

The only people who see this completed packet are you, Laurie, and your letter writers



Sign, Date, check boxes, that's it!

Center for Pre-Health Professions
Recommendation Form

Name of Applicant: your name

Name of Evaluator: — Leave blank when you send to Laurie

The Family Educational Right and Privacy Act (FERPA) requires that each applicant will have the right to view his or her letters of recommendation. Applicants may waive that right but are not required to do so.

- I grant representatives of Marquette University to send these letters to schools, programs or application services to which I have applied
- I waive my right of access to the information provided in this letter of recommendation. By waiving this right, I understand that I will not be able to read or have access to the information provided in this letter to the extent allowed by law.
- I do not waive my right of future access to this letter of recommendation.

[Signature]
Signature of Applicant

1/1/1
Date

— you still see we recommend checking YES

Please fill out the objective criteria below. Our pre-health office will use the data below to create one master objective assessment form that will serve as the cover for all subjective letters. It is important that your attached subjective letter match up with the objective criteria below (i.e. if you write a glowing letter but only check "good" for each area, that causes confusion as we compile the master objective assessment form.) Thank you for your time and please contact us if you have any questions or concerns. **Please make sure the subjective letter is on your company or university letterhead and includes your signature.**

Part 1 of recommendation form, objective assessment*:

	Outstanding	Excellent	Good	Average	Below Average	Cannot judge
Interpersonal Competencies						
Service Orientation: Desire to help others and sensitivity to others' needs and feelings						
Social Skills: Awareness of others' needs and feelings and ability to recognize and respond to behavioral cues						
Teamwork: Ability to work with others to achieve shared goals, works well as a team member						
Oral Communication: Ability to convey information to others as well as ability to listen effectively						

these might help you with the questionnaire (document 5)

	Outstanding	Excellent	Good	Average	Below Average	Cannot judge
Intrapersonal Competencies						
Ethical Responsibility to Self and Others: Tendency to adhere to ethical principles and follows rules and procedures, demonstrates ethical and moral reasoning						
Reliability and Dependability: Fulfillment of obligations in a timely and satisfactory manner						
Resilience and Adaptability: Demonstrates an ability respond or perform well in difficult or stressful situations						
Thinking and Reasoning Competencies						
Critical Thinking: Ability to use logic and reasoning to problem solve						
Written Communication: Ability to convey information to others						
Science Competencies (for some recommenders, not all)						
Application of the scientific process to solve problems and formulate questions and answers						
Other						
Understanding of and motivation for the chosen profession						
OVERALL RANKING OF THIS APPLICANT						

*Objective assessment was created with help from the AAMC Letter of Evaluation Guidelines, www.aamc.org

Part 2 of recommendation form, subjective assessment: Please make sure the subjective letter is on your company or university letterhead and includes your signature.

Please attach a typed letter of recommendation to this form. This is a critical part of the application review. Be sure to provide an accurate assessment of the applicant's suitability for their chosen program. Professional programs do not expect any one letter writer to provide information about every characteristic of an applicant. A note on ideas about what things you could include in this letter is attached. **The attached letter must be on letterhead and include your signature.** You may email the **signed** documents to laurie.goll@marquette.edu, or if you are unable to send signed documents electronically, please send via campus mail to Laurie Goll, College of Health Sciences, Schroeder Complex, 244, or via U.S. mail to:

Laurie Goll, Pre-Health Advisor
 Marquette University, College of Health Sciences
 Schroeder Complex, 244
 PO Box 1881
 Milwaukee, WI 53201-1881

To the recommender: Please turn in letters for medical or dental school applicants by July 15. Please email laurie.goll@mu.edu if you know you will not meet that deadline.

Health Sciences Letter of Recommendation Service

Letter of Recommendation Form for Students

Please complete this form, as well as the activities sheet and your personal statement.

1. Full Name:

2. Hometown (city and state):

3. Year in school (junior, senior, post-bacc):

4. Undergraduate Major

- Athletic Training
- Biomedical Sciences
- Clinical Laboratory Science
- Exercise Physiology
- Speech Pathology
- Biomedical Engineering
- Biomechanical Engineering
- Other (please specify)

5. 2nd Major or Minor(s), if applicable:

6. Cumulative GPA at this time:

7. Cumulative SCIENCE GPA at this time (please refer to the pre-health website for instructions on how to calculate this if you do not know how):

8. Date you are registered for the MCAT, DAT or GRE:

Med / Dent
Schools
don't see
this packet

or see the
document at the
end of this
packet

Health Sciences Letter of Recommendation Service

9. NAMES OF RECOMMENDERS AND HOW YOU KNOW THEM (e.g. professor, research, supervisor...) Please review the letter requirements for each school to which you are applying. School requirements can vary, but most schools require 2 science professors (that you have had in class), a non-academic letter (e.g. doctor, dentist, employer), and one additional letter (e.g. a non-science professor that you have had in class).

1.
2.
3.
4.
5.

10. Date you plan to submit your primary application (it needs to be early June for pre-med or pre-dent students, regardless of when you plan on taking the MCAT or DAT or when your recommendations come in):

11. Type(s) of programs you will apply to (MD, DO, DDS, MD/PhD, early decision, etc.):

12. Schools to which you will apply:

You can print this
from your Check My account

UNOFFICIAL UNDERGRADUATE TRANSCRIPT

Name: _____
Student ID: _____

Print Date: _____

Other Institutions Attended: _____ sota

Transfer Credits

Transfer Credit from: _____ sota
Applied Toward Undergraduate Health Sciences

Course Trans GPA:	0.000	Transfer Totals:	Earned 3.000	Points 0.000
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Test Credits

Test Credits Applied Toward Undergraduate Health Sciences

Course		Description	all	Attempted	Earned	Grade	Points
BIOL	1009	Biology for Non-Sci Majors		3.000	3.000	TC	0.000
NONE	9201	No Marquette Equiv or Award		0.000	0.000	NC	0.000
SPAN	9233	Placement into Spanish 2001		0.000	0.000	PL	0.000
Test Trans GPA:		0.000	Transfer Totals:	3.000	3.000		0.000

Beginning of Undergraduate Record

' Fall

Program: Undergraduate Health Sciences,
Primary Major: Biomedical Sciences

Course		Description	Attempted	Earned	Grade	Points
BIOL	1001H	Honors General Biology 1 Honors Credit	3.000	3.000	A	12.000
BISC	1001	Contemp Issues in Biomed Scien	1.000	1.000	S	0.000
CHEM	1001H	Honors General Chemistry 1 Honors Credit	4.000	4.000	A	16.000
Repeated:		Repeat: Include Credit and GPA				
ENGL	1301H	Honors English 1 Honors Credit	3.000	3.000	AB	10.500
HOPR	1953H	Honors First Year Seminar: Real Fine Art: Milw Visual Art Honors Credit	1.000	1.000	S	0.000
PHIL	1001H	Honors Phil of Human Nature Honors Credit	3.000	3.000	A	12.000

Term GPA:	3.885	Term Totals	<u>Attempted</u> 15.000	<u>Earned</u> 15.000	<u>GPA Units</u> 13.000	<u>Points</u> 50.500
Cum GPA:	3.885	Cum Totals	15.000	21.000	13.000	50.500

' Sprg

Program: Undergraduate Health Sciences
Primary Major: Biomedical Sciences

UNOFFICIAL UNDERGRADUATE TRANSCRIPT

Name:
Student ID:

<u>Course</u>		<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
BIOL	1002H	Honors General Biology 2 Honors Credit	3.000	3.000	A	12.000
CHEM	1002H	Honors General Chemistry 2 Honors Credit	4.000	4.000	A	16.000
ENGL	1002	Rhetoric & Composition 2	3.000	3.000	A	12.000
HIST	2001H	Honors The World and the West Honors Credit	3.000	3.000	AB	10.500
PHIL	2310H	Honors Theory of Ethics Honors Credit	3.000	3.000	A	12.000

Term GPA:	3.906	Term Totals	<u>Attempted</u> 16.000	<u>Earned</u> 16.000	<u>GPA Units</u> 16.000	<u>Points</u> 62.500
Cum GPA:	3.897	Cum Totals	31.000	37.000	29.000	113.000

* Sum

Program: Undergraduate Health Sciences
Primary Major: Biomedical Sciences
Minor: Interdisciplinary Ethics

<u>Course</u>		<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
PSYC	1001	General Psychology	3.000	3.000	A	12.000
Term GPA:	4.000	Term Totals	<u>Attempted</u> 3.000	<u>Earned</u> 3.000	<u>GPA Units</u> 3.000	<u>Points</u> 12.000
Cum GPA:	3.906	Cum Totals	34.000	40.000	32.000	125.000

Program: Undergraduate Health Sciences
Primary Major: Biomedical Sciences
Minor: Interdisciplinary Ethics

<u>Course</u>		<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
BISC	2135	Clinical Human Anatomy	4.000	4.000	A-	14.680
CHEM	2111	Organic Chemistry. 1	4.000	4.000	A	16.000
MATH	1410	Calculus for Biological Scienc	3.000	3.000	A	12.000
SOCI	1001	Principles of Sociology	3.000	3.000	A	12.000
THEO	1001H	Honors Intro to Theology Honors Credit	3.000	3.000	A	12.000

Term GPA:	3.922	Term Totals	<u>Attempted</u> 17.000	<u>Earned</u> 17.000	<u>GPA Units</u> 17.000	<u>Points</u> 66.680
Cum GPA:	3.912	Cum Totals	51.000	57.000	49.000	191.680

Program: Undergraduate Health Sciences
Primary Major: Biomedical Sciences
Minor: Interdisciplinary Ethics

<u>Course</u>		<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
BISC	3136	Gross Anatomy Biomed Sciences	2.000	2.000	A	8.000
BISC	3213	Biochemistry	4.000	4.000	A	16.000
CHEM	2112	Organic Chemistry 2	4.000	4.000	A	16.000
PSYC	2001	Psyc Measurements & Statistics	4.000	4.000	A	16.000
THEO	2400	Christian Discipleship	3.000	3.000	A	12.000

UNOFFICIAL UNDERGRADUATE TRANSCRIPT

Name:
Student ID:

Term GPA:	4.000	Term Totals	<u>Attempted</u> 17.000	<u>Earned</u> 17.000	<u>GPA Units</u> 17.000	<u>Points</u> 68.000
Cum GPA:	3.935	Cum Totals	68.000	74.000	66.000	259.680

2018 Sum

Program: Undergraduate Health Sciences
Primary Major: Biomedical Sciences
Minor: Neuroscience

<u>Course</u>		<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
BISC	9002H	Hon Student Study/Research	0.000	0.000		0.000

Term GPA:	0.000	Term Totals	<u>Attempted</u> 0.000	<u>Earned</u> 0.000	<u>GPA Units</u> 0.000	<u>Points</u> 0.000
Cum GPA:	3.935	Cum Totals	68.000	74.000	66.000	259.680

2018 Fall

Program: Undergraduate Health Sciences
Primary Major: Biomedical Sciences
Minor: Neuroscience

<u>Course</u>		<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
BISC	3115	Human Microbiology	3.000	3.000	A	12.000
BISC	3850	Systems Neuroscience	3.000	3.000	A	12.000
BISC	4145	Human Physiology	4.000	4.000	A	16.000
BISC	4214H	Honors Advanced Biochemistry Honors Credit	1.000	1.000	A	4.000
HOPR	2953H	Honors Second Year Seminar: The Visual Arts Honors Credit	2.000	2.000	S	0.000
PHYS	1001	General Physics 1	4.000	4.000	A	16.000

Term GPA:	4.000	Term Totals	<u>Attempted</u> 17.000	<u>Earned</u> 17.000	<u>GPA Units</u> 15.000	<u>Points</u> 60.000
Cum GPA:	3.947	Cum Totals	85.000	91.000	81.000	319.680

2019 Sprg

Program: Undergraduate Health Sciences
Primary Major: Biomedical Sciences
Minor: Neuroscience

<u>Course</u>		<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
BISC	3150	General Pathology	3.000	0.000		0.000
BISC	4146H	Honors Physiology In Depth	1.000	0.000		0.000
BISC	4340	Human & Applied Medcl Genetics	3.000	0.000		0.000
BISC	4995H	Honors Ind Stdy Biomed Science Research on the Neurobiology of Drug Addiction	3.000	0.000		0.000
PHYS	1002	General Physics 2	4.000	0.000		0.000

Term GPA:	0.000	Term Totals	<u>Attempted</u> 14.000	<u>Earned</u> 0.000	<u>GPA Units</u> 0.000	<u>Points</u> 0.000
Cum GPA:	3.947	Cum Totals	99.000	91.000	81.000	319.680

UNOFFICIAL UNDERGRADUATE TRANSCRIPT

Name:
Student ID:

Undergraduate Career Totals
Cum GPA: 3.947

Cum Totals	99.000	91.000	81.000	319.680
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End of UNOFFICIAL UNDERGRADUATE TRANSCRIPT

3. Award or Honors	Inducted National Member	December 20	Present	N/a	N/a	Alpha Sigma Nu- the National Jesuit Honor Society		completion of the program, I will have a fully written capstone thesis about the findings of my research. Those invited to apply for Alpha Sigma Nu were in the top 15% at Marquette University and acceptance into the honor society was based upon approval of the Dean of the College of Health Sciences, the recommendation of present members, and the approval of resident of Marquette University. Selection was based on superior record of scholarship, loyalty, and service at Marquette University.
4. Leadership not listed elsewhere	Roles served: Junior class representative (current), Co-Vice President (in Sophomore year) Freshmen Class Representative	September 20	Present	N/a	N/a	Biomedical Sciences Student Association (BMSA)		As Co-vice President, I work closely with the President to organize and develop events for students majoring in Biomedical Sciences, such as graduate school fairs, public health forums, and service projects, as well as fundraise for both the department and for external causes, such as Haiti relief. This was a rewarding experience as BMSA worked to foster a collaborative, rather than competitive for students in our major, especially in our annual retreat for undergrads called BISC Breakout.

7. Medical Community Service	Medical Volunteer	Second week of January 2020	50 hrs of service in Central America in 20 and again in 20	Yes	Marquette University Global Brigades		I Served as a medical volunteer in Nicaragua in January 2020 and in Panama in January 2020. In this experience, I had the opportunity to use my Spanish speaking skills with Patients as I took vitals and recorded patient history as well as shadow physicians with whom I discussed rural healthcare in Central America and observed the importance of Primary Care in action. This also involved service and fundraising in the Milwaukee area as we volunteered in the concessions stand at the Bradley Center, volunteered in Hunger Clean-up, and sold a variety of items to aid in our fundraising endeavors.
8. Research	Laboratory Assistant	March 2020 - Present	8-12 hrs/week	Yes	Marquette University Biomedical Sciences		I have volunteered in Dr. [redacted] since March 2020, where I have assisted in his studies on the role of stress on relapse into cocaine addiction. As part of the Disciplinary Honors Program, I have my own project focusing on characterizing the role of the cortico-accumbens pathway in corticosterone-potentiated reinstatement or cocaine seeking, a phenomena involving the combination of low dose cocaine and a stressor to induce relapse. This opportunity has allowed me strengthen my abilities as a scientist as I properly

9. Non-medical Community Service	Member and Volunteer	September 20	Present	N/a	yes	Brain Brigade	conduct experiments and critically evaluate journal articles. In this group, we work with other Marquette students and faculty members to educate junior and senior high school students in some basic biomedical and neuroscience concepts through interactive activities. These activities included sheep brain dissections, education of traumatic brain injury consequences, muscular reflexes, and others. We primarily focus on educating students from underrepresented backgrounds as these students may not ordinarily have presence encouraging them to study science. Through this group, I have made meaningful connections with incredible high school students and provided advice about college and being on the pre-health career track.
10. Paid Employment- Non-medical	General and Organic Chemistry Tutor	August 20	Present	2- 4hrs/week	yes	Marquette University Office of Educational Services	As a tutor, I assist students in their General and Organic Chemistry courses by reviewing the information and assisting in the development of effective learning and studying strategies to ensure maximum success in their courses. Additionally, I always tell students that I am more than just a tutor and that I would always be happy to

11. Paid Employment – Non-medical	Human Anatomy Teaching Assistant	September 20	Present	5hrs/week	yes	Marquette University Department of Biomedical Sciences		provide more insight about college and being on the pre-health track, as this is the mainly the group of students that I educate. In this role, I assist the professor in instructing students in clinical human anatomy as well as dental gross anatomy in a model and cadaver laboratory setting. Serving as a TA for dental gross anatomy has been particularly interesting and fulfilling as these students are further along in their careers than me, but I can still assist them by identifying structures, demonstrating dissection techniques, and providing anatomy study tips.
12. Paid Medical Employment	Department of Service Excellence Summer Volunteer	June 20	August 20	20hrs/week	yes	Gundersen Health System in La Crosse, WI		As an intern, I listened attentively to patients' concerns and compliments about the quality of their stay in both the Emergency and Physical Rehabilitation Departments. I then communicated the patients' comments to both my supervisors in the Service Excellence Department as well as the clinical managers in each department and we would meet to develop effective strategies to improve the quality of care. I found that the most unique and beneficial aspect of this program was the opportunity to be a part of the daily

13. Award or Honor/paid employment	Recipient of a Marquette University Summer Research Program Grant and Research Assistant	June 2018	August 20	40hrs/week	No	Marquette University Department of Biomedical Sciences	<p>proceedings in a clinical setting in which I interacted with various health professionals and had the opportunity to discuss the care of various patients in depth.</p> <p>In this program, I further pursued my research under the direction of Dr through a full-time research immersion experience where I daily conducted experiments as well as attended various presentations and seminars about research conducted by both faculty members and my peers. I also had the opportunity to give a PowerPoint presentation to faculty and my peers. This program culminated in a research symposium in which I presented a poster of which I was the primary author. I also mentored two high school students in the Health Careers and Opportunities Program by showing them our lab and explaining the foundation of our research.</p>
14. Award/Honor/ Leadership	Inducted National and Marquette University Chapter Member	April 20	Present	N/a	N/a	Alpha Epsilon Delta Pre-Health Honor Society	<p>This honor society at both the national and chapter level focuses on working with other pre-health students to aid each other in attaining our goals, such as through volunteering and networking. By attending presentations and volunteering at numerous events, this has broadened my</p>

Examples of what to write for Experience Type: Community Service non-medical, Community Service medical or health-related, Shadowing or observation, research or lab, paid employment (indicate medical or non-medical), award or honor, hobby, intercollegiate athletics, conference, leadership not listed elsewhere, publication, military service

								awareness of various field of healthcare and the importance that they all work together. Additionally, it has connected me to a much larger network of students and current healthcare professionals, which I appreciate as we work together to achieve our goals
Experience Type (see below)	Experience Name	Start Date	End Date	Total Hours	Repeated? (Did you do this more than once?)	Organization name	Contact's name and email	Brief Description of duties and what you gained from the experience
15. Leadership	Executive Board Member	August 20	Present	N/a	yes	Haggerty Art Museum Student Advisory Committee		The Haggerty Museum of Art Student Advisory Committee is an organization comprised of students from a variety of disciplines. The group meets monthly to plan programs and evaluate museum activities. The committee's input is vital to the Haggerty's mission of enriching the intellectual and creative lives of students and communities at large through engagement with the museum's collections, exhibitions, and programs. This program has shown me the importance of exploring other disciplines and provides an outlet for me to indulge in my love of art as I connect with other students and learn their perspectives on different artists and pieces.
16. Shadowing	Mentee	September 20	Present	8	N/a	Physician Mentor Program-shadowing at		This program is focused on pairing undergraduate students in the Milwaukee

					Aurora St. Luke's Medical Center		area with physicians for shadowing purposes as well as to gain advice on the pre-med journey and provide insight into the daily lives of physicians. By shadowing Dr. Pulmonology at St. I have had the ability to observe the everyday duties of a physician as well as to ask questions and learn more about clinical cases and patients.
17. Publication	Research Assistant and Presenter	August 201	N/a	N/a	Marquette University Summer Research Program Symposium		I was the primary author on a poster for this symposium. The poster was titled: Characterizing the role of the cortico-accumbens pathway in corticosterone-potentiated cocaine seeking. I can provide the full citation if necessary.
18. Shadowing	Shadow-observation only	June 22 nd , 20	N/a	8	no	Gundersen Health System	In this shadowing experience, I first rounded on some in-patients with a PA, and then I went into the operating room with a double coronary bypass from start to finish. This was an incredible opportunity to appreciate the anatomy and the skills required to be a cardiothoracic surgeon. This experience confirmed my interest in a surgical field because I appreciated the intensive work required to complete the procedure. I also appreciated observing the differences between a physician and PA.

19. Shadowing	Shadow- observation only	July 18, 20	N/a	8	Repeated once	Gundersen Health System		I shadowed Dr. Christine Brose, a hospitalist working in the physical rehabilitation unit. In this experience I was able to speak with many patients recovering from a stroke or other serious injuries. This opportunity showed me the unique qualities of long-term care.
20. Medical Volunteering	ICU Volunteer	September 20	May 20	2hrs/week	Yes	Aurora Sinai Medical Center		In this volunteer experience, I assisted with some of the day-to-day proceeding at the nursing station by answering the phones, relaying information between clinicians, and organizing paperwork. I also had the opportunity to visit with patients and make conversation. This experience allowed me to be immersed into urban medicine and the patients involved. The doctors and nurses were extremely kind and patient and I appreciated how well they worked with the patients to facilitate that best transition from the ICU to their home.

Experience Type (see below)	Experience Name	Start Date	End Date	Total Hours	Repeated? (Did you do this more than once?)	Organization name	Contact's name and email	Brief Description of duties and what you gained from the experience
1. Leadership not listed elsewhere	Member	August 20	Present	N/a	N/a	Marquette University Honors Program	Dr.	As a part of the Honors Program, some of my common core classes, such as rhetoric and composition, theology, and philosophy were taught in a discussion-based format allowing us to discuss material more in depth. This experience enabled me to grow closer with peers in different fields of study because although we have unique majors, we are all interested in a variety of fields of study that we explored through these classes.
2. Leadership not listed elsewhere	Member	April 20	Present	N/a	N/a	Marquette University Disciplinary Honors Program in Biomedical Sciences	Dr.	This program is designed for students with a special interest in research and community outreach in the field of science. I have worked in Dr. 's lab since March 20 /, and since then I have been working on a specific project within the field of stress and relapse into cocaine addiction. I also have engaged in community outreach opportunities, such as teaching scientific concepts to students of underrepresented communities through the organization Brain Brigade. Finally, I have taken additional classes that have an emphasis on scientific research and discussion. Upon

Example 2

Name: _____

Applicant Questionnaire/Reflection/Motivation

1. What positive traits or abilities do you hope the recommenders write about? For example, are their specific abilities you demonstrated in his/her class, or in other conversations/meetings you had outside of the classroom? For non-academic recommenders, what traits do you think he/she observed in interactions with you? Please use the space below to address each letter writer individually.

Letter
Writer

①

Dr. _____: I am hoping he will write about my personability with students and my ability to communicate and guide them in their study practices and habits in college. I hope he contests to my intellectual curiosity and openness to diversity displayed in our out-of-classroom conversations.

②

Dr. _____: I hope _____ / contests to my organizational skills displayed in our advising meetings. I also hope she contests to my confidence in participating during classroom lectures and lack of fear of making mistakes.

③

_____ I hope Dr. _____ will attest to my interest in promoting intellectual diversity and social justice especially surrounding Latino/x experiences. I also hope she will attest to my ability to express myself philosophically and conversationally in Spanish.

④

_____ (_____): I hope this person can attest to my ability to deal with difficult/stressful situations and effectively work in a team atmosphere. I hope they also can attest to my positive attitude, hard work, and people skills.

2. What are some of your reasons for pursuing this profession?

I grew up in a home where serving others was ingrained into everyday life. My mom and grandma are teachers, my dad's a pastor, and my grandpa engineers sewage treatment plants (both in the US and abroad). Growing up in a family culture based in helping both strangers and other family members in their personal journeys instilled in me a drive satisfied only by a person-focused profession. Having also considered police work and teaching, I decided to pursue the health care field due to my fascination with the human body. I also know that I have difficulty staying stagnant intellectually, I always want to be working on learning something new—it's very rewarding for me. I know that as a physician, it is required that I always keep learning something new. I've also learned from being a TA/tutor that I thrive on seeing the success in my students. I love seeing them excel academically after having sat down and discussed where they were and how they can improve academically. I hope to achieve the same feeling of fulfillment by seeing my patients heal and having been there to help provide them the tools to do so.

Example 1

Name: _____

Applicant Questionnaire/Reflection/Motivation

1. What positive traits or abilities do you hope the recommenders write about? For example, are there specific abilities you demonstrated in class, or in other conversations/meetings you had outside of the classroom? For non-academic recommenders, what traits do you think he/she observed in interactions with you? Please use the space below to address each letter writer individually.

Writer Name - my performance as a student, contributions to discussions, engagement in class, willingness to work hard and ask questions, etc.

Writer Name 1 - going from a student in anatomy to leadership role as a TA, my performance in both roles and desire to do a good job, taking my interests and use them to help others, engagement in service through Global Brigades, applying the Jesuit education forward, etc.

Writer Name - my performance and growth in Brazil and South Africa, contributions to discussions, willingness to learn, growing in my passion and desire to become a healthcare provider, interactions with my fellow classmates, applying the Jesuit education forward, etc.

Writer Name 2 - my performance as a tour guide and interaction with families, commitment to the role over the past 4 years, the decision to offer me the TGL position, leadership ability in the office

Writer Name - my interactions with patients while shadowing, my expressed interest in pursuing the medical profession and especially pediatrics/preventative care, my ability to listen and discuss topics intelligently, shared background from Marquette and that foundation for medical school

I - my expressed interest in pursuing the medical profession and the appeal of DO to me, how I would use the tools to be a holistic provider caring for the whole person, my authenticity and passion for the profession

2. What are some of your reasons for pursuing this profession?

Ever since I can remember, I was interested in going into medicine. A tale as old as time I'm sure, but I loved the experiments we did in grade school, and I was always fascinated by the capacity of organisms to live and survive so uniquely. As I've progressed through school, those childhood aspirations continued to grow and evolve until I was sure that becoming a doctor was where my passion was. Especially in my time at Marquette, I have grown exponentially in my passions and understanding of what it means to be a healthcare provider. Through multiple experiences in Global Health, I learned about the importance of access to care and that health care is not just treating sickness but also maintaining health. This realization led me down a path which emphasized the importance of preventative medicine. It has become a particular passion of mine now to work with vulnerable populations on maintaining health and addressing broader social determinants of health. I have come to understand that the broader environment in which you exist profoundly impacts your health and well-being. I want to be more than a provider who sees people in emergency or isolated situations. I want to build rapport with my patient population and establish myself as a support system for patients throughout their lives. Additionally, through my experiences as a provider, I hope to better understand the needs of my patients and carry that knowledge into the public health and health care policy field. I want to work toward a healthcare system that better serves those who need it and expand its access to all individuals, breaking down barriers to care that exist today. Through my work as a scribe, I have already begun to see how the abstract ideas of inequalities discussed in class manifest in the lives of those who enter the emergency department looking for care they cannot get otherwise. In pursuing this profession, I hope to see my passion to serve and work cooperatively with others grow even more and to make an impact in the healthcare world.

How to Calculate Your Grade Point Average

Grade points are awarded on a 0.0 -4.0 scale. Since each grade has a numerical value, it's no problem if you are combining different grading scales. A "W" grade will NOT be factored into your MU gpa. Please note that if you retake a course, most health professions programs will average both grades into your application.

A 4.0	C+ 2.33
A- 3.67	C 2.0
AB 3.5	C- 1.67
B+ 3.33	CD 1.5
B 3.0	D+ 1.33
B- 2.67	D 1.0
BC 2.5	F 0.0 (WF also 0.0)

To calculate your grade point average for the semester, multiply the number of credit hours (c.h.) earned in each course by the quality points earned for each course. Then add the total quality points for the semester and divide that number by the total number of credits earned for the semester. The result will be your grade point average for that term.

Example:

Biology 1001	3 c.h.	AB	$3.5 \times 3 \text{ c.h.} = 10.5$
Chemistry 1001	4 c.h.	B	$3.0 \times 4 \text{ c.h.} = 12$
English 1001	3 c.h.	A	$4.0 \times 3 \text{ c.h.} = 12$
Theology 1001	3 c.h.	BC	$3.0 \times 2.5 \text{ c.h.} = 7.5$
<u>Spanish 1001</u>	<u>4 c.h.</u>	<u>AB</u>	<u>$4.0 \times 3.5 \text{ c.h.} = 14$</u>
Total credits:	17 c.h.		56 quality points

Divide 56 by 17 to reach 3.294, which is your g.pa. for the semester

To calculate your cumulative gpa, just add the current semester's quality points to your total quality points earned, and divide that by your total credits earned (add your current semester's credits to credits already earned at Marquette for total credits). You can find this information on the bottom of an unofficial transcript, available on CheckMarq.