# The West Point
# Pre-Medical School Scholarship Program

**DISCLAIMER**: This guide is intended to assist cadets at the United States Military Academy pursuing the medical school option. Information in this document may change over time. Questions should be directed to the medical school advisor in the Office of the Dean.

**Last updated: 24 August 2020**

## Introduction

In accordance with Army Regulation (AR) 601-141 the Department of Defense permits two percent of each West Point graduating class to attend medical school under military sponsorship. The Superintendent is responsible for the selection of cadet applicants for the Uniformed Services University (USU) and Health Professions Scholarship Program (HPSP). The management of this process is accomplished through the West Point Pre-Medical Scholarship Program, coordinated by a pre-medical advisor in the Office of the Dean in concert with faculty from the Department of Chemistry and Life Science (CLS). This document provides information for cadets interested in attending medical school directly from the United States Military Academy (USMA).

## Core Competencies

The American Association of Medical Colleges (AAMC) governs the medical school application process for allopathic schools in the United States and Canada. Core competencies prescribed by the AAMC include proficiency in pre-professional activities, thinking and reasoning, and science competencies. Cadets demonstrate aptitude in these areas through academic success, performance on the Medical College Admission Test® (MCAT), clinical exposure, research, volunteer work and community service. In addition to meeting program requirements, cadets must perform well in the four pillars of academy life: academic, military, physical and character. Cadets are appealing applicants because the qualities and attributes that make them successful at West Point closely align with the core competencies sought by medical schools.

*AAMC Core Competencies*

| Pre-professional Activities | Thinking and Reasoning | Science Competencies |
|---|---|---|
| Capacity for improvement | Critical thinking | Human behavior |
| Cultural competence | Quantitative reasoning | Living systems |
| Ethical responsibility | Scientific inquiry | |
| Oral communication | Written communication | |
| Reliability and dependability | | |
| Resilience and adaptability | | |
| Service orientation | | |
| Social skills | | |

## Program Requirements

An annotation in AMS identifies members of the scholarship program. In coordination with the USMA pre-medical advisor, Department Academic Counselors (DACs) enter cadets into the program after majors have been selected. Participation in the scholarship program is based on academic performance as well as commitment to the requirements detailed below. It is important to note that the scores/grades serve to meet absolute ***minimum*** requirements; attaining these metrics does not guarantee endorsement to attend medical school. Average scores of matriculants are considerably higher than the minimums and gaining acceptance to medical school generally requires much stronger numbers.

*Pre-Medical Program Requirements*

Cumulative Grade Point Average (CQPA) ≥ 3.2
Biology-Chemistry-Physics-Math (BCPM) average ≥ 3.2
MCAT score ≥ 500
MCAT section scores ≥ 124

At least 50 hours of clinical exposure (healthcare volunteer work and shadowing)
Participation in research
Selfless service demonstrated by volunteer activities and community work

**Course Requirements**

Cadets may enter the program through any major. The pre-medical program course requirements are listed below. Undergraduate course requirements for medical schools vary and cadets are strongly encouraged to explore specific recommendations for their schools of interest. When pre-medical courses are oversubscribed, the final determination for admission will be made by the CLS department with input from the pre-medical advisor in the Office of the Dean. Factors for consideration will include commitment to the pre-medical program, participation in the West Point Pre-Medical Society (WPPMS), progress in meeting program requirements and reaching Academic Program Score Cumulative (APSC) PEG points for each course. The USMA course requirements and PEG points are as follows:

*Medical Program Course Requirements*

| USMA Course | Designation(s) | APSC PEG point |
|---|---|---|
| General chemistry with lab – 1 year | CH101*/102* | N/A |
| Organic chemistry with lab – 1 year | CH383/384 | 3.0 |
| Biochemistry – 1 semester | CH473 | 3.2 |
| Advanced biology with lab – 1 semester | CH375 | 3.0 |
| Physiology with lab – 1 semester | CH387 | 3.2 |
| Physics with lab – 1 year | PH205*/206* | N/A |
| Calculus – 1 semester | MA104* | N/A |
| Probability and statistics – 1 semester | MA206* | N/A |
| English – 1 year | EN101*/102* | N/A |

*Cadets may take advanced versions of these courses

**Additional Academic Opportunities**

*Courses*

Beyond the course requirements outlined above, additional academic opportunities are available. These include individual research courses, healthcare professions seminars, human anatomy, a summer school program for rising seniors, and other courses that provide additional depth in pre-medical disciplines.

According to AAMC, over 85% of medical school applicants perform research. At West Point, participation in research is mandatory for pre-med cadets and individual research courses are available through various departments. CLS offerings include CH289, CH290, CH389, CH390, CH391, C392, CH489, CH490, CH491 and CH492. These individual research courses have two primary goals. The first is the opportunity for cadets to understand the scientific method in depth while becoming better problem solvers and developing leadership skills. The second goal is to present scholarly research at conferences and author publications. Meeting these goals significantly enhances medical school applications and chances for success in the admissions process.

The Healthcare Professions Seminars (CH291 and CH292) help aspiring physicians understand aspects of the medical profession that transcend their coursework, including service as an Army doctor. The classes also assist with preparation for the medical school application

process. The Human Anatomy (CH460) course is offered to second semester seniors who have applied to medical school. It is an upper level anatomy class designed to facilitate the transition to professional schooling. Advanced Study in Pre-medical Science (CH489) is a Summer Term Academic Program (STAP) course that provides endorsed candidates the opportunity to finalize preparations for the MCAT and complete medical school applications.

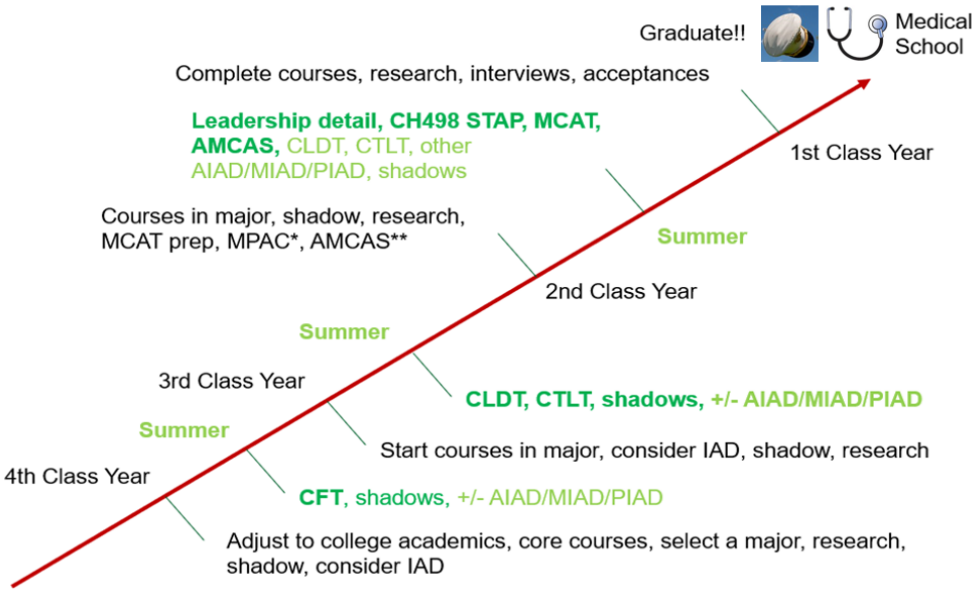
Several other courses are available to provide depth in pre-medical disciplines. The MCAT includes a section on Psychological, Social, and Biological Foundations of Behavior and the Department of Behavioral Sciences and Leadership (BS&L) offers valuable courses including Biological Psychology (PL390) and Introduction to Sociology (PL371). Life Science majors obtain depth by taking the following electives: Microbiology (CH457), Cellular Biology (CH385) and Genetics (CH388). Depth courses outside a major are offered on a space available basis. All departments give priority for enrollment to their majors; decisions regarding admission to non-majors are made by the departments teaching the classes.

*Advanced Individual Academic Development (AIAD) Programs*

The CLS department coordinates AIADs specifically designed for medical school aspirants. These programs fall into three categories: research, clinical and combined. The pure research programs provide opportunities for concentrated investigation at outside laboratories. Cadets expand their understanding of science, increase opportunities for publication and strengthen their medical school applications. Clinical programs are conducted at military medical centers or civilian teaching hospitals. Participants shadow healthcare providers in a variety of settings including clinics, procedure rooms and operating theaters. Combined programs, generally conducted at Army facilities, provide time for both laboratory and clinical endeavors.

**Timeline**

The pre-medical timeline provides a useful framework for the delivery of comprehensive information on the various steps required to earn a scholarship to attend medical school. These components will be addressed chronologically. An overview of the process is depicted below:




*Medical Program Advisory Committee ** American Medical College Application Services

***Fourth class (Plebe) year***

Academics

In 2019, the average GPA for applicants accepted to medical school was 3.72. The average non-science GPA was 3.81. While acceptance to medical school is not all about grades, establishing a firm foundation in academics in order to attain a high Cumulative Quality Point Average (CQPA) is extremely important. Concentration on academics in the first year is critical. During the first semester, cadets are strongly encouraged to develop good study habits and optimize performance across all pillars. The first-year curriculum consists of core courses and **pre-med cadets are advised take CH102 during the second semester of plebe year.** While it is not an absolute requirement, completing chemistry during the first year facilitates scheduling during the ensuing semesters.

Selecting a Major

One of the most commonly asked questions by pre-med students is, "What should I choose for a major?" Cadets interested in attending medical school can major in any discipline they choose; however, they must ensure that all necessary pre-medical course requirements are met. When selecting a major, it is important to consider "passion and talent." In other words, what academic pursuits excite you (passion) and what are you good at studying (talent)? These considerations should guide selection of a major. West Point will likely provide your only extended undergraduate experience so select a discipline that provides courses that truly interest you! Double majors and minors are not encouraged. The additional time is better spent doing research and engaging in other required pre-med activities like shadowing, volunteering and community service.

Most aspiring physicians at USMA major in Life Science. This major appeals to their passion for science and facilitates MCAT preparation by providing depth in biology courses. In addition, the required premedical courses are all embedded in the major. Other common majors include Kinesiology, Environmental Science, Psychology and Mechanical Engineering. Consultation with the Redbook is advised because requirements for majors change year to year. The following are sample Eight-Term Academic Programs (8TAPs) from recent medical school scholarship recipients:

*Life Science*

(Major-related courses are in **blue**)
Click on Major-related language courses to change course tag to CORE.

| 2017-1 | 2017-2 | 2018-0 | 2018-1 | 2018-2 | 2019-0 | 2019-1 | 2019-2 | 2020-1 | 2020-2 | |
|---|---|---|---|---|---|---|---|---|---|---|
| (8) | (8) | (1) | (9) | (9) | (1) | (8) | (9) | (7) | (7) | |
| CH101 | **CH102** | ML100 | CH290 | **CH384** | ML300 | **CH385** | CH291X | **CH457** | **CH460** | |
| EN101 | EN102 | | CH375 | **CH388** | | CH390 | **CH387** | **CH490** | **CH479** | |
| HI108L | HI105 | | **CH383** | CH389 | | **CH499** | **CH473** | HI302 | CY305 | |
| MA103 | IT105 | | LP203 | LP204 | | EV203 | **CH489** | MD401 | LW403 | |
| MD101 | MA104 | | **MA205** | MD202 | | MD301 | MD302 | MX400 | MD402 | |
| PE117 | MD102 | | MA206 | MS200 | | MS300 | PE245 | NE300 | NE450 | |
| PL150 | MS100 | | MD201 | PE321 | | SS201 | PE360 | NE350 | PE450 | |
| RS102 | PE116 | | PE215 | **PH206** | | SS307 | PL300 | | | |
| | | | PH205 | PY201 | | | SS202 | | | **Total** |
| {5} | {5} | {0} | {6} | {5} | {0} | {5} | {5} | {6} | {5} | {42} |
| 8 | 8 | 1 | 9 | 9 | 1 | 8 | 9 | 7 | 7 | 67 |
| 18.0 | 19.5 | 0.0 | 25.0 | 21.0 | 0.0 | 19.0 | 18.0 | 18.5 | 17.5 | 156.5 |

= required courses

General chemistry 2
Advanced biology
Organic chemistry 1 & 2
Physics 2
Human physiology
Biochemistry

= additional courses

Introduction to research
Advanced lab projects 1 & 2
Individual research 1 & 2
Healthcare Professions Seminar
Human anatomy

*Kinesiology*

(Major-related courses are in **blue**)
Click on Major-related language courses to change course tag to CORE.

| 2017-1 | 2017-2 | 2018-0 | 2018-1 | 2018-2 | 2019-0 | 2019-1 | 2019-2 | 2020-1 | 2020-2 | |
|---|---|---|---|---|---|---|---|---|---|---|
| (9) | (7) | (1) | (9) | (7) | (1) | (9) | (8) | (8) | (8) | |
| EN101 | CH101 | ML100 | **CH102** | **CH375** | ML300 | **CH383** | CH291X | CE350 | CE450 | |
| EV203 | EN102 | | LP203 | **KN365** | | HI302 | **CH384** | **KN455** | **CH460** | |
| HI105 | HI108R | | MD201 | LP204 | | **KN355** | **CH387** | **KN460** | **CY305** | |
| IT105 | MA104 | | MS200 | MA206 | | KN491 | **CH473** | **KN470** | **KN467X** | |
| MA103 | MD102 | | PE215 | MD202 | | MD301 | **KN360** | KN493 | **KN480** | |
| MD101 | PE117 | | PE322 | PE256 | | MS300 | KN492 | MD401 | LW403 | |
| MS100 | PL100 | | PY251 | PH255 | | PE360 | MC300 | MX400 | MD402 | |
| PE116 | | | SS202 | | | PL300 | MD302 | **PH256** | PE450 | |
| RS102 | | | SS251 | | | SS307 | | | | **Total** |
| {5} | {5} | {0} | {5} | {5} | {0} | {5} | {5} | {7} | {6} | {43} |
| 9 | 7 | 1 | 9 | 7 | 1 | 9 | 8 | 8 | 8 | 67 |
| 18.5 | 18.0 | 0.0 | 20.5 | 18.5 | 0.0 | 19.0 | 19.5 | 22.5 | 20.0 | 156.5 |

= required courses

General chemistry 2
Advanced biology
Organic chemistry 1 & 2
Physics 2
Human physiology
Biochemistry

= additional courses

Healthcare Professions Seminar
Human anatomy

*Environmental Science*

(Major-related courses are in **blue**)
Click on Major-related language courses to change course tag to CORE.

| 2016-1 | 2016-2 | 2017-0 | 2017-1 | 2017-2 | 2017-7 | 2018-0 | 2018-1 | 2018-2 | 2019-1 | 2019-2 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| (8) | (8) | (1) | (9) | (9) | (1) | (1) | (10) | (6) | (8) | (7) | |
| CH101 | CH102 | ML100 | **CH383** | CH290 | LN440S | ML300 | **CH457** | **CH388** | CY305 | **CH387** | |
| EN101 | EN102 | | EV203 | **CH375** | | | EV301 | **EV365** | **EV388A** | **CH473** | |
| IT105 | LS476 | | LS483 | **CH384** | | | **EV471** | **EV373** | EV450 | EV350 | |
| LS475 | MA255 | | MD201 | **EV310** | | | **EV489A** | **EV389B** | LW403 | **EV487** | |
| MA153 | MD102 | | MS200 | MD202 | | | MA206 | MD302 | MD401 | HI302 | |
| MD101 | PE117 | | PE215 | PE321 | | | MD301 | PL371 | MX400 | MD402 | |
| MS100 | PL150 | | PE321 | **PH256** | | | MS300 | | PE450 | PL300 | |
| PE115 | RS102 | | PH255 | PY251 | | | PE262 | | SS307 | | |
| | | | SS251 | SS252 | | | PE360 | | | | |
| | | | | | | | XH303 | | | | **Total** |
| {5} | {5} | {0} | {5} | {6} | {1} | {0} | {6} | {5} | {6} | {6} | {45} |
| 8 | 8 | 1 | 9 | 9 | 1 | 1 | 10 | 6 | 8 | 7 | 68 |
| 19.5 | 18.0 | 0.0 | 20.0 | 22.0 | 3.0 | 0.0 | 21.0 | 15.0 | 20.0 | 19.0 | 157.5 |

= required courses

General chemistry 2
Advanced biology
Organic chemistry 1 & 2
Physics 2
Human physiology
Biochemistry

= additional courses

Introduction to research
Sociology

*Psychology*

(Major-related courses are in **blue**)
Click on Major-related language courses to change course tag to CORE.

| 2017-1 | 2017-2 | 2017-7 | 2018-0 | 2018-1 | 2018-2 | 2019-0 | 2019-1 | 2019-2 | 2020-1 | 2020-2 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| (8) | (7) | (1) | (1) | (9) | (8) | (1) | (9) | (8) | (7) | (7) | |
| CH101 | CH102 | HI399 | ML100 | CH290 | CH384 | ML300 | CH385 | CE350 | CE450 | CY305 | |
| EN101 | EN102 | | | CH375 | CH389 | | CH390 | CH291X | LW403 | HI302 | |
| IT105 | LG204 | | | CH383 | EV203X | | MC300 | CH387 | MD401 | MD402 | |
| LG203 | MA104 | | | HI108A | MD202 | | MD301 | CH473 | PE450 | MX400 | |
| MA103 | MD102 | | | MA206 | PE322 | | MS300 | MD302 | PL361 | PL462 | |
| MD101 | PE117 | | | MD201 | PH206 | | PE266 | PE360 | PL373 | PL488B | |
| MS100 | PL150 | | | MS200 | PL383 | | PL250 | PL376 | PL387 | SS307 | |
| PE116 | | | | PE215 | PY251 | | PL300 | SS202 | | | |
| | | | | PH205 | | | SS201 | | | | Total |
| {5} | {5} | {1} | {0} | {5} | {5} | {0} | {5} | {5} | {5} | {6} | {42} |
| 8 | 7 | 1 | 1 | 9 | 8 | 1 | 9 | 8 | 7 | 7 | 66 |
| 20.5 | 19.0 | 3.0 | 0.0 | 21.5 | 18.5 | 0.0 | 19.0 | 17.5 | 16.5 | 18.0 | 153.5 |

= required courses

General chemistry 2
Advanced biology
Organic chemistry 1 & 2
Physics 2
Human physiology
Biochemistry

= additional courses

Introduction to research
Advanced lab projects 1 & 2
Research methods 1
Healthcare Professions Seminar

*Mechanical Engineering*

(Major-related courses are in **blue**)
Click on Major-related language courses to change course tag to CORE.

| 2016-1 | 2016-2 | 2017-0 | 2017-1 | 2017-2 | 2018-0 | 2018-1 | 2018-2 | 2019-1 | 2019-2 | |
|---|---|---|---|---|---|---|---|---|---|---|
| (8) | (8) | (1) | (9) | (8) | (1) | (7) | (8) | (8) | (8) | |
| CH151 | CH102 | ML100 | CH375 | LF204 | ML300 | CH387 | CH384 | EV203 | CH489 | |
| EN152 | CH290 | | CH389 | MC311 | | EE301 | CH473 | MC380 | MC312 | |
| HI105 | HI158 | | LF203 | MC364 | | HI302 | MA365 | MD401 | MC486 | |
| IT105 | MA255 | | MA206 | MD202 | | LW403 | MD302 | ME400 | MD402 | |
| MA153 | MD102 | | MC300 | MS200 | | MC306 | ME370 | ME404 | ME496 | |
| MD101 | PE117 | | MD201 | PE215 | | MD301 | ME389 | ME480 | PE360 | |
| MS100 | PL100 | | PE321 | PH256 | | PE264 | ME403 | MX400 | PE450 | |
| PE116 | PY251 | | PH255 | SS251 | | | MS300 | PL300 | SS307 | |
| | | | SS252 | | | | | | | Total |
| {5} | {5} | {0} | {6} | {5} | {0} | {5} | {6} | {6} | {5} | {43} |
| 8 | 8 | 1 | 9 | 8 | 1 | 7 | 8 | 8 | 8 | 66 |
| 19.5 | 19.0 | 0.0 | 23.0 | 21.0 | 0.0 | 16.5 | 21.0 | 21.5 | 17.5 | 159.0 |

= required courses

General chemistry 2
Advanced biology
Organic chemistry 2
Physics 2
Human physiology
Biochemistry

= additional courses

Introduction to research
Advanced lab projects 1
Individual research 1

*Mathematics*

(Major-related courses are in **blue**)
Click on Major-related language courses to change course tag to CORE.

| 2016-1 | 2016-2 | 2017-0 | 2017-1 | 2017-2 | 2018-0 | 2018-1 | 2018-2 | 2019-1 | 2019-2 | |
|---|---|---|---|---|---|---|---|---|---|---|
| (8) | (7) | (1) | (8) | (9) | (1) | (9) | (9) | (8) | (9) | |
| CH151 | **CH102** | ML100 | LF203 | CH375 | ML300 | CH290 | CH291X | CE350 | CE450 | |
| EN101 | EN102 | | MA206 | EV203 | | **CH383** | CH384 | **MA376** | CH460 | |
| HI105 | HI158 | | **MA371** | LF204 | | **CY305** | CH387 | **MA386** | HI302 | |
| MA153 | IT105 | | MD201 | **MA391** | | **MA381** | CH389 | MA486 | LW403 | |
| MD101 | MA255 | | PE215 | MD202 | | **MA383** | **CH473** | **MA498** | **MA372** | |
| MS100 | MD102 | | PH205 | MS200 | | MC300 | **MA387** | MD401 | **MA499** | |
| PE116 | PE117 | | PY201 | PE321 | | MD301 | **MA490** | PL300 | MD402 | |
| PL150 | | | SS202 | **PH256** | | MS300 | MD302 | SS307 | MX400 | |
| | | | | SS251 | | PE245 | PE360 | | PE450 | **Total** |
| {5} | {5} | {0} | {6} | {6} | {0} | {5} | {5} | {7} | {7} | {46} |
| 8 | 7 | 1 | 8 | 9 | 1 | 9 | 9 | 8 | 9 | 69 |
| 19.5 | 18.0 | 0.0 | 21.5 | 23.0 | 0.0 | 18.5 | 19.5 | 21.0 | 23.0 | 164.0 |

= required courses

General chemistry 2
Advanced biology
Organic chemistry 1&2
Physics 2
Human physiology
Biochemistry

= additional courses

Introduction to research
Advanced lab projects 1
Healthcare Professions Seminar
Human anatomy

*Foreign Language*

(Major-related courses are in **blue**)
Click on Major-related language courses to change course tag to CORE.

| 2017-1 | 2017-2 | 2018-0 | 2018-1 | 2018-2 | 2019-0 | 2019-1 | 2019-2 | 2020-1 | 2020-2 | |
|---|---|---|---|---|---|---|---|---|---|---|
| (8) | (7) | (1) | (9) | (10) | (1) | (7) | (11) | (9) | (6) | |
| CH151 | **CH102** | ML100 | CH290 | CH375 | ML300 | **EV371** | CH387 | **DS455** | LN490 | |
| EN152 | HI108R | | CH383 | CH384 | | **HI367** | CH473 | HI302 | LR476 | |
| HI155 | MA255 | | **LN380** | CH389 | | **LN451** | **CY305** | LN287 | LR492 | |
| IT105 | MD102 | | LR203 | EV203 | | LN492 | **LR484** | LR485 | MD402 | |
| MA153 | PE117 | | MA206 | LR204 | | LN493 | MD302 | LW403 | NE450 | |
| MD101 | PL150 | | MD201 | MD202 | | LN494 | MS300 | MD401 | **SS465** | |
| MS100 | PY251 | | PE215 | MS200 | | MD301 | NE300 | MX400 | | |
| PE116 | | | PH255 | PE321 | | | PE245 | NE350 | | |
| | | | SS202 | **PH256** | | | PE360 | PE450 | | |
| | | | | SS251 | | | PL300 | | | |
| | | | | | | | SS307 | | | **Total** |
| {5} | {5} | {0} | {6} | {6} | {0} | {6} | {7} | {6} | {5} | {46} |
| 8 | 7 | 1 | 9 | 10 | 1 | 7 | 11 | 9 | 6 | 69 |
| 19.5 | 18.0 | 0.0 | 23.0 | 25.0 | 0.0 | 18.0 | 24.5 | 20.5 | 15.0 | 163.5 |

= required courses

General chemistry 2
Advanced biology
Organic chemistry 1&2
Physics 2
Human physiology
Biochemistry

= additional courses

Introduction to research
Advanced lab projects 1

West Point Premedical Society (WPPMS)

The WPPMS provides opportunities for cadets to share interests, attend talks by guest speakers, join in volunteer experiences, and pursue leadership positions. This cadet run club operates under the auspices of a faculty member in the CLS department in close coordination with the USMA pre-medical advisor. **It is imperative that all pre-med cadets join the WPPMS.** Since cadets enter the pre-med scholarship program through a variety of majors, the WPPMS serves as the primary conduit for information flow. All important events are coordinated through the WPPMS, ranging from briefings regarding the pre-med program and shadowing opportunities to MCAT preparation and selection by the Medical Program Advisory Committee (MPAC) to attend medical school.

Research

Most research projects are performed by teams and plebe year is an excellent time to join one of them. The benefits of research are discussed above (Additional Academic Opportunities, Courses). These endeavors can be performed independently or as part of a course. Early entry into the research arena provides time for training in specific techniques and accumulating experience while establishing leadership opportunities for the future. It also enhances prospects for presentations and publications.

Volunteerism and Community Service

The medical profession demands selfless service to others. One way that admissions committees judge applicants in this core competency is through their commitment to volunteer activities and community service. There are a wide range of extracurricular activities at West Point that fall into this category and cadets are encouraged to participate in organizations and endeavors that interest them. Examples include Habitat for Humanity, Special Olympics, Unified Sports, scouting, tutoring, etc.

Clinical Exposure

Most medical school place a high premium on exposure to clinical medicine. In an era when physician burnout and dissatisfaction with the profession are high, shadowing and other clinical experiences are thought to provide a more realistic introduction to the rewards and challenges of a career in healthcare. Without clinical exposure, it is highly unlikely that an applicant will get accepted to medical school. A limited shadowing program exists at Keller Army Community Hospital (KACH) and cadets are encouraged to sign up through the WPPMS. However, the volume of experience attainable at KACH is woefully inadequate and medical school applicants are urged to gain additional exposure while home on break, through the Walter Reed spring trip and through AIADs.

***Third class (Yearling) year***

Advanced Individual Academic Development Programs (AIADs)

Several departments offer AIAD programs that provide opportunities for pre-med cadets. An overview of the CLS offerings is provided above (Additional Academic Opportunities, AIADs). Beyond the AIADs specifically targeted for medical school aspirants, there are other beneficial programs. For example, the Department of Physics sends cadets to national laboratories including Los Alamos, Lawrence Livermore and Sandia. A performance psychology internship is sponsored by the Department of Behavioral Science and Leadership (BS&L). The Department of Social Sciences provides overseas medical experiences through international organizations like Projects Abroad and Cross Cultural Solutions. Cadets work at the Department of Health and Human Services through a program coordinated by the Department of Geography and Environmental Engineering. Offerings from the various departments differ year to year and interested cadets should contact the respective department AIAID coordinators to explore options.

Academics

Cadets start their premedical coursework during the second-class year. Typical courses include advanced biology (CH375), organic chemistry (CH383/384) and physics (PH205/206). Yearlings may take the first semester of Healthcare Professions Seminar (CH291), a 1.0 credit elective course that addresses topics of importance in the world of medicine.

Clinical Exposure

Yearling year is an ideal time to continue gaining exposure to medicine through shadowing and other clinical opportunities. For those who did not start shadowing during plebe year, it is extremely important to begin. This can be done independently or through AIAD programs. These shadowing opportunities help inform the decision to become a physician. If medicine is not the right path, it is good to figure that out as early as possible. Conversely, if clinical exposure reinforces the decision to enter the healthcare profession, having a variety of experiences will strengthen one's medical school application and improve chances for success.

Most cadets have leave time during the summer. All are encouraged to set up shadowing opportunities while away from West Point. Cadets should try to establish relationships with providers who can be visited throughout the undergraduate years. These repeat encounters provide opportunities to receive clinical letters of recommendation that are required by some schools and encouraged by others. Exposure to patients is the key and varied experiences are ideal. Cadets should not narrow shadowing experiences to one or two specialties. Students interested in surgery should spend time with primary care providers, medical specialists, radiologists, etc., in addition to surgeons. Future medical school applicants should carve out time to work with nurses, physician assistants, physical therapists, and other healthcare personnel. Anything that puts applicants in contact with patients and provides education about healthcare is worthwhile. The more clinical exposure an individual has, the stronger the application will be. Civilian applicants often have thousands of hours working as paramedics, emergency medical technicians, scribes and health aids. While cadets cannot attain massive numbers of clinical hours due to the demands of academy life, it remains important to accumulate a significant amount of clinical exposure.

Research

Hopefully, most yearlings started working with a research group and/or advisor during their first year (see Plebe Year, Research). If so, they should continue working with their partners and principal investigators. If one's interest has been sparked by other projects and/or

professors, those areas of study should be explored. For cadets who have not yet entered the research arena, this is the time to start. Consider bench (basic science) research, clinical research (often performed with physicians from KACH or USU), translational research or studies in other disciplines of interest. These endeavors can be pursued with mentors from any department. Projects should create new knowledge and/or use existing knowledge in a new and creative way to generate new concepts, methodologies and/or understandings. A record of publications and presentations is not an absolute requirement for all medical schools; however, it greatly enhances applications and may be required for acceptance to top tier institutions.

Volunteerism and Community Service

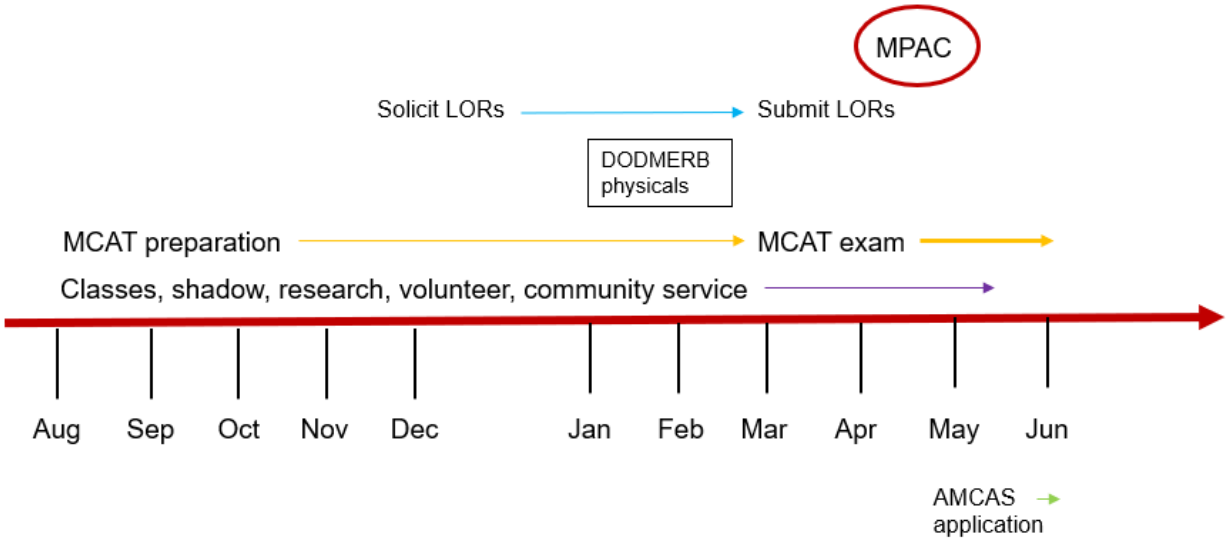
These endeavors should continue during the third-class year. Cadets are encouraged to serve in leadership positions.

Cadet Leader Development Training Plus One (CLDT + 1)

Cadet Leader Development Training marks the culmination of West Point's tactical and leader development instruction in the field and serves as a capstone military training event prior to commissioning as a second lieutenant. The CLDT+1 program enables rising second class cadets to attend CLDT and meet one other requirement (Cadet Troop Leader Training (CTLT) or AIAD/MIAD/PIAD). A finite number of slots are available, and cadets are selected based on success across all pillars. Yearlings are invited to apply for the program in November and selections are announced by the end of the first semester. Participation in the CLDT+1 program creates time for the Pre-Med STAP program the following summer when cadets finalize medical school applications and MCAT preparations.

***Second class (Cow) year***

Timeline



Academics

Cadets complete their premedical coursework during the second-class year in anticipation of taking the MCAT. Typical courses include physiology (CH387) and biochemistry (CH483); both classes are taught during the second semester. Cows may take the first and second semesters of Healthcare Professions Seminar (CH291/292). The second semester course (CH292) helps guide aspiring physicians through the medical school application process.

AIADs, clinical exposure, research, volunteerism and community service

These endeavors, detailed in the sections above, continue into cow year. Schedule permitting, AIADs are available during the summer. Shadowing, research, volunteerism and community service should continue throughout the second-class year. Premed cadets often assume senior positions in research teams and volunteer organizations.

Pre-medical Physicals

A commissioning physical examination is required for all cadets prior to graduation. The pre-medical physical includes a few items beyond the requirements of the basic commissioning examination. The pre-medical physical doubles as the commissioning physical; only one examination is required. Cadets endorsed to attend medical school will be advised of the timing of the physicals. Examinations are performed by healthcare providers at the Cadet Health Clinic. Copies of the completed exams must be delivered to the pre-medical advisor in the Office of the Dean for distribution to the appropriate agencies.

The Medical College Admission Test® (MCAT)

*Overview*

The Medical College Admission Test® is a standardized, multiple-choice examination administered by the AAMC. It is designed to assess problem solving, critical thinking, and knowledge of natural, behavioral, and social science concepts and principles prerequisite to the study of medicine. The test provides a consistent way to compare applicants from a wide range of undergraduate colleges and universities. In April 2015, the AAMC launched the current version of the MCAT exam. Scores are reported in four sections:

- Biological and Biochemical Foundations of Living Systems
- Chemical and Physical Foundations of Biological Systems
- Psychological, Social, and Biological Foundations of Behavior
- Critical Analysis and Reasoning Skills

Successful completion of the MCAT is a required element of the West Point Pre-Medical Scholarship Program. USU, HPSP and almost all U.S. medical schools require submission of MCAT exam scores. The total score ranges from 472 to 528. The absolute minimum scores to receive a scholarship are 500 overall and 124 on each section; however, gaining acceptance to medical school usually requires considerably higher numbers. A score of 510 is the generally accepted cutoff to be competitive for medical school. The average score nationwide of medical school matriculants in 2019 was 511.6.

The key to success on the MCAT is preparation. Historically, cadets have underprepared and underperformed on the exam, limiting their opportunities at many medical schools. Conversely, those who scored well were accepted by many of the best schools in the country.

AAMC data demonstrate that the largest number of applicants who take the MCAT study more than 30 hours a week for over 16 weeks.

| Time spent preparing | Percentage of respondents |
|---|---|
| **Weeks** | |
| 0-8 | **26%** |
| 9-12 | **27%** |
| 13-16 | **19%** |
| More than 16 | **28%** |
| **Hours per week** | |
| 0-10 | **21%** |
| 11-20 | **28%** |
| 21-30 | **22%** |
| More than 30 | **29%** |

**AAMC recommendation:**

**240 hours over 3 months**

*Preparation Materials*

There are many companies that provide test preparation services. These include Kaplan, Exam Krackers, Princeton Review, Next Step, Sterling Test Prep, Altius, etc. In addition, AAMC provides a variety of study resources including full length practice tests. Since AAMC writes and administers the MCAT, applicants are encouraged to use their resources with supplementation as needed from any of the myriad companies that offer materials.

*Test Format*

The standard MCAT is a 7.5-hour computerized test divided into four sections. In 2020, the test was shortened to accommodate challenges presented by the COVID-19 pandemic. The exam is presented in the order depicted and includes the components detailed below:

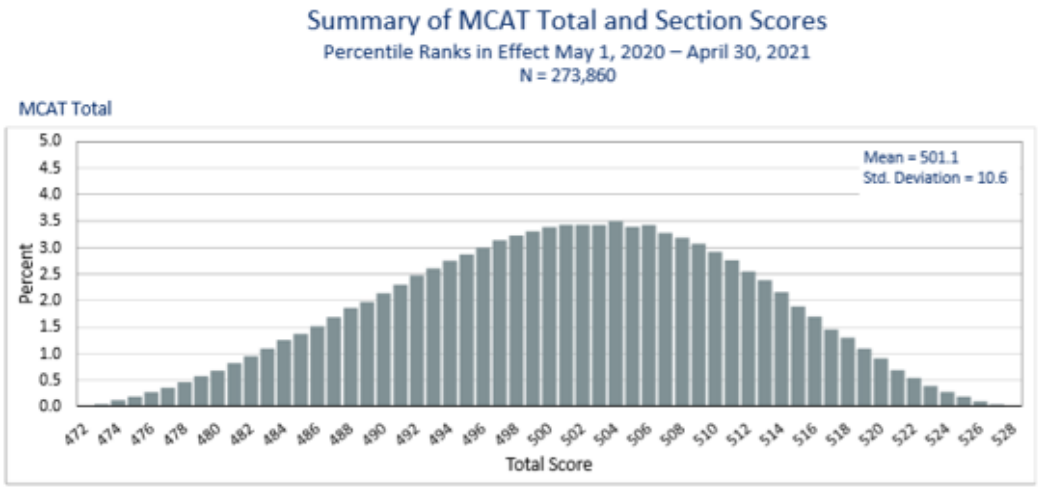
| Section Name | Abbreviation | Questions | Minutes | Biochemistry | Biology | General Chemistry | Organich Chemistry | Physics | Psychology | Sociology |
|---|---|---|---|---|---|---|---|---|---|---|
| Examinee agreement | | | 8 | | | | | | | |
| Tutorial (optional) | | | 10 | | | | | | | |
| Chemical and Physical Foundations of Biological Systems | Chem/Phys | 59 | 95 | 25% | 5% | 59 | 95 | 25% | 0% | 0% |
| Break (optional) | | | 10 | | | | | | | |
| Critical Analysis and Reading Skills | CARS | 53 | 90 | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Break (optional) | | | 30 | | | | | | | |
| Biological and Biochemical Foundations of Living Systems | Bio/Biochem | 59 | 95 | 25% | 65% | 5% | 5% | 0% | 0% | 0% |
| Break (optional) | | | 10 | | | | | | | |
| Psychological, Social, and Biological Foundations of Behavior | Psych/Soc | 59 | 95 | 0% | 5% | 0% | 0% | 0% | 65% | 30% |
| Void question | | | 5 | | | | | | | |
| Survey (optional) | | | 5 | | | | | | | |
| Overall | | 230 | 453 | 16.7% | 25.0% | 11.7% | 6.7% | 8.3% | 21.7% | 10.0% |

*Scoring*

Raw scores: Scoring is based on the number of questions answered correctly. The raw score reflects correct answers only; a wrong answer is scored the same as an unanswered question. There is no additional penalty for wrong answers, so it is advisable to make an educated guess when the occasion arises. The raw scores from each of the four sections are converted to a scaled score ranging from 118 (lowest) to 132 (highest).

Scaled Scoring: The conversion of raw scores to scaled scores compensates for small variations in difficulty between sets of questions. The exact conversion of raw to scaled scores is not constant because different sets of questions are used on different exams. Two students of equal ability are expected to get the same scaled score, even though there might be a slight difference between the raw scores each student obtained on the test.

Percentiles: The percentile ranks reflect the percentage of test takers who received the same scores, or lower scores, on the exam. They provide a comparison to the scores of other examinees. On May 1st each year, the percentile ranks are updated using data from one or more testing years. These annual updates ensure that the percentile ranks reflect current and stable information about the scores. As a result, changes in percentile ranks from one year to another reflect meaningful changes in the scores of examinees, rather than year-to-year fluctuations.




| Total Score | Percentile Rank |
|---|---|
| 472 | <1 |
| 473 | <1 |
| 474 | <1 |
| 475 | <1 |
| 476 | 1 |
| 477 | 1 |
| 478 | 2 |
| 479 | 2 |
| 480 | 3 |
| 481 | 4 |
| 482 | 5 |
| 483 | 6 |
| 484 | 7 |
| 485 | 8 |
| 486 | 10 |
| 487 | 11 |
| 488 | 13 |
| 489 | 15 |
| 490 | 17 |

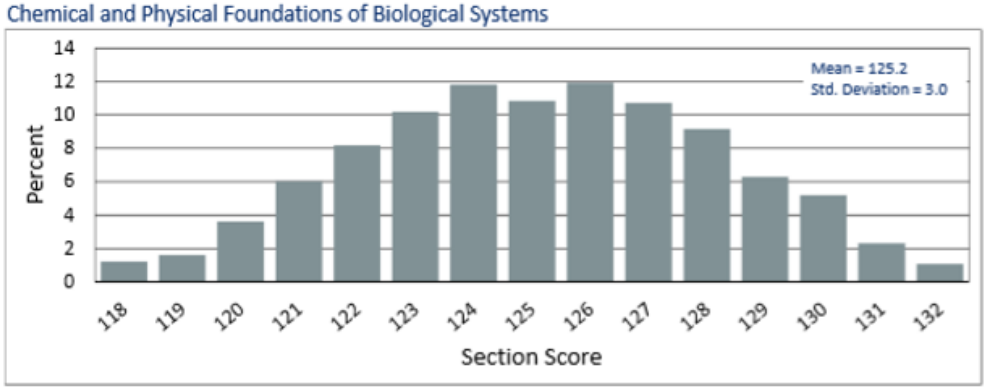
| Total Score | Percentile Rank |
|---|---|
| 491 | 20 |
| 492 | 22 |
| 493 | 25 |
| 494 | 28 |
| 495 | 30 |
| 496 | 33 |
| 497 | 37 |
| 498 | 40 |
| 499 | 43 |
| 500 | 46 |
| 501 | 50 |
| 502 | 53 |
| 503 | 57 |
| 504 | 60 |
| 505 | 64 |
| 506 | 67 |
| 507 | 70 |
| 508 | 74 |
| 509 | 77 |

| Total Score | Percentile Rank |
|---|---|
| 510 | 80 |
| 511 | 82 |
| 512 | 85 |
| 513 | 87 |
| 514 | 89 |
| 515 | 91 |
| 516 | 93 |
| 517 | 94 |
| 518 | 96 |
| 519 | 97 |
| 520 | 98 |
| 521 | 98 |
| 522 | 99 |
| 523 | 99 |
| 524 | 100 |
| 525 | 100 |
| 526 | 100 |
| 527 | 100 |
| 528 | 100 |

## Summary of MCAT Total and Section Scores (*Continued*)

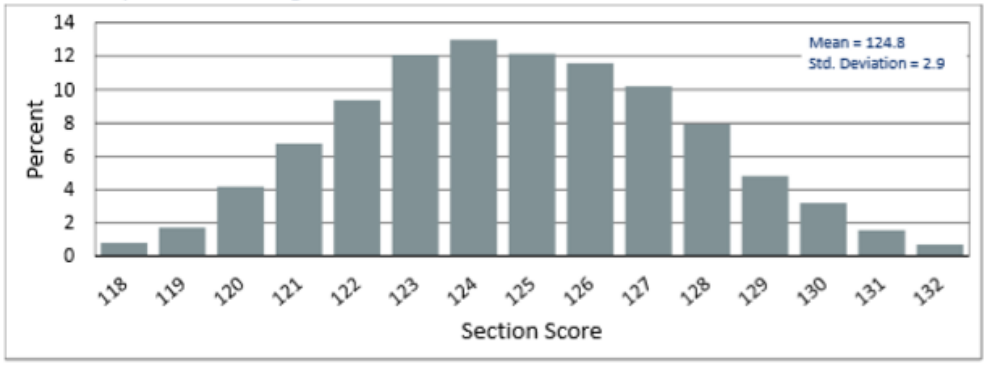
### Percentile Ranks in Effect May 1, 2020 to April 30, 2021

#### Chemical and Physical Foundations of Biological Systems



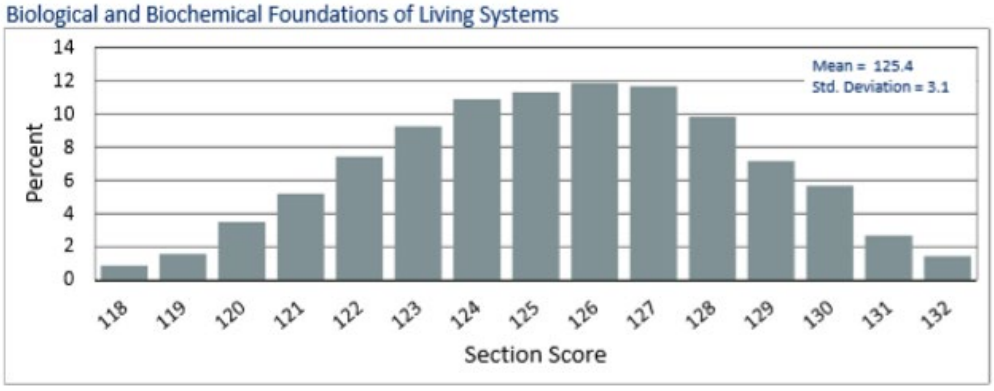

| Section Score | Percentile Rank |
|---|---|
| 118 | 1 |
| 119 | 3 |
| 120 | 6 |
| 121 | 12 |
| 122 | 21 |
| 123 | 31 |
| 124 | 43 |
| 125 | 53 |
| 126 | 65 |
| 127 | 76 |
| 128 | 85 |
| 129 | 91 |
| 130 | 97 |
| 131 | 99 |
| 132 | 100 |

#### Critical Analysis and Reasoning Skills



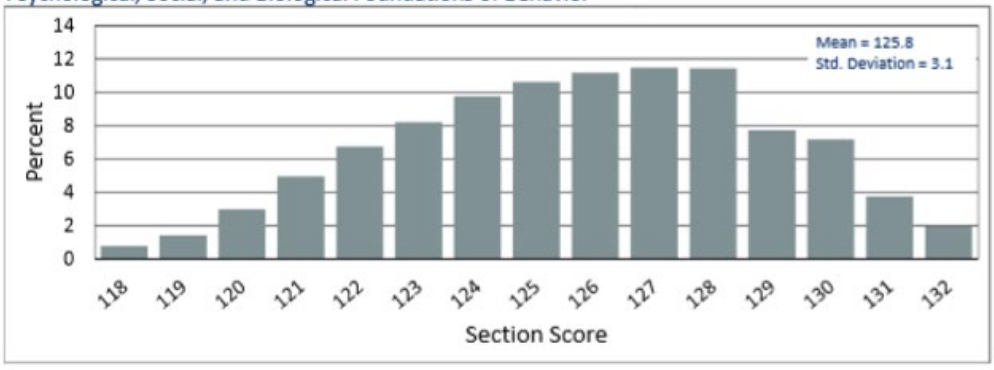

| Section Score | Percentile Rank |
|---|---|
| 118 | 1 |
| 119 | 3 |
| 120 | 7 |
| 121 | 13 |
| 122 | 23 |
| 123 | 35 |
| 124 | 48 |
| 125 | 60 |
| 126 | 72 |
| 127 | 82 |
| 128 | 90 |
| 129 | 95 |
| 130 | 98 |
| 131 | 99 |
| 132 | 100 |

#### Biological and Biochemical Foundations of Living Systems




| Section Score | Percentile Rank |
|---|---|
| 118 | 1 |
| 119 | 2 |
| 120 | 6 |
| 121 | 11 |
| 122 | 18 |
| 123 | 28 |
| 124 | 39 |
| 125 | 50 |
| 126 | 62 |
| 127 | 73 |
| 128 | 83 |
| 129 | 90 |
| 130 | 96 |
| 131 | 99 |
| 132 | 100 |

#### Psychological, Social, and Biological Foundations of Behavior




| Section Score | Percentile Rank |
|---|---|
| 118 | 1 |
| 119 | 2 |
| 120 | 5 |
| 121 | 10 |
| 122 | 17 |
| 123 | 25 |
| 124 | 35 |
| 125 | 45 |
| 126 | 57 |
| 127 | 68 |
| 128 | 79 |
| 129 | 87 |
| 130 | 94 |
| 131 | 98 |
| 132 | 100 |

*Timing*

Cadets are strongly encouraged to take the MCAT no later than spring break of their cow year. This provides an opportunity to retake the examination in the event of a low score. The latest date a cadet is permitted to take the MCAT is mid-June (exact test dates vary year to year) of the cow year. Applicants who take their initial examination in May or June will not be afforded an opportunity to re-take the exam. Cadets who do not meet the cut-off scores (500 overall and 124 on each section) will be eliminated from the scholarship program. While they can attend medical school in the future, those cadets are obligated to serve in the Army prior to pursuing their studies.

Medical Program Advisory Committee (MPAC) Selections

*Overview*

The Medical Program Advisory Committee convenes a board each spring to assess individual readiness for application to attend medical school. The committee can select up to two percent of the second-year class for endorsement to attend medical school directly from USMA. The exact number is calculated based on the number cadets in the class during the second semester of cow year. The exact timeline and application requirements are disseminated through the WPPMS. A briefing is held at the beginning of the second semester to explain the process in detail and answer questions.

*Participants*

The MPAC board is composed of the Dean's Pre-Medical Advisor and representatives from the Department of CLS, KACH, USCC, Uniformed Services University (USU) and the Health Professions Scholarship Program (HPSP). Prior to the interviews, the board reviews packets that include the materials detailed below. During the interview, board members ask a series of questions to gain a better understanding of each cadet's suitability and readiness to become an Army physician.

*Required Documents*

Application: This includes demographic information, CQPA, grades in designated subjects and specific questions.

Personal Statement: The essay is limited to 5,300 characters (including spaces). This exact format is used in the AMCAS medical school application. Assistance is permitted and applicants are strongly encouraged to have their statements reviewed for errors in spelling, grammar, punctuation, etc.

Resume: A specific format is provided for applicants. Cadets should not include honors, activities, etc. from their high school years unless they are still actively involved in the activity/organization (example: Special Olympics – 2012-2018).

Letters of Recommendation (LOR): Applicants are required to submit five to seven letters of recommendation. At least two letters must be from faculty in the Department of Chemistry and Life Science. Letters should be addressed "To Whom It May Concern." A detailed memorandum on letters of recommendation is provided as part of the MPAC preparation materials.

Clinical exposure/shadowing log: Cadets are asked to list medically related shadow and volunteer activities. The log includes the experience/specialty (example: general surgery), mentor (Dr.

Smart), estimated number of hours each day, location (example: KACH) and a brief description of the experience.

Work and Activities: This section provides the opportunity to highlight up to fifteen work experiences, extracurricular activities, AIADs/MIADs/PIADs, research activities, chain of command positions, awards, honors, or publications that applicants want to bring to the attention of the MPAC and medical schools. It follows the exact format used by AMCAS. Applicants are encouraged to consider the transformative nature of the experience, the impact made while engaging in the activity and the personal growth experienced as a result of participation.

Cadet Record Brief (CRB) with Company Tactical Officer (TAC) comments supporting medical school attendance: Each packet includes a CRB with comments from the Company TAC. Cadets are required to speak with their TACs to let them know that they will be applying to the MPAC. The Dean's office solicits the CRB with TAC comments for the board.

Transcript: The Dean's office obtains the transcript.

*Endorsement*

Following the interviews, the committee announces provisional endorsements pending spring semester grades and successful completion of the MCAT. If there are more qualified cadets than available slots, an Order of Merit List (OML) is created to designate alternates. Endorsed cadets are re-evaluated in August. Those who meet established HPSP requirements (CQPA/APSC = 3.2, MCAT = 500, section scores ≥ 124) remain endorsed. Those who fail to meet these criteria are re-evaluated by a sub-committee of the MPAC. Individuals originally on the alternate list can receive an endorsement if slots become available following the re-evaluation process or following voluntary withdrawal by an endorsed cadet. The Dean's Pre-Medical Advisor writes committee letters and creates letter packets for the medical school applications of endorsed cadets.

***First class (Firstie) year***

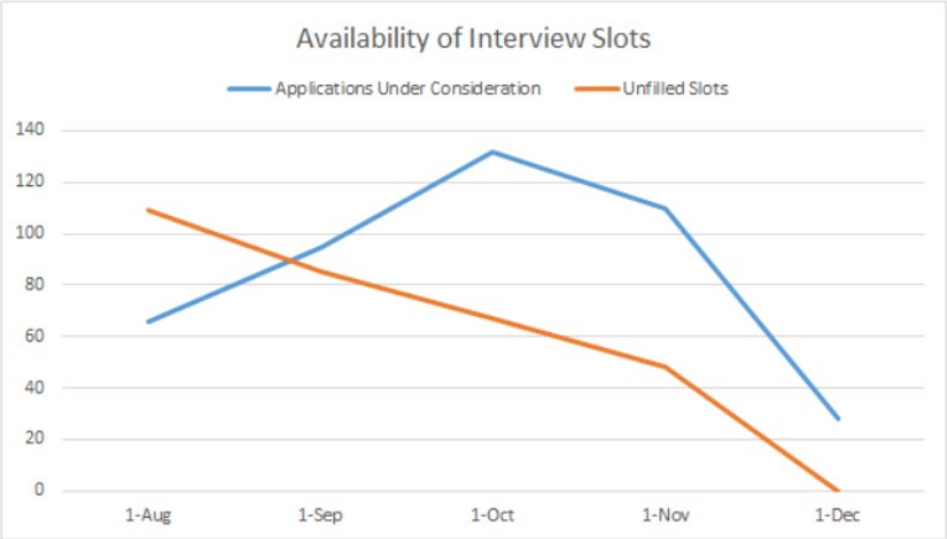
<u>Advanced Study in Pre-medical Science (CH498)</u>

Advanced Study in Pre-medical Science (CH498) is a STAP 1 course that provides endorsed candidates the opportunity to finalize preparations for the MCAT and complete medical school applications. The course essentially carves out time for pre-medical activities during a busy phase of the process. Individuals who are taking the MCAT can use the time to finish preparing for the examination. Cadets also complete their American Medical College Application Service (AMCAS) applications and work on secondary submissions.

<u>Primary Applications</u>

Primary application to the vast majority of allopathic medical schools in the United States is done through the American Medical College Application Service (AMCAS). Most schools in Texas use a different application that is administered by the Texas Medical and Dental Schools Application Service (TMDSAS). Osteopathic schools employ the American Association of

Colleges of Osteopathic Medicine Application Service (AACOMAS). **Cadets are strongly encouraged to send their applications on the day that the annual cycle opens for submission to the respective services (usually in late May).**




Data from Washington University demonstrating the advantages of early application

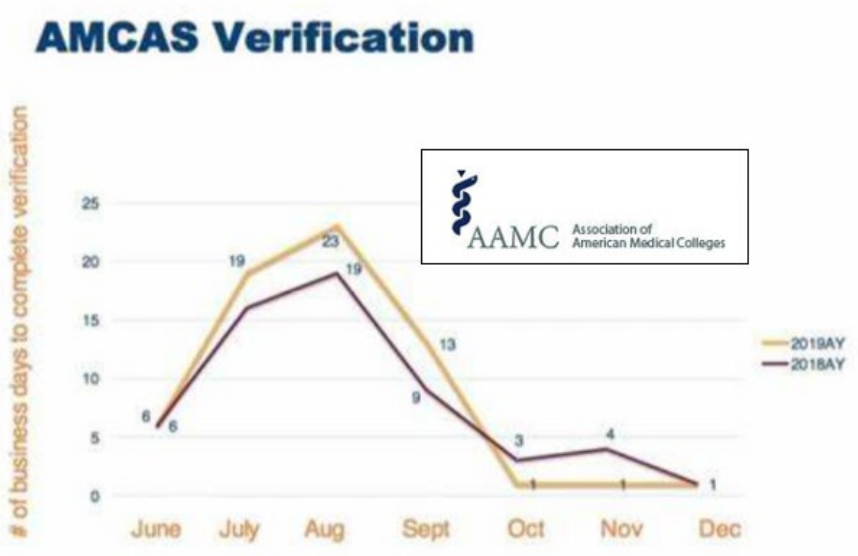
AMCAS Application – Major Components

*Background Information*

This section includes basic background information including name, date of birth, schools attended, citizenship, etc.

*Course Work*

Applicants are required to enter all courses from every college and university attended. This includes physical education classes, military science courses and military development grades. College courses taken in high school programs that offer college credit through a partner institution are listed; however, Advanced Placement (AP) courses are not included. The calculated GPA consists of all classes that confer a grade and offer credit hours. For example, military development (MD) grades are listed but not included in the GPA calculation because they do not confer credit hours. The highest grade recognized by the system is an "A." Cadets who received grades of "A+" will find that their AMCAS GPA is lower than their USMA APSC. Courses are verified by AMCAS after receiving transcripts. The length of time for verification increases as the cycle progresses, presenting another reason to apply on the earliest possible date (see graph below). Applications are returned for missing or incomplete information so attention to detail is paramount. Further guidance on all sections of the application is available in the AMCAS Applicant Guide.




*Transcripts*

Cadets arrange for their USMA transcripts to be sent to AMCAS in coordination with the Academic Affairs and Registrar Services (AARS) section in the Office of the Dean. Transcripts should be sent as soon as possible following conclusion of the spring term. Application verification cannot begin until transcripts have been received.

*Work and Activities*

This is an important section where applicants enter work experiences, extracurricular activities, awards, research, chain of command activities, military training, etc. Individuals may enter up to fifteen items; however, quality is more important than quantity. Applicants are not required to meet the maximum number. Narratives of up to 700 characters are written for each item. These should be thoughtful reflections highlighting leadership, teambuilding and the development of qualities and attributes that will make the applicant a better physician. In addition, three items may be designated as “most meaningful” and an additional 1,325 characters are permitted to provide remarks.

Medical schools do not receive a separate resume or curriculum vita, so the Work and Activities section provides a critical window into contributions outside the classroom. Applicants are encouraged to demonstrate balance in their selection of entries. Clinical exposure/shadowing, research and other experiences that relate to the practice of medicine should be included. Activities performed while in high school should NOT be included unless the applicant continues to contribute to the activity/organization in a meaningful way as an undergraduate.

*Letters of Evaluation*

In this section, applicants enter information about their letter writers and indicate which schools should receive recommendations. In most cases, the letters provided for the MPAC are also used for medical school applications. Up to ten letters can be uploaded; however, cadets are encouraged to submit five to seven letters, not counting their committee letter.

Committee letters are written by the pre-medical advisor for all endorsed cadets. Each

letter is sent to AMCAS as a “committee letter,” “letter packet” or both. A “committee letter” includes a cover letter describing the program at West Point and an individualized letter unique to the applicant. The “letter packet” consists of the same two documents as well as all other letters of recommendation received by the MPAC and designated by the applicant. It is important to check the requirements of the medical schools. Most institutions permit letter packets while some only allow committee letters and individual letters. Cadets applying to medical schools that do not accept letter packets must contact their letter writers individually to have their recommendations uploaded. Since many cadets apply to some medical schools that accept letter packets and others that do not, applicants often request both a separate committee letter and letter packet.

*Medical Schools*

Applicants list the medical schools where they wish to apply. The current Medical School Admissions Requirements (MSAR), a document provided by AAMC, is an excellent resource to guide the selection of schools. Cadets are advised to apply to 10–15 medical schools but are permitted to apply to as many as they want. The nationwide average number of schools per AMCAS applicant is sixteen.

Several guidelines are offered: 1) Apply to USU, even if it is not your top choice, 2) apply to all of the state schools in your state (unless there are a very large number like in Texas and California), 3) only apply to state schools outside your state if the MSAR confirms that they take a reasonable number of out-of-state residents. Acceptance to medical school is all about “fit,” a concept that transcends numbers alone. However, the metrics (GPA and MCAT score) should guide applicants. Cadets are encouraged to divide schools into three categories: 1) “reach” schools, 2) “in the zone” schools and 3) “comfortable by metrics” schools. There are no true “safe schools” in the medical school application process. Applicants should carefully research the medical schools to establish places that provide the best fit. Do not rely on reputation and metrics alone. As stated by an expert advisor, “Speak to those in the know, honor your deal breakers, align your passions/program and consider your support system.”

*Essays*

The personal statement is uploaded in this section. It is a 5,300-character (including spaces) essay that introduces the medical school admissions committee to the applicant. The completion of a well-crafted personal statement is an iterative process that takes considerable time and effort. Most applicants write multiple drafts before arriving at their final product. Meticulously edit the personal statement for errors in spelling, grammar, punctuation and create a well-written and compelling essay.

*Standardized Tests*

MCAT scores will be directly loaded into applications by AAMC as soon as the results are available.

*Application Costs*

The application fees in 2019 were as follows:

AMCAS: $170 for the first school, $40 for each additional.

TMDSAS: $185 flat fee for any/all schools.

AACOMAS: $195 for the first school; $45 for each additional.

## Allopathic and Osteopathic Medical Schools

Cadets may attend any accredited medical school in the United States. Schools fall into two broad categories: allopathic and osteopathic. Allopathic ("M.D.") schools comprise a system in which medical doctors and other healthcare professionals (such as nurses, pharmacists, and therapists) treat symptoms and diseases using remedies (ex: prescription drugs, radiation, surgery). Allopathic medicine is also known as conventional medicine, mainstream medicine, and Western medicine. Osteopathic ("D.O.") schools are a system of institutions that promote the body's innate ability to heal itself. Osteopathy offers the benefits of modern medicine including prescription drugs, surgery, and the use of technology to diagnose disease and evaluate injury. It offers the added benefit of hands-on diagnosis and therapy through a system of treatments known as osteopathic manipulative medicine. Applicants can apply to either, or both, types of programs. Cadets seeking admission to osteopathic schools are strongly encouraged to learn the philosophy and approach of osteopathy prior to preparing applications and attending interviews.

## Secondary Applications

Almost all medical schools require the completion of secondary applications. Some schools require all applicants to complete them while others are selective and send requests after a screening process. These applications are extremely important because they demonstrate how an applicant aligns with a specific school. Cadets are encouraged to research each school before completing the secondary application.

Timing is important. Since these submissions often represent the "rate limiting step" in the application process, quick turnaround is imperative. Most medical schools do not change the questions from one year to the next so most secondary applications can be completed well in advance. The questions are easily accessible through the internet. Cadets are strongly encouraged to complete the secondary applications for their top 5-10 schools well in advance in order to expedite the process. When the applications arrive, simply re-check the questions, adjust as necessary and submit as soon as possible.

## Interviews

Cadets are encouraged to accept all interviews until they are accepted to medical school. Once accepted, applicants can be more selective based on their prioritized lists. The costs of travel and lodging are the responsibility of the applicants; West Point does not provide funding for interviews. Cadets apply for special passes to obtain permission to attend the sessions. This is generally a seamless process and any difficulties should be referred to the pre-medical advisor.

Interview formats are specific to each school ranging from traditional one-on-one interviews to the multiple mini-interview, a format that uses many short independent assessments to obtain an aggregate score of each candidate's soft skills. During 2020, schools are conducting interviews remotely in response to COVID-19. Cadets are strongly advised to research the school before attending the interview. Understand the mission of the institution and investigate specific features of the medical school. Acceptance to medical school is all about "fit" and the interview is the time and place to demonstrate suitability to attend a specific program.

## Application Costs

Applying to medical school is a costly endeavor. Beyond the basic fees associated with submission of the application, there are costs associated with the MCAT, interviews, etc. The

chart below provides perspectives on the financial outlays in calendar year 2020.

## Sample Medical School Application Expenses

| | Range of costs | Sample cost | |
|---|---|---|---|
| MCAT preparation | Varies widely (minimally ~$300) | | $500 |
| MCAT registration | $315 | | $315 |
| School selection resource: MSAR | $28 | | $28 |
| Primary (common) application to MD schools: AMCAS | $170 for the first school<br>$40 for each additional | 20 schools: | $930 |
| Transcript fees | Varies by school | | $2.75 |
| Letter storage fees | Varies by school | | |
| Secondary application fees | Approx. $50-$150 per school | National median[1]: | $1200 |
| CASPer test | $10 to take, $10 per school to distribute scores | | $40 |
| Interviews: Travel to and from the school's city/town | ~$0-500 per interview | | |
| Transportation within school's city/town | ~$0-100 per interview | 3 interviews @ | |
| Lodging and food | ~$0-200 per interview | $400 each: | $1,200 |
| Interview suit and shoes | varies | | |
| Deposits | May be non-refundable, varies from school to school | | |
| Second look visits: travel to/from the school, lodging | Optional, varies | | |
| | | | **Total: $4,216** |

Tracking and reporting

Applications, interviews and acceptances are tracked by the pre-medical advisor and reported to the Dean, CLS department and other agencies at West Point. Cadets are expected to provide regular updates as they receive interview offers and acceptances.

Medical School Selection

Many medical schools employ a system of rolling admissions. By applying early, most cadets gain acceptance to medical school during the first semester. In order to provide enough time to issue orders and complete administrative requirements, cadets must receive an acceptance by the end of the first week in May.

In 2019, AAMC introduced the AMCAS® Choose Your Medical School tool to facilitate enrollment management for medical schools by enabling applicants to communicate their decisions about which schools they plan to attend. Final selections must be communicated to AMCAS by 30 April using the tool. After that date, applicants can only select a different school if accepted from a waitlist.

**Medical School Scholarship Options**

*Uniformed Services University of the Health Sciences (USU)*

The mission of USU is to support the readiness of America's Warfighter and the health and well-being of the military community by educating and developing uniformed health professionals, scientists and leaders; by conducting cutting-edge, military-relevant research, and by providing operational support to units around the world. USU is the nation's federal health professions academy — akin to the undergraduate programs at West Point, Annapolis and Colorado Springs. Students are not charged tuition; they repay the nation for their education

through service. In many respects, USU's curricula and educational experiences are similar to those of civilian academic health centers, with one important difference: its emphasis on military health care, leadership, readiness and public health set USU apart.

The F. Edward Hébert School of Medicine offers doctorate degrees in medicine and other disciplines. Each year approximately 30 percent to 40 percent of incoming students have prior service either as academy graduates, ROTC program participants or service members. The remainder come from civilian backgrounds with no prior military experience. Medical students remain on active duty throughout their education and are compensated as such. More than 60 percent of USU graduates willingly serve 20 years or longer.

*Health Professions Scholarship Program (HPSP)*

The Health Professions Scholarship Program (HPSP) provides paid medical education to prospective military doctors (M.D. or D.O.) in exchange for service as commissioned medical officers. HPSP was established under the 1972 Uniformed Services Health Professions Revitalization Act and remains the main source of qualified healthcare personnel joining the U.S. Armed Forces. Scholarship recipients are placed on inactive reserve status as second lieutenants during their medical training. While on scholarship, the Army pays the following expenses:

$2,300+ monthly stipend
$20,000 sign-on bonus
Books, equipment, other fees
Full tuition up to 4 years
Monthly allowance for food and housing
Officer's pay during school breaks

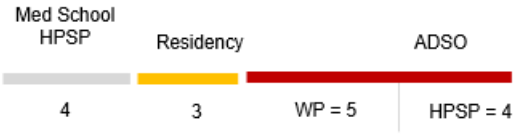
Students are expected to serve 45 days of active training duty (ADT) each fiscal year. Upon graduation, students are promoted to the rank of captain. Almost all HPSP graduates do their residencies in the Military Healthcare System.

**Active Duty Service Obligation (ADSO)**

The Active Duty Service Obligation for cadets attending medical school varies depending on the school, type of residency and fellowship training. The ADSO for attending USU is 7 years while the obligation for attending a civilian school through HPSP is 4 years. Obligations are served in chronological order: USMA – HPSP/USU – residency – fellowship. The West Point and medical school ADSO's are served consecutively; residency and USU/HPSP are paid back concurrently. Fellowships generally add one year for each year of training. Examples are detailed below:

*HPSP*

<u>Short Residency</u> (example: Pediatrics, Family Medicine, Internal Medicine)




WP + 16 years, ADSO = 9 years

Long Residency (example: Orthopedics, General Surgery)


WP + 20 years, ADSO = 10 years

Calculations

## HPSP – short residency

**Ex: Family Practice, Pediatrics**

- West Point = 5 years
- HPSP = 4 years
- Internship = 0 years
- Residency = 2 years

- **Obligation = 5 + 4 = 9 years**
  - Years after completing residency
  - 4 HPSP & 2 residency concurrent
  - Fellowships add more time
- **WP graduation + 16 years**
  - 4 years medical school
  - 3 years residency
  - 9 years pay back

## HPSP – long residency

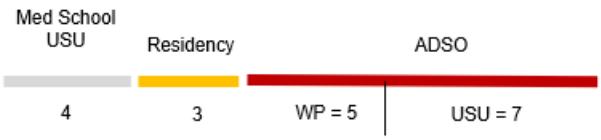
**Ex: Surgery (6-year program)**

- West Point = 5 years
- HPSP = 4 years
- Internship = 0 years
- Residency = 5 years

- **Obligation = 5 + 4 + 1 = 10 years**
  - Years after completing residency
  - 4 HPSP & 4 residency concurrent
  - Add 1 year for 5th residency year
  - Fellowships add more time
- **WP graduation + 20 years**
  - 4 years medical school
  - 6 years residency
  - 10 years pay back

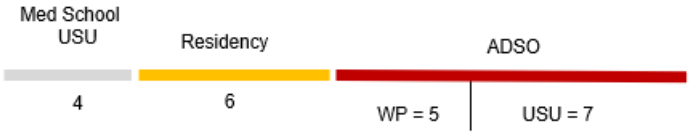
*USU*

Short Residency




WP + 19 years, ADSO = 12 years

Long Residency




WP + 22 years, ADSO = 12 years

Calculations

## USU – short residency

**Ex: Family Practice, Pediatrics**

- West Point = 5 years
- USUHS = 7 years
- Internship = 0 years
- Residency = 2 years

- **Obligation = 5 + 7 = 12 years**
  - Years after completing residency
  - 7 USUHS & 2 residency concurrent
  - Fellowships add more time

- **WP graduation + 19 years**
  - 4 years medical school
  - 3 years residency
  - 12 years pay back

## USU – long residency

**Ex: Surgery (6-year program)**

- West Point = 5 years
- USUHS = 7 years
- Internship = 0 years
- Residency = 5 years

- **Obligation = 5 + 7 = 12 years**
  - Years after completing residency
  - 7 USUHS & 5 residency concurrent
  - Fellowships add more time

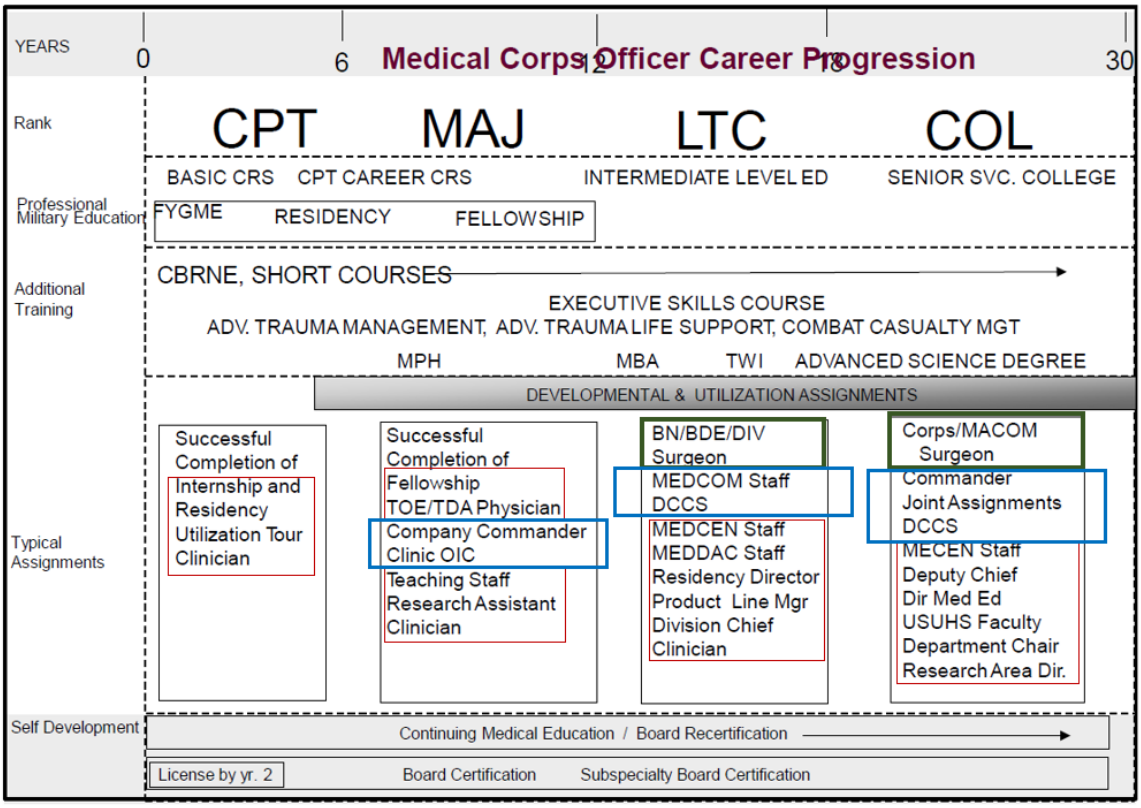
- **WP graduation + 22 years**
  - 4 years medical school
  - 6 years residency
  - 12 years pay back

**Graduate Medical Education (GME)**

Graduate Medical Education includes internship, residency and fellowship training. At any given time, 29-33% of active duty Army Medical Corps officers are in GME. The Army provides training at 11 military hospitals that offer 71 residencies. Fellowships are supported at civilian and military institutions. All cadets are required to apply to the military residency match. Well over 98% of USU and HPSP graduates do their training in military hospitals. All programs are in good standing and accredited by the Accreditation Council for Graduate Medical Education (ACGME). The first-time specialty board pass rate for the military programs is 96% (civilian 86-87%).

## Career Progression

The Army provides opportunities for highly rewarding careers as healthcare professionals. Three major tracks exist: 1) clinical, 2) operational and 3) administrative/command. Most physicians spend time on more than one track throughout their careers. The following slide highlights career progression for Army physicians.




Red = clinical, black = operational, blue = administrative/command

## Questions

Questions regarding the material in this guide should be addressed to the pre-medical advisor in the Office of the Dean.