after graduation.
- The Brody Scholarship funds summer enrichment, such as travel abroad and special projects. The scholarship also supports service projects students may undertake while in medical school.
- Since the program began in 1983, Brody Scholars have continued to succeed as compassionate healers and community leaders who embody the medical school's mission of improving the health and quality of life for people in eastern North Carolina.



<http://www.ecu.edu/cs-dhs/brodyscholars/>

LINC Scholars Program

- Leaders in INnovative Care, or LINC, is a one-of-a kind program of advanced study for up to 10 competitively-selected medical students per year that will lead to graduation with a Distinction in Health System Transformation and Leadership.
- The LINC Scholars track includes greater clinical exposure to person-centered care as well as classroom and applied experience leading to enhanced knowledge and expertise in patient safety (PS), quality improvement (QI), population health, and interprofessional team-based care.
- The LINC scholar will also learn leadership and change management skills during clinical practice application with assigned mentors at the clinical systems level.

<http://www.ecu.edu/cs-dhs/medicaleducation/reach/lincScholars.cfm>

Distinction Track Programs

@ BSOM

Health System Transformation and Leadership Distinction Track prepares students with advanced expertise in patient safety, quality improvement, and inter-professional team-based care, with emphasis on leadership and change management skill development through enhanced training and applied experiences at the clinical systems level.

Medical Education & Teaching Distinction Track prepares students to be effective medical educators and develops their interest in academic medicine.

Research Distinction Track allows students to pursue clinical, basic science and translational research to characterize the mechanisms of diseases and the therapies used to improve health.

The Service Learning Distinction Track prepares, encourages and supports medical students who work domestically and internationally with medically under-served, marginalized, and rural populations during their medical school career.



Office of Diversity Affairs

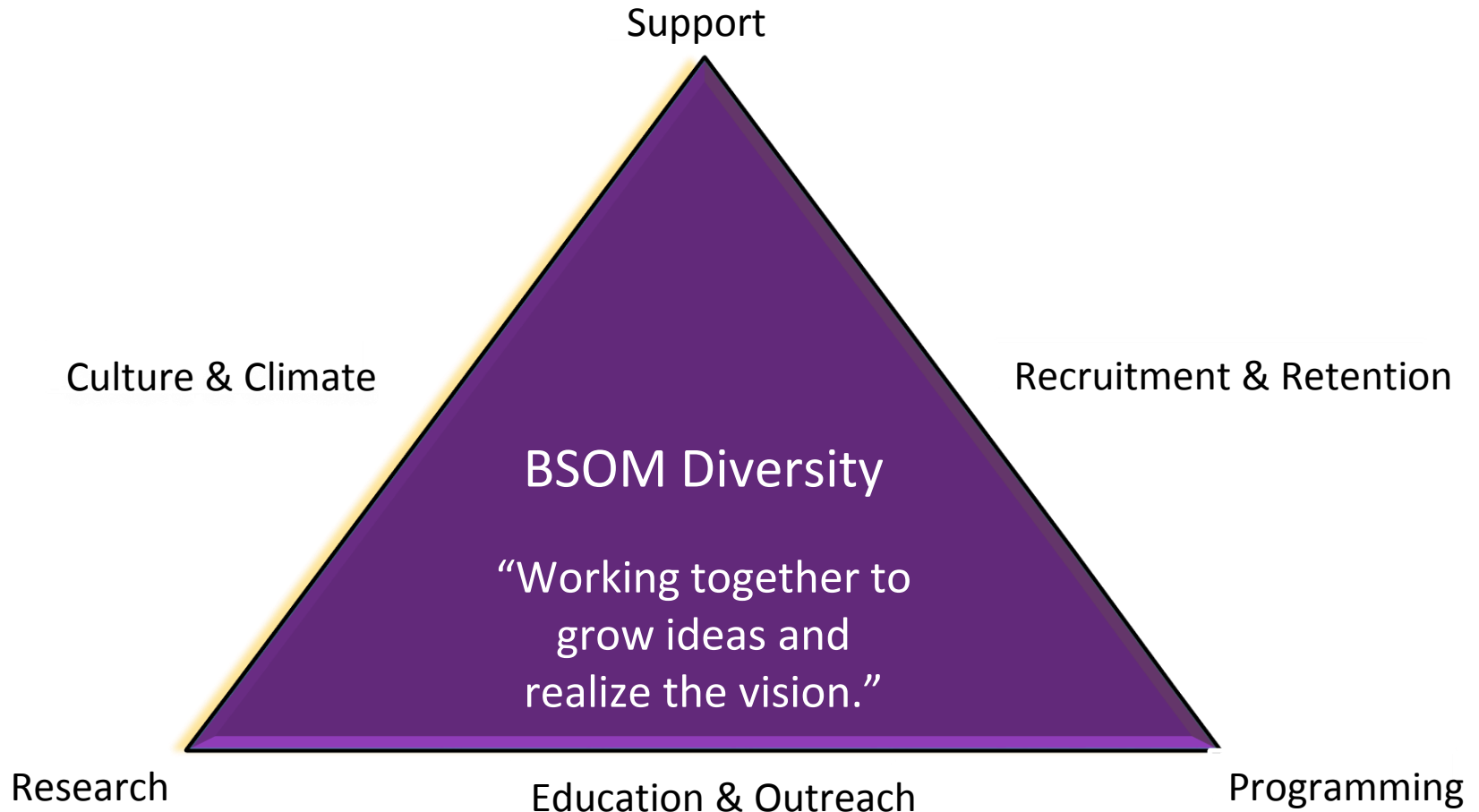
Vision

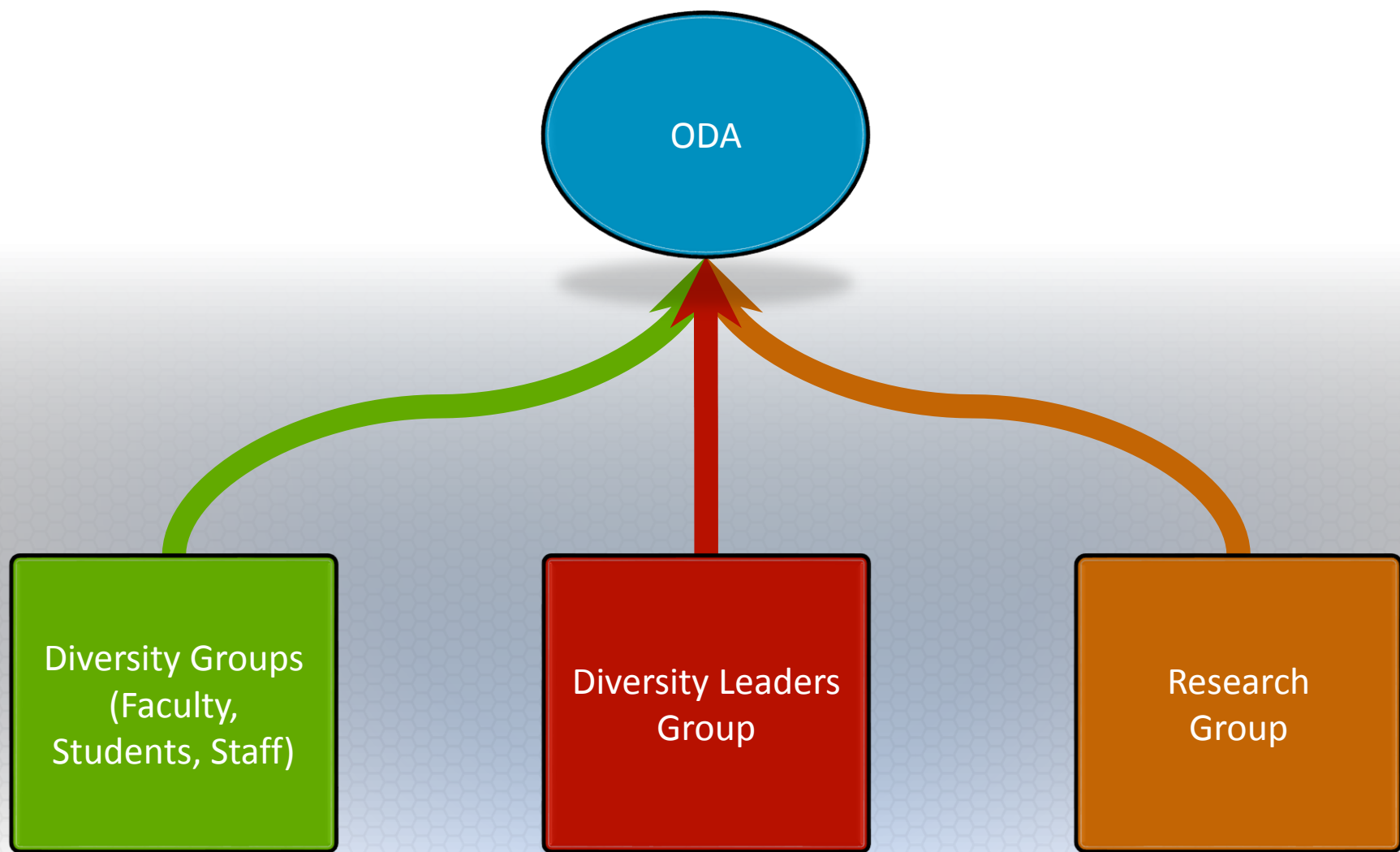
The Brody School of Medicine will be a global leader in diversity research, data driven outcomes, education and programming, to serve and inspire positive change in academic medicine and beyond.

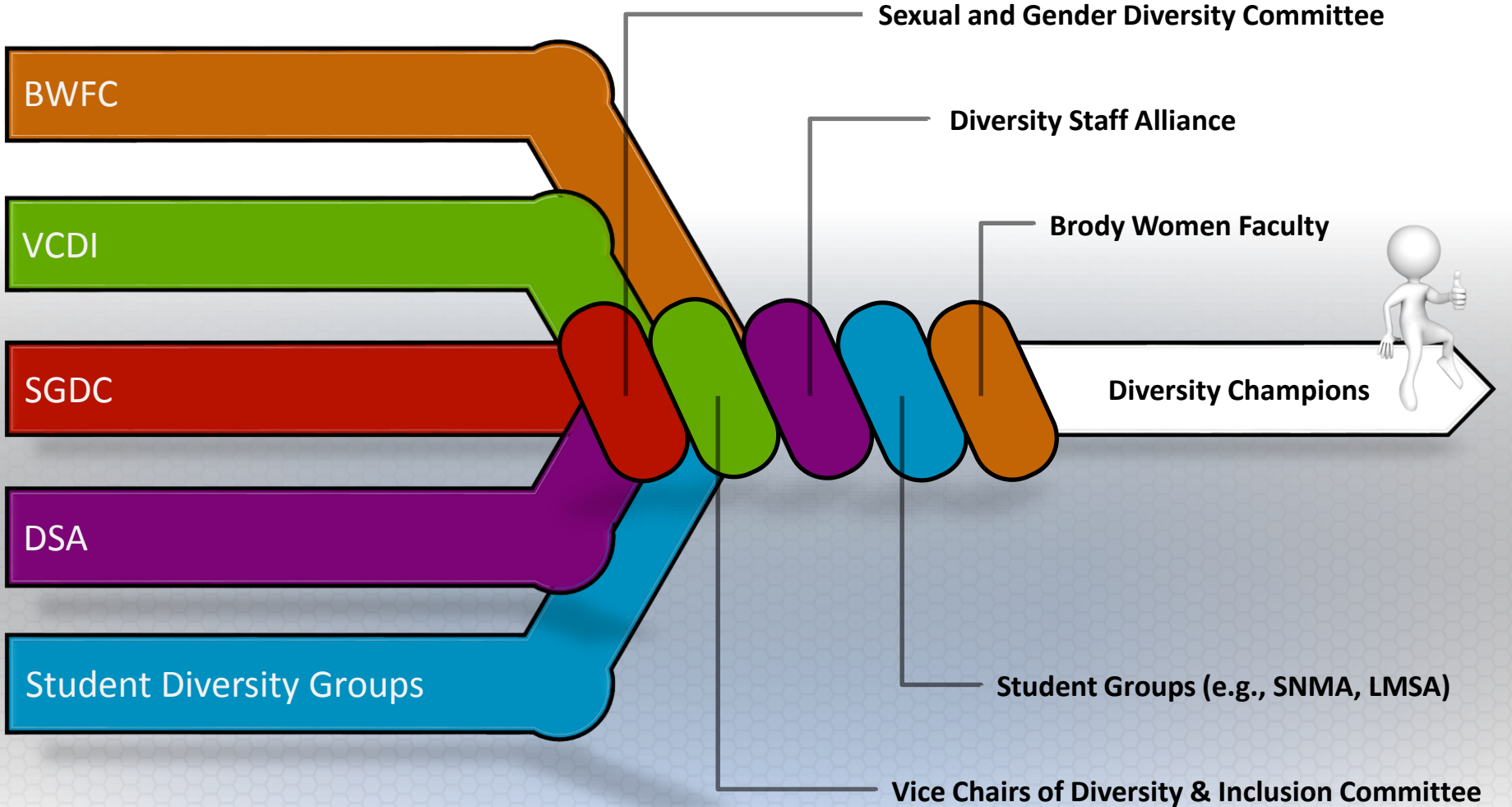
Mission

The mission of the Office of Diversity Affairs is to foster a sustainable environment that promotes and commits to diversity and inclusion through intentional programming, support and research.











GME

**Diversity & Inclusion
Committee**

COMMITTEE



THE

COVE



Center for Outreach Voicing and Expression

R.E.A.L TALKS

Respectively Engaging
and Learning

Please come and join the Office of Diversity Affairs, other faculty, staff and students and participate in R.E.A.L conversations in The COVE.

"Different people, in good faith, can look at the same fact and interpret it differently. But that's where an interesting conversation begins."

-Eric Schlosser, journalist



BSOM | ODA

BRODY SCHOOL of MEDICINE | OFFICE of DIVERSITY AFFAIRS

East Carolina University



- M4 ODA Research Elective
- M4 ODA Medical Spanish Elective
- Relationship Building
- Workshops
- Recruitment Trips



Workshops

- **Seven Components of a Strong Medical School Application**
Gives additional insight into the Office of Diversity Affairs and discusses in detail seven considerations for applying to medical school.
- **Addressing diversity pressures**
Defines diversity pressures and teaches those in academic medicine how to identify and deal with them.
- **Thoughts on Cross Cultural Mentoring**
This workshop is designed to provide tips for mentoring others from different backgrounds, particularly non-URMM to URMM mentoring relationships.
- **Cultural Competency Training**
Created to foster attitudes and behaviors that promote the effective working together of faculty, staff, learners and administrators.
- **Cultural Competence in Healthcare**
This workshop gives tips for promoting culturally competent interactions with patients in the healthcare setting.
- **HBCU and PWI partnerships in academic medicine**
Learn lessons from historically black colleges and universities (HBCUs) that may help predominantly white institutions (PWI) increase underrepresented minority in medicine enrollment and retention.
- **Isolation in academic medicine**
Provides an explanation of how isolation occurs and makes recommendations as to how to address and eradicate it.
- **Leadership Development**
Designed to help learners, faculty and others develop vision, direction and goals. Teaches foundational leadership skills to promote growth and advancement in academic medicine

Workshops, continued

- **Medical Student Orientation**
Teaches medical students the benefits of diversity and inclusion as they pertain to medical student education; specific for foundational and clinical years of training.
- **Microaggressions and microinsults**
Defines how these adverse acts work to create a hostile work environment and provides advice on how to deal with them.
- **Networking**
Provides tips on how to develop support and relationship linkages. Sessions can be tailored for faculty, learners or other groups as needed.
- **New Employee Orientation**
Exposes new employees to the purpose and offerings of the Office of Diversity Affairs.
- **Racism and privilege systems**
Provides a historical account of both and discusses their impact today with regard to medical education.
- **Recognizing diversity benefit**
This workshop moves beyond just teaching diversity tolerance, but shows units, departments, faculty and learners how to benefit from rich diversity in the academic health center.
- **Unconscious bias**
Discusses how biases that we are unaware of can impact and have negative consequences for those around us.



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