

Please include the following information at the top of all documents that you upload into your PIR account.

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The AAMC has established core competencies that students are expected to acquire before entering medical school. Part of the work you and your PreHealth Advisor will do is evaluating which of these competencies you are especially strong in (and how to skillfully communicate that in your application) as well as which competencies you should proactively seek to build. **For each of the following core competencies, site evidence for your development of that skill or strength. Responses should be 2-5 sentences and if there are areas you feel less confident about you may think of that as an area to discuss ways of improving with your PreHealth advisor.**

Core Competencies for Entering Medical Students

Thinking and Reasoning Competencies

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

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

Scientific Inquiry: Applies knowledge of the scientific process to integrate and synthesize information, solve problems and formulate research questions and hypotheses; is facile in the language of the sciences and uses it to participate in the discourse of science and explain how scientific knowledge is discovered and validated.

Written Communication: Effectively conveying information to others using written words and sentences

Science Competencies

Living Systems: Applies knowledge and skill in the natural sciences to solve problems related to molecular and macro systems

Human Behavior: Applies knowledge of the self, others, and social systems to solve problems related to the psychological, social, and biological factors that influence health and well-being

Interpersonal Competencies

Service Orientation: Demonstrates a desire to help others and sensitivity to others' needs and feelings; demonstrates a desire to alleviate others' distress; recognizes and acts on his/her responsibilities to society, locally, nationally, and globally

Social Skills: Demonstrates awareness of others' needs, goals, feelings, and the ways social and behavioral cues affect peoples' interactions and behaviors; adjusts behaviors appropriately in response to these cues; and treats others with respect

Cultural Competence: Demonstrates knowledge of social and cultural factors that affect interactions and behaviors; shows an appreciation and respect for multiple dimensions of diversity; recognizes and acts on the obligation to inform one's own judgment; engages diverse and competing perspectives as a resource for learning, citizenship, and work; recognizes and appropriately addresses bias in themselves and others; interacts effectively with people from diverse backgrounds

Teamwork: Works collaboratively with others to achieve shared goals; shares information and knowledge with others and provides feedback; puts team goals ahead of individual goals

Oral Communication: Effectively conveys information to others using spoken words and sentences; listens effectively; recognizes potential communication barriers and adjusts approach or clarifies information as needed

Intrapersonal Competencies

Ethical Responsibility to Self and Others: Behaves in an honest and ethical manner; cultivates personal and academic integrity; adheres to ethical principles and follows rules and procedures; resists peer pressure to engage in unethical behavior and encourages others to behave in honest and ethical ways; and develops and demonstrates ethical and moral reasoning

Reliability and Dependability: Consistently fulfills obligations in a timely and satisfactory manner; takes responsibility for personal actions and performance

Resilience and Adaptability: Demonstrates tolerance of stressful or changing environments or situations and adapts effectively to them; is persistent, even under difficult situations; recovers from setbacks

Capacity for Improvement: Sets goals for continuous improvement and for learning new concepts and skills; engages in reflective practice for improvement; solicits and responds appropriately to feedback

Short Essay Questions:

IMPORTANT: Please answer all of the following questions. Repeat the full text before inserting your answer. If the question does not apply to you, insert "N/A" as the answer.

Consider the following questions carefully before you answer them. Your thoughtful, articulate responses will not only substantially enhance your cover letter but will also serve as a “draft” for your professional school applications: many of these questions have been drawn directly from secondaries. Be as thorough as possible in your responses, but limit them to approximately half of a page, single-spaced, using a *standard*-size font.

A. Career Choices

1. Describe the qualities, skills, talents, and experiences of a good health care practitioner. How do you exhibit them?
2. How have you explored your commitment to a career in health care?
3. If you are pursuing an MD/PhD, how does a combined degree satisfy your career goals? How did you arrive at the decision to pursue both degrees?

B. Beyond the Classroom

1. Describe an experience in which you’ve taken initiative or exhibited leadership.
2. What has been your most significant extra-curricular activity and why? How did your participation affect you? Affect others?
3. Describe any research you’ve pursued. What did you learn that would make you recommend undergraduate research to others?

C. Meeting Challenges

1. What has been your most challenging experience at WU? What coping strategies (including seeking advice and support) did you use? How might this experience make you a better professional student/health care practitioner?
2. Identify your greatest academic strength and your greatest academic weakness, as well as your greatest non-academic strength and weakness.
3. Discuss how any particular features in your background (i.e. early education quality; socioeconomic status; culture, race, or ethnicity; work or life experiences) have affected your career goals and preparation.
4. Will you need to report any institutional action (either an academic action, or a judicial sanction) on your application? What have learned as a result of your experience? Do you have questions about the reporting process?

D. Other

1. List your publications/presentations, if applicable. Include authorship rank, submitted/published/ presented, when/where, work in progress.
2. What can you do this year, including the upcoming summer, to strengthen your portfolio?
3. If you have or are planning to take time off before professional school, what did you do/do you plan to do in the interim and how will it better prepare you for a career in the health professions?
4. Provide any additional information that you believe the admissions committee should know about (i.e. study abroad, experiences that distinguish you from other candidates, etc.) If you have an anomalous course grade or semester, or if you have an MCAT score below the national mean, please let us know about any extenuating circumstances that may have lead to this outcome.
5. When the AAMC surveys medical students, they report a wide range of factors that influenced their choice of medical school to attend. The top ten most cited factors are listed below. Which of these do you anticipate being important to you? Are there other factors you know you want to consider in choosing schools to which you will apply?

- Interviews/meetings with students
- Geographic location of the school
- Personal Experience with the school
- Schools teaching methods/curriculum
- Ability of school to place students in a particular residency program

- Quality of the Medical school facilities
- Financial Considerations/Cost of attending
- General Reputation of the School
- Research Experience/Opportunity
- Community-based medicine experience/opportunity

Cover Letter

Based on the answers to your PIR questions, your interview with your PreHealth Advisor (**MUST BE COMPLETED BEFORE APRIL 1st**), list of activities, your personal statement, resume, and individual letters of recommendation the PreHealth Team will compose a cover letter on your behalf. Keep in mind, this is NOT a committee letter, it is considered a letter of introduction and serves to highlight your best attributes. You will choose which letters to send with your cover letter, when you submit these letters of recommendation to health professions programs. You need to make sure you release your AMCAS information to your undergraduate university in order for us to best serve you.

We will begin working on your cover letter when you have completed your PIR appointment with your PreHealth Advisor and when we have the following items:

1. ALL recommendation letters received (preferably 2 science letters)
2. PIR answers successfully uploaded to account
3. Final Draft of Personal Statement successfully uploaded to account
4. List of Activities successfully uploaded to account
5. An uploaded pdf of your “submitted” AMCAS application – if you are applying to other health professional schools this does not apply to you.
6. AMCAS has verified your primary application. (In order for us to know this, it requires you to release your information to your undergraduate university when filling out your application so we may monitor your progress)

It is your responsibility to ensure that your documents are properly uploaded to your account and that all of the materials we have are the best representation of yourself as an applicant to professional schools. **NOTE:** If any of these materials are missing when we receive your recommendation letters, your name will be moved to the bottom of the queue so that we may begin writing letters for students whose materials are complete.