

Welcome

Welcome to the Health Professions Portfolio. This is designed to mirror your Primary Application Materials found in your corresponding application service. The Health Professions portfolio offers you a chance to build out your application months before it opens, review materials with advisers, and refine your overall application package.

The 2025 version of the Health Professions Portfolio has been streamlined into one **Excel** document. Additional materials are required to complete a comprehensive interview (medical, dental, optometry, and podiatry students only), including submitting an autobiography, personal statement, and secondary essays.

Using This Guide

The Portfolio Guide will orient you to assist in completing the Health Professions Portfolio. PreHealth Advisers at Penn State put in a significant amount of time developing the portfolio over the last several years to maximize the effectiveness in preparing students for their corresponding application year. Please refer to this document with any questions that you may have about the portfolio prior to reaching out to an adviser.

The Appendix includes three important pieces of information: the core competencies for entering medical students, suggestions for obtaining letters of recommendation, and definitions of experiences in different application services.

Prehealth Advising Resources

- [PreHealth SharePoint Page](#)
 - [Request Access Here](#)
- [2025 Health Professions Portfolio Canvas Page](#)
- [Prehealth LinkTree](#)
- [Penn State PreHealth Podcast](#)
- [Group Advising Sessions](#)
- Individual Appointments ([Current Students via Starfish](#); Alumni by Phone [listed below])
- [Getting Involved as a PreHealth Student](#)
- [Finding Research Experiences](#)

PreHealth Advising

PreHealth Advising is available to any Penn State student who wants to explore, prepare, and apply for training in a health professions career, including medicine, podiatry, dentistry, optometry, pharmacy, physician assistant, and other allied health professions.

Questions about this document? Email prehealthadvising@psu.edu or call (814) 865 7620.

Application Year Timeline

| 2023 | | | | | | | | | | | | |
|----------------------------|---------|----------|-------|-------|-----|------|------|--------|---|---|-----------------------------------|----------|
| | January | February | March | April | May | June | July | August | September | October | November | December |
| Application Prep | | | | | | | | | | Reserve Comprehensive Interview Slot | Request Letters of Recommendation | |
| | | | | | | | | | | Work on Portfolio for Comprehensive Interview | | |
| PreHealth Advising | | | | | | | | | | Application Year Kickoff/request veCollect | Personal Statement Workshop | |
| | | | | | | | | | Meet with PreHealth Adviser to discuss your plan. | | | |
| Exams/Testing | | | | | | | | | Prepare for your standardized exam. | | | |
| Development | | | | | | | | | Continue Involvement, seek clinical experiences, continue research, serve others, and keep a journal of your thoughts and experiences | | | |
| Common Application Service | | | | | | | | | | | | |
| Other | | | | | | | | | | Submit the Intent to Apply Form | | |

| 2024 | | | | | | | | | | | | |
|----------------------------|---|----------|--------------------------------|---------------------------|--------------------------------|--|---|--------|---|---|----------|----------|
| | January | February | March | April | May | June | July | August | September | October | November | December |
| Application Prep | Research & finalize your school list. | | | Research your schools. | | | Prepare for secondaries. | | | | | |
| | Continue working on app/portfolio. App coaching with PreHealth Advising. | | | | | | | | | | | |
| PreHealth Advising | Comprehensive Interviews Begin | | Meet to discuss final prereqs. | | | Request your Letter Packet | Schedule appointment(s) for secondary essay support/assistance. | | | | | |
| | Comprehensive Interviews occur for students with completed portfolios, in certain health professions. | | | | | | | | Update your PreHealth Adviser on interviews, offers, etc. | | | |
| Exams/Testing | Prepare for your standardized exam. | | | | | Schedule & take Altus Suite (CASPer, Duet, etc.) | | | | | | |
| | Schedule and take exam during this time. | | | | | Schedule & take other SJT exam(s), as needed. | | | | | | |
| Development | Continue Involvement, seek clinical experiences, continue research, serve others, and keep a journal of your thoughts and experiences | | | | | Summer Experience | | | | Continue Involvement, seek clinical experiences, continue research, serve others, and keep a journal of your thoughts and experiences | | |
| Common Application Service | | | | Primary Applications Open | Input Primary Application Info | Submit your application early | Write, review, and submit secondary essays. | | | | | |
| Other | Scheduling for Comprehensive Interviews | | | | | | | | | Offers begin. Varies by health profession/program. | | |
| | | | | | | | | | | Interviews! | | |

| 2025 | | | | | | | | | | | | |
|----------------------------|--|----------|-------|-------------------------------------|-----|--|--|--------|-----------|---------|----------|----------|
| | January | February | March | April | May | June | July | August | September | October | November | December |
| Application Prep | | | | | | | | | | | | |
| PreHealth Advising | Discuss potential update letters/letter of intent/other communication with schools/programs. | | | | | If no offers, discuss reapplicant cycle. | Email us if you are interested in serving on a panel or talking to student groups/first year seminars. | | | | | |
| | Meet with adviser to discuss strategies, if no interviews | | | | | | Let us know where you decided to attend! | | | | | |
| Exams/Testing | | | | | | | | | | | | |
| Development | | | | If no offers, reflect on candidacy. | | | | | | | | |
| Common Application Service | Different application services have different mechanisms for indicating your interest or commitment to a particular program. Work with a PreHealth Adviser for help with this. | | | | | | | | | | | |
| Other | Interviews! | | | | | | Begin your Health Profession Program (Start time varies by school/program) | | | | | |

Portfolio Home Page

Fill in the corresponding information in the “Home Page” sheet of the Health Professions Portfolio. For cells containing a * you should use the drop-down menu for your selection. Your cumulative GPA and Science GPA will be calculated from the GPA calculator sheet.

Please include an application appropriate headshot at the bottom of your home page. [Students can get a FREE headshot taken at Career Services.](#)

Reapplicants Section

If you are **reapplying** to health professions programs, please complete the following information on this page. Reapplicants are not required to complete the rest of the portfolio if they submit a copy of their previous year's application. However, if making significant edits, it will likely be beneficial to complete the portfolio.

Reapplicants: Applicants that applied to a health professions program but either received no offers or declined an offer.

If you are not a reapplicant, you can delete or skip this sheet.

Background Information

This section includes additional information asked for on most primary applications, including biographic information, family information, military information, language proficiency, and previous matriculations.

It also includes the schools attended (both high school and college). In this section, please include any institution that you received college credit from.

At the bottom of this section are questions about other impactful experiences (AMCAS section), if you have had an institutional action against you, or if you have committed a felony or misdemeanor. If the answer is yes to any of these, please complete the reflection and consult with a prehealth adviser on how to frame this in your application.

GPA Calculator

Enter any coursework that you have received college credit for from the originating institution. For courses with a *, select your response from a drop-down box.

You can select from the grades provided on the sheet. **Do not** enter credits for courses that you have dropped, taken as an alternative grade or Pass/Fail, AP courses, or courses that are in progress.

You need to classify your course according to the corresponding application services.

- [AMCAS Course Classification and GPA Categories](#)
- [AACOMAS Course Classification and GPA Categories](#)
- [AADSAS Course Classification and GPA Categories](#)
- [CASPA Course Classification and GPA Categories](#)
- [OptomCAS Course Classification and GPA Categories](#)
- [AACPMAS Course Classification and GPA Categories](#)

If you are unable to comfortably classify a course, or in the case of interdisciplinary courses, refer to the description of the course on your school's Web site or consult with your Prehealth Adviser to choose the most appropriate classification based on the primary content of the course.

Letters of Recommendation

When completing this section, please enter the name(s) of your letter writers, select the type of letter from a drop-down menu, list the core competencies you believe they can speak about in your letter, and identify when you requested

and/or confirmed with them. Students applying to medical, dental, optometry, or podiatry schools should look to use the PreHealth Advising Letter Packet. Students applying to other fields will request letters directly through their application service.

Entrance Exams

Preparing for your entrance exams takes both time and dedication. There are several different resources available for you as you embark upon your preparation. Be sure to watch the Group Advising Sessions on "Demystifying the MCAT" and "MCAT A Winnable Exam". According to the AAMC Post-MCAT Questionnaire, the median student spent 12 weeks studying of 22 hours per week. For students applying to dental school, it is a very similar timeline (3 to 4 months). It is important to only take the exam when you are ready and have taken the prerequisite or recommended courses. For the GRE, students usually devote between 4-6 weeks preparing. Regardless of what exam you are taking, it is critical to complete practice exams that simulate the environment you will be testing in.

- [MCAT Testing Calendar](#)
- [What is on the MCAT Exam?](#)
- [AAMC Free Planning and Study Resources \(Including a FREE Practice Exam\)](#)
- [How to Create a Study Plan for the MCAT Exam](#)
- [Preparing for the DAT](#)
- [Preparing for the GRE](#)

Situational Judgement Tests- SJT (CASPer/PREview)

Situational Judgement Tests (SJT) like the CASPer and AAMC PREview exams are often required for health professions program applications. These exams can only be taken once per cycle, so it's important to prepare well and do your best the first time. The Prehealth Advising team provides resources, including a presentation on how to approach these exams and practice resources. Taking ethics-based courses at PSU and visiting the [Columbia University Bioethics](#) page can also help in responding to difficult situations on these exams.

In this section of the portfolio, answer the scenarios provided. For students needing to take the AAMC PREview exam, read the scenario and rate the effectiveness of prompts factoring in mind the inter/intra-personal core competencies.

School List

Carefully examine data from each program that is important to you and use it to decide where to apply. Within the Excel sheet fill in information on schools that you are considering applying to. However, there may be more for you to consider, like whether you have a support system in the area close to a specific program or if you are able to keep up with your hobbies in a certain location.

School Selection Resources

- Medical School (choose 15-20 schools)
 - Allopathic: <https://apps.aamc.org/msar-ui/#/landing>
 - Osteopathic: <https://choosedo.org/us-colleges-of-osteopathic-medicine/>
- Dental Schools (choose 10-15 schools): <https://dentalschoolexplorer.aadea.org/>
- Optometry Schools (choose 5-7 schools): <https://www.optomcas.org/information-about-schools-colleges/>
- Podiatry Schools (only 9 programs) - <https://aacpm.org/colleges/>
- PA Schools (choose 10-15 schools) - <https://paeaonline.org/our-programs>

Personal Statement

The purpose of a personal statement in health profession school applications (such as AMCAS, AACOMAS, AADSAS, or CASPA) is to give applicants an opportunity to express who they are as a person and as a potential healthcare provider. This essay allows applicants to share their unique experiences, values, motivations, and goals, and to demonstrate their

passion and commitment to their chosen field. Admissions committees use personal statements to get a better sense of the applicant's character, personality, and potential for success in their chosen health profession. They may also use personal statements to evaluate the applicant's communication skills, critical thinking abilities, and overall fit with the program.

A well-written personal statement should be honest, engaging, and concise, and should effectively convey the applicant's voice and message. It should highlight the applicant's strengths, address any weaknesses or challenges, and demonstrate how their experiences have prepared them for a career in healthcare. Applicants should also use the personal statement to explain why they are interested in pursuing a particular health profession and what they hope to achieve in the future. Overall, the personal statement is an important component of the health profession school application and can significantly impact the admissions decision.

Resources

- [Group Advising Session on Personal Statements](#)
- [UCSB Page on Personal Statements](#)
- [Med School All Access Admissions Podcast on Personal Statements](#)
- [Penn State PreHealth Advising Podcast - SHORT - Personal Statements: An Overview](#)
- [Penn State PreHealth Advising Podcast - SHORT - Personal Statements: General Advice](#)
- [Penn State PreHealth Advising Podcast - Guided Personal Statement Writing Exercise](#)

Activities/Experiences Section

The experiences section on health profession school applications (such as AMCAS, AACOMAS, AADSAS, or CASPA) is an opportunity for applicants to provide a comprehensive overview of their relevant experiences, including work, volunteering, research, and other activities. The purpose of this section is to give admissions committees a more complete picture of the applicant's background, interests, and achievements, beyond just their academic credentials. This can help the committee to assess the applicant's potential for success in their chosen health profession and to evaluate their overall fit with the program. Additionally, this section allows applicants to demonstrate their passion, dedication, and commitment to their chosen field, which can make them stand out among other applicants. Therefore, it is important to carefully consider and effectively communicate the experiences that are most relevant and meaningful to the applicant's career goals.

In the experiences section of your portfolio, you will enter activities classified under different categories available from your corresponding application service. Each activity has a limited space for you to describe the role and impact of your experience on preparing you for your intended career. See below for more details about your corresponding application service.

AMCAS Activities Instructions

Under the experience number, enter the title of the experience and fill in the corresponding cells with dates (entered as mm/yyyy, ex. 05/2023), hours completed, competencies demonstrated. Designate the activity with the classification that you feel is most appropriate. Contact information is required for experiences in AMCAS.

In AMCAS, you have 700 characters with spaces to describe your experience. Use this space not only to describe what your role was, but also include reflection on how it impacted your desire to enter medicine or prepared you for medical school.

You may identify up to three experiences that you consider to be the most meaningful. If you have two or more entries, you will be required to identify at least one as the most meaningful. When you designate an activity as being most meaningful, you will be given **an additional 1325 characters to explain why**. When writing your response, you might want to consider the transformative nature of the experience, the impact you made while engaging in the activity, and the personal growth you experienced because of your participation.

Liaison (AACOMAS/AADSAS/CASPA/OTHER) Activities

In this section, you can enter your professional experiences in several categories, or types. Review the definitions below, consider the duties you performed, and choose the category that you think best fits the experience.

These categories are broadly based on feedback from various health professions programs and are not a comprehensive list of every type of experience. Your experience's individual job description and responsibilities should determine the category you select; however, it is not guaranteed that your experience will be accepted by every program in the way you categorize it. If you have any questions about your experiences fulfilling an individual program's prerequisite requirements, contact that program directly.

Although you can enter any experiences that you believe are relevant to your application, we recommend focusing on those experiences within the last 10 years and at the collegiate level and above. Enter only current and in-progress experiences (not planned experiences) and check your program's requirements regarding documentation.

Chart

Based on your classification, the sheet titled "Chart" will automatically populate to include your experience title, duration, and will fill in (color coded) by type of experience. This is a chart like what the allopathic medical schools receive when downloading your application and can provide insight into your long (or short)-term experiences.

Autobiography

In this assignment, you will write about your life experiences and career development, which will serve as a warm-up for the personal statement required on the standardized application. The autobiographical essay is broader in scope and will give us insight into your personal qualities that you will bring to your chosen profession.

The essay should include information about your cultural and familial background, pre-college experiences that influenced your personal and intellectual development, intellectual pursuits such as meaningful courses and involvement in research, activities or hobbies that you enjoy, obstacles or challenges you have overcome, mentors or role models who have influenced your personal or professional development, how your experiences, values, and interests led you to a career in medicine, and your future goals. This essay will help you start thinking about your personal statement and can be used as a starting place for more focused and concise statements. **This is not a true part of your primary application.**

Please upload a plain text word document of your autobiography to the health professions portfolio canvas page.

Secondary Essay Prompts

The purpose of secondary application essays for health profession schools (such as AMCAS, AACOMAS, AADSAS, or CASPA) is to provide applicants with an additional opportunity to showcase their qualifications and fit for the program. Unlike the primary application, which is a standardized application used by many health profession schools, secondary applications are specific to each individual school and are usually sent to applicants who have passed the initial screening process.

The secondary application essays are typically shorter and more focused than the personal statement, and they allow applicants to further highlight their unique experiences, skills, and qualities that align with the values and mission of the specific program they are applying to. These essays may also ask applicants to respond to specific questions or prompts related to the program's curriculum, patient care philosophy, or community service initiatives.

The purpose of secondary application essays is for the admissions committee to gain a more nuanced and comprehensive understanding of the applicant and their fit for the program, beyond what is included in the primary application. By carefully reviewing and evaluating the applicant's responses, the committee can make more informed decisions about which candidates to invite for interviews and ultimately offer admission to the program. Therefore, it is important for applicants to take the time to carefully craft their responses and tailor them to each specific program they are applying to.

Resources for Secondary Essays:

- [All Access Med School Admissions Podcast](#)
- [FutureDDS Youtube Channel](#)
- [Penn State PreHealth Advising Podcast – Secondary Essays/Applications](#)
- [Group Advising Session on Writing Effective Secondary Essays](#)

Download the corresponding word document for your health profession application service and respond to one school's set of secondary essays. Upload this word document to the health professions portfolio canvas page.

Appendix

Core Competencies

The 15 Core Competencies for Entering Medical Students (defined below) have been endorsed by the AAMC Group on Student Affairs (GSA) Committee on Admissions (COA). The competencies fall into four categories: Interpersonal, Intrapersonal, Thinking and Reasoning, and Science. While designed specifically with entering medical students in mind, the core competencies are directly applicable to almost all health professions programs. Consider how you can demonstrate these competencies across your application materials (experiences, personal statement, secondaries, etc.)

Interpersonal Competencies

- **Service Orientation:** Demonstrates a desire to help others and sensitivity to others' needs and feelings; demonstrates a desire to alleviate others' distress; recognizes and acts on his/her responsibilities to society; locally, nationally, and globally.
- **Social Skills:** Demonstrates an awareness of others' needs, goals, feelings, and the ways that social and behavioral cues affect peoples' interactions and behaviors; adjusts behaviors appropriately in response to these cues; treats others with respect.
- **Cultural Competence:** Demonstrates knowledge of socio-cultural factors that affect interactions and behaviors; shows an appreciation and respect for multiple dimensions of diversity; recognizes and acts on the obligation to inform one's own judgment; engages diverse and competing perspectives as a resource for learning, citizenship, and work; recognizes and appropriately addresses bias in themselves and others; interacts effectively with people from diverse backgrounds.
- **Teamwork:** Works collaboratively with others to achieve shared goals; shares information and knowledge with others and provides feedback; puts team goals ahead of individual goals.
- **Oral Communication:** Effectively conveys information to others using spoken words and sentences; listens effectively; recognizes potential communication barriers and adjusts approach or clarifies information as needed.

Intrapersonal Competencies

- **Ethical Responsibility to Self and Others:** Behaves in an honest and ethical manner; cultivates personal and academic integrity; adheres to ethical principles and follows rules and procedures; resists peer pressure to engage in unethical behavior and encourages others to behave in honest and ethical ways; develops and demonstrates ethical and moral reasoning.
- **Reliability and Dependability:** Consistently fulfills obligations in a timely and satisfactory manner; takes responsibility for personal actions and performance.
- **Resilience and Adaptability:** Demonstrates tolerance of stressful or changing environments or situations and adapts effectively to them; is persistent, even under difficult situations; recovers from setbacks.
- **Capacity for Improvement:** Sets goals for continuous improvement and for learning new concepts and skills; engages in reflective practice for improvement; solicits and responds appropriately to feedback.

Thinking and Reasoning Competencies

- **Critical Thinking:** Uses logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
- **Quantitative Reasoning:** Applies quantitative reasoning and appropriate mathematics to describe or explain phenomena in the natural world.

- **Scientific Inquiry:** Applies knowledge of the scientific process to integrate and synthesize information, solve problems and formulate research questions and hypotheses; is facile in the language of the sciences and uses it to participate in the discourse of science and explain how scientific knowledge is discovered and validated.
- **Written Communication:** Effectively conveys information to others using written words and sentences.

Science Competencies

- **Living Systems:** Applies knowledge and skill in the natural sciences to solve problems related to molecular and macro systems including biomolecules, molecules, cells, and organs.
- **Human Behavior:** Applies knowledge of the self, others, and social systems to solve problems related to the psychological, socio-cultural, and biological factors that influence health and well-being.

Obtaining Letters of Recommendation

How many letters do I need, and from whom?

This can vary from Program to Program, though we typically recommend between 3 and 6 letters.

Letters should be **current**, meaning they are written within the academic year of your application submission.

Health professional programs expect strong and enthusiastic letters of support. Choose writers that can speak to several positive character traits that they have directly observed. To adhere to standards of ethical practice and give confidence in a candidate's letter set, applicants should encourage evaluators to submit letters on official letterhead whenever possible.

Most health professional programs, especially medical schools require letters from individuals that have *personally taught you in a course*. Therefore, you are required/recommended to obtain the following:

- 2 science faculty letters (who have taught you in science courses)
- 1 non-science faculty letter (who has taught you in a non-science course)
- 1-3 additional letters (optional)

If applying to osteopathic medical programs, you should obtain a letter from a current, practicing DO. Other relevant letters can be from lab PI's and letters of support from meaningful college experiences including, but not limited to, part-time work experiences, RA supervisors, LA/TA supervising faculty, volunteer supervisors, athletic coach, etc. If you are not sure which individuals to ask you should consult with a prehealth adviser.

Health professional programs expect that candidates will choose to **waive their right to access their letters**.

Evaluator Strategies

Faculty members' availability may vary throughout the year. Speak to evaluators early and see when they are best able to write you a strong letter. Meet with them in person, when possible. Focus on those with whom you've developed a strong relationship.

When asking, **allow evaluators the option to refuse to write your letter** and do not take offense if they refuse. If they do not know you well enough, or if they are too busy, it will be a weak letter. We recommend that you bring the following to a meeting with an evaluator:

- Resumé
- Transcript (optional)
- Reason for requesting letter from this evaluator
- Personal Statement Draft
 - Or "elevator pitch" describing why you chose health profession
- Headshot (professional photo)

- [Guide for Letter Writers](#)
- List of Core Competencies (and what core competency you demonstrated in their presence)
 - [AAMC Core Competencies](#)

Timeline for a request

Give evaluators plenty of time to write you a strong letter of support, a minimum of 1-2 months. Try to have letters submitted by mid-June of the year that you apply, especially since many faculty may not be on campus over the summer.

Types of Letters of Recommendation

A. Academic Recommendations: These letters are written by individuals who can attest to your academic potential but who cannot comment in detail about your personal characteristics. They should be able to go beyond stating what grade you received in a class or your class rank, and focus on your strengths and weaknesses on examinations, projects, classroom participation, and/or laboratory work. It's okay to ask faculty whose courses you did not receive the top grade in – if they can speak about how hard you worked, or your improvement over the course of a semester, that can be just as valuable as achieving an A.

You need not focus only on science faculty –don't be afraid to go to professors in other areas of interest. If you majored outside of the sciences, it would be helpful to have a letter from a professor of a course within your major or your thesis adviser.

B. Personal/Extracurricular Recommendations: These letters are written by those who know you in a non-academic setting, but still in a professional/supervisory capacity. They may write about your leadership potential, organizational skills, maturity, and other character traits, as they relate to your career decision and potential in a health profession. Persons who might write these letters include employers, student organization advisers, internship supervisors, community service coordinators, or supervisors in health-related activities.

C. Combined Academic and Personal Recommendations: These letters are often more powerful than purely academic letters. They are written by individuals who can evaluate your academic ability as well as comment on your personal traits. People who might write such letters include your academic adviser or lab supervisor, faculty members whom you've kept in touch with outside of class, your thesis adviser, etc.

Application Experience Definitions

AACOMAS Experience Types

Extracurricular Activities: Related activities you would like your selected programs to review; for example, academic clubs and competitive teams. Do not include paid work experience in this section.

Healthcare Experience: Both paid and unpaid work in a health or health-related field where you are not directly responsible for a patient's care, but may still have patient interaction; for example, filling prescriptions, performing clerical work, delivering patient food, cleaning patients and/or their rooms, administering food or medication, taking vitals or other record-keeping information, working as a scribe, CNA (depending on job description), medical assistant, etc.

Non-Healthcare Employment: Paid work done outside of the health care field or a research lab; for example, a retail or restaurant job.

Research: Any experience working on a research project, preferably in addition to or outside of regular classroom work. This may include student research positions, research technician positions, summer research student, master's rotational student, etc.

Teaching Experience: Experiences in which you were in charge of instructing others, such as a teaching assistant, tutor, etc.

Non-Healthcare Volunteer or Community Enrichment: Volunteer work done outside of the health care field; for example, working for Habitat for Humanity, tutoring students, participating in or working for a fundraiser walk or blood drive, etc.

AADSAS Experience Types

Academic Enrichment: Programs sponsored by colleges, universities, or other not-for-profit organizations; for example Summer Medical and Dental Education Program, Summer Health Professions Education Program, and Lessons in a Lunchbox.

Dental Experience: Either paid or unpaid work in a dental field where you observed patient care, interacted with practitioners, or had responsibility for patient care.

Dental Shadowing (In-Person): Time spent officially following and observing a dental professional in an office or clinic.

Dental Shadowing (Virtual): Time spent officially observing a dental professional at work virtually.

Employment: Paid work done outside of the dental field; for example, a retail or restaurant job.

Extracurricular Activities: Related activities you would like your selected programs to review; for example, academic clubs and competitive teams. Do not include paid work experience in this section.

Research: Any experience working on a research project, preferably in addition to or outside of regular classroom work. This may include student research positions, research technician positions, summer research student, master's rotational student, etc.

Volunteer: Volunteer work done outside of the dental field; for example, working for Habitat for Humanity, tutoring students, participating in or working for a fundraiser walk or blood drive, etc.

CASPA Experience Types

Non-Healthcare Employment: Paid work done outside of the health care field or a research lab; for example, a retail or restaurant job.

Extracurricular Activities: Related activities you would like your selected programs to review; for example, academic clubs and competitive teams. Do not include paid work experience in this section.

Healthcare Experience: Both paid and unpaid work in a health or health-related field where you are not directly responsible for a patient's care, but may still have patient interaction; for example, filling prescriptions, performing clerical work, delivering patient food, cleaning patients and/or their rooms, administering food or medication, taking vitals or other record-keeping information, working as a scribe, CNA (depending on job description), medical assistant, etc.

Leadership Experience: Experiences in which you held a leadership role within an organization, such as the president of a club, fraternity/sorority, etc.

Patient Care Experience: Experiences in which you are directly responsible for a patient's care. For example, prescribing medication, performing procedures, directing a course of treatment, designing a treatment regimen, actively working on patients as a nurse, paramedic, EMT, CNA, phlebotomist, physical therapist, dental hygienist, etc.

Research: Any experience working on a research project, preferably in addition to or outside of regular classroom work. This may include student research positions, research technician positions, summer research student, master's rotational student, etc.

Shadowing: Time spent officially following and observing a health care professional at work, preferably in the physician assistant field.

Teaching Experience: Experiences in which you were in charge of instructing others, such as a teaching assistant, tutor, etc.

Volunteer: Volunteer work done outside of the health care field; for example, working for Habitat for Humanity, tutoring students, participating in or working for a fundraiser walk or blood drive, etc.

OptomCAS Experience Types

Employment: Paid work done outside of the optometry field; for example, a retail or restaurant job.

Extracurricular Activities: Related activities you would like your selected programs to review; for example, academic clubs and competitive teams. Do not include paid work experience in this section.

Optometric Experience: All paid and unpaid optometric work experience with the exception of shadowing/observation and volunteer experiences.

Shadowing: Time spent officially following and observing a health care professional at work, preferably in the optometry field.

Volunteer: Volunteer work done; for example, working for Habitat for Humanity, tutoring students, participating in or working for a fundraiser walk or blood drive, etc.

AACPMAS Experience Types

Employment: Paid work done outside of the health care field or a research lab; for example, a retail or restaurant job.

Podiatric Experiences: Experiences shadowing in the field of podiatric medicine. If you have shadowed more than one podiatric medicine physician, start with the most recent experience.

Healthcare Experience: Both paid and unpaid work in a health or health-related field where you are not directly responsible for a patient's care, but may still have patient interaction; for example, filling prescriptions, performing clerical work, delivering patient food, cleaning patients and/or their rooms, administering food or medication, taking vitals or other record-keeping information, working as a scribe, CNA (depending on job description), medical assistant, etc.

Extracurricular Activities: Related activities you would like your selected programs to review; for example, academic clubs and competitive teams. Do not include paid work experience in this section.