

# HEALTH PROFESSIONS COMMITTEE APPLICATION

APPLICATION YEAR 2015

## APPLICANT DATA

First Name: Jane Middle Name: Susan Last Name: Doe

Nickname: Janie Gender: Female Birthdate: 10/10/1992  
(MM / DD / YYYY)

JHU E-mail Address: jdoe2@jhu.edu SSN: ###-##-6789  
(last 4 digits only; international students: last 4 digits of JHU ID)

Alternate E-mail Address: janedoe1010@gmail.com

State of Legal Residence: NJ State to be Declared on your Application (if different from State of Legal Residence): \_\_\_\_\_

Current Address: 1234 Garland Drive, Apt. 3B  
*Street Address (Line 1)* *Street Address (Line 2)*

Baltimore MD 21218 USA  
*City* *State* *Zip Code* *Country*

Permanent Address: 1111 Prepro Ct.  
*Street Address (Line 1)* *Street Address (Line 2)*

Belle Mead NJ 08502 USA  
*City* *State* *Zip Code* *Country*

Local Phone: 908-555-1212 Home Phone: 908-555-1111 Cell Phone: 908--555-1212

To ensure that all students are well served, we evaluate the outcomes for applicants of all ethnic groups and all citizenship statuses.

Ethnicity: Asian/Pacific Islander

Citizenship: US Citizen

## FOR OFFICE USE ONLY

Date Paid

Amount Paid

Check #

Receipt #

## APPLICANT STATUS

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*Please indicate your Applicant Status:*

☒ **First-Time Applicant**

☐ **Repeat Applicant**

AMCAS ID: \_\_\_\_\_ AACOMAS ID: \_\_\_\_\_ AADSAS ID: \_\_\_\_\_

☐ **Delayed Applicant (from a prior application year)**

Most Recent Application Year: : \_\_\_\_\_

### **INTENDED HEALTH PROFESSION:**

*Please check the types of schools/programs to which you are applying (check all that apply)*

☒ **Allopathic Medicine (M.D.)**

☐ **Medicine/Doctorate (M.D./Ph.D.)**

☒ **Osteopathic Medicine (D.O.)**

☐ **Dental (D.D.S. or D.M.D.)**

☐ **Podiatric Medicine (D.P.M.)**

☐ **Other; specify: \_\_\_\_\_**

## ACADEMIC BACKGROUND

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*Remember that you must submit to Blackboard an UNOFFICIAL transcript for each undergraduate or graduate institution in which you enrolled and completed coursework.*

### UNDERGRADUATE EDUCATION

Please indicate information regarding your undergraduate education at Johns Hopkins below:

**School:** Arts & Sciences **Degree:** BA **Date Rec'd/Expected:** May 2014

### MAJOR AND CURRENT/ESTIMATED GPA

Please enter the two-letter major code(s) corresponding to your major(s).

**Major:** PU **Second Major (if applicable):**  **Minor:**

**Cumulative GPA:** 3.67 **Estimated BCPM GPA:** 3.55

### GRADUATE EDUCATION (IF APPLICABLE)

Regardless of where you attended or are currently attending an institution for your graduate degree or post-baccalaureate program, please complete the information below:

**Degree/Certificate:**  **Date Rec'd/Expected:**

Rather than entering a two-letter major code from the Table of Major Codes on the last page of this HPCA, please enter the official name of your graduate major in the field below.

**Major:**  **Cumulative GPA:**  **BCPM GPA:**

Are you currently attending or did you attend a graduate degree or post-baccalaureate program at Johns Hopkins University following your undergraduate education? No

If you attended or are currently attending a graduate degree or post-baccalaureate program at an institution other than Johns Hopkins please indicate the name of that *institution* below:

**Graduate/Post-Bac Institution (if not JHU):**

## TEST SCORE INFORMATION

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| Test    | Date Taken |      | Scores |    |    |    |    |    |
|---------|------------|------|--------|----|----|----|----|----|
| MCAT #1 | September  | 2013 | PS     | 12 | BS | 12 | VR | 10 |
| MCAT #2 |            |      | PS     |    | BS |    | VR |    |
| MCAT #3 |            |      | PS     |    | BS |    | VR |    |
| DAT     |            |      | A      |    | P  |    |    |    |
| GRE     |            |      | V      |    | Q  |    |    |    |

Are you scheduled to take an MCAT, DAT, or GRE in the coming months? No

If yes, which test?

If yes, in what month are you planning? \_\_\_\_\_

## CANDIDATE INTRODUCTION

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*Please provide a brief overview of the formative experiences in shaping who you are today as well as influences that impacted your decision to pursue a career in healthcare. Be sure to include (a) where you were born and raised, (b) your parents' or guardians' backgrounds and influences, (c) siblings, (d) experiences leading up to college that shaped your values, aspirations, and motivations concerning your future. **Repeat and Delayed Applicants do not complete this section.** This should be no more than 5000 characters.*

I was born and raised in New Jersey, the oldest of three daughters who are all close in age. My mom stayed home when we were young, but then went back to school to become a teacher; she currently teaches math in a New Jersey public high school. My father is an electrical engineer who attended Johns Hopkins University when he was in college. My sisters are my best friends, although it wasn't always that way as we were growing up. My parents didn't have a lot of money since we were a single-income family, so we had to share everything, from toys to clothes. But I feel our early years of sharing everything lead to a great foundation for us as we grew older, as we now share our highs and lows, our struggles and achievements.

I have always had a strong interest in the sciences, even as a young kid. My dad used to help me with my science fair experiments in elementary and middle school, and it was always fun to test a hypothesis and see how different mechanisms either exploded, fizzed, rotted, changed color, or grew. But I've also always loved performing arts, so I attended a magnet high school for arts and technology, where my "prime" focus was in dance. Every day, for 90 minutes, I took dance classes ranging from tap to modern dance. I balanced the rest of my day in traditional AP and GT classes and graduated third in my class. I strived to balance my love for dance and the sciences throughout high school; I was president of the biology club and organized after-school science experiments and projects for local elementary school kids, while also continuing to enjoy dance classes as well as local and regional performances. Ultimately, I chose to attend Johns Hopkins University because, although I loved the arts, I knew I wanted a career in the sciences, specifically in neuroscience. For me, Johns Hopkins presented the best of all worlds--a challenging and reputable college located on an attractive and easily accessible city campus.

I first developed an interest in medicine when my youngest sister was diagnosed with a heart problem in middle school. One sunny fall afternoon, she was playing soccer for a local rec team when she felt dizzy and almost fainted on the field. Her heart was racing, and she wasn't able to regain her stamina to continue in the game. After a battery of tests including a stress test, echocardiogram, EKG, and a Holter monitor, the cardiologist determined that my sister needed a defibrillator. It was a scary time for my entire family, but for many appointments, my entire family converged on the hospital together. In a short period of time, I started feeling comfortable interacting with the physicians and nursing staff, who were very patient and kind. Sometimes, when I was in the room during my sister's exams, the doctor allowed me to look at her EKGs and echocardiograms, and explained the images to me. The world of healthcare that I glimpsed was fascinating, and I became more and more intrigued to learn how the body works.

My parents have always encouraged me to pursue a variety of interests, without ever forcing me into something I did not want to do. And now is no exception. They fully support my efforts to apply to medical school, and it is their support that has kept me focused and more determined than ever to succeed as a future physician.

## ACADEMIC ACCOMPLISHMENTS

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*Please provide a general summary of your academic accomplishments and intellectual pursuits. This may include why you selected a particular major, your experience in a class or set of classes, how you diversified and pursued varied academic interests, and/or a statement to summarize your academic experience at Johns Hopkins. This should be no more than 5000 characters.*

I chose to attend Johns Hopkins specifically for the strength of the university's public health program. I have benefited from the program's close relationship with the Bloomberg School of Public Health as well as the ease with which I could explore classes in other liberal arts disciplines such as political science, international studies, and history. My experiences in Middle East Politics, Latin American Politics, and Global Public Health since World War II provided a foundation for my International Health concentration at Bloomberg during my senior year. My Bloomberg courses reflect a number of areas of academic interest that I have developed as an undergraduate. I explored international health through Introduction to International Health, Refugee Health Care, and International Political Science for Public Health Practitioners. However, I also grounded my studies in courses rooted in Baltimore. Baltimore Food Systems: A Case Study of Urban Food Environments was one of the most engaging courses I have taken at Hopkins, due primarily to its focus on current work by public health and policy leaders here in Baltimore. Through field trips and guest speakers, I felt a certain proximity to both the problems and the work that was being done to address them, and this experience renewed my interest in urban health issues in Baltimore. Accordingly, I am taking Introduction to Urban Health during my final quarter at Bloomberg.

My urban health classes supplied a background from which I could better understand the role of my own volunteer work in the community. In fact, my first academic experience in urban health was a course called Urban Health and Advocacy that was specifically designed for Health Leads volunteers. The course explored the urban context volunteers would have to navigate as they sought to help connect Baltimore families to resources to meet their socioeconomic needs. It also reinforced my appreciation for advocacy and policy change as important means of improving public health, an idea I would become more familiar with in my Baltimore Food Systems class. My choice to take additional urban health coursework at Bloomberg grew from my positive undergraduate experience in this area.

Throughout my undergraduate career, I have tried to complement my academic experiences with more tangible experiences outside of the classroom. My work with Health Leads, Habitat for Humanity, and Jail Tutorial Project have granted me opportunities to work throughout Baltimore with a range of populations including incarcerated women, young mothers, and the homeless. I strongly believe that one's education is incomplete without experience-based learning. I hope to attend a medical school that strives to seamlessly combine textbook medicine with community health work in order to achieve the most complete medical education possible.

**JHU EXPERIENCE TYPE: Research and Inquiry****AMCAS Experience Type:** Research/Lab**Experience Name:** Rick of Pesticide Exposure in Families with Children Under 6 in Azapa and Lluta, Chile**Dates (from):** May 2013 **(to)** July 2013 **(or) ☐ Until Present (if applicable)****Dates (from):**  **(to)**  **(or) ☐ Until Present (if applicable)****Organization Name:** SIT Study Abroad**Average Hours Per Week** 40**Contact Name & Title:** Rossana Testa**City/State:** Brattleboro**Experience Description: (700 characters)**

I conducted field research to understand the risk of pesticide exposure among children in agricultural communities in northern Chile. I developed and administered a survey to mothers during their children's checkups at three rural health posts. Most were Bolivian or Peruvian migrant farm workers. I assessed perceptions, behaviors, and practices related to their children's risk of exposure, as well as past exposures and symptoms. This experience taught me about cultural differences related to language and enabled me to experience rural health care while working among nurses, paramedics, and midwives. I also became interested in the unique challenges facing migrant populations.

**Most Meaningful Experience Remarks (1325 characters)**

After a semester abroad in Arica, Chile, I chose to do an Independent Study Project in the rural valleys outside of the city. I learned that effective communication requires much more than the ability to speak the official language. I was conversational in Spanish, but when I began pilot interviews to test my questionnaire, the complexities of working with a rural population emerged. I vividly remember referring to pesticides with the Spanish term "plaguicidas" and my chagrin when my interviewee asked if I meant "SIDA", the phonetically similar term for AIDS. When I defined the term as "poisons that are used to protect crops", her face lit up with understanding. This experience prompted me to adapt my questionnaire to the rural vernacular. By equipping myself to speak with their vocabulary, I was able to better understand their lifestyles. Clear language was especially important when asking difficult questions about pesticide exposure. I spoke to two women who had lost babies due to congenital malformations that had been attributed to their own exposure while applying pesticides in the field while pregnant. My research only revealed the tip of the iceberg, but my efforts to better understand the local community and language provided me with meaningful insight and data.

**JHU EXPERIENCE TYPE: Community and Public Service**AMCAS Experience Type: Teaching/TutoringExperience Name: Tutor, Campus Awareness CommitteeDates (from): September 2011 (to) (or) ☒ **Until Present (if applicable)**Dates (from): \_\_\_\_\_ (to) (or) ☐ **Until Present (if applicable)**Organization Name: JHU Jail TutorialAverage Hours Per Week 3-4Contact Name & Title: Gia Grier, Assoc. Director of Civic EngagementCity/State: Baltimore*Experience Description: (700 characters)*

Jail Tutorial works to reduce incarceration recidivism rates by addressing underlying factors that lead people toward crime. My fellow volunteers and I build relationships with inmates to support their rehabilitation through academic support and positive encouragement. I tutor inmates at the Baltimore City Women's Detention Center as they work toward their GEDs. In addition to reading, writing, and math, we work with inmates to develop resumes, build dialogue skills, and explore career paths. I also attend planning meetings and formerly served on the Campus Awareness Committee, where I co-produced a short film about Jail Tutorial and rehabilitative programs at the detention center.

*Most Meaningful Experience Remarks (1325 characters)*

Like most Hopkins students, I had never seen the inside of a jail prior to tutoring, and I held several incorrect preconceptions about the inmate population. While I hate to admit it now, I expected the inmates to be unmotivated and difficult to work with. I encountered exactly the opposite. Virtually all the women welcomed us into their classroom and seemed to genuinely appreciate our being there. They shared meaningful goals for their future; some wanted to be electricians, chefs, social workers, doctors, and lawyers. I greatly admire their motivation despite the difficult circumstances of their incarceration.

As a tutor, I have responded to tutee requests for additional material beyond their core GED work by providing them with articles and sample college coursework. Some past materials include a history of the Freemasons, political satire pieces, and an article on the social determinants of health. I also used a Time magazine article on the death penalty as background information in a workshop to teach the difference between dialogue and debate. I believe these extra efforts help inspire interest in new subjects and keep motivation high. They've also helped me find common interests with my tutees, which strengthens our relationship.



**JHU EXPERIENCE TYPE: Community and Public Service****AMCAS Experience Type:** Community Service/Volunteer - Not Medical/Clinical**Experience Name:** Executive Board and Intersession Trip Coordinator**Dates (from):** September 2010 **(to)** \_\_\_\_\_ **(or) ☒ Until Present (if applicable)****Dates (from):** \_\_\_\_\_ **(to)** \_\_\_\_\_ **(or) ☐ Until Present (if applicable)****Organization Name:** Habitat for Humanity, JHU Chapter**Average Hours Per Week** 5 - 10**Contact Name & Title:** Gia Grier, Assoc. Director of Civic Engagement**City/State:** Baltimore**Experience Description: (700 characters)**

I lead work trips to the Baltimore community of Sandtown, where I work on housing construction alongside other volunteers, supervisors, and future homeowners. I am on the executive board, which functions as a team in sharing club responsibilities and decision making. As Marketing and Publicity Co-Chair, I publicize fundraisers and events to attract interest in our work. I have also led members in using media including Flash Ad videos, Facebook, and mural boards. As the 2012 Intersession Coordinator I organized and led a work trip to Mandeville, LA where our group worked on homes with the local Habitat affiliate. I also participated in a similar trip to Raleigh, NC spring 2011.

**Most Meaningful Experience Remarks (1325 characters)**

Serving on the Johns Hopkins University Habitat for Humanity executive board has taught me the importance of teamwork and shared responsibilities. Coordinating work trips and fundraising are major undertakings that involve mobilizing volunteers, communicating with our Habitat affiliate in Sandtown, and communicating the value of our work to the campus and Sandtown communities. Our club runs weekly trips during the academic year and makes annual contributions of fifteen and twenty thousand dollars to our sponsored house.

I am proud to volunteer with Habitat because I feel the organization uses a sustainable model for change. Our club president likes to describe Habitat as an organization that "gives a hand up, not a handout". Habitat does not simply give away houses - the organization mobilizes volunteers and funds to provide affordable homes to carefully selected families. Since part of a homeowner's payment takes the form of "sweat equity", our campus volunteers often work alongside future homeowners, which makes our work's value more tangible. I also see our work as part of the larger goal of community revitalization. Even over the course of my three and a half years with JHU Habitat, I have seen a visible change in the environment on North Fulton Street, where we do most of our work in Sandtown.

**JHU EXPERIENCE TYPE: Research and Inquiry****AMCAS Experience Type:** Research/Lab**Experience Name:** Johns Hopkins Hospital Child Psychiatry Quiet Room Utilization Study**Dates (from):** September 2011 **(to)** December 2011 **(or) ☐ Until Present (if applicable)****Dates (from):**  **(to)**  **(or) ☐ Until Present (if applicable)****Organization Name:** Johns Hopkins Hospital**Average Hours Per Week**6**Contact Name & Title:** Marco Grados, MD, MPH, Interim Director, Division of Child and Adolescent Psychiatry**City/State:**Baltimore**Experience Description: (700 characters)**

During this JHU Semester Medical Tutorial, I collected data from patient records documenting the use of restraint and seclusion on children in the Child Psychiatry unit of Johns Hopkins Hospital. I organized the data so that it could be analyzed on the basis of patient characteristics such as diagnosis, age, or previous restraint and seclusion events. The project was part of an ongoing trend in which hospitals nationwide are reconsidering the use of restraint and seclusion on children and attempting to better define the criteria for their use. I also read and presented recent literature on child psychiatry topics during weekly meetings with fellow students and Dr. Grados.

**JHU EXPERIENCE TYPE: Research and Inquiry****AMCAS Experience Type:** Research/Lab**Experience Name:** Student Investigator, Department of Health, Behavior, and Society**Dates (from):** September 2010 **(to)** May 2012 **(or) ☐ Until Present (if applicable)****Dates (from):** \_\_\_\_\_ **(to)** \_\_\_\_\_ **(or) ☐ Until Present (if applicable)****Organization Name:** Johns Hopkins Bloomberg School of Public Health**Average Hours Per Week** 10**Contact Name & Title:** Lawrence Cheskin, MD, Director of the Johns Hopkins Weight Management Center**City/State:** Baltimore***Experience Description: (700 characters)***

While I worked on various projects for Dr. Cheskin, my focus was on one that studied the relationship between stress and dietary lapse among type 2 diabetics. I managed subject recruitment, data collection and entry, IRB requests, counseled participants on diet and exercise, and trained work-study students on the protocol. I presented the preliminary results at the 2012 Undergraduate Conference in Public Health at Johns Hopkins University. Through Dr. Cheskin's guidance, I developed an in-depth understanding of the clinical research process as well as principles of nutrition and behavior change.

**JHU EXPERIENCE TYPE: Community and Public Service****AMCAS Experience Type:** Community Service/Volunteer - Medical/Clinical**Experience Name:** Health Leads Family Resource Desk Volunteer**Dates (from):** June 2012 **(to)** December 2012 **(or) ☐ Until Present (if applicable)****Dates (from):**  **(to)**  **(or) ☐ Until Present (if applicable)****Organization Name:** Health Leads**Average Hours Per Week** 8 - 10**Contact Name & Title:** Kellie Burns, Program Manager**City/State:** Baltimore**Experience Description: (700 characters)**

Health Leads seeks to combat the social determinants of poor health by connecting families to resources for food, housing, childcare, employment and other needs. Together with other volunteers, I operated a "Family Resource Desk" at the Harriet Lane pediatric clinic in East Baltimore. During my shifts, I met with parents who had been referred to the desk by their doctor. After getting to know each client, I recorded expressed needs in a database and followed-up by phone or email over the course of weeks or months until all needs had been resolved. This experience enhanced my interpersonal communication skills and opened my eyes to health care disparities in Baltimore City.

**JHU EXPERIENCE TYPE: Community and Public Service****AMCAS Experience Type:** Teaching/Tutoring**Experience Name:** Tutor/Mentor**Dates (from):** September 2013 **(to)****(or)** ☒ **Until Present (if applicable)****Dates (from):**  **(to)****(or)** ☐ **Until Present (if applicable)****Organization Name:** JHU LEAD (a division of JHU's Tutorial Project)**Average Hours Per Week**3**Contact Name & Title:** Gia Grier, Assoc. Director of Civic Engagement**City/State:**Baltimore**Experience Description: (700 characters)**

With LEAD, I tutor local students as they develop creative research projects to explore a topic of interest to them. Last semester I worked with a 7th grade student as she learned about the environment by designing her own line of eco-friendly clothing. This semester I am working with a boy who is designing products and a business model for a tablet computer company. Their projects are largely self-driven; my primary role is to mentor them and help them become more independent learners who invest in their own growth as students. In this role, I have learned how to be a more effective teacher by guiding rather than lecturing my tutees.

**JHU EXPERIENCE TYPE: Medically-Related Experience**

AMCAS Experience Type: Other

**Experience Name:** JHU Pre-Prof Advising Master Clinician Program

**Dates (from):** January 2013 **(to)** January 2013 **(or)** ☐ **Until Present (if applicable)**

**Dates (from):** \_\_\_\_\_ **(to)** \_\_\_\_\_ **(or)** ☐ **Until Present (if applicable)**

|                           |                                         |                               |            |
|---------------------------|-----------------------------------------|-------------------------------|------------|
| <b>Organization Name:</b> | Union Memorial & Johns Hopkins Hospital | <b>Average Hours Per Week</b> | 40 hr/1 wk |
|---------------------------|-----------------------------------------|-------------------------------|------------|

|                                  |                                 |                    |           |
|----------------------------------|---------------------------------|--------------------|-----------|
| <b>Contact Name &amp; Title:</b> | Katie Cruik, Assistant Director | <b>City/State:</b> | Baltimore |
|----------------------------------|---------------------------------|--------------------|-----------|

**Experience Description: (700 characters)**

The Master Clinician program granted me an extensive look at the physician-patient relationship as I shadowed 7 doctors across several specialties and two hospitals. I most admired a physician who worked in end-of-life care. I accompanied him as he met with families to discuss the difficult decision of moving a loved one to hospice care. He balanced sensitivity and clarity when explaining the need for hospice, and he adapted to each family's needs to better comfort them. Overall, the intensive week-long experience was incredibly interesting as it allowed me to observe a myriad of patient-physician communication styles across numerous medical specialties.

**JHU EXPERIENCE TYPE: Medically-Related Experience****AMCAS Experience Type:** Other**Experience Name:** Clinical experiences in the Chilean Public Health System**Dates (from):** February 2013 **(to)** May 2013 **(or)** ☐ **Until Present (if applicable)****Dates (from):** \_\_\_\_\_ **(to)** \_\_\_\_\_ **(or)** ☐ **Until Present (if applicable)****Organization Name:** SIT Study Abroad**Average Hours Per Week** 2-4**Contact Name & Title:** Rossana Testa**City/State:** Brattleboro**Experience Description: (700 characters)**

My study abroad program emphasized experiential learning to understand the Chilean public health system and traditional medicine. I explored the public health network at all levels, from family health centers to the regional hospital. I also met healers of the indigenous Aymara and Mapuche communities, and learned about their practices and views toward Western medicine. On an excursion to Peru, I observed tuberculosis therapy and participated in nutritional workshops with expectant mothers. I witnessed effective teamwork among nurses, paramedics, nutritionists, and midwives, and gained an appreciation for rural health teams in improving access to care among remote populations.

**JHU EXPERIENCE TYPE: Additional Experience****AMCAS Experience Type:** Extracurricular/Hobbies/Avocations**Experience Name:** Baltimore Half Marathon (Training & Fundraising)**Dates (from):** August 2011 **(to)** October 2011 **(or)** ☐ **Until Present (if applicable)****Dates (from):**  **(to)**  **(or)** ☐ **Until Present (if applicable)****Organization Name:** 4K for Cancer**Average Hours Per Week** 0-5**Contact Name & Title:** David Conover, Executive Director**City/State:** Baltimore**Experience Description: (700 characters)**

I ran the 2011 Baltimore Half-Marathon as part of the 4K for Cancer charity team. 4K for Cancer is a division of the Ullman Cancer Fund, which supports cancer-affected young adults through peer mentoring, support groups, college scholarships, and patient navigation services. To run with the team, I fundraised \$300 to support the charity's work. Joining the 4K team was a great way for me to participate in an enjoyable and healthy activity while benefiting a good cause. My long training runs introduced me to parts of Baltimore that I was previously unfamiliar with and strengthened my connection to the community.



**JHU EXPERIENCE TYPE: Additional Experience****AMCAS Experience Type:** Extracurricular/Hobbies/Avocations**Experience Name:** JOSH Dance Team Member**Dates (from):** September 2010 **(to)** May 2012 **(or) ☐ Until Present (if applicable)****Dates (from):**  **(to)**  **(or) ☐ Until Present (if applicable)****Organization Name:** JHU JOSH**Average Hours Per Week**6**Contact Name & Title:** Eric Beatty, Director of Homewood Arts Programs**City/State:**Baltimore**Experience Description: (700 characters)**

JOSH is an all-girls Indian fusion dance team that performs on the Hopkins campus, in the Baltimore area, and at national competitions. As a member, I learned six dance pieces, performed at nearly 20 events, helped organize our annual JOSH dance showcase, choreographed my first dance piece, and participated in my first national dance competition. This experience strengthened time management skills, as I needed to balance the commitments of the team with academics, research, and other extracurricular activities. In addition, it reinforced concepts of successful teamwork, such as respecting the opinions of all members and helping those who may be struggling behind others.

## ADDITIONAL INFORMATION

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*Please use the space below to share information not already explained in your HPCA. For example, you may want to discuss challenges that you have faced, how you bring diversity to a medical class, why you are a compelling applicant, or bridge year plans (if they are definite/final). Completing this question will assist you in completing medical school secondary applications. Please limit your reply to **5000 characters**.*

I have developed my passion for tutoring over a span of nearly six years. In high school, I served on my church's religious education team in the kindergarten through second grade class. Currently, I tutor with both Jail Tutorial Project and JHU LEAD. I was recently accepted to City Year Boston, where I will spend my gap year as a tutor and mentor for children in the inner city school system. I hope to engage my students in their communities as a means of showing them their own capacities to produce positive change. After getting to know Baltimore, I am looking forward to learning about some of the underserved areas of Boston. I also hope to use my Spanish language skills to more effectively communicate with the large Spanish-speaking population in many of the communities in which City Year Boston works.

I see direct parallels between the roles of teachers and physicians. Education is a major component of disease prevention and health promotion. Also, the teacher-student and physician-patient relationships require a great deal of trust. I believe this trust grows from a genuine effort on the part of the teacher/physician to understand those that he or she works with. I hope that my tutoring experiences will contribute to my effectiveness as a primary care physician.

I also believe that primary care physicians should intimately understand the communities in which they work in order to be effective. Without this degree of understanding, a relationship of trust and respect between the physician and his or her patients is difficult to achieve. My work in urban communities here in Baltimore and in rural communities while abroad have reinforced this belief and helped me become more adaptable when working in new environments.

### **OSTEOPATHIC APPLICANTS ONLY: FAMILIARITY WITH PRINCIPLES OF OSTEOPATHIC MEDICINE**

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*It is strongly recommended that applicants to osteopathic medical school demonstrate familiarity with principles of osteopathic medicine. This space should be used to discuss how your background, experiences and values support your interest in osteopathic medicine. (Example: commenting on experience with Health Leads).*

I am interested in applying to both osteopathic and allopathic medical schools. After researching osteopathic medicine and having shadowed a D.O. in my hometown this past summer, I am drawn to the philosophy underlying the profession and emphasis on primary care. More specifically, I appreciate the emphasis on the inter-relatedness of the human body and how osteopathic medicine teaches us to search for the cause of the disease and treat the underlying problem, not just the resulting symptoms. Also, I am curious to learn more about osteopathic manipulative medicine (OMM), realizing that a physician can do simple procedures during an office visit that may offer their patients immediate relief or use OMM as an alternative to many invasive procedures, such as surgery. I plan to apply to a number of osteopathic medical schools.

## CERTIFICATION AND WAIVER

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### Application Certification

*I hereby certify that I personally completed the components of this application and that the information provided is complete and accurate. I understand that the submission of incomplete or inaccurate information or documents or the use of false or misleading language is not acceptable. I also grant the Health Professions Committee permission to quote portions of my written answers in writing my Committee Letter. The typing of my name below serves as my signature of agreement.*

**Type your name:** Jane Doe

**Date:** 2014-01-16

(MM / DD / YYYY)

### Waiver of Access to Committee Letter of Evaluation

☒ *I waive my right of access to confidential letters which may be obtained or sent by the Johns Hopkins University. This waiver includes right of access to the Committee Letter of Evaluation. The typing of my name with the date below serves as my signature of agreement.*

**Type your name:** Jane Doe

**Date:** 2014-01-16

(MM / DD / YYYY)

## INSTITUTIONAL ACTION

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### ACKNOWLEDGEMENT OF HAVING READ AND UNDERSTOOD THE BEHAVIORAL RESPONSIBILITIES

*All applicants to medical school from Johns Hopkins University – whether first-time, repeat, or delayed – must read and acknowledge the following guidelines*

A high standard of academic honesty, social conduct, and personal integrity is expected from all applicants to medical and health professions school. Specifically, the American Medical College Application Service (AMCAS) requires you to answer “yes” or “no” to the following “Institutional Action” question:

*“Were you ever the recipient of any institutional action by any college or medical school for unacceptable academic performance or conduct violation even though such action may not have interrupted your enrollment or required you to withdraw?”*

Further, it states:

*“You must answer ‘Yes’ even if the action does not appear on or has been deleted from your official transcripts due to institutional policy or personal petition.”*

AMCAS does not limit “institutional action” to only those performance or conduct violations on file in the Office of the Dean of Students. Medical schools expect applicants to answer this question truthfully and to be completely forthcoming. Johns Hopkins University advises students to disclose any disciplinary action taken against them, whether on record with the University or not. It is a matter of your personal conscience, however, whether or not you answer this question truthfully. In making this decision, you should realize that a single, isolated, relatively minor situation will rarely keep an applicant from being considered for admission. In fact, honest and mature handling of this issue makes a very strong statement about your character and integrity.

It is the explanation you provide that places the occurrence in context. When admissions committees come across these occurrences, they carefully read the explanation. This allows them to place the occurrence in the broad context of your overall achievements. **If you need to check “yes” to the AMCAS “Institutional Action” question, the Office of Pre-Professional Programs & Advising will assist you in preparing your explanation.**

Medical schools understand that students can learn from a past, isolated mistake, and emerge stronger as a result. What is important in the eyes of medical school deans is a student’s ability to demonstrate reflection, personal growth, and, foremost, personal integrity in dealing with the situation. Qualities such as trustworthiness and forthrightness are essential for individuals entrusted to care for patients and to serve society.

*By typing your name in the box below, you acknowledge that you have read and understand your responsibilities under the above guidelines. The typing of your name with the date below serves as a signature of agreement.*

Type your name: Jane Doe

Date: 2014-01-16  
(MM / DD / YYYY)

### ACKNOWLEDGMENT OF INTENT TO CHECK INSTITUTIONAL ACTION

In preparing an applicant’s Committee Letter, it is acknowledged whether or not the candidate checked “yes” to the Institutional Action question. If you anticipate checking “yes” to this question, it is therefore critical that you check the box below. If you are unsure whether you will indicate Institutional Action or have questions, you should see an advisor in Pre-Professional Programs and Advising. How you handle this situation underscores the integrity you bring to the entire application process.

☐ *By checking the box to the left, I acknowledge that I intend to check “yes” to the Institutional Action question. This requires that you follow up with the Director of Pre-Professional Programs and Advising.*

All students who answer “yes” to the Institutional Action question of the AMCAS application are asked to provide an explanation. For the purposes and intent of the HPCA, we encourage you to write a draft of your thoughts below that will allow us to assist you in preparing the explanation to be provided on the actual AMCAS application.

