HPA New & Continuing Applicant Self-Assessment Form
2025 entering class

This Intake Form is required of applicants to medical or dental school requesting a Princeton University committee letter of recommendation who have not received a committee letter in the past.

**Demographic Information**

Name | Name | Pronouns (optional) | pronouns
--- | --- | --- | ---
Major | major | Princeton student ID | Student ID
Class Year | Class year | Intended matriculation year | Matric year

To which professional program(s) will you apply? MD, MD/PhD, DO, dental, etc

**Self-assessment**

When considering the strength of your candidacy, the most significant variables include: 1) academic performance (GPA & test score, supported by rec letters); 2) involvement in health-related experiences; and 3) development and demonstration of the AAMC Core Competencies for Entering Medical Students. In light of these variables, it is important that you honestly and holistically assess your developing profile as a prospective applicant. Please respond to the following prompts and comment on these aspects of your candidacy below.

**Academic preparation & thinking and reasoning competencies**

**Other colleges/universities attended**

If you attended any colleges or universities—before, during, or after your time at Princeton—please list them here. Please upload a copy of your unofficial transcript(s) from other schools to Canvas.

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Dates Attended</th>
<th>Program (e.g., dual enrollment, study abroad, summer, postbac)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Date to Date</td>
<td>Program</td>
</tr>
<tr>
<td>School</td>
<td>Date to Date</td>
<td>Program</td>
</tr>
<tr>
<td>School</td>
<td>Date to Date</td>
<td>Program</td>
</tr>
</tbody>
</table>

**Year by year (college-level) grade point averages**

<table>
<thead>
<tr>
<th></th>
<th>BCPM (Science) GPA</th>
<th>BCPM credit hours</th>
<th>Cumulative GPA for this year</th>
<th>Total credit hours for this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-matriculation⁴</td>
<td>BCPM GPA</td>
<td>BCPM Hours</td>
<td>Overall GPA</td>
<td>Total Hours</td>
</tr>
<tr>
<td>First-Year</td>
<td>BCPM GPA</td>
<td>BCPM Hours</td>
<td>Overall GPA</td>
<td>Total Hours</td>
</tr>
</tbody>
</table>

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¹ This is the nine-digit number starting with 9 on your Princeton ID.
² e.g., allopathic medicine (MD), osteopathic medicine (DO), MD/PhD, DO/PhD, dental
³ Use the HPA GPA calculator or other calculator of your choice to compute your GPA.
⁴ Only include college courses taken prior to your first year at Princeton with grades on an official US/Canadian college transcript. The names of the schools should be listed above and transcripts sent to us through Canvas.
<table>
<thead>
<tr>
<th>Sophomore</th>
<th>BCPM GPA</th>
<th>BCPM Hours</th>
<th>Overall GPA</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior</td>
<td>BCPM GPA</td>
<td>BCPM Hours</td>
<td>Overall GPA</td>
<td>Total Hours</td>
</tr>
<tr>
<td>Senior</td>
<td>BCPM GPA</td>
<td>BCPM Hours</td>
<td>Overall GPA</td>
<td>Total Hours</td>
</tr>
<tr>
<td>Postbac Undergrad</td>
<td>BCPM GPA</td>
<td>BCPM Hours</td>
<td>Overall GPA</td>
<td>Total Hours</td>
</tr>
<tr>
<td>Cumulative Undergrad (all undergrad level courses)</td>
<td>BCPM GPA</td>
<td>BCPM Hours</td>
<td>Overall GPA</td>
<td>Total Hours</td>
</tr>
<tr>
<td>Cumulative Graduate</td>
<td>BCPM GPA</td>
<td>BCPM Hours</td>
<td>Overall GPA</td>
<td>Total Hours</td>
</tr>
</tbody>
</table>

If you plan to take additional science courses before you apply, list them here:
Click or tap here to enter text.

If you've taken your standardized entrance exam (e.g., MCAT, DAT), list the date and scores:
Click or tap here to enter text.

If you plan to take (or retake) your standardized entrance exam, list the date/month here:
Click or tap here to enter text.

Please respond to these statements regarding your academic preparation & thinking/reasoning competencies:

<table>
<thead>
<tr>
<th></th>
<th>strongly disagree</th>
<th>disagree</th>
<th>agree</th>
<th>strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My academic metrics (GPA, test score) align with schools I’m interested in (use Canvas Virtual Data binder materials to evaluate).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am confident that I can convince admissions committees of my readiness for the academic rigor of the professional school science curriculum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can obtain two letters of recommendation that support my readiness for the academic rigor of the biomedical science curriculum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can describe how my academic choices (major, classes, research) have helped me prepare for my future profession.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am confident in my written communication skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How do you feel about your academic preparation for professional school and how you will frame your academic trajectory and choices in your application? What concerns do you have, if any?
Click or tap here to enter text.

**Knowledge of and Experience in Healthcare Settings**

In 1-2 paragraphs, describe your purpose and motivation for pursuing your chosen career:

*Please submit a copy of this form through Canvas prior to scheduling your preapplication portfolio review.*
*Deadline to remain on Canvas: January 15, 2024.*
Describe 2-3 activities that have given you a realistic understanding of “what you’re getting yourself into” by pursuing your chosen career:

Click or tap here to enter text.

Please respond to these statements regarding your knowledge of and experience in healthcare settings:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have had enough concrete, personal experience in and around healthcare settings and patients to convince others that I have a realistic understanding of my future profession.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Through my experiences, I can demonstrate my readiness and ability to care for others from diverse backgrounds who have medical needs.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I can confidently articulate my motivation for my chosen profession.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

How do you feel about your “why medicine” answer and the evidence you have to back it up? What concerns do you have, if any?

Click or tap here to enter text.

Pre-Professional Competencies

Please respond to these statements regarding your pre-professional competencies:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through my academic, cocurricular, and work experiences, I have demonstrated my service orientation and commitment to civic engagement.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Through my academic, cocurricular, and work experiences, I have demonstrated my respect for and ability to work with individuals from backgrounds different from my own.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Through my academic, cocurricular, and work experiences, I have demonstrated my ability to work collaboratively with others toward shared goals.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I am confident in my oral communication skills.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

How do you feel about your preprofessional development and how you can frame it in your narrative? What concerns do you have, if any?

Click or tap here to enter text.
Overall Assessment

Please respond to these statements and comment on your overall candidacy:

<table>
<thead>
<tr>
<th>Statement</th>
<th>strongly agree</th>
<th>disagree</th>
<th>agree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am confident that my candidacy is strong enough that I can reach my goals this application cycle.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am confident that I have the <strong>time necessary</strong> to prepare a strong application this spring and summer, including writing a personal statement and secondary essays.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can identify 3-6 potential writers for <strong>letters of recommendation</strong> who will capture my unique personal and professional strengths as a future health professional.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am open to taking another year to improve my candidacy prior to applying.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What areas of your candidacy are you most confident about?
Click or tap here to enter text.

What areas of your candidacy do you hope to improve before you apply and during your application year? How will you address these areas before/as you apply?
Click or tap here to enter text.

Additional Information

If you have already graduated, briefly describe your activities since graduation:
Click or tap here to enter text.

What additional questions or concerns do you have about the application process at this point?
Click or tap here to enter text.

Tell us something interesting or unique about you that we don’t already know:
Click or tap here to enter text.

*Please submit a copy of this form through Canvas prior to scheduling your preapplication portfolio review.*

*Deadline to remain on Canvas: January 15, 2024.*
HPA Preapplication Profile for first-time applicants

2025 entering class

This profile provides helpful information as we prepare your committee letter, and it will facilitate your application process. The more complete and accurate the information you provide, the better informed we will be in preparing your letter, and the more prepared you will be when you apply. Please take your time to complete this profile comprehensively and thoughtfully.

Biographic and Demographic Information

<table>
<thead>
<tr>
<th>Full Name:</th>
<th>Full Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferred/Nickname:</td>
<td>Preferred/Nickname</td>
</tr>
<tr>
<td>Citizenship:</td>
<td>Class Year</td>
</tr>
<tr>
<td>Phone:</td>
<td>Phone</td>
</tr>
<tr>
<td>State residency:</td>
<td>Citizenship</td>
</tr>
<tr>
<td>Concentration/Major:</td>
<td>Concentration/Major</td>
</tr>
<tr>
<td>Certificate(s)/Minor(s):</td>
<td>Certificate(s)/Minor(s)</td>
</tr>
<tr>
<td>Program(s) of interest:</td>
<td>Program(s) of Interest</td>
</tr>
</tbody>
</table>

Family background & Impactful experiences

- In addition to your parents/guardians, if there are health professionals in your immediate or extended family, please list their professions and their relationship to you.

Click or tap here to enter text.

- Professional schools are interested in your “distance traveled” from childhood to medicine. Briefly describe any challenges, obstacles, or other impactful experiences that you encountered growing up that may have created barriers to your success relative to peers (e.g., working due to family financial difficulties and thus having less time to devote to other activities; attending low-performing schools; food or housing scarcity; having to take on responsibilities that would not normally be expected for someone your age). If you prefer, share this information in your autobiography rather than on this form.

Click or tap here to enter text.

- If you have participated in enrichment programs for students from under-resourced and/or under-represented backgrounds like QuestBridge, Jack Kent Cooke, LEDA, NERA, SHPEP, FSI, SIFP, or others, please list them here.

Click or tap here to enter text.

Academic Preparation

Prerequisites

Please enter the courses that you took to fulfill your prerequisites.

1 MD, DO, MD/PhD, DO/PhD, Dental, DMD/PhD, other
Enter the traditional courses (e.g., MOL 214 + EEB 211, not more advanced biology). If you used AP credit, list the course(s) that you took to supplement the AP credit and make a note below. If you repeated a course, include the most recent attempt and make a note below. Course grades in prerequisites must be a C or higher (C- grades do not satisfy requirements at many schools). Courses with grades of P taken during the pandemic may be included.

### General (inorganic) Chemistry

<table>
<thead>
<tr>
<th>Dept Abbreviation &amp; Number</th>
<th>College/University</th>
<th>Semester and Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept &amp; Number, eg CHM 201</td>
<td>where the course was taken</td>
<td>Sem and Year</td>
<td>Grade</td>
</tr>
<tr>
<td>Dept &amp; Number, eg CHM 202</td>
<td>where the course was taken</td>
<td>Sem and Year</td>
<td>Grade</td>
</tr>
</tbody>
</table>

### Organic Chemistry

<table>
<thead>
<tr>
<th>Dept &amp; Number, eg CHM 301</th>
<th>where the course was taken</th>
<th>Sem and Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept &amp; Number, eg CHM 302</td>
<td>where the course was taken</td>
<td>Sem and Year</td>
<td>Grade</td>
</tr>
</tbody>
</table>

### Biochemistry

<table>
<thead>
<tr>
<th>Dept &amp; Number, eg MOL 345</th>
<th>where the course was taken</th>
<th>Sem and Year</th>
<th>Grade</th>
</tr>
</thead>
</table>

### Biology

<table>
<thead>
<tr>
<th>Dept &amp; Number, eg EEB 211</th>
<th>where the course was taken</th>
<th>Sem and Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept &amp; Number, eg MOL 214</td>
<td>where the course was taken</td>
<td>Sem and Year</td>
<td>Grade</td>
</tr>
</tbody>
</table>

### Physics

<table>
<thead>
<tr>
<th>Dept &amp; Number, eg PHY 103</th>
<th>where the course was taken</th>
<th>Sem and Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept &amp; Number, eg PHY 102</td>
<td>where the course was taken</td>
<td>Sem and Year</td>
<td>Grade</td>
</tr>
</tbody>
</table>

### Math/Statistics

<table>
<thead>
<tr>
<th>Dept &amp; Number, eg MAT 103</th>
<th>where the course was taken</th>
<th>Sem and Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept &amp; Number, eg SML 201</td>
<td>where the course was taken</td>
<td>Sem and Year</td>
<td>Grade</td>
</tr>
</tbody>
</table>

### English/Literature

<table>
<thead>
<tr>
<th>Dept &amp; Number, eg WRI 111</th>
<th>where the course was taken</th>
<th>Sem and Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept &amp; Number, eg ENG 380</td>
<td>where the course was taken</td>
<td>Sem and Year</td>
<td>Grade</td>
</tr>
</tbody>
</table>

If you have advanced placement for any of these prerequisites, please list that here:

Click or tap here to enter text.

If you repeated any of these courses, please include information about prior attempts (where taken, term, grades) here:

Click or tap here to enter text.

### Grade Point Averages

Please share your BCPM (biology, chemistry, physics, and math) and cumulative GPAs (updated from your self-assessment form to include fall classes).

<table>
<thead>
<tr>
<th>BCPM GPA</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>GPA</td>
</tr>
<tr>
<td># Credits</td>
<td># Credits</td>
</tr>
</tbody>
</table>
College courses taken during high school\textsuperscript{2} & GPA & Credits & GPA & Credits
Courses taken during college & GPA & Credits & GPA & Credits
Undergrad-level postbac courses & GPA & Credits & GPA & Credits
All undergrad-level courses (HS, college, postbac) & GPA & Credits & GPA & Credits
Graduate Courses taken after college graduation & GPA & Credits & GPA & Credits

**Context regarding academic performance**

Briefly describe any circumstances (such as weak high school preparation, illness, personal situations) that negatively affected your academic performance (elaborate in your autobiography, if desired). We will not include this information in your committee letter without prior discussion with you, but this information will help us understand and contextualize your metrics.

Click or tap here to enter text.

**Standardized Test Score(s)**

Briefly describe your standardized test preparation (time spent, materials used):

Click or tap here to enter text.

Report all of your MCAT/DAT dates, scores, and subscores (or add screenshots of your standardized test report(s) here)

Click or tap here to enter text.

If you plan to take (or retake) the test in the future, please indicate your intended test date:

Click or tap here to enter text.

**Context regarding MCAT performance**

Briefly describe any circumstances that negatively affected your subscore(s), total score, or overall standardized test performance (elaborate in your autobiography, if desired). We will not include this information in your committee letter without prior discussion with you, but this information will help us understand and contextualize your metrics.

Click or tap here to enter text.

**Letters of Recommendation**

You can request as many letters as you wish. You will select 3-6 letters to be included in your committee letter packet. We cannot tell you which letters to use, but we can advise you on how to seek writers who will provide a well-rounded composite of your candidacy through your letters. This list may still be tentative.

**Princeton science classroom recommendation (required)**

*Should speak to your readiness for the biomedical science curriculum, science and thinking/reasoning competencies, and contributions to a classroom learning environment*

\textsuperscript{2} Include only courses reported on an official college transcript
Name(s): Click or tap here to enter text.
Class(es) taken with this writer: Click or tap here to enter text.
When and in what capacity did you work with this writer:
   Click or tap here to enter text.
What do you hope this writer can highlight about you:
   Click or tap here to enter text.

**Second science recommendation (required)**

Should speak to your readiness for the biomedical science curriculum and science and thinking/reasoning competencies. Could be a classroom instructor, research supervisor, or another individual who can speak about you in a professional capacity.

Name(s): Click or tap here to enter text.
Title: Click or tap here to enter text.
When and in what capacity did you work with this writer:
   Click or tap here to enter text.
What do you hope this writer can highlight about you:
   Click or tap here to enter text.

**Required third recommendation**

Should speak to your pre-professional competencies, maturity, professionalism, personal qualities, and potential for success in professional school and your chosen profession. Complements the other letters and is not redundant to them.

Name(s): Click or tap here to enter text.
Title: Click or tap here to enter text.
When and in what capacity did you work with this writer:
   Click or tap here to enter text.
What do you hope this writer can highlight about you:
   Click or tap here to enter text.

**Ideas for additional optional letters of recommendation**

You can send 3-6 total letters; quality is more important than quantity; a well-rounded picture of you is better than just one dimension. Add more lines if necessary.

Name(s): Click or tap here to enter text.
Title: Click or tap here to enter text.
When and in what capacity did you work with this writer: Click or tap here to enter text.
What do you hope this writer can highlight about you: Click or tap here to enter text.

Name(s): Click or tap here to enter text.
Title: Click or tap here to enter text.
When and in what capacity did you work with this writer: Click or tap here to enter text.
What do you hope this writer can highlight about you: Click or tap here to enter text.

3 You can list multiple names if you have multiple writers collaborating on one letter (a preceptor and prof, for example)
Evidence of competencies via letters of recommendation

Indicate which writer(s) will speak to each of the core competency areas:

<table>
<thead>
<tr>
<th>Competency areas</th>
<th>Writer(s) who will address these competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Competencies: Human Behavior; Living Systems</td>
<td>Click or tap here to enter text.</td>
</tr>
<tr>
<td>Thinking/Reasoning Competencies: Critical Thinking; Quantitative Reasoning; Scientific Inquiry; Written Communication</td>
<td>Click or tap here to enter text.</td>
</tr>
<tr>
<td>Pre-Professional Competencies: Ethical Responsibility to Self and Others; Service Orientation; Cultural Competence</td>
<td>Click or tap here to enter text.</td>
</tr>
<tr>
<td>Pre-Professional Competencies: Social Skills; Teamwork; Oral Communication; Reliability &amp; Dependability</td>
<td>Click or tap here to enter text.</td>
</tr>
<tr>
<td>Pre-Professional Competencies: Capacity for Improvement; Resilience &amp; Adaptability</td>
<td>Click or tap here to enter text.</td>
</tr>
</tbody>
</table>

Institutional Action / Criminal Record Disclosure

HPA is committed to helping applicants present themselves in the best possible light. This presentation must be made with honesty and integrity, in keeping with the ethical standards set forth in the University publication, Rights, Rules, Responsibilities. Students who were placed on academic or disciplinary probation or suspension must report such instances and discuss them with HPA. The application services for health professions schools require the same disclosure. If you are not certain whether or not you have been the subject of an institutional action, contact your Dean or Director of Studies or the Office of Undergraduate Students for confirmation of your record.

- Were you ever the recipient of any institutional action (e.g., probation, suspension, dismissal) by any college for unacceptable academic performance or conduct violation, even though such action may not have interrupted your enrollment or required you to withdraw?

  ☐ Yes    ☐ No
Have you ever been convicted of, or pleaded guilty or no contest to, a Felony or misdemeanor crime?

☐ Yes  ☐ No

If you answered “yes” to either of the above, please include a short description of the action(s) and corresponding circumstances, and what you learned from the situation. Health professions schools understand that many individuals learn from the past and emerge stronger as a result. Full disclosure will enable them to evaluate this information within the context of your credentials.

Click or tap here to enter text.

Verification of Committee Letter Eligibility

Please acknowledge that you meet the HPA eligibility criteria for a committee letter by verifying that each of the following statements is true:

- I have successfully completed at least half of the prerequisite science courses (e.g., biology, general and organic chemistry, biochemistry, and physics) at Princeton (with a grade of C or better).
- My graduation year is within five years of my expected professional school matriculation (e.g., class of 2020 for 2025 matriculation).
- I will receive at least two letters that speak to my readiness for the professional school science curriculum, at least one from someone who has taught me in a science class at Princeton.
- I have not been accepted to a health professions school via the regular application process in the past.
- I will participate in the HPA preapplication portfolio review and adhere to HPA deadlines for preapplication materials, interview scheduling, and application submission.
- I will provide HPA with a copy of my verified primary application(s).

Release of Information

I understand that the committee letter from the Office of Health Professions Advising is based upon the education records of Princeton University undergraduates, including those records in the Offices of the Registrar, the Dean of the College, and the Dean of Undergraduate Students. Such records may include: 1) information regarding my academic performance at Princeton University, 2) all academic sanctions arising from deficient scholarship, and 3) disciplinary action as recorded in the Office of the Dean of Undergraduate Students. I acknowledge that Health Professions Advising will access my educational records relevant to preparing my committee letter and will share relevant information with schools to which I apply.

Signature:  

Date:  

Request for a Committee Letter / Waiver Statement

I consent to the letters reported on my File Completion Form being made available to health professional schools to which I apply. I further request that the Office of Health Professions Advising (HPA) prepare a committee letter for me and consent to HPA’s disclosure of it to the same persons and institutions as my letters of recommendation. I also consent to the use of my recommendations and committee letter in support of my candidacy for relevant prizes, awards, fellowships, or grants for which I may apply. I understand that they will be used only for the purposes stated above and that these materials will not otherwise be used without my written consent. This statement is provided in connection with the Family Educational Rights and Privacy Act of 1974.

Do you waive your rights of access to your letters of recommendation (mark your choice with an X)?
<table>
<thead>
<tr>
<th>X-YES</th>
<th>YES: I waive my right of access to these letters. They may be considered confidential and will not be made available to me without prior consent of the authors. I understand that this waiver is not required as a pre-condition of the preparation of the composite letter.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X-NO</td>
<td>NO: I have read the waiver statement above and do not wish to waive my right of access. I have discussed this decision with an HPA adviser.</td>
</tr>
</tbody>
</table>

**Signature:**  
Click or tap here to enter text.  

**Date:**  
Click or tap here to enter text.
HPA Autobiography Guidelines & Prompt
2025 matriculation

DEADLINE
- One week prior to your scheduled preapplication portfolio review

PURPOSE
- To help you connect the dots that led you to your career of choice and craft your professional narrative as an applicant.
- To help HPA understand your story and narrative as it pertains to your career of choice and advise you on how to convey that story through your application.
- To identify themes and ideas that you may wish to share in your personal statement and secondary essays.

ADDITIONAL AUTOBIO GUIDANCE
- This is as much for you to think through how all of the pieces fit together as it is for us. It can be a nice chance to connect with family and early mentors about your younger years.
- There is no expectation that this is as polished as an academic paper—structure and format it in the way that’s most helpful to you.
- If you include sensitive/confidential information, let us know whether or not you want us to share it in the committee letter.
  - Please note that we are required to report sexual misconduct incidents to the Title IX office to ensure that you can connect with available resources and access support as needed.
- Include images, photos, or other non-traditional pieces within your autobio if you’d like!
- Length: Five to seven pages is the average. Please limit your response to ten pages (not including images, etc.).

PROMPT

Write a narrative of your life, focusing on your preprofessional development.

Some aspects of your life that are helpful for us to know:
- Pre-college
  - cultural and familial background—what values and perspectives did you develop as a result of your upbringing?
  - obstacles or barriers that made your path to Princeton more challenging than it may be for others
  - experiences that led to personal and intellectual development
- Academic and intellectual pursuits at Princeton and beyond
  - academic trajectory – transition to Princeton, proudest moments, challenges overcome
  - why you chose your major; how it informs your future in medicine
  - most meaningful courses
  - involvement in research (what you did, what you find interesting about it, how it fits into your future in medicine, if at all)
  - experiences in postbac/glide year courses
● Activities at Princeton and beyond
  ● community engagement and service: how have you made a difference in the world around you and gotten out of your personal bubble to learn to engage with people different from you
  ● leadership and teamwork: how have you led and worked with others
  ● clinical experience: what have you done to better understand the real work of health professionals; what have you done that prepares you to take care of sick people
  ● themes that have emerged in how you spend your time
● Obstacles or challenges that you have overcome
● Mentors and role models who have influenced your personal or professional development
● How your experiences, values, and interests have led you to your profession
● Future goals
HPA Short Essays & COVID Essay Guidelines & Prompts
2025 matriculation

DEADLINE

● One week before your scheduled portfolio review

PURPOSE

● To give you practice writing secondary application essay responses.
● To give HPA more information about your candidacy that you may not have covered in your autobiography and other materials.

SHORT ESSAY GUIDELINES AND PROMPTS

● Three essays are required but you may answer as many as you’d like.
● Answers should be approximately 300-600 words. Word count and school names in parentheses indicate a secondary essay prompt from that specific school.
● Attach your response as a document file (e.g., doc, pdf) to the Canvas assignment (you can use either one document file or multiple files for each prompt).
● Please include your name within the file!

Please answer the following required prompt:

**Service Orientation**: The World Medical Association’s Physician’s Pledge begins, “As a member of the medical profession, I solemnly pledge to dedicate my life to the service of humanity.”

Why is it important to you to pursue a profession in the service of humanity? What have you done to demonstrate your service orientation?

Please answer at least two of the following prompts:

1. **Attributes**: List the five most important attributes you believe a physician should possess. Choose one that you believe that you embody and describe a personal experience that demonstrates this trait. (1500 characters, Geisinger)

2. **Diversity**: Our School of Medicine values diversity and inclusion across the institution. How will your background and experiences contribute to the medical school community and inform your future role as a physician? (500 words, Yale)

3. **Cultural Competence**: Cultural competence, one of the AAMC Core Competencies for entering medical students, involves several domains, including:
   ● Demonstrating knowledge of sociocultural factors that affect interactions and behaviors;
   ● Showing an appreciation and respect for multiple dimensions of diversity;
   ● Recognizing and acting on the obligation to inform one’s own judgment;
   ● Engaging diverse and competing perspectives as a resource for learning, citizenship, and work;
   ● Recognizing and appropriately addressing bias in selves and others;
   ● Interacting effectively with people from diverse backgrounds.
Discuss a specific experience from your life that you feel demonstrates your level of competence in one of the above domains. (Clearly indicate which of the six domains above that you are responding to). As part of your discussion, explain how you feel this experience will impact your future contribution to the culture of diversity and inclusion during medical school and later in your career as a physician. (U Toledo)

4. **Leadership**: Tell us about leadership experiences you have had and what you have learned about your strengths and areas to improve as a leader.

5. **Overcoming a Challenge**: During your career as a physician, you will encounter obstacles and be required to overcome challenges. Resilience is a prerequisite for success in medical school and beyond. Describe your experience with a situation that had an unfavorable outcome. How did you react, and how might you have responded differently? What did you learn about yourself? How will that experience affect your interactions with your peers and patients? (Kaiser Permanente SOM, Duke)

6. **Career Vision**: What do you see as the most likely practice scenario for your future medical career: private practice; academic medicine; public health; primary care; health administration; health policy; global health; other. Why do you feel well-suited to this setting? Describe the knowledge, skills, and attributes you have developed in preparation for this setting. (U of South Florida / Stanford)

7. **Other Careers**: If no career opportunities were available in health care right now, what would your career plans be and why?

8. **Improbable Facts**: Tell us eight improbable facts (things that are unlikely but true) about you that you have not shared in the rest of your application materials. (Stanford Knight-Hennessy Scholars Program)

9. **COVID**: Everyone’s plans have been disrupted and lives have been changed by the COVID-19 pandemic. How were your academic and cocurricular plans affected by the pandemic? How did the pandemic shape your motivation to pursue a health profession?

10. **Applicant Choice**: Using the list of all of the med school secondary prompts from last year, choose one that you’d like to answer.
HPA Activities Overview & Activities List

2025 entering class

DEADLINE

- One week prior to your scheduled portfolio review

PURPOSE

- To help you reflect on how you spent your time, how you will share the ways that your experiences informed your career choice, and how you will convey your personal and professional development in your application.
- To help you identify the trends in your activities and areas you may need to address prior to / while applying.
- To prepare you to complete the work/activities section of the professional school common application.
- To help HPA understand your preparation for your career of choice and development of the core competencies.

ACTIVITIES OVERVIEW GUIDELINES

The activities overview takes stock of how you spent your time each term. It helps you identify gaps and trends in your choices.

- Include any structured activity that you were involved in outside of class. (e.g., jobs, student orgs, volunteering, internships, research).
- When there’s an activity that’s especially heavy in a couple of weeks but light in others (like performing in a dance group with a heavy tech and performance schedule), add up all of the hours over the course of the semester and divide by the 12 weeks of the term.
- Add meaningful one-off or short-term activities but don’t include them in the weekly averages.
- Add or remove rows as necessary.
- Add sections for pre- or mid-college gap years or additional glide years, chronologically as needed.

ACTIVITIES OVERVIEW EXAMPLE

Junior Year (2020-2021)

<table>
<thead>
<tr>
<th>Fall Activity</th>
<th>Hours/Week</th>
<th>Spring Activity</th>
<th>Hours/Week</th>
<th>Summer Activity</th>
<th>Hours/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>PU Orchestra (PUO)</td>
<td>5</td>
<td>TA for Organic Chem</td>
<td>5</td>
<td>IIP Internship (Jun-Aug)</td>
<td>40</td>
</tr>
<tr>
<td>TA for Organic Chem</td>
<td>5</td>
<td>PUO</td>
<td>5</td>
<td>Thesis research</td>
<td>20</td>
</tr>
<tr>
<td>Peer Academic Advisor (PAA)</td>
<td>3</td>
<td>PAA</td>
<td>2</td>
<td>Virtual Shadowing (Aug, 50 hours total)</td>
<td></td>
</tr>
<tr>
<td>Matriculate advising</td>
<td>2</td>
<td>Matriculate</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JR total hours per week by term:</td>
<td><strong>15</strong></td>
<td></td>
<td><strong>19</strong></td>
<td></td>
<td><strong>40-60</strong></td>
</tr>
</tbody>
</table>
ACTIVITIES LIST GUIDELINES

The Activities List adds short essays to describe the experiences you’d include on a resume. The format here closely mirrors the MD common application (AMCAS).

- Be sure that it’s easy to follow the dates and times for each endeavor if you group items.
- Include:
  - High school activities that are particularly relevant to your prehealth preparation (e.g., research, clinical, activities that you continued into college).
  - All college and gap year experiences
- Choose up to three “most meaningful” experiences.
- Include future experiences if they have been confirmed (e.g., glide year job if you’re a senior).
- There is no word limit for the HPA Activities List. When you complete your AMCAS Work and Activities section, entries will be limited to 15 experiences (up to four occurrences for each), a 700-character limit for each (with an additional 1,325 characters for the three “most meaningful” activities).

For Experience Type, choose one of the following (this mirrors the experience types on the AMCAS):

- Artistic Endeavors
- Community Service/Volunteering: Medical/Clinical
- Community Service/Volunteering: Not Medical/Clinical
- Conferences Attended
- Extracurricular Activities
- Hobbies
- Honors/Awards/Recognitions
- Intercollegiate Athletics
- Leadership Not Listed Elsewhere
- Military Service
- Other
- Paid Employment: Medical/Clinical
- Paid Employment: Not Medical/Clinical
- Physician Shadowing/Clinical Observation
- Presentations/Posters
- Publications
- Research/Lab
- Social Justice/Advocacy
- Teaching/Tutoring/TA
- CONTACT, Princeton Peer Nightline
- Campus/department committees
- Leadership in off-campus religious activities
- Student government
- Eating club/Greek life leadership
- OA/CA/DDA Leader
- Paid Employment: Medical/Clinical
- Hospital-based internships
- Scribing
- Social Justice/Advocacy
- Partners in Health Engage
- Service Focus, other Pace initiatives
- Other
- National Youth Leadership Forum
- Study Abroad
- Co-curricular activities

Example activities you might include:

- Research/Lab:
  - Thesis research
  - Summer research internships
  - Study abroad experiences
- Community Service: Medical/Clinical
  - Shadowing
  - Hospital/hospice volunteering
  - Caretaking/personal care assistant
- Community Service: Not Medical/Clinical
  - Eagle Scout / Gold Award
  - Bridge year
  - Breakout trip participation
  - Many Pace initiatives
- Leadership not listed elsewhere
  - Peer Health Advisor, SHARE Peer, SHAB
  - RCA, Peer Academic Adviser
  - National Youth Leadership Forum
  - Study Abroad
  - Co-curricular activities
For Competencies, identify the AAMC Core Competencies for Entering Students:

PRE-PROFESSIONAL COMPETENCIES

- **Capacity for Improvement**: Sets goals for continuous improvement and for learning new concepts and skills; engages in reflective practice for improvement; solicits and responds appropriately to feedback.
- **Cultural Competence**: Demonstrates knowledge of socio-cultural factors that affect interactions and behaviors; shows an appreciation and respect for multiple dimensions of diversity; recognizes and acts on the obligation to inform one’s own judgment; engages diverse and competing perspectives as a resource for learning, citizenship, and work; recognizes and appropriately addresses bias in themselves and others; interacts effectively with people from diverse backgrounds.
- **Ethical Responsibility to Self and Others**: Behaves in an honest and ethical manner; cultivates personal and academic integrity; adheres to ethical principles and follows rules and procedures; resists peer pressure to engage in unethical behavior and encourages others to behave in honest and ethical ways; develops and demonstrates ethical and moral reasoning.
- **Oral Communication**: Effectively conveys information to others using spoken words and sentences; listens effectively; recognizes potential communication barriers and adjusts approach or clarifies information as needed.
- **Reliability and Dependability**: Consistently fulfills obligations in a timely and satisfactory manner; takes responsibility for personal actions and performance.
- **Resilience and Adaptability**: Demonstrates tolerance of stressful or changing environments or situations and adapts effectively to them; is persistent, even under difficult situations; recovers from setbacks.
- **Service Orientation**: Demonstrates a desire to help others and sensitivity to others’ needs and feelings; demonstrates a desire to alleviate others’ distress; recognizes and acts on his/her responsibilities to society; locally, nationally, and globally.
- **Social Skills**: Demonstrates an awareness of others’ needs, goals, feelings, and the ways that social and behavioral cues affect peoples’ interactions and behaviors; adjusts behaviors appropriately in response to these cues; treats others with respect.
- **Teamwork**: Works collaboratively with others to achieve shared goals; shares information and knowledge with others and provides feedback; puts team goals ahead of individual goals.

SCIENCE COMPETENCIES

- **Human Behavior**: Applies knowledge of the self, others, and social systems to solve problems related to the psychological, socio-cultural, and biological factors that influence health and well-being.
- **Living Systems**: Applies knowledge and skill in the natural sciences to solve problems related to molecular and macro systems including biomolecules, molecules, cells, and organs.

THINKING AND REASONING COMPETENCIES

- **Critical Thinking**: Uses logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
- **Quantitative Reasoning**: Applies quantitative reasoning and appropriate mathematics to describe or explain phenomena in the natural world.
- **Scientific Inquiry**: Applies knowledge of the scientific process to integrate and synthesize information, solve problems and formulate research questions and hypotheses; is facile in the language of the sciences and uses it to participate in the discourse of science and explain how scientific knowledge is discovered and validated.
- **Written Communication**: Effectively conveys information to others using written words and sentences.
ACTIVITIES LIST EXAMPLE

**Experience Name:** Physician Shadowing (Live and Virtual)

**AMCAS Experience Type:** Artistic Endeavors

**Contact Name:** 1) Alex Tiger, MD; 2) Chris Nassau, DO; 3) Ryan Pyne, MD; 4) prehealthshadowing.com

**Contact Email/Phone:** alex.tiger@alumni.princeton.edu (others on request)

**Organization Name:** 1) Penn Med Princeton Medical Center; 2) private practice; 3) NY Presbyterian Hospital; 4) virtual

**Location:** Princeton; Gary, Indiana; NYC; online


**Approx Total Hours:** 108

**Is this one of your three most meaningful experiences?** No

**Why did you choose this activity?**

To gain a better appreciation of the day to day work of physicians. I wanted to observe different settings and specialties so I chose my shadowing based on that.

**Describe your participation and duties in this activity. What did you learn? How did you grow personally or professionally – what skills did you gain that you could use in your future career?**

At Penn PMC, I spent two days (10 hours) attending trauma rounds with the Chief of Surgery and saw patients with massive, life-threatening injuries. I spent a week (40 hours) at the private practice, where the cooperative interaction among the medical staff, as well as a strong sense of teamwork and intellectual sharing, impressed me; I look forward to this atmosphere as a clinician. Over two days (8 hours) in the ER at NY Presbyterian, I saw how complex cases required rapid assessments of patients who were often unable to communicate their symptoms. Physicians quickly determined a plan of action and spoke to patients and families with utmost patience and compassion. From all of these experiences, I saw how the role of the physician is broader than treating just the patient’s illness; it includes providing information, reassurance, or solace to the family. Virtual shadowing helped me learn about a variety of specialties and think through the cases that were presented via videos. A friend and I sought out videos and discussed them together, and I wrote reflective journal entries on what I observed.

**What are the top three competencies you developed or demonstrated?**

Reliability & Dependability

Oral Communication

Social Skills

How this may translate on the application:

<table>
<thead>
<tr>
<th>Experience Type:</th>
<th>Physician Shadowing/Clinical Observation</th>
<th>Most Meaningful Experience:</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience Name:</td>
<td>Live &amp; Virtual Shadowing</td>
<td>Dates:</td>
<td>03/2017 - 03/2017</td>
</tr>
<tr>
<td></td>
<td></td>
<td>03/2020 - 08/2021</td>
<td>10</td>
</tr>
<tr>
<td>Contact Name &amp; Title:</td>
<td>Ryan Pyne, MD</td>
<td>Contact Phone:</td>
<td>3015551234</td>
</tr>
<tr>
<td>Contact Email:</td>
<td><a href="mailto:ryanyomie@gmail.com">ryanyomie@gmail.com</a></td>
<td>Organization Name:</td>
<td>NY Presbyterian Hospital (and others)</td>
</tr>
<tr>
<td>City / State / Country:</td>
<td>New York / NY / United States of America (the)</td>
<td>Experience Description:</td>
<td>I sought broad exposure to different specialties (emergency, family medicine, surgery) and settings (private practice, community ER, large hospital). Last year, a group of peers and I participated in three virtual programs, learning about a range of MD career pathways and discussing the options. These experiences broadened my appreciation for the diversity of career options, all unified by the themes of service to society, developing trusting individual relationships, and lifelong learning, which draw me to medicine. The strong sense of teamwork and intellectual sharing impressed me; I look forward to this atmosphere as a clinician. Additional contact information available upon request.</td>
</tr>
</tbody>
</table>
## Activities Overview & Time Spent

### First Year (20xx -20xx)

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td>Hours/ Week</td>
<td>Activity</td>
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</table>

**Frosh total hours per week by term:**

<table>
<thead>
<tr>
<th>Fall hours per week:</th>
<th>Spring hours per week:</th>
<th>Summer hours per week:</th>
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</thead>
</table>

### Sophomore Year (20xx-20xx)

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td>Hours/ Week</td>
<td>Activity</td>
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</tbody>
</table>

**Soph total hours per week by term:**

<table>
<thead>
<tr>
<th>Fall hours per week:</th>
<th>Spring hours per week:</th>
<th>Summer hours per week:</th>
</tr>
</thead>
</table>

### Junior Year (20xx-20xx)

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td>Hours/ Week</td>
<td>Activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Junior total hours per week by term:**
### Senior Year (20xx-20xx)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Fall Hours/Week</th>
<th>Spring Activity</th>
<th>Spring Hours/Week</th>
<th>Summer Activity</th>
<th>Summer Hours/Week</th>
</tr>
</thead>
</table>

### Senior total hours per week by term:

<table>
<thead>
<tr>
<th>Fall hours per week:</th>
<th>Spring hours per week:</th>
<th>Summer hours per week:</th>
</tr>
</thead>
</table>

### Glide Year I (20xx-20xx)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Fall Hours/Week</th>
<th>Spring Activity</th>
<th>Spring Hours/Week</th>
<th>Summer Activity</th>
<th>Summer Hours/Week</th>
</tr>
</thead>
</table>

### Glide I total hours per week by term:

<table>
<thead>
<tr>
<th>Fall hours per week:</th>
<th>Spring hours per week:</th>
<th>Summer hours per week:</th>
</tr>
</thead>
</table>

### Glide Year II (20xx-20xx)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Fall Hours/Week</th>
<th>Spring Activity</th>
<th>Spring Hours/Week</th>
<th>Summer Activity</th>
<th>Summer Hours/Week</th>
</tr>
</thead>
</table>

### Glide II total hours per week by term:

<table>
<thead>
<tr>
<th>Fall hours per week:</th>
<th>Spring hours per week:</th>
<th>Summer hours per week:</th>
</tr>
</thead>
</table>

[add mid-college gap years and additional glide years as needed]
Activities List
Add/delete copies of the template in each section as necessary. See instructions.

## Academics / Research
(e.g., thesis, research internships, study abroad, publications, presentations, conferences attended, honors, awards)

**Experience Name:**

**AMCAS Experience Type:** Select one

**Contact Name:**

**Contact Email/Phone:**

**Organization Name:**

**Location:**

**Participation dates:**

**Approx Total Hours:**

Is this one of your three most meaningful experiences?

What led you to participate in this activity? Why dedicate time to it?

What did you do in this activity? What did you learn? How did you grow personally or professionally--what skills did you gain or demonstrate that you will use in your future career?

What are the top three competencies you developed or demonstrated?

Select options

Select options

Select options

## Clinical Experience (work with health professionals and/or patients)
(e.g., shadowing, hospital or hospice volunteering, scribing, EMT, CNA, caretaking for family members)

**Experience Name:**

**AMCAS Experience Type:** Select one

**Contact Name:**

**Contact Email/Phone:**
Organization Name:
Location:
Participation dates:
Approx Total Hours:

Is this one of your three most meaningful experiences?

What led you to participate in this activity? Why dedicate time to it?

What did you do in this activity? What did you learn? How did you grow personally or professionally--what skills did you gain or demonstrate that you will use in your future career?

What are the top three competencies you developed or demonstrated?
Select options
Select options
Select options

Health-Related Experience
(e.g., student organizations that raise awareness about health issues, health education initiatives)

Experience Name:
AMCAS Experience Type: Select one
Contact Name:
Contact Email/Phone:
Organization Name:
Location:
Participation dates:
Approx Total Hours:

Is this one of your three most meaningful experiences?

What led you to participate in this activity? Why dedicate time to it?

What did you do in this activity? What did you learn? How did you grow personally or professionally--what skills did you gain or demonstrate that you will use in your future career?
What are the top three competencies you developed or demonstrated?
Select options
Select options
Select options

Social Justice, Advocacy, Civic Engagement & Community Service (e.g., volunteering in the community)

Experience Name:
AMCAS Experience Type: Select one
Contact Name:
Contact Email/Phone:
Organization Name:
Location:
Participation dates:
Approx Total Hours:

Is this one of your three most meaningful experiences?

What led you to participate in this activity? Why dedicate time to it?

What did you do in this activity? What did you learn? How did you grow personally or professionally—what skills did you gain or demonstrate that you will use in your future career?

What are the top three competencies you developed or demonstrated?
Select options
Select options
Select options
Leadership

Experience Name:

AMCAS Experience Type:  Select one

Contact Name:

Contact Email/Phone:

Organization Name:

Location:

Participation dates:

Approx Total Hours:

Is this one of your three most meaningful experiences?

What led you to participate in this activity? Why dedicate time to it?

What did you do in this activity? What did you learn? How did you grow personally or professionally—what skills did you gain or demonstrate that you will use in your future career?

What are the top three competencies you developed or demonstrated?

Paid Employment not listed elsewhere

Experience Name:

AMCAS Experience Type:  Select one

Contact Name:

Contact Email/Phone:

Organization Name:

Location:

Participation dates:

Approx Total Hours:
Is this one of your three most meaningful experiences?

What led you to participate in this activity? Why dedicate time to it?

What did you do in this activity? What did you learn? How did you grow personally or professionally--what skills did you gain or demonstrate that you will use in your future career?

What are the top three competencies you developed or demonstrated?

Select options
Select options
Select options

Everything Else (e.g., co-curricular activities, athletics, hobbies, artistic endeavors, military service)

Experience Name:  

AMCAS Experience Type:  Select one

Contact Name:

Contact Email/Phone:

Organization Name:

Location:

Participation dates:

Approx Total Hours:

Is this one of your three most meaningful experiences?

What led you to participate in this activity? Why dedicate time to it?

What did you do in this activity? What did you learn? How did you grow personally or professionally--what skills did you gain or demonstrate that you will use in your future career?

What are the top three competencies you developed or demonstrated?

Select options
Select options
### Activities Summary
Calculate and report your total hours spent by experience type:

<table>
<thead>
<tr>
<th>Experience Type</th>
<th>Hours for this type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research/Lab</td>
<td></td>
</tr>
<tr>
<td>Community Service/Volunteering: Medical/Clinical</td>
<td></td>
</tr>
<tr>
<td>Paid Employment: Medical/Clinical</td>
<td></td>
</tr>
<tr>
<td>Physician Shadowing/Clinical Observation</td>
<td></td>
</tr>
<tr>
<td>Community Service/Volunteering: Not Medical/Clinical</td>
<td></td>
</tr>
<tr>
<td>Social Justice/Advocacy</td>
<td></td>
</tr>
<tr>
<td>Leadership Not Listed Elsewhere</td>
<td></td>
</tr>
<tr>
<td>Teaching/Tutoring/TA</td>
<td></td>
</tr>
<tr>
<td>Paid Employment: Not Medical/Clinical</td>
<td></td>
</tr>
<tr>
<td>Intercollegiate Athletics</td>
<td></td>
</tr>
<tr>
<td>Military Service</td>
<td></td>
</tr>
<tr>
<td>Extracurricular Activities</td>
<td></td>
</tr>
<tr>
<td>Everything else</td>
<td></td>
</tr>
</tbody>
</table>

**Total hours reported**
HPA File Completion Form
First time committee letter applicant
2025 entering class

Name: Click or tap here to enter text.

Letters to Send, First Program Type

<table>
<thead>
<tr>
<th>Program Type:</th>
<th>Select one</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicant ID(s):</td>
<td>Click or tap here to enter text.</td>
</tr>
<tr>
<td>AAMC Letter ID:</td>
<td>Click or tap here to enter text.</td>
</tr>
</tbody>
</table>

The letters of recommendation written by the following should be forwarded to the application service(s) for the degree program listed above:

1. Princeton Science Classroom Letter (required)
   Name: Click or tap here to enter text.
   Writer email address: Click or tap here to enter text.
   Class(es) taken with this writer: Click or tap here to enter text.
   Interfolio Letter ID: Click or tap here to enter text.

2. Science Letter (required)
   Name: Click or tap here to enter text.
   Writer email address: Click or tap here to enter text.
   Interfolio Letter ID: Click or tap here to enter text.

3. Applicant Choice Letter 1 (required)
   Name: Click or tap here to enter text.
   Writer email address: Click or tap here to enter text.
   Interfolio Letter ID: Click or tap here to enter text.

4. Applicant Choice Letter 2 (optional)
   Name: Click or tap here to enter text.
   Writer email address: Click or tap here to enter text.
   Interfolio Letter ID: Click or tap here to enter text.

5. Applicant Choice Letter 3 (optional)
   Name: Click or tap here to enter text.
   Writer email address: Click or tap here to enter text.
   Interfolio Letter ID: Click or tap here to enter text.

6. Applicant Choice Letter 4 (optional)
   Name: Click or tap here to enter text.
   Writer email address: Click or tap here to enter text.
   Interfolio Letter ID: Click or tap here to enter text.

1 The ID that was assigned to you by the application service(s) (e.g., AMCAS, AACOMAS, TMDSAS) to which we’re sending these letters
2 For MD or MD/PhD only
Letters to Send, Additional Program Type

If you are applying to more than one program, complete this section.

Program Type: Select one

Applicant ID3: Click or tap here to enter text.

AAMC Letter ID4: Click or tap here to enter text.

The letters of recommendation written by the following should be forwarded to the application service(s) for the degree program(s) listed above:

1. Science Classroom Letter Writer Name: Click or tap here to enter text.
   Interfolio Letter ID: Click or tap here to enter text.

2. Science Letter Writer Name: Click or tap here to enter text.
   Interfolio Letter ID: Click or tap here to enter text.

3. Writer Name: Click or tap here to enter text.
   Interfolio Letter ID: Click or tap here to enter text.

4. Writer Name: Click or tap here to enter text.
   Interfolio Letter ID: Click or tap here to enter text.

5. Writer Name: Click or tap here to enter text.
   Interfolio Letter ID: Click or tap here to enter text.

6. Writer Name: Click or tap here to enter text.
   Interfolio Letter ID: Click or tap here to enter text.

3 The ID that was assigned to you by the application service(s) (e.g., AMCAS, AACOMAS, TMDSAS) to which we’re sending these letters
4 For MD or MD/PhD only
Preapplication Wrap-Up Questions

What's your 3-5 sentence “why medicine” that will become the central argument in your personal statement?

Click or tap here to enter text.

What are your “selling points” as an applicant? What makes you unique compared to other applicants with similar metrics? What do you want us to highlight in our committee letter?

Click or tap here to enter text.

If there are other important points that you want us to share with schools in the committee letter, please include them here (sentence or bullet point form is fine).

Click or tap here to enter text.

We will ask you for final updates before sending your committee letter, but you’re welcome to share any additional insights about your motivation, narrative, or candidacy since your preapplication that you would like us to know here.

Click or tap here to enter text.

Confirmation Statements

Please acknowledge that the following statements are true by initialing the box to the left of each statement:

<table>
<thead>
<tr>
<th>Initial</th>
<th>I have had my preapplication portfolio review meeting with an HPA adviser.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td>I have instructed my letter writers to submit letters on official letterhead paper with a signature and their contact information included.</td>
</tr>
<tr>
<td>Initial</td>
<td>All of my letters of recommendation have been uploaded by my writers into Interfolio.</td>
</tr>
<tr>
<td>Initial</td>
<td>I will submit a copy of my verified primary application via Canvas. I understand that my committee letter will not be sent until the verified application has been received.</td>
</tr>
<tr>
<td>Initial</td>
<td>At this point, my file is complete and HPA should prepare my committee letter. I understand that any recommendation letters received after today will not be incorporated into or sent with my committee letter. I understand that I may request that additional letters be sent to my schools under separate cover.</td>
</tr>
</tbody>
</table>

Signature:  

Date:  

HPA File Completion Form - First Time Committee Letter Applicant - 2025 Matriculation