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Admissions requirements for medical school at the University of North Dakota

Competencies expected of graduating medical students

The University of North Dakota School of Medicine and Health Sciences (UNDSMHS) prepares medical students to become competent, caring, and compassionate physicians. Many of our graduates will remain in the state to provide care for all its citizens including populations in rural and Native American communities. Our graduates will master the following overarching competencies:

1. Demonstrate the ability to investigate and evaluate one's care of patients, to appraise and assimilate scientific evidence, and to improve patient care based on continual self-evaluation and lifelong learning.
2. Apply foundational science concepts to the practice of medicine.
3. Provide patient-centered care that is compassionate, appropriate, evidence-based, and effective for the treatment of health problems and the promotion of health.
4. Demonstrate interpersonal and communication skills that result in the effective exchange of information, empathy for, and collaboration with patients, their families, and other health professionals.
5. Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.
6. Demonstrate an awareness of, and responsiveness toward, the larger context and system of health care, including the ability to call effectively on other resources in the system to provide optimal health care.
7. Demonstrate skills in functioning both as a team member and as a team leader, and demonstrate the ability to engage in an inter-professional team in a manner that optimizes safe, effective patient-centered and population-focused care.
8. Demonstrate the qualities required to sustain lifelong personal and professional growth.

Expectations of entering medical students

Medical education is rigorous and intensive. It is essential that entering medical student possess academic stamina as demonstrated in healthy habits and attitudes, behavioral maturity, and cognitive ability. The curriculum requires the student to apply foundational knowledge to the study and understanding of normal and abnormal processes of the human body and of the behavioral and social influences on these processes. In this context, medical students learn the skills of diagnosis, treatment, prognosis and management of disease, health maintenance, risk assessment, disease screening, public health aspects of disease, and disease prevention. In addition, modern medicine dictates the need for excellent communication skills and the ability to work in complex interdisciplinary health care environments while caring for a diverse patient population and maintaining professional and moral-ethical codes.

Entering medical students will therefore demonstrate qualities aligned with competencies expected of medical students graduating from the UNDSMHS.

- An understanding of the natural science underpinnings of biomedical sciences including concepts of introductory-level biology, organic chemistry, inorganic chemistry, physics, biochemistry, cellular and molecular biology.
- An understanding of foundational concepts of psychology, sociology, and behavioral biology.
- Skill in scientific inquiry and reasoning, critical analysis, research methods, and statistics as applied to the natural, social, and/or behavioral sciences.
- Interpersonal and communication skills.
- Commitment to working with people of diverse cultures and socioeconomic status.
- Professionalism.
- Adherence to ethical principles.
- Awareness and responsiveness to complex societal systems.
- Ability to function effectively within a team setting.
- Motivation to pursue lifelong learning.

Minimum academic requirement for UND SMHS program to MD degree

Completion of a bachelor's degree at an accredited college or university.

The Medical College Admissions Test (MCAT)

The UNDSMHS requires completion of the MCAT. There is no minimum score, though performance on this standardized test is considered as part of the whole application package. The MCAT assesses preparedness in foundational knowledge, scientific reasoning, problem solving, reasoning about the design and execution of research, and data-based and statistical reasoning. Preparation for the MCAT will vary depending on the academic and personal circumstances of the applicant. Traditional MCAT preparatory courses include two semesters of general biology, two semesters of general chemistry, two semesters of organic chemistry, one semester of biochemistry, two semesters of physics, and psychology/sociology. Follow this link to learn more about [What's on the MCAT Exam](#).

Academic coursework

The UNDSMHS does not require completion of specific academic coursework for admissions. Entering medical students must have more than an introductory level of pre-requisite knowledge and skills to master the volume and complexity of the undergraduate medical curriculum. Suggested coursework in addition to MCAT preparatory courses listed above include an extra semester of biochemistry, one or two upper level biology courses emphasizing concepts applicable to human biology, and an upper level intensive-writing course.

Experience and Attributes Portfolio

The portfolio is intended for the applicant to illustrate evidence of attributes not easily captured in transcripts or standardized tests. Documentation may be derived from formal course work, extracurricular activities, or employment. Some experiences may have sufficient depth and breadth to address more than one part of the portfolio. In such instances, unique artifacts must specifically highlight each experience.

Written expression: The writing sample should illustrate the applicant's ability to communicate effectively. The example may be scientific or non-scientific. The former should demonstrate an aspect of quantitative reasoning, critical analysis of data, and/or synthesis of information on a scientific topic. The latter may be an example of reflective writing, creative writing, or writing to support a point of view. The writing example may be a product of a writing-intensive course.

Research or creative activity: Examples include the outcome of a formal research experience, course-dependent undergraduate research, thesis, capstone, senior recital, performance, debate, product creation or any other major production or installation. The artifact may be in the form of a recording, video, or any other format that documents the work.

Evidence of effectiveness working in groups: Examples include effective group work within an academic setting, volunteer work, or employment. This may be in the form of a short essay describing your experience or a product of group work with a description of your contribution.

Experience with diverse populations: Examples include a summary of a volunteer experience, study abroad, employment, or a formal course on diversity that includes direct interaction with individuals or groups from socio-economic, cultural, or geographic backgrounds different from your own.

Medical/clinical experience: This may include a summary of physician shadowing, clinical observation, community service, volunteer work, and/or employment. Examples include, but are not limited to, work in a clinic, hospital, as a first responder, clinical lab, public health, home health visits, assisted living, nursing home care, youth camps, or relevant military duty.

Approved by FAC on February 4, 2019

Approved by the Dean on March 5, 2019