

Health Professions Advising Newsletter

February 2021

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Appointments and Drop ins

For drop ins, please text "L and S Advising" to 805-585-5821 during regularly scheduled Pre-Health or Pre-Law drop in hours and an advisor will call you.

For appointments, use the Letters and Science Advising Appointment system to make an appointment and select "by phone".

Follow Us!

Stay up-to-date on pre-health related events and opportunities both on and off campus by following us on Facebook (UCSB Pre-Health Advising) and Instagram (@ucsbprehealthadvising)!



Actively Developing Cultural Competence to Meet the Needs of a Diverse Society

Most students who meet with me have heard me talk about, nay, gush about, my love of the AAMC's Anatomy of an Applicant Guide. The guide's contents, as I tell students, is applicable across health professions and serves as a tremendous resource for gaining insight into various aspects of the applications to health professions schools. The guide also helps students reflect on their extracurricular experiences in order to first identify knowledge and skills gained, which are what make up the The AAMC's Core Competencies for Entering Medical Students, and then helps them to describe the situations in which they were able to demonstrate them by using the Developmental Planning worksheets.

The Core Competencies and the Developmental Planning Worksheets are meant to help students reflect on their experiences in order to identify and then share with others the stories surrounding those situations in which they were able to demonstrate the core competencies. The Core Competencies for Entering Medical Students are grouped into three categories: Pre-Professional, Thinking and Reasoning, and Science. A few examples of the Core Competencies include Service Orientation, Social Skills, Critical Thinking, and Living Systems. Of these competencies, there is one in particular that I want to focus on: Cultural Competence.

According to the AAMC's Anatomy of an Applicant Guide, demonstrating Cultural Competence means that an applicant "Demonstrates knowledge of sociocultural 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 oneself and others; interacts effectively with people from diverse backgrounds." I'll first address why these skills are so important for current and future healthcare professionals, then I'll share some suggestions that pre-health students can consider as they actively seek out opportunities to develop their own cultural competence.

The current pandemic has highlighted some of the ways in which health disparities cause certain groups of people in our country to suffer disproportionately compared to others. **(Continued on Page 2)**

Contact Info

Location: 2105 North Hall | Email: prehealthinfo@ltsc.ucsb.edu | Phone: (805) 893-2038

Actively Developing Cultural Competence to Meet the Needs of a Diverse Society (Continued from Page 1)

In his article titled "Medical Students Need To Learn About Health Disparities To Combat Future Pandemics" (published on the AAMC's website), Selwyn Vickers, MD, describes how "disproportionately high rates of chronic diseases like hypertension, asthma, and diabetes among people of color are dramatically affecting outcomes and mortality from COVID-19." The article continues: "Racial and socioeconomic health disparities among communities of color are driven in large part by unequal access to primary care, housing, education, transportation, and healthy foods. In fact, research has shown that socioeconomic and environmental factors account for approximately 50% of a person's overall health."

So why should pre-health students concern themselves with these dynamics?

Understanding how various societal factors impact all of us differently, especially vulnerable populations, can lead to greater understanding, empathy, and for healthcare professionals, the ability to provide the best care possible to their patients. As a pre-health student, it is important to begin learning more about those you may someday serve.

Reading and learning about these issues can only take you so far. Truly understanding the issues that affect those in your community, particularly those people who "are not like you," will require you to get out of your comfort zone and begin interacting with folks side-by-side. For many pre-health students, this effort can seem daunting, but I have some suggestions to help you get moving in the right direction.

First and foremost, not all of your volunteer or service work should be completed in a medical/clinical setting. I cannot emphasize this enough. Yes, those clinical experiences are vital for all pre-health students, but as I tell the students I advise, there are things you learn about people when you interact with them in their own communities that you cannot learn when you meet them in a hospital or other clinical setting.

For one, most patients you meet in clinical settings are there to receive treatment, and not to talk to you about Zooming with their relatives in another country or how they're not doing well in school because they have to share a computer with their siblings. These are things, however, that you might learn if you were mentoring a 3rd grader or coaching high school volleyball player.

This brings me to my next suggestion, which is to try to find ways to give back to and connect with those in the community in areas that you yourself are already passionate about. Did you play volleyball or soccer in high school, or participate in an academic club? Look for an opportunity to coach or assist a youth team or club at a school whose population contains a significant number of traditionally underserved students and families.

Lastly, we share certain experiences and characteristics with those around us, but we also differ in many ways from other people in areas such as educational level, age, gender/gender identity, sexuality, race/ethnicity, national origin, socioeconomic backgrounds, and so on. No matter how you identify, seek out opportunities that safely take you outside of your comfort zones. This is where the real education takes place and where real personal growth occurs.

To learn more about ways to get involved in the Santa Barbara/Goleta areas, please visit the Current Students > Extracurricular Experiences section of the Health Professions Advising website. You can also find a link to the AAMC's Anatomy of an Applicant Guide by selecting the Current Students tab at the top of the page, and clicking the link in the middle of the first paragraph. Lastly, to discuss your experiences and get advice on ways to get involved, schedule an appointment with a pre-health advisor by selecting the link on our homepage.

Health Professions Advising Events & Activities Calendar

February 2021

Note: drop-in advising will take place on Tuesdays and Wednesdays from 1:00pm - 3:30pm & alternating Fridays from 9:00am - 11:30am (see below)

Monday	Tuesday	Wednesday	Thursday	Friday	Sat./Sun
1 Week in the Life of a SHPEP Scholar webinar	2	3	4 Personal Statement Prep Workshop, 5pm - 6:30pm!	5 Application Deadline for SHPEP!	6 7
8	9 Phone Drop Ins: 1pm-3:30pm PVMA Meeting: 7pm-8pm	10 Phone Drop Ins: 1pm-3:30pm	11	12 Phone Drop Ins: 9am-11:30am	13 14
15 President's Day- Administrative Holiday	16 Phone Drop Ins: 1pm-3:30pm	17 Phone Drop Ins: 1pm-3:30pm	18	19	20 21 2021 SoCal LGBTQIA Virtual Health Conference
22 PVMA Meeting: 7pm-8pm	23 Phone Drop Ins: 1pm-3:30pm	24 Phone Drop Ins: 1pm-3:30pm	25	26 Phone Drop Ins: 9am-11:30am	27
28	March 1st Phone Drop Ins: 1pm-3:30pm	2 Phone Drop Ins: 1pm-3:30pm	3	4	5

Update on the INT 184PD Clinical Shadowing Experience

Unfortunately, INT 184PD will not be offered during the Winter '21 Quarter due to restrictions in place at local hospitals and clinics stemming from the ongoing pandemic. We do not know if we will be able to offer the course in the spring, but we will reach out via our prehealth listserv once we begin accepting applications again. In the meantime, please visit the Extracurricular Experiences section of our website to learn about opportunities that are currently available, both in-person and remotely. Lastly, please be aware that most clinical experiences will be limited to paid, essential positions, many of which will require some form of training and/or certification, such as EMT, MA, CNA, or scribing.

Health Professions Advising

Personal Statement Prep. Workshop

Are you a 3rd or 4th year student planning to apply to health professions schools during the upcoming application cycle?

Then we encourage you to attend this workshop!

During the workshop, we will cover important information related to the personal statement/application essay, including what it is, its purpose, and tips and resources to help you create a compelling essay!

Thursday, February 4th

5:00pm - 6:30pm

In order to receive the Zoom invite, you must RSVP using the link below no later than

4:00pm on Tuesday, February 2nd!

(Be sure to log into your UCSB Gmail account in order to access the Form!)

Link to Form: <https://forms.gle/vAKq6Ep9GwmgMNL5A>

Which Biochemistry Course should I take?

MCDB 108 vs MCDB 110

by Juliette R., Pre-Health Peer Advisor, 4th Year Cell & Developmental Biology Major

MCDB 108 series

MCDB 108 series consists of MCDB 108A/108B/108C and covers principles of biochemistry, metabolism and enzyme kinetics, and computational and systems biology, respectively. This series is suited for those interested in an in-depth education in biochemistry and/or are planning to go into scientific research. MCDB 108A/B are prerequisites for the biochemistry lab, MCDB 109L.

Note: MCDB 108A/B/C required for Cell and Developmental Biology, Microbiology, and Biochemistry and Molecular Biology majors; MCDB 108A/B required for Pharmacology majors.

MCDB 110

MCDB 110 offers a comprehensive overview of the principles of biochemistry and touches on all topics tested on the MCAT. Recommended for non-MCDB majors who must take biochemistry for professional school. However, if your desired professional school requires a biochemistry lab course, MCDB 110 does **not** allow you to take MCDB 109L.

Note: Cornell Veterinary School does not accept MCDB 110 as sufficient preparation; please check with the professional schools you are interested in for their specific policies.

Which do I take?

MCDB 110 **is** sufficient for the MCAT along with proper studying and prep materials, but check with the professional schools that you are interested in for how many quarters of biochemistry they require.

MCDB 108A and MCDB 108B would also cover all topics necessary and may offer some deeper understanding that is helpful for research positions. MCDB 108C, which teaches Computational and Systems Biology, is not necessary for the MCAT.

CLAS Academic Skills Workshops for Pre-Health Students!

Do you find yourself struggling in courses or want to improve in skills vital for success in your studies and future profession?



CLAS offers 90-minute sessions featuring specific exercises designed to help students identify and improve their academic skills!

- Time Management*
- Fighting Procrastination*
- Make a Study Plan*
- Confronting Confusion*
- Lecture Strategies*
- Reading Efficiency*
- Essay Exam Strategies
- Multiple Choice Exams
- Writing Papers
- Citing Sources
- Reading Comprehension
- Focus
- Motivation
- Confidence
- Performance Exams (New!)

To find sessions offered this quarter, visit the link below or navigate to the "Academic Skills" page under the "Services" tab of the CLAS website!

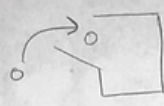
<http://clas.sa.ucsb.edu/enrollment-schedules-overview/workshop-schedule>

***= workshops we highly recommend
for Pre-Health Students!**

LOOKING FOR A NEW WAY TO TAKE NOTES?

T. Graepel (DeepMind): 'Automatic Curricula in Deep MARL'

Heider & Simmel 1994



- socially hard-wired
- principle initially introduced

Intelligence $\rightarrow \mathcal{V}(\pi) = \sum z^{-K(\pi)} \mathcal{V}_m$

measure \rightarrow complexity weight

Multi-Agent: Importance

APPLICATIONS + ARCHITECTURES

- * AUTO-CURRICULA!

Who is really intelligent? \rightarrow civilization?

Problem-Problem

Auto-curricula

COMPETITION

- other species
- other tribes
- other indians


COOPERATION

- multi-share
- learn
- culture/lang.

What makes a Rich Learning Env.?

1. agent sees others as part of env. dynamics
2. dynamics are non-state \rightarrow others learn!
3. other agent's learning \rightarrow new training task

① ALPHA ZERO




- 2 players
- 0-sum
- perfect info.

\rightarrow policy net: breadth \downarrow

\rightarrow value net: depth \downarrow

② CAPTURE-THE-FLAG




- 2 teams
- 0-sum
- partial info.

\rightarrow PBT + PROCEDURAL

adversity hyperparameters

③ SOCIAL DILEMMAS



- n players
- mixed motive

\rightarrow SD = tipping point

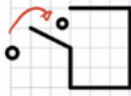
\rightarrow stable emergence

\rightarrow common resources

\rightarrow emergent social outcome

T. Graepel (DeepMind): 'Automatic Curricula in Deep MARL'

HEIDER & SIMMEL [1994]



SOCIAL ENVIRONMENT HARD-WIRED

INTELLIGENCE $\Rightarrow \mathcal{V}(\pi) = \sum z^{-K(\pi)} \mathcal{V}_m$

MEASURE \rightarrow COMPLEXITY WEIGHT

MULTI-AGENT: IMPORTANCE

APPLICATIONS ARCHITECTURES

- * AUTO-CURRICULA!

WHO IS REALLY INTELLIGENT? \rightarrow CIVILIZATION?

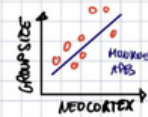
\Rightarrow COMPANY AS NECESSARY INGREDIENT!

WHAT MAKES A RICH LEARNING ENV? \Rightarrow MARL

1. AGENT EXPERIENCES OTHER AGENTS AS PART OF ENV DYNAM
2. DYNAMICS ARE NON-STAT. \rightarrow OTHERS LEARN
3. OTHER AGENT'S LEARNING = NEW TRAINING TASK

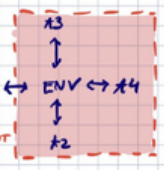
SOCIAL INTELLIGENCE HYPOTH.

SOCIAL COMPLEXITY = KEY SELECTED PRESSURE DUBAR OT!



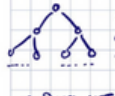
ENVIRONMENT

AUTO-CURRICULA THROUGH MULTI-AGENT RL



- EXPLORE BY EXPLOIT \rightarrow PUSHED INTO
- DIVERSE POPULATION \rightarrow COVER SPACE
- SKILL-BASED MATCH MAKING \rightarrow BALANCE FOR ROBUSTNESS

① ALPHA ZERO



- 2 PLAYERS
- 0-SUM
- PERF. INFO


\rightarrow POLICY NET: BREADTH \downarrow

\rightarrow VALUE NET: DEPTH \downarrow

\rightarrow SELF-PLAY DATA COLL.

\rightarrow LESS SEARCH

② CAPTURE-THE-FLAG



- 2 TEAMS
- 0-SUM
- PARTIAL INFO

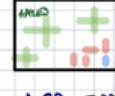
\rightarrow PBT + PROCEDURAL GEN.

HYPERPARAMETERS

\rightarrow 2 TIME-SCALE RNN!

\rightarrow ISSUE \Rightarrow INTERNAL REPR.

③ SOCIAL DILEMMAS



- n PLAYERS
- MIXED MOTIVE
- PARTIAL INFO

\rightarrow SD = TIPPING POINT SELFISH.

\rightarrow STABLE COOPER. EMERGENCE

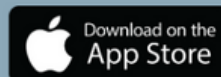
\rightarrow COMMON POOL RESOURCES

\rightarrow EMERGENT SOCIAL OUTCOMES

AS A STUDENT IN STEM COURSES, NOTABILITY HAS TAKEN MY NOTE-TAKING, STUDYING, AND PERFORMANCE TO THE NEXT LEVEL. TRY THIS GREAT TOOL OUT IF YOU ARE LOOKING TO TRANSITION OUT OF PAPER NOTE-TAKING. THIS HAS BEEN RECOMMENDED TO YOU BY YOUR PRE-HEALTH ADVISING PEERS!

- TAKE MORE VIVID AND EFFICIENT NOTES
- ORGANIZE ALL YOUR MATERIAL IN ONE LOCATION
- COMPILE NOTES WITHIN AND ACROSS COURSES
- REFERENCE YOUR NOTES WITH PRECISION
- AUDIO RECORD WHILE NOTETAKING AND MORE!

TRY IT OUT WITH . . .





THINKING ABOUT BECOMING A
VETERINARIAN? JOIN US!

UCSB PRE-VETERINARY MEDICAL ASSOCIATION

Attend talks hosted by vet school admission
representatives and practicing veterinarians,
get tips on applying to vet school and gaining
experience, and network with fellow pre-vet
students!

FEBRUARY 9, 7-8PM
FEBRUARY 22, 7-8PM
MARCH 9, 7-8PM

Meeting Link: <https://ucsb.zoom.us/j/85677251791>

For More Info: <https://linktr.ee/ucsbpvma>





UC Santa Barbara
Koegel Autism Center



PRESENTS

T.E.A.M.

THRIVE, ENCOURAGE, ACCOMPLISH,
& MAKE FRIENDS!

A VIRTUAL PROGRAM PROVIDING A SUPPORTIVE
SPACE FOR STUDENT WITH AND WITHOUT
AUTISM TO STAY CONNECTED AND HAVE FUN
DURING REMOTE EDUCATION

WHAT TO EXPECT FROM TEAM

- *Virtual Meet-Ups
- *Game Nights
- *Newsletter
- *Social Connection
- *Improve your remote experience
- *de-stress
- *Have FUN!

**Learn and discuss academic, social, and
personal skills with fellow Gauchos!**

Sign-up TODAY with your UCSB.edu Email

Enrollment is free and ongoing throughout the Quarter

For more Information visit:

<https://education.ucsb.edu/autism/TEAM>

Advising Appointment Reminder!

Zoom



***Appointments with Rob, Allie,
Anna, or Juliette:***

**Prefer Zoom? Send an email to
prehealthinfo@ltsc.ucsb.edu
indicating your preference.
Please include your perm #, day
& time of appointment, and the
name of the advisor.**

Phone



**Note: Phone is the default
appointment type.**

**Also, be sure to join the listserv
and follow us on social media!**

Note: Drop-Ins will all be conducted by phone.



INSIDE UCSF

Take an inside look at UCSF's Schools of Dentistry, Medicine, Nursing and Pharmacy, the Graduate Division and Physical Therapy.



"Inside UCSF gave me a real impression of what a student can expect in terms of training and required curriculum." – Inside UCSF participant

Come enjoy UCSF student panels, interactive workshops, classroom experiences and interactions with UCSF leadership, faculty and students. Tour the campus and our brand new state-of-the-art facilities. Explore the spirit of interprofessional collaboration that sets us apart. See Inside UCSF for yourself >>> cseo.ucsf.edu/

APRIL 2-3, 2021

This exciting and informative event is designed to introduce students to a specific health science career path, provide opportunities to meet students and faculty, and offer a chance to become inspired about future career possibilities. The program – including meals and travel – is offered at no cost to selected applicants.



University of California
San Francisco

advancing health worldwide™

SEEKING COLLEGE STUDENTS

VIRTUAL VOLUNTEER OPPORTUNITY

Looking for remote volunteer work? Become a virtual mentor for a K-12 student and tutor, give college tips, teach a new skill, or just socialize with a younger student.



**SIGN UP AT
STUDENTSHERE.ORG**

Update your Pre-Professional Emphasis in GOLD!

1. Login to GOLD.

UCSB Gaucho On-Line Data

Current Students

UCSB Net ID

Password

Login

For assistance with your UCSB

UCSB Gaucho On-Line Data MESSAGES FEEDBACK HELP LOGOUT

MY SCHEDULE **FIND COURSES** **REGISTRATION** **GRADES +** **PROGRESS +** **ABOUT ME +**

ABOUT ME

My Personal Info
My Addresses
My Notifications

ANNOUNCEMENTS Welcome

Last successful login: 12/5/2019 1:05 PM

You have 2 unread message(s).

Online Courses at Other UC Campuses

Undergraduate students interested in enrolling in online courses offered by other UC campuses for Winter 2020 should consult the UC Cross-Campus Enrollment website (<http://crossenroll.universityofcalifornia.edu>).

Please note that students enrolling in these courses must meet all eligibility criteria for Simultaneous Enrollment (<http://registrar.sa.ucsb.edu/intercampus.aspx>) with one exception: students do not necessarily need to be enrolled in 12 on campus units to be eligible to enroll in UCOE courses unless they are international students or student athletes. Students in the College of Letters and Science and the College of Engineering should meet with an adviser in their college prior to enrollment.

[Continue](#)

2. Navigate to "My Personal Info" under the ABOUT ME tab.

UCSB Gaucho On-Line Data MESSAGES FEEDBACK HELP LOGOUT

MY SCHEDULE **FIND COURSES** **REGISTRATION** **GRADES +** **PROGRESS +** **ABOUT ME +**

PERSONAL DATA Welcome

Your current preferences are shown below. If you want to update them, make the change(s) you need and click 'Update'.

Pre-Professional Emphasis:

Marital Status:

Dependents:

Don't include yourself as a dependent.

Religious Preference:

You have the option of supplying this information. It will be released to the University Religious Center of Santa Barbara.

GOLD/Printed Student Directory:

May we include your address and phone number in the online GOLD Directory and the printed Associated Students Directory?

E-Mail Directory:

May we include your U-mail address in the online GOLD Directory and the printed Associated Students Directory?

Preferred Name:

To update your Preferred Name, please log into [Directory Services' Directory Editor](#), and update the Commonly Used First Name field.

Pronoun:

[How is this Information Used?](#)
[Learn More About Pronouns](#)

[Cancel](#) [Update](#)

4. Don't forget to update your preferences!



UCSB PRE-MEDICAL SOCIETY

A student-led organization dedicated to providing pre-med students various opportunities in community outreach and networking.

**GENERAL MEETINGS
EVERY OTHER FRIDAY
5 - 6 PM PST**

ZOOM MEETING ID: 818 2199 9879

**MAKE SURE TO FOLLOW ALL OUR SOCIAL MEDIA
ACCOUNTS FOR THE LATEST UPDATES:**



@ucsb_premedical_society



@UCSB Pre-Medical Society

**FOR FURTHER QUESTIONS, EMAIL US AT
UCSBPREMEDICALSOCIETY@GMAIL.COM AND VISIT
UCSBPREMEDICALSOCIETY.WEEBLY.COM**



**SCAN THE QR CODE TO JOIN
OUR GROUP ON SHORELINE!**

A Healthcare Summer **INTERNSHIP** that **MATTERS**



Since 1986, the University of Michigan Summer Enrichment Program (UMSEP) in Health Management and Policy has attracted undergraduate students who seek to improve the health status and health care of underserved communities across the United States. UMSEP partners with Michigan hospitals and other health care organizations in Detroit and Ann Arbor to provide a paid eight week summer internship and to expose students to the health care field and health issues that persist today.



2021 UMSEP INTERNSHIP

PROGRAM DATES:

May 25-July 23, 2021

APPLICATION DEADLINE:

February 3, 2021

FOR MORE INFORMATION
AND TO APPLY:

sph.umich.edu/sep

QUESTIONS?

um.sep@umich.edu
(734) 936-3296

SEP INTERNSHIPS INCLUDE:

- Paid 8-week internship with a hospital, community health center or other health care organization in Detroit, Ann Arbor, or other sites in Southeast Michigan
- Orientation with the UM School of Public Health with a lecture series on health inequalities and the US health care system by SPH faculty
- Housing, transportation, food allowance, and GRE preparation course provided, all at no cost*
- Weekly meetings and engagements with health organizations
- Health Equity Research Certificate

*In-person components are subject to change



“UMSEP provided the opportunity to develop leadership skills and utilize my passion for social justice in pursuit of an equitable health care system.”

—Stephanie Hughes,
UMSEP Alumna



SUMMER ENRICHMENT PROGRAM
UNIVERSITY OF MICHIGAN

sph.umich.edu/sep

New Offerings through UCSB PaCE for Pre-Health Students!

- Online on demand

- Taught by UCSB Exercise and Sports Studies Lecturers

- *Early Bird Discounts* and *\$600 PaCE Scholarships* are AVAILABLE!

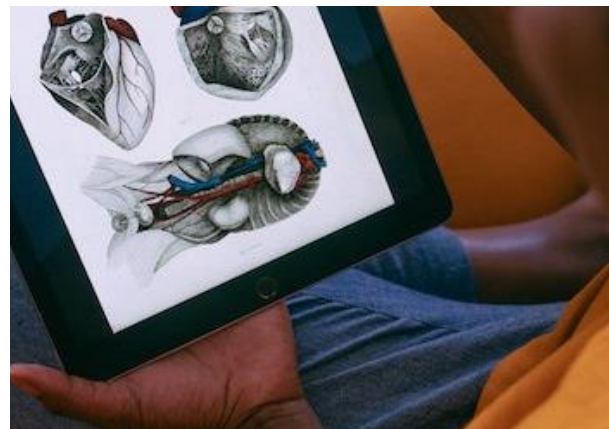


Medical Terminology

Medical Terminology for Health Professions gives students in-depth instruction in recognizing and forming medical terms.

Human Form & Function

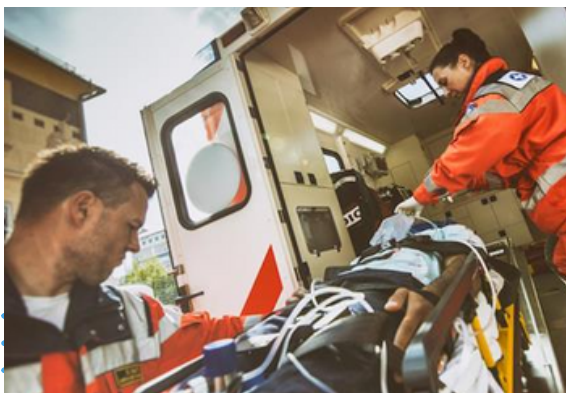
Introduction of the basic structure and function of the human body.



Emergency Medical Technician (EMT) - Basic

First-time pass rate over 95%.

This program gives students the skills and knowledge to function as a working EMT at the basic level.



SUMMER HEALTH PROFESSIONS EDUCATION PROGRAM

Shaping Careers. Changing Lives.



APPLICATION OPENS*

NOV. 1

APPLICATION DEADLINE

FEB. 5

*Application dates are subject to change. Please visit shpep.org for the most up-to-date information.

The Summer Health Professions Education Program (SHPEP) is a transformative summer experience for students interested in the health professions. Formerly known as the Summer Medical and Dental Education Program (SMDEP), SHPEP has been shaping careers and changing the lives of premedical and predental college students for over 30 years. Now, in addition to dentistry and medicine, the program offers opportunities to explore other health careers, including nursing, optometry, pharmacy, physical therapy, and public health.

The **FREE six-week summer enrichment program** prepares college students for a career in the health professions by enhancing their academic proficiency and providing career development opportunities. Participation in SHPEP may better position students for acceptance into advanced-degree programs.

What are the benefits of this FREE program?

Program includes:

- Housing, meals, a stipend, and travel assistance.
- Guidance from current admissions deans, health professionals, students, and SHPEP alumni about how to pursue their profession of interest.

To be eligible, you must:

- Be a U.S. citizen, a permanent resident, or an individual granted deferred action for childhood arrivals (DACA) status by the U.S. Citizenship and Immigration Services.
- Be a college freshman or sophomore at the time of application.
- Have a minimum GPA of 2.5.
- Identify with a group that is underrepresented in the health professions.

Learn more at **shpep.org**.

INSIGHT

Injury Research Training Program

The **INSIGHT Summer Research Program** is an NIH-funded, eight-week paid summer internship through the University of Washington at Harborview's Injury Prevention and Research Center (HIPRC). Students in our program are matched to clinical research projects and partner with a UW Medicine & Health Sciences Faculty. Students get to meet and learn from peers and health professionals from across the country, and also get to participate in clinical shadowing at Harborview, and social activities and tours, including the King County Medical Examiner's Office.



Bringing together a diverse group of young people interested in health care and research allows HIPRC to create a unique and rich resource for students who seek to learn more about what they can accomplish in the field of injury and injury prevention. The INSIGHT Program offers a **\$3,200 stipend** to those accepted. Below follows our website, where interested students can find the application portal and all the details of the program

June 14 - Aug. 6, 2021
Monday - Friday: 9:00 am – 5:00 pm
401 Broadway, Seattle, WA 98122.



<https://hiprc.org/training/undergrad-grad/insight/>

Plan ahead for the MCAT!



2021 Schedule for the Medical College Admission Test® (MCAT®)*



JAN SUN MON TUE WED THU FRI SAT 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	FEB SUN MON TUE WED THU FRI SAT 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	MAR SUN MON TUE WED THU FRI SAT 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
APR SUN MON TUE WED THU FRI SAT 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	MAY SUN MON TUE WED THU FRI SAT 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	JUN SUN MON TUE WED THU FRI SAT 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 29 28 29 30
JUL SUN MON TUE WED THU FRI SAT 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	AUG SUN MON TUE WED THU FRI SAT 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	SEP SUN MON TUE WED THU FRI SAT 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

MCAT Admin	Score Release
Jan. 15	Feb. 17
Jan. 16	Feb. 17
Jan. 21	Feb. 24
Jan. 25	Feb. 24
March 13	April 13
March 26	April 27
April 10	May 11
April 23	May 25
April 30	June 1
May 1	June 1
May 14	June 15
May 15	June 15
May 20	June 22
May 28	June 29
June 4	July 7
June 18	July 20
June 19	July 20
June 26	July 27
June 30	Aug. 3
July 17	Aug. 17
July 22	Aug. 24
July 30	Aug. 31
Aug. 7	Sept. 8
Aug. 13	Sept. 14
Aug. 21	Sept. 21
Aug. 26	Sept. 28
Aug. 27	Sept. 28
Sept. 2	Oct. 5
Sept. 3	Oct. 5
Sept. 10	Oct. 12
Sept. 11	Oct. 12

*The highlighted dates above indicate the U.S. MCAT test dates. For Canadian and international test dates, please visit students-residents.aamc.org/mcatregister.

Note: The MCAT exam is not offered in February or Oct.-December 2021.

Standard start times will be 7:30 a.m. and 3 p.m. each day.

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