



*Office of Academic and Advising Services*

**2009-2010  
Student Handbook  
for the**

**Pre-Physician  
Assistant  
Track**



**© 2009 Mercer University Academic and Advising Services**

*Academic and Advising Services appreciates your input regarding this publication.  
Readers who note errors or inconsistencies in this handbook are urged to notify  
Dr. Carol Bokros ([Bokros\\_c@mercer.edu](mailto:Bokros_c@mercer.edu)) so that the appropriate corrections can be made.*

# TABLE OF CONTENTS

## ***Health Vocations Advising and Resources***

1. THE PRE-PHYSICIAN ASSISTANT TRACK .....	1
2. THE MERCER UNIVERSITY HEALTH VOCATIONS ADVISORS .....	1
3. OFFICIAL UNIVERSITY COMMUNICATION WITH STUDENTS ON THE PRE-HEALTH TRACKS .....	1
4. THE PRE-HEALTH RESOURCE LIBRARY .....	2

## ***Academic Preparation for Master of Medical Science Degree Programs***

5. ACADEMIC MAJORS AND MINORS FOR PRE-PHYSICIAN ASSISTANT STUDENTS .....	2
6. MINIMUM REQUIRED COURSEWORK FOR THE PRE-PHYSICIAN ASSISTANT TRACK .....	2
7. WHERE TO FIND INFORMATION ABOUT PHYSICIAN ASSISTANT PROGRAMS .....	2
8. THE FOUR-YEAR PLEDGE AND PRE-HEALTH PROFESSIONS TRACKS .....	2
9. THE BACHELOR OF SCIENCE DEGREE IN HEALTH SCIENCE .....	2
10. SCHEDULING OF PRE-PHYSICIAN ASSISTANT COURSEWORK .....	3
11. ADDITIONAL ADVICE ABOUT COURSEWORK FOR PRE-PHYSICIAN ASSISTANT STUDENTS .....	3
12. EXPECTATIONS ABOUT GRADE POINT AVERAGES (GPA's) FOR PRE-PHYSICIAN ASSISTANT STUDENTS .....	3
13. WITHDRAWING FROM COURSES .....	3

## ***Recommended Extracurricular and Summer Activities for Pre-PA Students***

14. APPROPRIATE EXTRACURRICULAR ACTIVITIES FOR PRE-PHYSICIAN ASSISTANT STUDENTS .....	4
15. STUDENT ORGANIZATIONS FOR MERCER PRE-PHYSICIAN ASSISTANT STUDENTS .....	4

## ***Applying to Graduate Schools***

16. OVERVIEW OF THE GRADUATE SCHOOL APPLICATION PROCESS .....	4
17. WHEN TO BEGIN PREPARING GRADUATE SCHOOL APPLICATIONS .....	5
18. ADVICE FOR PREPARATION OF GRADUATE SCHOOL APPLICATIONS .....	5
19. DECIDING WHICH GRADUATE PROGRAMS TO APPLY TO .....	6
20. WHEN AND HOW TO PREPARE FOR THE GRADUATE RECORD EXAMINATION (GRE) .....	6

## ***The Guaranteed Admission Plus Degree Program***

21. THE "GAPDP" FOR PRE-PHYSICIAN ASSISTANT STUDENTS .....	6
--	---

## ***Information for Post-Baccalaureate Pre-Physician Assistant Students and for Students Re-Applying to Graduate Schools***

22. POST-BACCALAUREATE PREPARATION FOR MASTER OF MEDICAL SCIENCE PROGRAMS .....	8
---	---

# APPENDIX

## ***A Four-Year Plans for the Pre-Physician Assistant Tracks***

A-1 Pre-Physician Assistant, "GAPDP" .....	10
--	----

A-2 Pre-Physician Assistant, General (non-GAPDP) for Degree-Seeking Students .....	11
--	----

<b><i>B GAPDP Declaration Form .....</i></b>	<b>12</b>
--	-----------

<b><i>C Internet Resource List .....</i></b>	<b>13</b>
--	-----------

<b><i>D Pre-Health Resource Library .....</i></b>	<b>14</b>
---	-----------

## Health Vocations Advising and Resources

### 1. THE PRE-PHYSICIAN ASSISTANT TRACKS

Physician assistants (PA's) are health care professionals that provide diagnostic, therapeutic, and preventive services under the supervision of a physician. All states require physician assistants to complete an accredited education program and to pass a national licensure exam; most physician assistants in the U.S. have completed a 24- to 28-month Master of Science program at an accredited college or university.

Mercer University undergraduate students who plan to pursue a career as a **physician assistant** are considered to be on the “**pre-physician assistant**” track. This designation is made to ensure that these students receive specific advising about the requirements and protocols for their respective career path.

Pre-physician assistant students may choose one of two paths as they prepare themselves for graduate school:

- 1) Students may earn a bachelor's degree as they fulfill the prerequisites for the physician assistant training program of their choice; or
- 2) First-year students with no transfer hours may participate in the Guaranteed Admission Plus Degree Program (GAPDP) described in section 21.

**The pre-physician assistant track is NOT an academic major;** every pre-physician assistant student must choose an academic major and minor offered by one of Mercer's colleges or schools and work to fulfill their degree requirements. Students on the pre-physician assistant track should investigate the different physician assistant programs available in the U.S. and make themselves aware of the particular requirements for the programs in which they are interested. Pre-physician assistant students **must plan to complete the specific courses required by their preferred professional school(s) in addition to completing their major and minor programs of study.**

### 2. THE MERCER UNIVERSITY HEALTH VOCATIONS ADVISORS

Like all Mercer University students, pre-physician assistant students each have an assigned academic advisor (a first-year advisor, a transfer advisor, or an advisor in the department of the student's major). The assigned academic advisor is the **first stop for all advising**. This handbook provides the answers to common health vocations advising questions, and familiarity with this information is part of the training for advisors at Mercer University.

The names and contact information of the Mercer University health vocations advisors are listed below:

- **The Pre-Professional Advisor in the Office of Academic and Advising Services** provides support for pre-health vocations students and their advisors throughout the students' undergraduate studies. This office also coordinates initial academic advising for all pre-health students. Contact the pre-professional advisor for more information: Dr. Carol Bokros; 478-301-2250; bokros\_c@mercer.edu.
- **The Health Vocations Advisement Committee (HVAC)** drafts letters of evaluation (LOE's) for students preparing their applications to medical, dental, veterinary, podiatry, and optometry schools. Currently, pre-physician assistant students are not expected to obtain LOE's from the HVAC.
- **The Office of Career Services** offers advising for students who desire more information about careers in the various medical professions, students who are preparing for interviews with professional schools or potential employers, and students requiring alternative career advising (<http://www.mercer.edu/career/macon/>). See also the document in Appendix C: Internet Resource List (“*Resources for Exploring Your Options in Health Care Careers*”).

### 3. OFFICIAL UNIVERSITY COMMUNICATION WITH STUDENTS ON THE PRE-HEALTH TRACKS

**Healthvoc-L:** The health vocations advising e-mail list, Healthvoc-L, provides an electronic forum for communication between Mercer University's pre-health students and advisors. This mailing list is used to announce general pre-health vocations events and opportunities.

Individuals may subscribe to this list by sending an e-mail message to [mailserv@mercer.edu](mailto:mailserv@mercer.edu) with the following text: *subscribe healthvoc-L; end*. The mail server will send an automated response indicating that the individual has subscribed to Healthvoc-L. To unsubscribe from Healthvoc-L, send an e-mail to [mailserv@mercer.edu](mailto:mailserv@mercer.edu) with the following text: *unsubscribe healthvoc-L; end*.

**Track-Specific Email Lists:** Each fall, the pre-professional advisor obtains reports from the University which include lists of students whose academic records show that they are on one of the pre-professional tracks. These lists are used to generate track-specific email lists for communicating with specific subsets of students. **Students should note that official Mercer business is always conducted on Mercer University webmail, and so should make plans to check their MU email account regularly.**

**Social Network News Groups:** Students who subscribe to the social networking sites *Twitter* (<http://twitter.com/>) and *Facebook* (<http://www.facebook.com/>) are encouraged to join the group “MercerPreHealth” to receive electronic reminders about events and deadlines.

#### 4. THE PRE-HEALTH RESOURCE LIBRARY

The Pre-Health Resource Library is a set of literature kept in the Academic Resource Center (ARC) for all Mercer pre-health professions students to use and share. Students are free to use them any time, but may not remove them from the ARC. Appendix D is a listing of the current holdings of the Pre-Health Resource Library.

### **Academic Preparation for Master of Science Degree Programs**

#### 5. ACADEMIC MAJORS AND MINORS FOR PRE-PHYSICIAN ASSISTANT STUDENTS

Graduate schools look for individuals who come from various backgrounds and possess a variety of skills and interests. While some physician assistant programs express a preference for students holding degrees in biology, many do not express a preference for any given major. Therefore, students may major in any discipline that interests them, as long as they also fulfill the specific admission requirements for their preferred programs. Because a successful pre-physician assistant student must demonstrate a superior level of motivation and exceptional academic performance, the chosen academic major should interest the student sufficiently to catalyze such performance.

Graduate schools also look for students with academic records that reflect their commitment to **life-long learning**; highly motivated pre-physician assistant students might demonstrate this learning commitment through **independent study or independent research** in their majors, as well as through participation in Mercer’s Honors Program (please refer to the *Mercer University Bulletin* for a description of the Honors Program; see section 14 for information about independent research projects).

**Chemistry Minor:** While pre-physician assistant is NOT an academic major or minor, those students who complete the four or five courses in chemistry required or recommended by most physician assistant programs do fulfill the Mercer University requirements for a minor in chemistry.

#### 6. MINIMUM REQUIRED COURSEWORK FOR THE PRE-PHYSICIAN ASSISTANT TRACK

Many physician assistant programs in the U.S. require one year each of English composition, general chemistry, organic chemistry, general biology, and human anatomy and physiology and one semester each of microbiology, statistics, and general psychology. **However, admission requirements for the different physician assistant programs in the U.S. vary considerably, so pre-physician assistant students must investigate the different physician assistant programs available to make themselves aware of the particular requirements for the programs in which they are interested.**

#### 7. WHERE TO FIND INFORMATION ABOUT PHYSICIAN ASSISTANT PROGRAMS

Online resources offer the most accessible and up-to-date information about physician assistant programs and medically-related careers. The Web site of the Physician Assistant Education Association (<http://www.paeonline.org/>) is an excellent starting point for researching the different physician assistant programs in the U.S. This site offers general advice for pre-physician assistant students as well as direct links to the different physician assistant training programs available. Pre-physician assistant students should also explore online information specific to and available from the professional schools to which they plan to apply.

#### 8. THE FOUR-YEAR PLEDGE AND PRE-HEALTH PROFESSIONS TRACKS

The Mercer University Four-Year Pledge promises that, “Students who do their work, pass their classes, and follow the advice of our academic advisors will graduate within four years.” Students on the pre-physician assistant track must recognize that the coursework required for admission to their preferred professional schools may not be required for the student’s chosen degree plan; pre-physician assistant students participating in the Pledge program must consult their advisors (both primary and secondary) before choosing a major and minor to meet their Pledge obligations.

#### 9. THE BACHELOR OF SCIENCE DEGREE IN HEALTH SCIENCES

Although most physician assistant training programs prefer college graduates, a few do not require applicants to complete their undergraduate degree programs before matriculation. Mercer University College of Liberal Arts students who complete 90 credit hours at Mercer - including all of the general education requirements except the senior capstone class - are eligible to be awarded the Bachelor of Science in Health Sciences degree after successful completion of 32 semester hours in an accredited graduate program for physician assistants. Refer to the *Mercer University Bulletin* for the official description and requirements of this degree.

## 10. SCHEDULING OF PRE-PHYSICIAN ASSISTANT COURSEWORK

Suggested scheduling of the minimum required pre-physician assistant courses required by the physician assistant training program at Mercer's College of Pharmacy and Health Sciences is shown Appendix A (Appendix A-1 shows the suggested schedule for students in the GAPDP described in the section 21; Appendix A-2 shows the schedule suggested for students not in the GAPDP). Note that these Four-Year Plans show only the **minimum required science coursework for the COPHS' Master of Medical Science (MMSc) program**; students are encouraged to prepare personalized plans for themselves which include these requirements as well as the requirements of their chosen majors.

Students planning to apply to other graduate training programs are encouraged to construct similar schedules for their specific plans to help them remain on track to graduate *and* prepare for graduate school. A student's actual scheduling of coursework depends on factors such as a student's initial mathematics placement and the availability of required courses for the student's academic major. When arranging their course schedules, pre-physician assistant students are advised to plan ahead and review the printed lists of Mercer University course offerings; **this is important because not all of the required courses for a student's major and/or the pre-physician assistant track will be offered every semester**, and a one-semester delay along the pre-physician assistant track could turn into a one-year delay due to complications involving prerequisites.

**Mathematics Placement:** Note that, to enroll in the first courses in both the chemistry and physics sequences, a student must demonstrate a minimum mathematics competency that is equivalent to pre-calculus (MAT 133) or above; this competency may be demonstrated through credit (college or AP) for MAT 133 or its equivalent, or through a minimum score on the math placement test (<http://www.mercer.edu/math/placement.html>). In the case of the first chemistry course (CHM 111), students may enroll in the class without demonstrating pre-calculus competency if they also enroll in CHM 099 and MAT 133 that same semester.

## 11. ADDITIONAL ADVICE ABOUT COURSEWORK FOR PRE-PHYSICIAN ASSISTANT STUDENTS

A successful pre-physician assistant student is also expected to complete a breadth of studies, not just science courses. The development of strong **communication skills**---writing, critical reading, and oral communication---in the context of natural science, humanities, and social science courses is of particular importance; this process begins at Mercer University in the *First-Year Seminars* (FYS 101 and FYS 102) and in *Scientific Inquiry* (SCI 105). It is recommended that pre-physician assistant students select additional courses that emphasize reading, discussion, and writing so that they may further develop their communication skills.

One of the most important skills for pre-physician assistant students to develop is the ability to use **critical thinking to solve problems**. Undergraduates develop this skill through practice in the science courses which form the foundation of the pre-physician assistant curriculum; participation in independent research projects (section 14) can also be helpful in developing this skill.

Students should note that the pre-physician assistant track is very challenging. All pre-physician assistant students should develop an **alternative plan to implement in the event that adequate progress is not made on the pre-physician assistant track** (i.e., GPAs below 3.0) or acceptance to a physician assistant program is not achieved. Such plans may include strengthening the application portfolio followed by re-application, or a complete change of career goals. Students are advised to consult the Offices of Academic and Advising Services and Career Services for guidance in this regard.

## 12. EXPECTATIONS ABOUT GRADE POINT AVERAGES (GPA's) FOR PRE-PHYSICIAN ASSISTANT STUDENTS

Professional schools will assess an applicant's learning ability and work ethic by looking at his/her cumulative grade point average and at his/her GPA in mathematics and science courses. The mean undergraduate GPA for students accepted to physician assistant programs ranges from 3.2 to 3.6, depending on the school and application year. Pre-physician assistant students must therefore strive to balance their studies and extracurricular activities so that they may maintain a GPA over 3.2 in order to be competitive applicants.

**Grade Point Average Calculations:** Pre-physician assistant students need to be aware that **most physician assistant programs and their associated centralized application service, CASPA, calculate the mean of all grades earned for any course that has been repeated**. (See sections 16 – 20 for information on the application process.) Students must also be aware that CASPA **excludes courses graded on a pass/fail bases from their grade point average calculations**.

## 13. WITHDRAWING FROM COURSES

Professional school admissions committees review applicants' transcripts carefully to help them assess the students' academic abilities and levels of commitment and motivation. While withdrawing from a course is preferable to earning a D or F, students should be aware that multiple withdrawals on a transcript can signal that the student has difficulty with either commitment or with time management. Pre-physician assistant students should therefore withdraw from courses only on rare occasions and in extreme circumstances. Pre-physician assistant students are urged to seek the advice of the pre-professional advisor if they are unsure about their most prudent course of action.

Students should keep in mind that earning a C on an infrequent basis may be acceptable, as long as they continue to work toward improving their academic performance. Earning multiple C's and/or grades lower than a C, though - especially in core science prerequisites - may be a warning sign to a student that s/he is not on the right educational/career path, and a mature evaluation of career goals is the appropriate response to such a warning. In such a case, career counseling is available from the Career Services Office.

## **Recommended Extracurricular and Summer Activities for Pre-PA Students**

### **14. APPROPRIATE EXTRACURRICULAR ACTIVITIES FOR PRE-PHYSICIAN ASSISTANT STUDENTS**

When evaluating applicants, physician assistant programs look for evidence of desirable personal traits like integrity, maturity, responsibility, leadership ability, and interpersonal skills; Mercer University groups all of these traits under the broad heading of **citizenship**. Citizenship is assessed through an examination of an applicant's extracurricular activities, including those that are university-related and those that are not. Pre-physician assistant students should remain cognizant of the value of citizenship in relation to both their professional school applications and their personal development, and they should plan to commit themselves to appropriate activities.

In addition to participating in activities that demonstrate citizenship, pre-health students should keep in mind that experience with their chosen health profession is crucial to preparing themselves for a career in that field. Pre-physician assistant students are advised to spend some time shadowing a physician assistant as a way of confirming their interest in the field; most physician assistant programs also require or recommend that applicants obtain a specified number of hours of **direct patient care experience** before matriculation. This type of experience gives students confidence in their career decision and gives physician assistant programs confidence that the applicants have appropriately verified and personally invested in their career decisions.

Pre-physician assistant students may also consider participating in at least one **independent research** project as undergraduates. Such projects help students develop critical thinking skills and independence, and can be a very positive addition to their application portfolios. Many academic departments have faculty members who are willing to supervise independent research projects; students are advised to speak with faculty members who specialize in the students' disciplines of interest regarding suitable projects and space availability.

While it is important for pre-physician assistant students to participate in appropriate extracurricular activities, **a balance between extracurricular activities and academic progress must be maintained**; students are advised to be wary of overextending themselves. Pre-physician assistant students should also recognize that **genuine commitments to a few activities will reflect more positively than a large number of short-term commitments to numerous activities**.

For those students who find it difficult to stay on schedule to complete a degree and the graduate school prerequisites by the semester s/he intends to do so, summer coursework offers an opportunity to catch up or get ahead. Pre-physician assistant students should pay close attention to their course schedules each semester, as well as their long-term schedules and plans, in order to determine whether or not summer classes are necessary (see Appendix A for scheduling suggestions).

### **15. STUDENT ORGANIZATIONS AT MERCER FOR PRE-PHYSICIAN ASSISTANT STUDENTS**

Mercer University's pre-health student organization, "MerPMed", invites Mercer students on all pre-health tracks to join. MerPMed arranges lectures by locally- and nationally-known medical professionals, as well as other learning and experiential activities for pre-health students. This group is entirely student-run, giving ownership of pre-health extracurricular activities at Mercer University to the students. Students interested in joining MerPMed should send an e-mail to [merpmed@yahoo.com](mailto:merpmed@yahoo.com) for more information.

Students are also encouraged to join academic honor societies for which they qualify. Mercer University has chapters of several national honor societies, including Phi Kappa Phi National Honor Society, Phi Eta Sigma National Freshman Honor Society, Beta Beta Beta National Biological Honor Society, Gamma Sigma Epsilon Chemistry Honor Society, and, in the fall of 2009, students at Mercer University will be petitioning for a new chapter of Alpha Epsilon Delta, the National Pre-Health Honor Society.

## **Applying to Graduate Schools**

### **16. OVERVIEW OF THE GRADUATE SCHOOL APPLICATION PROCESS**

There are three basic steps to the graduate school application process: 1. the primary application, which is usually completed through a centralized application service; 2. the secondary application, which involves submission of supplemental materials (additional essays, letters of recommendation, etc.) directly to the graduate schools to which the students are applying; and 3. the interview, which is by invitation.

## 17. WHEN TO BEGIN PREPARING GRADUATE SCHOOL APPLICATIONS

When pre-physician assistant students begin preparing their graduate school applications will depend upon their personal goals, but in general, pre-physician assistant students should plan on applying to the physician assistant programs of their choice nine to fourteen months prior to beginning their master's degree programs. Pre-physician assistant students must therefore make themselves aware of the specific application procedures followed and the specific supplemental materials required by the graduate school(s) to which they plan to apply.

The Physician Assistant Education Association (PAEA) operates the Central Application Service for Physician Assistants (CASPA). Currently, 115 of the 143 accredited PA programs in the United States participate in this service. Centralized application services like CASPA allow applicants to complete one application online and submit them to multiple graduate programs. Another advantage for applicants is that they are able to track the progress of their online applications and update their files as necessary. More information is available on the CASPA Web site: <http://www.caspaonline.org/>.

CASPA begins accepting applications each year on or around **April 15th** and continues accepting applications until on or around **April 1<sup>st</sup>** of the following year. However, each professional school has its own application deadline, so students must consult their target schools' Web sites for their exact application deadlines.

Some physician assistant programs use a “**rolling admissions**” system. This means that the schools admit qualified students *as they receive their applications* (rather than waiting until the deadline for applications, comparing all applicants at that time, and then admitting the most qualified from the whole pool of applicants). Thus, it is advantageous for a student to **submit applications as early as possible** to schools with this type of admissions system. Students should check which, if any, of the schools they are applying to have rolling admissions, and then they should identify the earliest dates on which these schools will accept .

**Advising Note About Deadlines:** Applicants should note that many of the published deadlines for applications are **receipt** deadlines. Therefore, students should plan to complete their application materials (both for application services and for individual schools) **well in advance of the published deadlines to maximize their chances of acceptance.**

## 18. ADVICE FOR PREPARATION OF GRADUATE SCHOOL APPLICATIONS

The CASPA application is available at <http://www.paeaonline.org/>. Students will be expected to provide biographical information, information about all coursework they have completed (or plan to complete), GRE scores, a Personal Statement (an essay in which students present themselves and their reasons for wanting to become a physician assistant), information about their extracurricular activities (experiences related to the PA profession; volunteer and community service experiences; honors, awards, and scholarships; and work and research experiences), and a list of physician assistant programs to which they plan to apply. Students also submit official transcripts from every college or university they have attended and a specified set of letters of evaluation.

Applicants should print out and read through the official CASPA instructions before they begin to fill out the actual application (available online at <https://portal.caspaonline.org/>). Applicants should refer to the instructions and use their best judgment as they complete the application, and **contact the application service directly if they encounter problems or have specific questions.**

The **coursework section** requires applicants to copy the information from their transcripts; applicants should use unofficial copies of their transcripts (available on BearPort) to complete this section so that they may be as accurate as possible. **Any discrepancies between a student's transcripts and the CASPA application will create unnecessary delays in processing the application!**

The “**Personal Statement**” requires more thought than the other sections of the application. Admissions Committee members are looking for individuals who are motivated, well-prepared academically, articulate, caring, and knowledgeable about the medical field. The applicant's goal, therefore, should be to provide a very clear description of him/herself, with emphasis on how his/ her experiences and qualities make him/ her suited to the physician assistant profession. This essay should be well-organized and read smoothly, and it should contain the following:

- a brief introductory paragraph in which the essay's theme is clearly stated;
- a two- to three-paragraph “body” providing detailed, specific information that develops and illustrates the central theme; and
- a brief concluding paragraph that connects the theme with the career goal of being a physician assistant.

*Do not describe many experiences broadly in your essay; do that instead in the list of “Post-Secondary Experiences.”* Students are encouraged to attend the *Writing the Personal Statement* workshop presented by the pre-professional advisor every semester.

## 19. DECIDING WHICH GRADUATE SCHOOLS TO APPLY TO

Students should investigate each professional school's educational mission, the curriculum and structure of their program, and any special programs they may offer, then apply to those schools which fit their individual goals and interests. Students should also check a school's Web site for "student profile" information, as matriculant statistics can help students gauge their chances of acceptance by comparing their own academic records with the schools' average matriculant statistics.

## 20. WHEN AND HOW TO PREPARE FOR THE GRADUATE RECORD EXAMINATION

Most graduate physician assistant programs require applicants to take the Graduate Record Examination (GRE) and submit their test scores as part of the application process. The GRE is a computerized exam that measures students' verbal reasoning, quantitative reasoning, critical thinking, and analytical writing skills. The GRE is meant to test general skills that are learned over a long period of time, both in and out of academic settings.

Pre-physician assistant students should familiarize themselves with the test and give themselves ample time to prepare for it. **Preparation for any standardized test should include the completion of several full-length, timed practice tests and the careful evaluation of each practice test outcome.** Practice GRE's and preparation tips can be found online at <http://www.ets.org>.

## The Guaranteed Admission Plus Degree Program

### 21. THE "GAPDP" FOR PRE-PHYSICIAN ASSISTANT STUDENTS

Many pre-physician assistant students at Mercer participate in the Guaranteed Admission Plus Degree Program (GAPDP), which is described below; this program is specifically designed to prepare students for the Master of Medical Sciences (MMSc) degree program at Mercer University's College of Pharmacy and Health Sciences (<http://cophs.mercer.edu/paadmissions.htm>), which is located on Mercer's Atlanta campus. Students who opt to participate in this program must follow all guidelines set forth in the following program description. Program eligibility requirements are summarized in the list at the end of this section.

The GAPDP is designed for students admitted to or enrolled at Mercer University's College of Liberal Arts (CLA) in Macon. Students interested in and eligible for the GAPDP must complete the GAPDP Declaration Form ("Request for Participation"; Appendix B) and submit it to the pre-professional advisor (Dr. Carol Bokros, Academic and Advising Services, Penfield Hall, Macon campus) by October 31st of their first year at Mercer.

GAPDP students must complete ALL of their coursework at Mercer's CLA; students who take college courses at institutions other than Mercer after they graduate from high school are no longer eligible for the GAPDP. Note that, with the approval of the COPHS Associate Dean for Student Affairs and Admissions, dual enrollment credit (i.e., college courses taken by a student while s/he is still in high school) credit may be used to fulfill the pre-physician assistant requirements, though no class in which a student earned a grade below a "C" will transfer to Mercer. Similarly, AP, IB, and CLEP credits may be used to fulfill pre-physician assistant requirements. However, dual enrollment, AP, IB, and CLEP credits do not count toward the 90 semester hours required in residence. Additionally, physical education and military science courses cannot be used to satisfy the 90-hour requirement.

GAPDP students must satisfy all pre-physician assistant requirements, complete all of the general education requirements for the CLA (with the exception of the senior capstone course), and complete 90 semester hours in residence at Mercer's CLA by the end of the spring semester of their third year at Mercer (see checklist on the following page).

After completing 30 semester hours and before completing 60 semester hours, GAPDP students must declare their majors in the College of Liberal Arts; GAPDP students may choose to pursue any major offered by the CLA. GAPDP students are expected to make progress towards their declared majors, including taking 300-level courses in their selected majors. This requirement provides students with a "back-up plan" to put in place if they should lose program eligibility: students losing GAPDP eligibility then simply complete their bachelor's degrees during their fourth year in Macon rather than matriculating into the MMSc program. In many cases, students can improve their application portfolio during their final year in the CLA and become competitive applicants outside of the GAPDP.

GAPDP students must maintain overall grade point averages (GPA's) of at least 3.0, as well as GPA's of at least 3.0 in all math and science courses required for the pre-physician assistant core (those listed on the checklist on the following page). Grades of "C" or above must be earned in all pre-physician assistant courses. Students may not elect to be graded on an "S/U" basis in those math and science courses required for the GAPDP. *The COPHS will calculate the **mean of any repeated coursework** when determining the student's eligibility for the GAPDP.* Any AP, IB, CLEP, or dual enrollment credit that a student may have received will be excluded from the GPA checks. The COPHS Office of Student Affairs and Admissions will review the overall and math/science GPAs of all GAPDP students after their second year as undergraduates (August following completion of year 2) and after both the fall and spring semesters of their third year; *if a student's overall GPA or math/science GPA is below 3.0 at any of these times, the student will no longer be eligible to participate in the GAPDP.*

## GAPDP Pre-Physician Assistant Required Coursework Checklist

	<p><b>Behavioral Sciences, Social Sciences, and Cultural Studies</b> (6 semester hours) (see the College of Liberal Arts General Education Requirements for a list of classes that fulfill these requirements)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> PSY 101: Introduction to Psychology*</li> <li><input type="checkbox"/> Elective _____</li> </ul>
	<p><b>Biology</b> (25 semester hours)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> BIO 202: Human Anatomy and Physiology I</li> <li><input type="checkbox"/> BIO 203: Human Anatomy and Physiology II</li> <li><input type="checkbox"/> BIO 211: Introduction to Biology I</li> <li><input type="checkbox"/> BIO 212: Introduction to Biology II</li> <li><input type="checkbox"/> BIO 303: Microbiology</li> <li><input type="checkbox"/> BIO/CHM 465: Biochemistry I</li> </ul>
	<p><b>Chemistry</b> (16 semester hours)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CHM 111: General Chemistry I</li> <li><input type="checkbox"/> CHM 112: General Chemistry II</li> <li><input type="checkbox"/> CHM 221: Organic Chemistry I</li> <li><input type="checkbox"/> CHM 222: Organic Chemistry II</li> </ul>
	<p><b>First-Year Seminar</b> (9 semester hours)*</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> FYS 101: Composing the Self and UNV 101: The First-Year Student Experience <i>or</i> FYS-X 101</li> <li><input type="checkbox"/> FYS 102 <i>or</i> FYS 102X: Engaging the World</li> </ul>
	<p><b>Foreign Language Competency*</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> FRE, GER, GRK, LAT, or SPN 111</li> <li><input type="checkbox"/> FRE, GER, GRK, LAT, or SPN 112</li> </ul> <p><i>or</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Earn an acceptable score on the appropriate foreign language exam to place into FRE, GER, GRK, LAT, or SPN 251 or above, or provide evidence of comparable competency in a language that is not taught at Mercer</li> </ul>
	<p><b>Humanities and Fine Arts</b> (18 semester hours) (see the College of Liberal Arts General Education Requirements for a list of classes that fulfill these requirements)*</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CHR 101: Old Testament <i>or</i> CHR 150: New Testament</li> <li><input type="checkbox"/> HIS 111: The Making of the West <i>or</i> HIS 112: The West and the Modern World</li> <li><input type="checkbox"/> A literature course</li> <li><input type="checkbox"/> A philosophy course (recommended: PHI 195: Introduction to Ethics)</li> <li><input type="checkbox"/> A fine arts course</li> <li><input type="checkbox"/> Elective _____</li> </ul>
	<p><b>Mathematics</b> (3 semester hours)*</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> MAT 126: Elementary Statistical Methods</li> </ul>
	<p><b>Scientific Inquiry</b> (3 semester hours)*</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SCI 105: Scientific Inquiry</li> </ul>
	<p><b>Additional Courses to Meet the Minimum of 90 Credits, Including Upper-Level Courses in a Selected Major</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> PSY 245: Developmental Psychology</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> </ul>
	<p><b>Total Credits</b> (must equal at least 90)</p>

\* Those courses with an asterisk next to them meet both a pre-physician assistant requirement and a general education requirement. Note that any one of the laboratory science courses required of pre-physician assistant students will meet the general education requirement for four semester hours of a laboratory science.

Prior to matriculation in Mercer's Physician Assistant Program at the COPHS, GAPDP students must complete 1000 documented hours of clinical experience involving direct patient care. This experience may be gained by working in a variety of professions. Examples of experience that does not require training and/or certification include working as a medical or nursing assistant or volunteering in a hospice program. Other acceptable direct patient care experiences are listed on the COPHS website about Mercer's Physician Assistant Program (<http://cophs.mercer.edu/pa.htm>). GAPDP students are required to complete and submit the form "Direct Patient Care Experience Certification" (available from the pre-professional advisor or from the COPHS Web site ) before matriculation.

Starting in the fall of their first years at Mercer, GAPDP students must participate in the academic advising and career seminar programs provided jointly by the pre-physician assistant advisor at the CLA and the Associate Dean for Student Affairs and Admissions at the COPHS. Early each fall, the MMSc Program Director and/or the Associate Dean of the COPHS comes to the Macon campus to outline the GAPDP requirements for first-year students. In the spring semester of their second year, GAPDP students may be asked to travel to the COPHS, located on Mercer's Atlanta campus, to tour the facilities and obtain additional advising.

GAPDP students are required to apply to the COPHS through CASPA, the Central Application Service for Physician Assistants (<https://portal.caspaonline.org/>). Note that the CASPA deadlines may change every year, so it is important to maintain contact with the pre-professional advisor and/ or the COPHS. **The application deadline for the class entering January 2011 will be January 1, 2010. [Note that the application deadline for non-GAPDP pre-PA students applying to the COPHS is August 1, 2010.]** GAPDP students must also submit supplemental applications directly to the COPHS. Each student is required to have three letters of reference submitted on his/her behalf, one of which must be from a physician assistant or a medical doctor and another which must be from a university instructor. GAPDP students must take the Graduate Record Examination (GRE) General Test (<http://www.ets.org/gre>; use school code 5025 and department code 0699) and earn a minimum combined score of 1,000 on the GRE's verbal and quantitative sections before matriculation. Final acceptance into the Physician Assistant Program is contingent upon a successful interview with the program's faculty during the GAPDP student's junior year.

Once a GAPDP student is accepted to the COPHS and has successfully completed 32 hours of study at the College of Pharmacy and Health Sciences, that student will be eligible to receive the Bachelor of Science in Health Science degree from Mercer's College of Liberal Arts. Pre-PA GAPDP students are therefore eligible to graduate in August of their first year of study at the COPHS. GAPDP students who wish to claim that degree must apply for summer graduation from the University Registrar during the fall semester BEFORE the start of the physician assistant program. The application for graduation can be found on the University website (<http://www2.mercer.edu/Registrar/default.htm>); students should complete the "Macon and Centers Graduation Application"; the deadline to apply for August 2010 graduation is November 6, 2009.

**Summary of GAPDP Eligibility Requirements:**

- 1 Declare participation in the GAPDP program by October 31st of first year.
- 2 Complete the required courses (see checklist on P. 3; must total 90 hr in the CLA) by May of third year. No transfer hours allowed.
- 3 Maintain a cumulative GPA of 3.0 or higher and a math-science GPA of 3.0 or higher. (First GPA check is in August following completion of second year.)
- 4 Attend Macon campus visits by representatives from the MMSc program at the COPHS.
- 5 Obtain 1000 hours of acceptable, documented direct patient care experience before matriculation.
- 6 Apply to COPHS no later than Jan. 1 of third year. (Note that this requires a primary application through CASPA and a secondary application sent directly to the COPHS; letters of recommendation must be included!)
- 7 Earn a GRE score of 1000 or more and submit it to CASPA before matriculation.
- 8 Complete a successful interview with representatives of the COPHS MMSc program during third year.
- 9 Apply for August graduation from the CLA during the fall of year 4 to claim the B.S. in Health Sciences degree.

## **Information for Post-Baccalaureate Pre-Physician Assistant Students and For Students Re-Applying to Graduate Schools**

### **22. POST-BACCALAUREATE PREPARATION FOR MASTER OF SCIENCE PROGRAMS**

Post-baccalaureate pre-physician assistant students are those students who have earned bachelor's degrees but continue to work toward preparing successful graduate school applications. Such students include:

- those who have already applied unsuccessfully to PA training programs;
- those who have delayed applying to PA training programs until after finishing their bachelor's degrees *and* who have already completed the required pre-physician assistant courses; and
- those who have completed bachelor's degrees but have not yet completed the required pre-physician assistant courses.

Post-baccalaureate pre-physician assistant students who have previously applied to professional schools but have not been accepted **should seek and follow the recommendations of an admissions official from one of their target schools.**

Students should solicit feedback from the appropriate admissions officials regarding which specific areas of their application portfolios need to be strengthened in order to improve their chances of being accepted in the future.

Post-baccalaureate pre-physician assistant students who have completed the required pre-physician assistant courses but who have not yet applied to professional schools should remain cognizant of the guidelines presented in this document. Professional schools look for evidence of an applicant's academic ability, personal characteristics and activities related to "citizenship," and experience appropriate to the career goals of the applicant. Students should use an appropriate strategy

for improving their standing in one or more of these areas when making post-graduation plans. Possible options for post-graduation activities include post-baccalaureate study programs or graduate study programs, as well as working or volunteering in a medical setting. Please note that most professional schools will NOT consider applications from applicants whose plans do not include completing graduate programs in which they are currently enrolled. In other words, **students should not enroll in academic programs that they are not planning on completing.**

Post-baccalaureate pre-physician assistant students who have not completed some or all of the required pre-physician assistant courses should take the following steps:

1. Complete the courses required for applying to graduate schools (see the schedule on the following page, which is intended for students who have **not** taken any of the pre-physician assistant courses);
2. Acquire citizenship and patient care experiences (see section 14);
3. Prepare for and take the Graduate Record Examination (see section 20); and
4. Prepare and submit the appropriate application materials for the schools in which they are interested (see sections 16-20).

Students who hold bachelor's degrees but have not completed most or any of the pre-physician assistant courses should be aware that approximately three years are required to complete the pre-physician assistant coursework and the entire application process. Please refer to the schedule below for the timing of the minimum required coursework and applications.

Students who hold bachelor's degrees and have completed some or all of their science pre-requisites should be aware that many schools prefer that applicants complete those core science courses within a given time frame (e.g., within the last five years). Students must contact the admissions offices of each of their preferred schools to determine any such stipulations or requirements.

Year	Semester	Course Title	Course ID	Credit Hr
One	Fall	General Chemistry I	CHM 111	4
		Mathematics (req. for CHM 111)	MAT 133	3
		Graduate School-Specific Electives		
	Spring	General Chemistry II	CHM 112	4
		General Biology I	BIO 211	5
		Graduate School-Specific Coursework		
<i>Summer – gain direct patient care experience; begin working on CASPA application; prepare for GRE</i>				
Two	Fall	Organic Chemistry I	CHM 221	4
		General Biology II	BIO 212	5
		Anatomy and Physiology I	BIO 202	4
		Graduate School-Specific Coursework		
		<i>Take the GRE; Complete CASPA application</i>		
	Spring	Organic Chemistry II	CHM 222	4
		Microbiology	BIO 303	4
		Anatomy and Physiology II	BIO 203	4
		Graduate School-Specific Coursework		
		<i>Submit CASPA application no later than April deadline*</i>		
<i>Summer and Fall - Gain direct patient care experience while awaiting a decision</i>				

\* Graduate schools often set their own application deadlines; students must investigate their target schools' deadlines and adhere to them regardless of the overall CASPA deadline.

## APPENDIX A: Four Year Plans for Pre-PA Students

### A-1: Suggested Four-Year Plan for Students on the GAPDP Pre-Physician Assistant Track

Year	Semester	Course Title	Course ID	Credit Hr	
<b>One</b>	<b>Fall</b>	First Year Seminar I	FYS 101	4	
		First Year Student Experience	UNV 101	1	
		General Chemistry I	CHM 111	4	
		Mathematics or Program-Specific Elective	MAT 133 or 126	3-4	
		<b>Semester Total</b>			<b>12-13 hr</b>
	<b>Spring</b>	First Year Seminar II	FYS 102	4	
		General Chemistry II	CHM 112	4	
		General Biology I	BIO 211	5	
		Mathematics or Program-Specific Elective	MAT 126 or ?	3-4	
		<b>Semester Total</b>			<b>16-17 hr</b>
<b>Ideal Sub-Total</b>				<b>30 hr</b>	
<b>Summer</b> <i>Work on 1,000 hours of patient care experience</i>					
<b>Two</b>	<b>Fall</b>	Organic Chemistry I	CHM 221	4	
		General Biology II	BIO 212	5	
		Intro. To Psychology	PSY 101	3	
		Program-Specific Electives		to total 3-4 hr	
		<b>DECLARE A MAJOR! Semester Total</b>			<b>15-16 hr</b>
	<b>Spring</b>	Organic Chemistry II	CHM 222	4	
		Microbiology	BIO 303	4	
		Developmental Psychology	PSY 245	3	
		Program-Specific Electives		to total 3-6 hr	
		<b>Semester Total</b>			<b>14-17 hr</b>
<b>Ideal Sub-Total</b>				<b>60 hr</b>	
<b>Summer</b> <i>FIRST GPA CHECK BY COPHS, Work on 1,000 hours of patient care experience</i>					
<b>Three</b>	<b>Fall</b>	Biochemistry	CHM 465 or BIO 465	4	
		Anatomy & Physiology I	BIO 202	4	
		Program-Specific Electives		to total 6-9 hr	
		<i>Prepare for and take the GRE; Prepare CASPA Application</i> <b>CASPA APPLICATION DEADLINE JAN. 1</b>			
		<b>Semester Total</b>			<b>14-17 hr</b>
	<b>Spring</b>	Anatomy & Physiology II	BIO 203	4	
		Program-Specific Electives		to total 9-12 hr	
		<b>Semester Total</b>			<b>13-16 hr</b>
	<b>Required Total Number of Mercer University CLA Hrs</b>				<b>90 hr</b>
	<b>Summer – Fall</b> <i>GRE score of 1000 or above; Work on 1,000 hours of documented patient care experience</i>				
<b>Four</b>	<b>Fall Semester: Apply for graduation with MU registrar by deadline to claim the B.S. in Health Sciences degree from the College of Liberal Arts in August of year 4</b>				
	<b>January – Begin PA program at the COPHS on Atlanta Campus</b>				

## A-2: Suggested Four-Year Plan for Degree-Seeking Pre-PA Students not on the GAPDP Pre-PA Track

Year	Semester	Course Title	Course ID	Credit Hr	
One	Fall	First Year Seminar I	FYS 101	4	
		First Year Student Experience	UNV 101	1	
		General Chemistry I	CHM 111	4	
		Mathematics or Program-Specific Elective	MAT 133 or ?	3-4	
	<b>Semester Total</b>			<b>12-13 hr</b>	
	Spring	First Year Seminar II	FYS 102	4	
		General Chemistry II	CHM 112	4	
		General Biology I	BIO 211	5	
		Mathematics or Program-Specific Elective	MAT 126 or ?	3-4	
	<b>Semester Total</b>			<b>16-17 hr</b>	
<b>Ideal Sub-Total</b>			<b>30 hr</b>		
<b>Summer</b> <i>Work on direct patient care experience</i>					
Two	Fall	Organic Chemistry I	CHM 221	4	
		General Biology II	BIO 212	5	
		Program-Specific Electives		to total 6-8 hr	
		<b>DECLARE A MAJOR!</b> <b>Semester Total</b>			<b>15-17 hr</b>
	Spring	Organic Chemistry II	CHM 222	4	
		Microbiology	BIO 303	4	
		Program-Specific Electives		to total 9 hr	
		<b>Semester Total</b>			<b>17 hr</b>
<b>Ideal Sub-Total</b>			<b>60 hr</b>		
<b>Summer</b> <i>Work on direct patient care experience</i>					
Three	Fall	Biochemistry	CHM 465 or BIO 465	4	
		Anatomy & Physiology I	BIO 202	4	
		Program-Specific Electives		to total 9 hr	
		<b>Semester Total</b>			<b>17 hr</b>
	Spring	Anatomy & Physiology II	BIO 203	4	
		Program-Specific Electives		to total 12 hr	
		<i>Begin preparing CASPA application; Prepare for and take the GRE</i>			
		<b>Semester Total</b>			<b>16 hr</b>
<b>Ideal Sub-Total</b>			<b>90 hr</b>		
<b>Summer</b> <i>Work on direct patient care experience</i> <b>Students applying to the COPHS: Submit CASPA application/ supplemental application by August 1</b>					
Four	Fall	Program-Specific Electives		to total 15-17 hr	
		<b>Semester Total</b>			<b>15-17 hr</b>
		Spring	Program-Specific Electives		to total 15-17 hr
	<b>Semester Total</b>			<b>15-17 hr</b>	
	<b>Minmum Total Number of Credit Hours to Earn a Bachelor's Degree*</b>			<b>120 hr</b>	

\* Students MUST CONSULT THEIR MAJOR ADVISOR AND THE UNIVERSITY BULLETIN for the exact number required for their major and degree..

**APPENDIX B: GAPDP Declaration Form**

**Request for Participation in the Guaranteed Admission Plus Degree Program  
for the Mercer University College of Pharmacy and Health Sciences**

**PHYSICIAN ASSISTANT**

First Name:

Last Name:

Mercer ID Number:

**Contact Information**

Permanent Home Address:

  
  

Permanent Phone Number:

Local Address:

  
  

Local Phone Number:

E-mail Address\*:

*\*Please note that your Mercer e-mail address will be used for all official announcements.*

Medically-Related Experiences:

Briefly describe why you are interested in a medical career:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX C: Internet Resource List

### Resources for Exploring Careers in Health Care

#### *Mercer's Pre-Professional Web site*

- <http://www2.mercer.edu/AAS/Pre-professional+Information/default.htm>  
Contains information for students interested in applying to medical schools, physician assistant programs, optometry schools, veterinary schools, physical therapy programs, physician assistant programs, nursing schools, and physician assistant programs

#### *Mercer's Career Services Web site*

- <http://www.mercer.edu/career/macon/>  
Information about TypeFocus, SuccessTrak, Career Day, and other services for students

#### *The U.S. Department of Labor's Web site on Health Care Careers*

- <http://www.bls.gov/oco/cg/cgs035.htm> (Bureau of Labor Statistics site, find information about the nature of the industry, working conditions, training and other required qualifications, employment statistics and job outlook, earnings, and links to other sources of additional information)
- <http://www.careervoyages.gov/healthcare-alliedhealth.cfm>

#### *For More Information About Careers in Healthcare*

- <http://www.explorehealthcareers.org/en/index.aspx>
- <http://www.sowega-ahec.org/2007HealthCareerGuide/> (information about specific jobs; includes career videos)

#### *Links for Medically-Related Professional Organizations*

- American Academy of Anesthesiologist Assistants: [www.anesthetist.org](http://www.anesthetist.org)
- American Academy of Nurse Practitioners: <http://www.aanp.org/default.asp>
- American Academy of Physician Assistants: <http://www.aapa.org/>
- American Association of Colleges of Osteopathic Medicine : <http://www.aacom.org/Pages/default.aspx>
- American Association of Colleges of Pharmacy: <http://www.aacp.org/>; <http://www.pharmcas.org/>
- American Association of Colleges of Podiatric Medicine: <http://www.aacpm.org/default.asp>
- American Pharmacy Education Association: <http://www.adea.org/>
- American Pharmacy Association: <http://www.ada.org/>
- American Medical Association: <http://www.ama-assn.org/>
- American Medical Student Association: <http://www.amsa.org/about/>
- American Nursing Association: <http://www.nursingworld.org/>
- American Occupational Therapy Association: <http://www.aota.org>
- American Optometric Association: <http://www.aoa.org/>
- American Osteopathic Association: <http://www.aacom.org/Pages/default.aspx>
- American Pharmacists Association: <http://www.aphanet.org//AM/Template.cfm?Section=Home>
- American Physical Therapy Association: <http://www.apta.org//AM/Template.cfm?Section=Home>
- American Public Health Association: <http://www.apha.org/>
- American Veterinary Medical Association: <http://www.avma.org/>
- Association of American Medical Colleges: <http://www.aamc.org/>
- Association of American Veterinary Medical Colleges: <http://www.aavmc.org/>
- Association of Schools and Colleges of Optometry: <http://www.opted.org>
- Association of Schools of Allied Health Professions: [www.asahp.org](http://www.asahp.org)
- Association of Schools of Public Health: [www.asph.org](http://www.asph.org)
- Georgia Public Health Association: <http://www.gapha.org/>
- National Accrediting Agency for Clinical Laboratory Sciences: <http://www.nacls.org/accreditation/cls-mt/links.asp> (Information about Medical Technology and links to accredited programs)

#### *Link for General Information About Graduate and Professional Programs*

- BrainTrack: <http://www.braintrack.com/>

#### *Selected Links for Professional and Graduate Schools in the Southeast*

- Mercer University College of Pharmacy and Health Sciences: <http://cophs.mercer.edu/>
- Mercer University Georgia Baptist College of Nursing: <http://www2.mercer.edu/Nursing/default.htm>
- Mercer University School of Medicine: <http://medicine.mercer.edu/>
- Medical College of Georgia: <http://www.mcg.edu/> (Schools of Medicine, Dentistry, Allied Health Sciences)
- South University School of Pharmacy: <http://www.southuniversity.edu/campus/Pharmacy/>
- University of Georgia: <http://www.uga.edu> (College of Pharmacy, College of Veterinary Medicine)

#### *Pre-Professional/ Professional Student Forums:*

- [www.studentdoctor.net](http://www.studentdoctor.net)

## APPENDIX D: Pre-Health Professions Resource Library

### Inventory – June 2009

- Chanatry, Julie. (2008) *The Association of American Medical Colleges' Medical School Admission Requirements (MSAR) 2009-2010*. Washington, D.C.: AAMC Press.
- Christensen, Mark G., ed. (2000) *Job Analysis of Chiropractic*. Greeley, CO: National Board of Chiropractic Examiners Publishing.
- Corder, Brice W. (1994) *Medical Professions Admissions Guide: Strategy for Success, 3e*. Champaign, IL: National Association of Advisors for the Health Professions Press. **3 Copies**
- Corder, Brice W. (1998) *Medical Professions Admissions Guide: Strategy for Success, 4e*. Champaign, IL: National Association of Advisors for the Health Professions Press.
- Crawford, Jane D. (1990) *The Premedical Planning Guide, 2e*. Bethesda, MD: Betz Publishing Co. **3 Copies.**
- Crawford, Jane D. (1994) *The Premedical Planning Guide, 3e*. Bethesda, MD: Betz Publishing Co.
- Damp, Dennis V. (2001) *Health Care Job Explosion: High Growth Health Care Careers and Job Locator, 3e* Moon Township, PA: Brookhaven Press, LLC.
- Donaldson, Robert M., Kathleen Lundgren, and Howard Spiro. (2003) *The Yale Guide to Careers in Medicine and the Health Professions: Pathways to Medicine in the 21<sup>st</sup> Century*. New Haven, CT: Yale University Press.
- Dowhan, Adrienne, Chris Dowhan, and Dan Kaufman. (2003) *Barron's Essays That Will Get You Into Medical School, 2e*. Hauppauge, NY: Barron's Educational Series.
- Fleenor, Jeremiah. (2006) *The Medical School Interview: Secrets and a System for Success*. Denver, CO: Shift4 Publishing.
- Gable, Fred B. (2004) *Opportunities in Pharmacy Careers*. New York, NY: McGraw Hill.
- Giorgianni, S.J., ed. (2002) *Full Preparation: The Pfizer Guide to Careers in Pharmacy*. New York, NY: The Pfizer Group.
- Green, Sharon W. and Ira K. Wolf. (2003) *Barron's How to Prepare for the GRE Test*. Hauppauge, NY: Barron's Educational Series.
- Jackson, Evelyn, and Harold J. Bardo. (1987) *Write for Success: Preparing a Successful Professional School Application*. Champaign, IL: National Association of Advisors for the Health Professions Press. **3 Copies.**
- Kaplan Staff. (2008) *Kaplan's DAT 2008-2009 ed*. New York, NY: Kaplan Books.
- Kaplan Staff. (2001) *Kaplan's GRE Exam, 5e*. New York, NY: Kaplan Books.
- Kaplan Staff. (2007) *Kaplan's MCAT Practice Tests, 6e*. New York, NY: Kaplan Books.
- Kaplan Staff. (2007) *Kaplan's PCAT, 2008-2009 ed*. New York, NY: Kaplan Books.
- Kozoll, Charles E. (1988) *Plan for Success: An Organizing Guide for Prehealth Professions Students*. Champaign, IL: National Association of Advisors for the Health Professions Press.
- Kaufman, Dan. (1998) *Essays That Will Get You Into Medical School, 2e*. Hauppauge, NY: Barron's Educational Series.
- Kelman, Eugenia and Kathleen C. Straker (2000) *Study Without Stress: Mastering Medical Sciences*. Thousand Oaks, CA: Sage Publications, Inc.
- Kesselman-Turkel, Judi and Farnklynn Peterson. (2004) *Test Taking Strategies*. Lincolnwood, IL: Contemporary Books.
- Lightfoot, Shaba, ed. (2009) *The Association of American Veterinary Medical Colleges' Veterinary Medical School Admission Requirements, 2010 Matriculation.*, West Lafayette, IN: Purdue University Press.
- Lurie, Karen, Magda Pecsenye, and Adam Robinson. *TPR: Cracking the GRE, 2009 ed*. New York, NY: Random House, Inc.
- Meyers, Judith N. (2000) *The Secrets of Taking Any Test, 2e*. Learning Express Publishing.
- Oram, Fern, ed. (2006) *Peterson's Graduate Schools in the U.S. Canada*: Thomson Peterson's Publishing.
- Peck, Anna. (2008) *The Student Doctor Network Pharmacy School Admissions Guide*. Coralville, IA: FEP International.
- Rodican, Andrew. (2004) *Getting Into the Physician Assistant School of Your Choice*. New York, NY: McGraw Hill.
- Rosenstein, Amy, et al. (1999) *Kaplan's GRE Exam Verbal Workbook*. New York, NY: Kaplan Publishing.
- Rothstein, Rochelle, ed. (1998) *Kaplan's MCAT Comprehensive Review, 1999 ed*. New York, NY: Kaplan Publishing.
- Seibel, Hugo R., et al. (2008). *Barron's MCAT*. Hauppauge, NY: Barron's Educational Series.
- Shain, Deborah D. (2002) *Study Skills and Test Taking Strategies for Medical Students: Find and Use Your Personal Learning Style*. New York, NY: Springer-Verlag.
- Smart, John, Stephen L. Nelson Jr., and Julie Doherty. (2005) *TPR: Planning a Life in Medicine*. New York, NY: TPR Publishing, Inc.
- Stoll, Malaika. (2000) *TPR: The Best Medical Schools, 2000 ed*. New York, NY: Random House.
- Wischnitzer, Saul and Edith Wischnitzer. (2005) *Top 100 Health Care Careers: Your Complete Guidebook to Training and Jobs in Allied Health, Nursing, Medicine, and More, 2e*. New York, NY: Jist Publishing.