Pre-medical students should complete the following coursework to be prepared for the Medical College Admission Test (MCAT). In addition, students should research schools carefully, as additional courses may be required for admission. Students are encouraged to meet with a Pre-Health Advisor to develop their application timeline for medical school.

**PRE-REQUISITES TO TAKE BEFORE THE MCAT:**

- General Biology I and II with lab – 8 semester hours (BIO 201/205 and 202/206)
- General Chemistry I and II with lab – 8 semester hours (CHM 203-206; CHM 285/286 can substitute for CHM 205/206)
- Organic Chemistry I and II with lab – 8 semester hours (CHM 321-324)
- General Physics I and II with lab – 8 semester hours (see below for information about the different options with physics)
- Biochemistry – 3 semester hours (CHM 371 for non-chemistry majors, CHM 381 for those with any major track through the chemistry dept.) – note: Organic Chem II is a prerequisite.
- Physiology – 3 semester hours of BIO 449, EXS 320, or equivalent; the course must have general biology as a prerequisite.
- Statistics or a course that develops statistics competency; applied statistics is very important for the MCAT. A statistics course is required by several medical schools including Creighton’s; many departments offer statistics and any could suffice.
- Psychology – 3 semester hours (PSY 201)
- Introductory Sociology or Anthropology – 3 semester hours (SOC 101, ANT 111, 112, or 113)
- English – 6 semester hours (including at least one course with significant composition/writing)

**ADDITIONAL COURSES THAT ARE RECOMMENDED FOR THE MCAT AND/OR MEDICAL SCHOOL:**

- Cellular Biology (BIO 362) – lots on MCAT. A few medical schools require but many recommend. Consider taking sophomore year. Prerequisite for taking BIO 449.
- Genetics (BIO 317) – required by a few med schools including UNMC; likely of increasing importance on MCAT. If possible, consider taking before senior year.
- Developmental biology, anatomy, evolution, immunology, molecular biology, microbiology, and neurobiology are some examples of additional subjects relevant to medicine; each student should choose appropriate courses in consultation with pre-health advisors and/or major advisors.
15 Core Competencies for Medical School Applicants – AAMC “Anatomy of an Applicant”

Besides courses, other activities will also help develop and demonstrate your competencies in: Service Orientation; Social Skills; Cultural Competence; Teamwork; Oral Communication; Ethical Responsibility to Self/Others; Reliability and Dependability; Resilience and Adaptability; Capacity for Improvement; Critical Thinking; Quantitative Reasoning; Scientific Inquiry; Written Communication; Science – Living Systems; Human Behavior. The co-curricular expectations to the right provide opportunities to gain and demonstrate these competencies.

MEDICAL SCHOOL APPLICATION PROCESS

NATIONAL ADMISSION TESTS: All applicants must take the Medical College Admission Test (MCAT), a national, standardized computer-based test. The MCAT is typically taken 13-15 months before intended matriculation to medical school. Seats fill quickly for each date and registration must be submitted early in order to test on the date you desire. To do well on these standardized tests, it is necessary to first complete appropriate pre-medical courses and complete intensive study for the test.

LETTERS OF RECOMMENDATION: From three or four of the applicant’s professors, of whom at least two taught the applicant in natural science or math courses and at least one in non-science courses emphasizing the human condition (social sciences or humanities), are usually a required part of the application process. Supervisors of relevant paid or volunteer work, research, etc. may also provide helpful evaluations.

INTERVIEWS: Most medical schools will interview promising applicants. The Career Center offers interview preparation assistance, including mock interviews. Creighton School of Medicine gives special consideration to applicants who have attended Creighton for at least two years; however, interviews are not guaranteed for Creighton students. Some special consideration is given by most schools to applicants from socioeconomic groups underrepresented in the profession.

Math: Pre-medical students will need pre-calculus algebra and trigonometry knowledge; if those courses were not completed in high school, MTH 139 Precalculus should be taken (Note: MTH 139 does NOT meet the Magis Core math requirement; that would then be met by taking MTH 231 or 245). Math, physics, and chemistry majors will need more than one semester of calculus and usually should not take MTH 231.

Summer: Science courses may be taken in the summer by pre-medical students, but only when there are good reasons for doing so (not just a vague desire to “catch up”) and not at community colleges. Speak with a pre-health advisor about timelines!

Sample First Semester Schedule: Course sequencing may vary depending upon a student’s readiness.

- General Biology I with lab (4 sem. hours)
- General Chemistry I with lab (4 sem. hours)
- Magis Core Class (3 or 4 sem. hours) – ENG or Critical Issues + COM
- Magis Core Class (3 sem. hours) – PHL or THL
- Maybe another Magis Core Class (3 sem. hours) – PSY or SOC, foreign language
- RSP Class (.5 semester hours each freshman semester)

CO-CURRICULAR EXPECTATIONS

VOLUNTEER AND SERVICE
Students must have service experiences in both healthcare and non-healthcare settings, and it is important to show sustained commitment over time. Check out the Schelgel Center for Service and Justice for opportunities - http://blogs.creighton.edu/ccsj/

LEADERSHIP
Students must demonstrate leadership and interpersonal skills. Consider initiating group projects, serving as an officer in a student organization, or working as a teaching assistant.

TEAMWORK
Students must demonstrate the ability to work collaboratively. Group projects within classes, team sports, working on a research team are just a few ways to demonstrate this ability.

SHADOWING
Student must gain knowledge of the profession by shadowing current professionals in their field. The variety of practice settings shadowed should include primary care, such as family practice and internal medicine physicians. Both acute and chronic care, in hospitals and other settings (such as community clinics and nursing/rehabilitation facilities) are helpful.

RESEARCH
Experiences that are data-driven, collaborative, and investigative, with results communicated publicly – are very helpful, and are essential for admission to some medical schools; see the Center for Undergraduate Research and Scholarship for opportunities at http://www.creighton.edu/curas/.

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