

**GRADUATE MEDICAL EDUCATION
MANUAL**

A Guide to the Match



OFFICE OF GRADUATE MEDICAL EDUCATION

West Virginia School of Osteopathic Medicine

400 Lee Street N

Lewisburg, West Virginia 24901

2021-2022

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INTRODUCTION

This manual is intended to be a guide to the application and match processes for students of the West Virginia School of Osteopathic Medicine who are seeking graduate medical education training positions.

While this manual contains a great deal of useful information, it is not all-inclusive. Specific information and dates for the matches for the National Residency Matching Program (NRMP); the American Urological Association (AUA Match), the San Francisco Match (SF Match), and for each branch of the military service are updated annually following the publication of this guide. Therefore, students should carefully read any and all mailings pertaining to the various match procedures and deadlines.

The Office of Graduate Medical Education (GME Office) at WVSOM will keep students apprised of match information through email communications and class Facebook posts. Students should contact the GME Office if they have any questions related to match procedures. Students may also contact the Associate Dean for Graduate Medical Education for counseling on issues related to their match scenario.

Contact Information

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PREPARING FOR THE MATCH

Options for Postdoctoral Education

There are two main postdoctoral avenues available to WVSOM students:

1. The **National Resident Matching Program** (NRMP), which usually takes place in mid-March.
2. The **Military Match**, which takes place in early to mid-December.

In addition, students may participate in other matches for additional specialties, such as the Urology Match (**Urology**), San Francisco Match (**ophthalmology and other specialties**), etc.

Regardless of the particular path each student selects, the process of application is similar. The student must:

1. Register with ERAS; complete the application
2. Register with their selected match program (NRMP, Urology, SF Match). Each match is separate.
3. Apply to the individual residency programs;
4. Interview for positions;
5. Prepare a Rank Order List indicating program preferences; and
6. Participate in the Match.

Timelines and deadlines for each of these matches vary. [MATCH SCHEDULE](#)

Weighing the Options

The decision a student makes now regarding their postdoctoral training will have a great impact on their future credentials, potential for reimbursement and staff privileges, as well as on where they can practice. It may be difficult now to envision where your medical career may take you, so it is important to carefully consider the options available to you and to make decisions that will not limit future opportunities.

Deciding Where to Apply

One of the most important steps in the process is deciding where to apply. Networking with **alumni** who applied in the field to which you are applying can be a good starting point. If you are trying to get into a competitive specialty, find out which programs have accepted WVSOM students in the past. The GME Department will provide a list of hospitals where WVSOM Graduates have matched in the past.

[WVSOM 2021 Match List](#)

Discussing your application list with members of the **faculty** is another good way to gain valuable information about programs. Ask clinicians if they know of graduates who are now on the faculty of a particular postdoctoral program. The **Associate Dean for Graduate Medical Education** at WVSOM is available to provide counseling to students about choosing specialties, selecting programs, and submitting applications.

Another good way to find out about specific programs is to talk to people at that hospital. Ask **preceptors** about the program and the caliber of the house staff. Talk to **PGY-1/Interns and residents** about their experiences. They know firsthand what the program is like and can tell you about the routines of their particular program.

A list of resources for more information about graduate medical education programs can be found on page 26-28, including databases for searching for specific programs.

Researching Programs

To research programs, the American Medical Association (AMA) offers a database, known as FREIDA. Applicants can search residency and fellowship programs based on specialty or state. In addition, FREIDA has other options to narrow searches by criteria such as program size, preliminary positions, alternative start dates, primary care tracks, federal programs, etc.

[Fellowship and Residency Electronic Interactive Database \(FREIDA Online\)](#)

[ACGME](#)

Evaluating Programs

There are many factors to consider when selecting programs. Students should ask questions about the educational program (rotation schedules, didactic schedules, electives, on-call schedule, fellowship opportunities, etc.) and the hospital environment (how many active beds, size of the department, number of other PGY 1s and residents). Find out about the salary and benefits package, whether meals or lab coats are provided, vacation, retirement benefits.

There are also questions students can ask to assess the quality of the program. What are the program's board pass rates for COMLEX III and for board certification exams? Is there a turnover of house staff or do PGY-1s/residents stay to complete the program? Assess the stability of hospital/program by asking about recent changes involving the hospital, such as expansion or layoffs, financial standing of the hospital and any new construction projects or new services.

There are also personal issues to consider. Where is the program located? Is housing provided or readily available? Learn more about the community, schools, recreational and cultural opportunities that may be important to you or your family.

A tool to help with keeping track of program information and notes during your interview season is the Match Prism app:



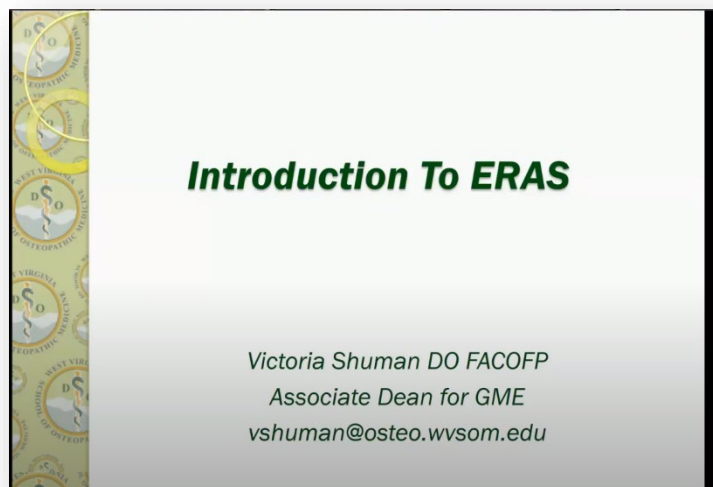
[The MATCH® Program Rating and Interview Scheduling Manager, or The Match PRISM®,](#) is a free downloadable tool from the National Resident Matching Program® that enables Main Residency Match ® and Specialties Matching Service® Fellowship Match applicants to track programs during the interview process and create program ratings that can be used to generate a rank order list in the NRMP's web-based Registration, Ranking, and Results ® (R3®) system.

Users of The MATCH PRISM® APP are able to:

- Identify and select from a directory of programs where they interview
- Add interview dates to their person device calendar
- Rate programs on a wide range of factors including quality of curriculum and training, program reputation, patient diversity, geographic location, and quality of residents
- Enter “notes” about each program
- Calculate a composite score for each program of interest
- Develop a program summary to assist in developing a rank order list
- Access official NRMP Match Events to review

APPLICATIONS and SUPPORTING DOCUMENTS

Applying through ERAS



The Electronic Residency Application Service (ERAS) is an independent, web-based service that transmits applications and supporting documents from students and medical schools to residency programs. The applicant completes an electronic residency application used to apply to multiple residency programs through a website called MyERAS. The applicant's osteopathic school of graduation scans and attaches supporting documents for the application through a program known as the Dean's Workstation (DWS). These materials are then transmitted to the sites the applicant has selected for application.

At WVSOM, the ERAS Dean's Workstation (DWS) is administered by the Office of Graduate Medical Education. This should not be confused with the Office of the Academic Dean. All questions pertaining to PGY- 1 year and residency applications or the ERAS application process should be directed to the ERAS Coordinator, Scott Maxwell at: smaxwell@osteo.wvsom.edu or 304-647-6323 in the GME Office.

How to Apply

Students must apply to programs independently of the Match or Matches in which they participate via Electronic Residency Application Service (ERAS).

It is the student's responsibility to register with ERAS to ensure receipt of important information from the Graduate Medical Education office at WVSOM and from ERAS.

FAQ: What is the average # of apps a WVSOM Student sends out.

ANSWER: 45-60

There is no “magic number” of how many programs to which each applicant should apply. The number will depend on many factors, including the competitiveness and availability of the chosen specialty, competitiveness of the selected program, as well as the competitiveness of the applicant. There may be other personal choices which may impact the number of applications, such as geographic location or size of the hospital.

All students applying to postdoctoral training programs will be required to complete an application- most programs will utilize the **ERAS** system- and submit supplemental documentation in support of their applications. These documents usually include:

- Curriculum Vitae (automatically generated in ERAS with completion of application)
- Personal Statement
- Medical Student Performance Evaluation or MSPE (also known as Dean’s Letter of Evaluation)
- Transcripts
- Board scores
- Up to four letters of recommendation (this includes EM, IM, Ob-Gyn SLOEs)
- Photograph

More detailed information on each of these items follows.

Requirements for supporting documents vary from program to program. It is the student’s responsibility to identify the application requirements for each program and to ensure that each program receives all the required supporting documents by their application deadline.

It is important to keep application deadlines in mind when requesting supporting documents.

ERAS opens for use in June. Applicants must have an electronic token in order to register for and use ERAS. **Tokens are distributed by the ERAS Office on the request of Scott Maxwell.**

Additional information about applying to programs through ERAS can be found on their website: <https://students-residents.aamc.org/applying-residency/applying-residencies-eras/>. ERAS applications require the following supporting documents: personal statement, board scores, transcripts, MSPE (Dean’s Letter), letters of recommendation (up to four are allowed per program), and a photograph. **Specific requirements for preparing and submitting**

each of these supporting documents for ERAS are outlined below in bold.

The Curriculum Vitae

The Curriculum Vitae (CV) provides the highlights of your academic and professional career. Take the time to organize it logically and prepare it neatly. Be sure to proofread it carefully for spelling and grammatical errors. Your CV is also a good reference tool when completing applications.

Your CV should include educational experience (including high school, if it is relevant), undergraduate, graduate level, and medical school. It should cover work experiences, teaching or research experience, academic/job-related accomplishments, licenses and certifications, and honors and awards. It might also include personal experiences, professional and clinical interests especially as they relate to the position, travel, intercultural experience, foreign languages, hobbies and sports related interests. Choose your strongest experiences and those most related to the position.

Select the categories you want to use and arrange the order in which you would like them to appear. Use Education as the first category until you have related work experience. List items in reverse chronological order.

Get objective feedback from several people (faculty, physicians, friends, etc), and have them review drafts of your CV. Be concise, do not use abbreviations, and proofread it carefully. Do not put the word 'Resume' or 'Curriculum Vitae' at the top, rather, place your name and contact information in bold at the top of the page. Do not include your Social Security number or mention your gender, age, marital status, or personal information about family members. Print your CV on quality resume paper. Avoid colored papers that may be difficult to photocopy.

A CV is not a required part of the ERAS application. It can, however, be a helpful tool for completing the ERAS application. A copy of your CV is required when requesting your MSPE. The Dean's office needs this in order to process your request. Failure to send your CV along with the request may delay your request being processed. As you complete the MyERAS Application, it automatically generates a CV for you. This will only include the information that you type into your MyERAS Application.

Resources for information on preparing Curriculum Vitae can be found on page 28. Examples of Curriculum Vitae can be found on pages 39-42.

The Personal Statement

The Personal Statement includes information about you that may not be found anywhere else. It is required for applications to most PGY- 1 years, residency programs and fellowships. The purpose of the personal statement is to help the reader to better visualize you and to tell program directors about yourself by describing the events and experiences that shaped your personality, values and goals and to highlight your strengths. It is an opportunity for you to make yourself stand out from other applicants. A well written

personal statement can also facilitate the process of answering essay questions on some applications.

Provide information as to why you chose your desired specialty or why you chose to practice medicine. You may relate experiences that influenced your choices. Next, you may want to mention how you plan to use your specialty training. Anticipate this question in your interview and be honest. Include a dynamic statement as to how this graduate medical education program will help meet your goals and how you will enhance their program. Finally, include information that makes this personal statement *your* personal statement, including your personal strengths and accomplishments, interests and hobbies, etc.

The most difficult part is getting started. Determine the traits and skills being sought by your programs of interest. Identify your marketable attributes. Highlight the attributes that match up with traits and skills being sought by programs. Create an outline for each paragraph, and write a topic sentence for each paragraph. Get feedback from other students, faculty or physicians on your draft and make revisions. Try to customize your personal statement for each program or specialty that you are applying.

Once you have written a personal statement, be sure to save it in an electronic format and make several copies to include with those applications that specifically request it. Some programs may ask you to include specific information in your personal statement which may require you to make several different versions.

The Personal Statement for ERAS is typed directly into the application that the student creates. It could also be electronically copied and pasted from word-processing software into the ERAS application. The ERAS program will allow the student to create a separate personal statement for each program/specialty, if desired. The Personal Statement should be concise and no longer than 1-1 ¼ pages in length.

Resources for information on preparing Personal Statements can be found on page 28. Examples of Personal Statements can be found on page 43-45.

Medical School Transcripts

Transcripts for applicants utilizing ERAS will be requested from the Registrar's Office on behalf of applicants directly by the GME Office at WVSOM. This is to ensure that the transcript is in the appropriate format required by the ERAS software. This request will be made after the posting of third year grades, mid-September of your fourth year.

It is recommended that students check their own grades in **BANNER** Self-Service. Grades are updated quarterly.

COMLEX Board Scores

COMLEX scores for use with ERAS are requested by the student through the web-based ERAS application directly from the National Board of Osteopathic Medical Examiners (NBOME). COMLEX scores are reported as a complete transcript, as of the date of the

transcript request. Therefore, students WILL have to request retransmission of their scores through ERAS after the Level II scores are issued. Specific instructions and fees for transmitting COMLEX scores are outlined within the ERAS website and in the ERAS Applicant Manual. Board scores may be requested directly from the National Board of Osteopathic Medical Examiners (NBOME). Additional information on how to request board transcripts and fees can be found on the NBOME website: www.nbome.org.

USMLE Board Scores

USMLE scores for use with ERAS applications are requested by the student through the web-based ERAS application system directly from the National Board of Medical Examiners. USMLE scores are reported as a complete transcript, as of the date of the transcript request. Therefore, students WILL have to request retransmission of their scores through ERAS after any additional scores are issued to update the application. Specific instructions and fees for transmitting USMLE scores are outlined within the ERAS website and in the ERAS Applicant Manual.

Medical Student Performance Evaluation (MSPE)

The Medical Student Performance Evaluation (MSPE), *formerly known as the Dean's Letter of Evaluation*, is a standardized component of the application process. It is one of the measures used by PGY-1 year/residency program directors to evaluate a candidate's application for a position.

The main purpose of the MSPE is to document the student's progress in the medical school curriculum and to verify the information provided by the student on the Curriculum Vitae. It is important to remember that the **MSPE is NOT a letter of recommendation**. Rather, it is a letter of evaluation, objectively and honestly summarizing the student's progress and participation in their medical school education.

At WVSOM MSPEs are prepared for all senior students and past graduates by the Office of the Academic Dean. The MSPE is a comprehensive look at a student's life (academically and professionally) while enrolled at WVSOM ending at the conclusion of their third year.

Again, this document is a letter of evaluation, **NOT** a letter of recommendation. That is, it is intended to be a comprehensive summary of the student's academic record through the first three years of medical school. The MSPE consists of the student's progress until the MSPE is submitted on or around **September 21st**, as dictated by the National Residency Match Program (NRMP)

A MSPE is not specialty specific; sections included in the WVSOM MSPE:

Noteworthy Characteristics

Part of your CV in Emedley. Students will enter up to 7 "Noteworthy Characteristics" about themselves. These characteristics will be bulleted and 1 to 2 sentences ONLY. The Office of Student Life will

select ONLY 3 from the 7; with the approval of the Academic Dean those 3 characteristics will be included in the student's MSPE	
Academic History	A table that displays a student's matriculation date (Start of medical school date); expected graduation date; explanations for any leaves, gaps or breaks in the students' academic progress. All failures will be included. An explanation of any "adverse actions" (which will include professionalism write-ups) while at WVSOM.
Preclinical Coursework	This is an overview of a student's first & second years. This section includes the student's medical knowledge as compared to the entirety of the class during the student's first & second years.
Clerkships	A comprehensive look at the students third year rotation report (which will include Regional Assistant Dean's comments about the student, any failures, how the student faired in that rotation as compared to the class and preceptor notes).
Summary	This section displays what quartile the student is in when compared to their class and the students' performance in their core competencies when compared to the their class through their third year

The Process

The Office of the Academic Dean will send out notice that the process of creating MSPEs has begun (this will coincide with the rising senior class being granted full access to all ERAS functions).

Students will submit to the Office of the Academic Dean a completed [MSPE request form](#).

The deadline for turning in your MSPE request will be the last Friday of July.

MSPE request turned in after this date can not be guaranteed to ready by the September 29th release date.

A draft copy will be sent to the student for review and comment. The student will have **5 days** to respond. Failure to respond will result in the students' MSPE being uploaded or sent as is.

The MSPE will be uploaded to ERAS the last week in September by the GME Program Coordinator, not before.

Request Form:

[Medical Student Performance Evaluation Request Form](#)

LOR REQUEST & UPLOAD PROCESS

Letters of Recommendation

Letters of recommendation (LOR) are a crucial component of the application process. In addition to the more objective elements of your application, these letters provide an additional subjective evaluation of your particular skills and talents. They are written by individuals who know you and are able to assess your unique qualifications for a postdoctoral position.

ERAS will allow up to four letters of recommendation per application. Most programs will require at least three letters of recommendation. Many programs also have other requirements for letters of recommendation, such as a letter from a faculty member, from an osteopathic physician with knowledge of your clinical skills, or from a physician within the specialty to which you are applying. It is also recommended that applicants have at least one or two letters from physicians who are in the specialty in which they are applying.

Requirements for letters of recommendation vary from program to program. It is the student's responsibility to find out what types of letters are required by the programs to which they are applying and to obtain letters which fulfill those requirements.

The first step is to identify potential letter writers. These will ideally be clinical faculty who are familiar with your clinical skills and who think you stand out among your peers. Other quality letter writers are faculty at the programs to which you are applying, your personal physician mentor or advisor, or a faculty member with particular clinical esteem or other honors.

Courtesy is the key element in requesting letters. You should ask these individuals if they know you and your abilities well enough to submit a positive or strong letter of recommendation on your behalf. If you are doing a rotation with a faculty member who is a potential letter writer, let that person know as soon as possible that you would like him or her to write a letter on your behalf. This will give the writer the opportunity to more critically assess your performance.

ERAS process for Letters of Recommendation

I.) Generate a request in ERAS.

- a) In your ERAS dashboard> Documents> Letters of Recommendation
- b) +Add New Letter> fill in the three fields> Click off one of the three questions about the author> it is appropriate and customary that you waive your right to view the document.
- c) Review the request> confirm the request
- d) Select the how you wish to send the request: Print out the request form or email it.
 - 1) It is recommended that you send a copy of your ERAS CV with the request. So, if you email the request directly from ERAS you will have to send a separate email with it.
 - (a) The benefit for emailing is the author has a live link for upload.

II.) It is then up to the author to upload the letter.

- a) Following the instructions, you have provided them
 - 1) They will have to create an AAMC account (if they don't already have one)
- b) The exception to this is for circumstances that are out of the author's control. Such as - military that has been deployed
 - 1) In circumstances that the author is unable to upload the letter themselves do to extreme circumstances I can request permission from ERAS to upload the Letter.
 - (a) The original request must be forwarded to me. The LOR sent to me (either by email or snail mail) by the author. ERAS then will grant me a separate access code to upload your letter.
 - (b) This process may take weeks; depending on ERAS granting permission.

III.) Once the Letter is uploaded, you will receive an email.

We also recommend that you put your request in writing and provide your letter writers with your Curriculum Vitae, Personal Statement. This will help them write a more accurate and personalized letter. Allow your letter writers plenty of time to complete the letter (at least three weeks is recommended, and you may have to follow up with the physician or his/her support staff to be sure the letter is completed). Always request more letters than the minimum number required. Be sure to request the appropriate letters that fulfill the requirements of the programs to which you are applying.

The onus of obtaining positive letters of recommendation falls on you, both in terms of your ability to impress letter writers with your medical aptitude as well as in your consideration in requesting letters. You may wish to outline in your written requests some of the key elements that letter writers can highlight which residency programs will find useful, such as those referenced in *Getting into a Residency: a Guide for Medical Students* by Kenneth V. Iserson.

Elements of a Reference Letter

It is very useful to include the following items in reference letters for applicants to residency programs:

Scholastic Record

Personal Characteristics
(List strongest points first)

Standing in graduating class	Sense of humor
Honors/commendations in courses	Relations with peers, faculty, ancillary staff
Other honors	Willingness to assume responsibility
Medical Abilities	Dependability
Interaction with patients	Integrity; moral and ethical qualities
Diagnostic ability	Industriousness
Physical examination ability	Initiative
Laboratory use and test interpretation	Motivation
Use of pharmacological agents	Interest
Clarity of oral presentations,	Maturity
Clarity/completeness of charts	Flexibility
Knowledge of medical literature	

Letters of recommendation should be addressed generically, “Dear Program Director.” All letters should be carefully reviewed, written on letterhead, and signed. Letters will be uploaded directly by the letters writers using the ERAS LOR Portal:
<https://www.aamc.org/services/eras>

Some programs may ask you to “***waive your right***” to see your LORs. It is believed that the physician will write a more objective letter, if the student is not going to read it. This seems to be more common in allopathic programs. If a student waives their right to read their LORs, the letter writer will not be able to provide copies to the student to review or discuss the content of the LOR. Students may wish to ask programs of interest about whether they prefer such a waiver prior to requesting LORs.

The student must create a name identifier (label) for each letter writer within ERAS which will allow the LORs to be attached to their applications. By doing so, a letter ID number will be created for each letter. The letter writer will need this number in order to upload your letter. ERAS provides a “Request for Letter of Recommendation Cover Sheet” that you can print out or directly email to the writer after you have created each label. This form will include the letter ID and provide the letter writer with general instructions. You can request as many letters as you want, but ERAS will only allow up to four (4) LORs to be attached to each application. Letters may be selected in different combinations. They do not have to be the same four letters for all programs.

Photographs

PGY-1 year and residency programs often use photographs to identify you when you come to interview, and as a memory aid when creating their rank order lists. Photographs should be in color, show a full front head-and-shoulders view, have a plain white or light colored background (since dark colored backgrounds do not display or copy well), and should measure approximately 2½ x 3 inches. Photos should not exceed 100kb in file size and by no larger than 150 mpi. Your photograph should only be of you and portray a professional image (ex. your school white coat photo).

Applicants must upload their own photo into ERAS. Applicants may choose to use their latest class composite if available. You may notify the GME office if you desire this option. If you need help resizing a photo, please contact the GME office.

INTERVIEWS

Interviews are conducted according to schedules announced by individual training institutions. Students are invited to interview at the program's discretion. If a student is invited to interview, the student should work with the program to work out the details of the interview process. It is advisable to interview with several programs to make an informed decision regarding the best program for your individual needs.

It is impossible to overstate the importance of the interview. While GPA, class rank, recommendation letters, clerkship knowledge, skill, and performance play a major role in securing interviews, how well you interview may determine whether you will be ranked. Interviewers often rely on chemistry and first impressions. Dress fashionably but conservatively. This should be business attire. Areas that are often noted in interviews include: grooming, clothing, posture, manners, language, voice, eye contact and body control, attitude, personality, interview skills, motivation, preparation, qualifications, potential, ability to communicate, self-confidence, sense of humor, maturity, and apparent competence. Arrive 10 minutes early. Bring your CV with you. Be confident and enthusiastic. Do not mention personal or financial issues. Do not brag, argue or criticize. Anticipate commonly asked questions, deal with tough questions, and recognize and deal with illegal questions. Questions regarding such things as age, marital status, religion, and criminal background do not legally have to be answered in an interview. You may choose to answer, or you might choose to say, "I do not believe that my age (or marital status, religion, etc.) has any impact on my ability to perform the job well." Know what questions are illegal and handle them tactfully.

Interviews for PGY-1 year/residency programs are much like interviews for medical school. In most programs the DME or Program Directors greet applicants and provide a program overview, followed by an introduction of some faculty members. PGY-1s/Residents usually accompany you on a tour of the facilities. This is the time to ask about such things as program completion, successful certification, call, moonlighting opportunities, etc. It is important that you conduct yourself in a professional manner from the initial interview and with all you meet (DME, Program Directors, PGY-1's, Residents, Coordinators, Secretaries, etc.). Many or all individuals you meet during the interview process may have input into the ranking process. The interview process varies from program to program. Some may only take a few hours; others may ask that you arrive the evening before the interview.

Throughout the day, ask each of your interviewers for a business card. That way, when you are writing thank you notes you will be sure to have correct names and titles. Immediately following the conclusion of your interview day, record your positive and negative observations about the program, as well as other pertinent facts and feelings.

ERAS Interview Scheduler

ERAS Interview Scheduler tool is a new tool that gives programs the ability to send interview invitations to you and allows you to schedule interviews within the ERAS system. The Interviews section in your ERAS dashboard will display all interview invitations sent to you by program(s) that have chosen to use the ERAS interview scheduling tool.

You will have the ability to schedule, be added to a waitlist and/or decline interview invitations.

ERAS programs are not obligated to use the ERAS interview scheduling tool. Programs may choose to use other methods, such as telephone, email or another interview scheduling tool (e.g. Interview Broker), to schedule interviews. It is important to research programs to determine their preferred method for scheduling interviews. Interview invitations sent outside of the ERAS system will show up in your ERAS account.

It is recommended that you check into the Interview section of your Dashboard regularly. As times and dates of interviews may change.

Questions You Might Be Asked

Below are some questions commonly asked in the interviews.

1. ***Tell me about yourself.*** This may be the only question that your interviewer asks. Be sure to get your good points in quickly since you may not have much time.
2. ***What are you looking for in a program?*** Know the differences between training programs and the key elements that are important to you. Assure the interviewer that neither your time nor their time is being wasted.
3. ***Why did you choose this program? Why do you want to work here?*** Know about the program. Make it a point to know a lot about how training programs differ as well as what each individual program has to offer.
4. ***Where do you see yourself in 10 years? What are your long range goals?*** Be honest. If you are unsure of what you want to do with your training, let the interviewer know that your options are still open. Some applicants, especially those in highly competitive programs, assume that interviewers are looking for persons committed to academic research. If you are, good for you. If you are not, don't be afraid to let them know it.
5. ***Name your three greatest assets/strengths and your three greatest faults/weaknesses.*** Be ready to answer this one, and be sure to use specific examples to clarify your point.
6. ***Why did you choose this specialty?*** Be concise.
7. ***How do you handle stress?***
8. ***Do you have any questions?*** Have your questions prepared and take notes.

**Some programs may quiz your medical knowledge or ask you to demonstrate different skills, (i.e.: suturing, etc.)*

Questions You Should Ask

Below are some questions you may wish to ask during your interviews with faculty and residents. You should modify your questions based on what is important to you. Ask consistent questions in all your interviews, so you can compare the different programs.

To Ask Faculty

1. *What types of clinical sites are used?*
2. *Are there elective and research opportunities?*
3. *Are there non-clinical responsibilities?*
4. *Is there community service or involvement?*
5. *Are there opportunities for training in practice management, administrative areas, bioethics, medico-legal issues, etc?*
6. *Are there moonlighting opportunities as a senior resident?*
7. *What are the program's strengths and weaknesses?*
8. *What is the average length (number of years) of faculty involvement in the program?*
9. *Is there a mentor/advisor system? How does it work?*
10. *Have any house staff left the program in recent years? Where did they go?*
11. *How are residents oriented to their rotations?*
12. *How are residents evaluated to assess goals and objectives?*
13. *Is there a support system available during the transition into residency?*
14. *What is the program's track record? Match rate? Graduation rate? Board pass rate?*
15. *Where are your graduates now? (geographically, types of practice, etc.)*
16. *Do you help graduates find jobs?*
17. *Describe the community, schools, etc.*
18. *What are the licensing requirements during postdoctoral training and after?*

To Ask Residents

- Can you describe the quality of your educational experience?*
- How much didactic time is there? Is it a priority? What is the quality?*
- What is the level of contact with clinical faculty?*
- What type of clinical experiences will I have?*

- What is the call schedule?*
- What is the balance between work and personal time for other interests?*
- Tell me about on-call rooms, cafeteria, library, computer access, parking, etc.*
- What is the patient population? And quality of patient care?*
- What are the program's strengths and weaknesses?*
- Is there a good relationship with the nursing staff?*
- Describe the balance between responsibility and supervision as you progress.*
- Is there an opportunity to formally evaluate faculty and the program? Have changes been made as a result of resident feedback?*
- How do they address grievances? Is there support and fairness in this process?*
- What support staff is available? Are they helpful?*
- How is the group dynamic among residents? Do they have good working relationships and rapport? Do they support each other? Do they socialize as a group?*

Travel to Interviews

Be creative and network with fellow students, classmates, alumni and anyone else you can find to help with housing, etc. Some programs provide housing or accommodations for interviewees. Ask airlines, hotels, and rental car agencies about student discounts. Try to group your interviews geographically to minimize travel costs or within a certain timeframe if you will have difficulty getting off rotations. Some programs may allow applicants to interview when rotating at their facility if the application requirements are complete.

Virtual Interviews

As a result of the Pandemic of 2020, the rise of Virtual Interview grew as necessity and will likely stay a huge part of the residency interview process.

Tips for participating in a Virtual Interview:

- 1) Practice and test your set up prior to the interview
- 2) Choose a quiet and calm environment
- 3) Research the program you are interviewing at
 - A) prepare questions ahead of time

The WVSOM GME department has purchased access to software that will aid you in practicing and improving your Virtual Interview skills. '**Big Interview Medical**'. This program has been made available to you so that you can practice and polish your virtual interviewing skills.

Big Interview is an online system that combines training AND practice to help improve your interview technique and build your confidence.

Big Interview offers a variety of tools including:

- Mock interview practice and recording tool
- Written and video curriculum covering the entire job search and interview process
- Mechanism for sharing videos externally/internally for feedback
- Admin dashboard with reporting
- Ability to customize/record questions and question sets
- Assignments and Customer Sets (create and assign custom questions/sets)
- Resume tool

HOW TO REGISTER

Here's how to set up your Big Interview account:

STEP 1: Go to [\[wvsom.biginterviewmedical.com\]](http://wvsom.biginterviewmedical.com) and click "Register".

STEP 2: Enter your school email address, name, and password, and click "Create my Account"

STEP 3: Log in and start using Big Interview.

Here is a [short video](#) if you need help with registration.

Send a Thank You note

Applicants should send a thank you letter as soon as possible following each interview. It can mean the difference between being offered a position and not being offered a position. Your note should express your appreciation for the interview and your interest in the position. However, it would be unethical to write each program at which you interviewed and tell them you plan to rank them #1.

Contact with Programs regarding Rankings

During the period between interviews and the deadline for submitting Rank Order Lists, the amount of contact between students and programs varies widely from specialty to specialty, program to program, and between osteopathic and allopathic programs. Some programs will send letters or emails to everyone who was interviewed, some programs will make personal phone calls to candidates of interest, and some programs will do nothing at all. Some programs may discuss their expected rankings with students. Institutions may inform their preferred candidates that they are in a favored position for consideration in the upcoming Match, and some programs may ask for oral indications regarding how the student intends to rank their programs.

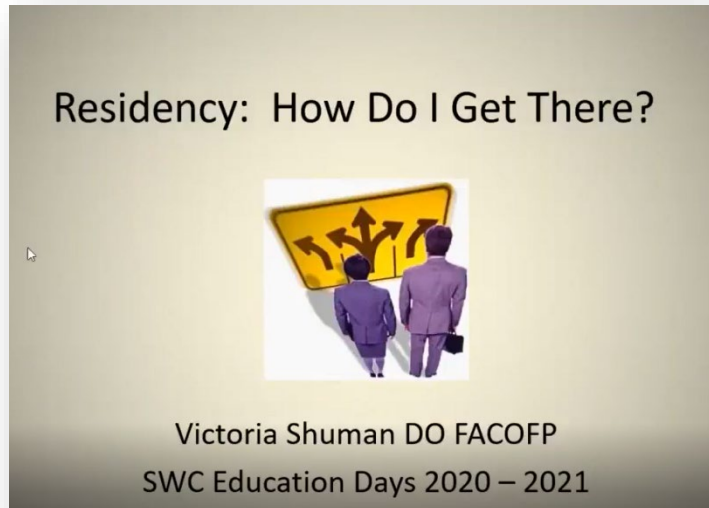
Do not allow yourself to be rushed into a decision about ranking programs. Some programs will tell you that you must decide immediately. **Voluntary communication of program interest is permitted by most match programs; however, statements implying or requesting**

a commitment from applicants are prohibited and may be consider a violation of the match participation agreement. Applicants should not request intended rankings from any program, and likewise, programs cannot require applicants to provide commitments about their intended rankings.

Students are also cautioned against taking any voluntary communications about expected rankings too literally. Statements such as “we plan to rank you highly” or “we intend to rank you in our top tier” are NOT guarantees of a match. Each year there are students (and programs) who are disappointed in match outcomes, based on pre-match communications about rankings. The actual rank order listings of both programs and students are the only determining factors in the outcome of the match. Students can find information about each match program’s process for determining how matches occur on their respective websites, referenced on page 27.

[AAMC tips for interviews](#)

THE MATCH PROCESS



National Residency Matching Program (NRMP)

www.nrmp.org

The National Resident Matching Program (NRMP) is a private, not-for-profit organization established in 1952 to provide an orderly and fair mechanism to match the preferences of applicants to U.S. residency positions with the preferences of residency program directors for those applicants. The NRMP is sponsored by the American Board of Medical Specialties, the American Medical Association, the Association of American Medical Colleges, the American Hospital Association, and the Council of Medical Specialty Societies.

In order to be eligible for participation in the NRMP Match, each student must register online with the NRMP, agree to the terms of the Match Participation Agreement, and pay the appropriate registration fee. This registration fee is non-refundable. Following receipt of registration, the NRMP will send a confirmation of registration directly to each student registered for the Match by e-mail. NRMP Match results will be sent to applicants via email. They will also be available through the NRMP website, and through the GME Office at WVSOM. ****It is the responsibility of the student to register for the NRMP Match in a timely manner. Waiting until the last minute can jeopardize the verification of your eligibility to participate in the Match and may potentially result in your not matching.****

Under the terms of the NRMP Match Participation Agreement, osteopathic medical students were previously considered “independent applicants.” In the past, independent applicants could accept positions in allopathic programs outside the NRMP Match. This practice has been the subject of some controversy, and **the NRMP Match has disallowed it beginning with the 2013 Match Season.** Any student offered a contract in an allopathic program outside the match should consult their NRMP Match Participation Agreement and the GME Office at WVSOM before accepting such a position.

The results of the NRMP Match are binding for both students and institutions. The Match Participation Agreement and the Rank Order Lists submitted by the applicant and institution establish a commitment to offer/accept an appointment if a match results. Failure to offer or accept a matched position is a material breach of the Match Participation Agreement, and violators may be subject to penalties outlined in the Agreement. After the general announcement of match results on Match Day, letters of appointment will be sent to all matched applicants.

Violating the Match Participation Agreement may result in the applicant being barred from subsequent NRMP matches and/or being identified as a match violator to participating programs for up to three years. Violations committed prior to Match Day may result in the applicant being withdrawn from the match.

The Military Match

The United States Services Programs (Army, Navy and Air Force) have their own graduate medical education training programs which are filled mainly by individuals with an existing active duty service obligation for prior participation in funded educational school programs (HPSP, USUHS, ROTC). First Year Graduate Medical Education (FYGME) positions are filled by graduates of accredited schools of medicine. Applicants to such training programs must be qualified for appointment and acceptance as a Commissioned Officer in the Armed Services. **Applicants need to contact their service program's liaison for dates and deadlines.**

Beginning in with the 2019 Match cycle the Military will only allow uploading of documents to the MODs system on a computer located at a military facility. The procedure at WVSOM is as follows all documentation (Transcript, MSPE, LOR, CV, personal statement will be gathered by the GME Program Coordinator and kept in Digital storage until the end of September. Where in the GME program Coordinator will email a packet of all documentations to the Military GME Officer provided by the student.

Applicants to Armed Services programs should also register to participate in the NRMP Match, as there are often fewer spaces available than the number of applicants for military positions. Students applying to specialties in high demand may also be deferred from military programs. It is the student's responsibility to advise civilian programs of the potential for military obligations during the interview process and to ensure that they are withdrawn from the civilian match if they receive a military appointment.

Students with military commitments will participate in the government's military matching program, which is completed in December, prior to the NRMP Match. Students registered in

the NRMP Match who match with military programs will be automatically withdrawn.

Other Matches (Please check dates and deadlines)

In addition to the military, *NRMP* match, students may also participate in other matches for particular specialties, sub-specialties or fellowships.

The **San Francisco Matching Program or SF Match** (www.sfmatch.org/specialty) provides matching services and application support services for the following residency specialties: Neurotology, Ophthalmology, and Plastic Surgery.

The SF Match uses its own Central Application Service (CAS) to receive applications. Additional information and a CAS Manual can be found on their website. Participants in the SF Match will be matching for advanced (PGY 2 and beyond) positions, so registration in the NRMP or other matches may be required to secure placement in preliminary (PGY 1) training positions. **The Ophthalmology match conducted by the SF Match occurs in early to mid-January Plastic Surgery takes place in May and Neurotology will occur in October.**

The American Urological Association conducts the **Urology Residency Matching Program**. Most ACGME urology programs utilize ERAS for receiving applications (this should be confirmed with each individual program). The Urology Match is for advanced positions, so applicants may be required to participate in the NRMP or other matches to secure required preliminary training in surgery. **The Urology Match usually occurs mid to late January.**

Participating in Multiple Matches

If you are participating in more than one match program, there are several points to keep in mind about how the matches interplay.

Military and Other Matches

Students who match in military programs will be automatically withdrawn from the NRMP Match.

Matching as a Couple

Two applicants who are participating in the Match at the same time and who wish to coordinate their matches (e.g. obtain positions in the same location) may participate in the Match as a “Couple”.

Applicants who are members of a couple can link their program choices together in “pairs” so that they can be matched into a combination of programs suited to their needs. In creating pairs of program choices on their rank order lists, couples can mix specialties, program types, and geographic locations. Applying as a couple should not influence the selection decisions made by program directors. NRMP Info: <http://www.nrmp.org/couples-in-the-match/>

Additional information and instructions for registering and submitting Rank Order Lists by couples can be found on the NRMP websites. Additional fees may also apply. Please contact the GME office with any questions.

The Rank Order List

Following interviews, students will identify on their Rank Order Lists, in order of preference, the PGY-1 year/residency programs where they would like to serve. Students can find additional information for rank order lists on the website for the particular match (es) in which they plan to participate.

Students should include on their Rank Order Lists only those programs where they would agree to accept a contract. Likewise, institutions identify on the programs' Rank Order Lists the students to whom they are prepared to offer contracts, in order of preference. The results of the Match are binding for both the students and the institutions.

Students may list as many or as few programs as they wish on their Rank Order Lists. However, listing too few programs may decrease the probability of a match taking place. Applicants should include on their preference lists all the programs they would be willing to attend. Sometimes applicants who did not match at all received offers from programs they did not include on their rank list. The same holds true for programs. By listing all acceptable applicants, the program protects itself from cases of applicants implying that the program will be their first choice and then changing their minds when submitting their preference lists.

The best way to assure a good match is for applicants and programs to list all acceptable choices in order of desirability rather than in order of perceived chances of receiving offers or acceptances.

Sending in a match agreement and a rank order list commits you to the program with whom you match. However, some participants registered for the match may choose not to submit a rank order list. This allows the student to participate only in the scramble/SOAP process, and

avoid a match that might not have been to the student's liking.

WARNING: In the event of accidentally ranking the wrong program, the chances of getting out of that match would be unlikely and only with mutual release. You may have heard of someone who got released, but these situations are rare. Be very careful when making your rank selections.

The Match

The match process begins with an attempt to place an applicant into the program indicated as most preferred on that applicant's list. If the applicant cannot be matched to this first choice program, an attempt is then made to place the applicant into the second choice program, and so on, until the applicant obtains a **tentative match**, or all the applicant's choices have been exhausted.

Tentative matches will continue until the program's positions are filled. At which time the match process shifts to the preferences of the programs. Tentative matches for lesser preferred applicants will be broken to make room for a tentative match with the more preferred applicant on the program's rank list. Matches are "tentative" because an applicant who is matched to a program at one point in the matching process may be removed from the program at some later point, to make room for an applicant more preferred by the program. When an applicant is removed from a previously made tentative match, an attempt is made to re-match that applicant, starting from the top of his/her list. This process is carried out for all applicants, until each applicant has either been tentatively matched to the most preferred choice possible, or all choices submitted by the applicant have been exhausted. When all applicants have been considered, the match is complete and all tentative matches become final.

The NRMP and other match program websites contain additional information about the mechanics of the computer algorithm, as well as examples of the match process that illustrate how the process works.

Supplemental Offer & Acceptance Program (SOAP)

Every year, a small number of students fail to match with any of their ranked programs. Several programs do not fill in the first match and will usually have positions available in the SOAP.

ERAS will offer special services during the SOAP for those that participated in the NRMP Match allowing additional applications at no charge during the NRMP SOAP period. ERAS will notify applicants of the procedures via email. Additional information about the SOAP process can be found at: www.nrmp.org

Scramble

Following the match, students who fail to match are provided with information on programs with available positions for them to contact. Likewise, programs with available positions are provided with information regarding unmatched students to contact. Thus, opportunities to obtain a position still exist after the Match. Any student in the process of scrambling can contact the GME Department to answer questions about the Scramble and to assist with the process.

Post Match Communications with Programs

After securing a postdoctoral training position, each student should contact the medical education office at the program and provide them with current contact information. Students should inquire whether there are any pre-employment requirements they need to fulfill before they begin training. Students should also find out from their program or the state licensing board whether there are licensing requirements for the postdoctoral training period.

RESOURCES

WVSOM GME Department

[WVSOM GME Resource Website](#)

400 North Lee Street N Lewisburg, WV 24901

800-356-7836, extension 343

[304/647-6323](tel:3046476323)-GME Program Coordinator

[304/647-6330](tel:3046476330)-GME Office

Fax: (304) 647-6344

ACGME Programs

- American Medical Association
800-621-8335 www.ama-assn.org/ama
Click on Medical Students & Residency
- Accreditation Council for Graduate Medical Education (ACGME)
The Accreditation Council for Graduate Medical Education within the United States.
312-755-5000 www.acgme.org/acgmeweb
- Fellowship and Residency Electronic Interactive Database (FREIDA Online)-
Database of allopathic graduate medical education programs
<http://www.ama-assn.org/ama/pub/education-careers/graduate-medical-education/freida-online.page>
Links to FREIDA can also be found on the NRMP and ERAS websites.

Military Programs (cannot be accessed on a public network)

- Army
Directorate of Medical Education: 877-633-2769
www.mods.army.mil/medicaleducation
 - Navy
GME Coordinator: 301-319-4774
<http://www.med.navy.mil/sites/nmpdc/professional-development/SitePages/Graduate%20Medical%20Education%20Overview.aspx>
 - Air Force
Air Force Personnel Center, Physician Education Branch 800-531-5800
<http://www.airforcemedicine.af.mil/physicianeducationbranch/>
-

Match Information

- **National Residency Matching Program (NRMP)** -Detailed information on the NRMP Match process
(866) 653-6767
www.nrmp.org
- San Francisco Matching Program
(415) 447-0350
www.sfmach.org
- AUA Urology Residency Matching Program
1-866-746-4282
<http://www.auanet.org/education/residency.cfm>
- Electronic Residency Application Service (ERAS)
(202) 862-6264
<https://students-residents.aamc.org/applying-residency/article/register-myeras-residency/>

Reference Materials

- *Getting into a Residency: A Guide for Medical Students* by Kenneth V. Iserson
- *How to Choose a Medical Specialty* by Anita D. Taylor
- *Strolling through the Match* published by the American Academy of Family Physicians
- *Roadmap to Residency* published by the Association of American Medical Colleges, 2007
- *Resumes and Personal Statements for Health Professionals* by James W. Tysinger, Ph.D.

TIMELINE FOR THE APPLICATION PROCESS

Below is a rough timeline to follow during the application process. Specific dates and deadlines for the NRMP match (www.nrmp.org), and for ERAS (www.aamc.org) can be found on each organizations web site. Specific dates for military programs are issued by each service and will be conveyed to students through that service's student liaison.

Summer/Fall/Winter 2020 & Spring 2021

- ☐ Schedule rotations at sites of interest
- ☐ Request resource materials from programs of interest
- ☐ Select programs to which you would like to apply
- ☐ Contact each program for application requirements and deadlines
- ☐ Request Letters of Recommendation
- ☐ Prepare Personal Statement and Curriculum Vitae
- ☐ Have photo taken for applications

June 2021

- ☐ June 9 ERAS opens for the 2020 Match season

- ☐ Request Medical Student's Performance Evaluation from Academic Dean's office (Dean's Letter)

July 2021

- ☐ July 31 Deadline to request Medical Student's Performance Evaluation from Academic Dean's office (Dean's Letter)-

September 2021

- ☐ September 1 Applicants begin applying to ACGME accredited residency programs

- ☐ September 15 Registration opens at 12 pm ET for the NRMP MD Match. Register before 11/30 to avoid late fee.

☐ September 15 Transcripts and MSPEs uploaded to ERAS by the GME office

☐ September 29 Military documentation sent from WVSOM GME office to GME officers of respective branches

☐ September 29 ERAS opens to programs

December 2020

☐ Military match results are available

January 2021

☐ Urology match results are available.

☐ Ophthalmology match results are available.

☐ January 19-12pm ROL entry opens for the NRMP Match in the R3 system

February 2021

☐ February 23- 9 pm EST Deadline to make programs selections and prepare Rank Order Lists for the NRMP match.

March 2021

☐ March 14 NRMP Match week begins at 11:30 am EST. Applicants find out whether they matched.

☐ March 16 SOAP Begins 9am EST

☐ March 17 SOAP concludes at 5 pm EST

☐ March 18 Applicants find out where they matched at 12 pm EST

The SF MATCH & AUA Match

San Francisco Match

The SF Match provides residency matching services in the following specialties: Neurotology, Ophthalmology, and Plastic surgery.

The Neurotology match takes place in October and will be used to process all applicants who want to start their Neurotology residency training in July of the following year. Applicants are responsible for ensuring they meet all prerequisites for eligibility prior to registering for the match. All match participants must agree and abide by the SF Match rules and policies as well as any additional rules stated by the sponsoring group. Please review the Rules page prior to registering. Applicants must be graduates of an ACGME-accredited Otolaryngology – Head and Neck Surgery residency training program. There is no Centralized Application Service available for Neurotology Residency. Applicants should contact each program individually for application materials and procedures. Jan 25, 2021 - Begin Registration, Oct 6th 2021 - Rank Order List Due.

The Ophthalmology Match takes place in January and will be used to process all applicants who want to start their residency training in July of the following year. Applicants are responsible for ensuring they meet all prerequisites for eligibility prior to registering for the match. All applicants must complete PGY-1 prerequisite training in an ACGME approved program prior to beginning PGY-2 Ophthalmology Residency. Applicants must also register with the National Residency Matching Program (NRMP) for their PGY-1 placement. SF Match's Central Application Service (CAS) distributes complete applications to programs electronically. The use of CAS is mandatory for both programs and applicants.

The Plastic Surgery Residency Matching Program (PSMP) is for applicants who have or will have completed pre-requisite surgical training by the start of plastic surgery residency. Certification of individuals trained in Plastic Surgery is provided by the American Board of Plastic Surgery (ABPS). To be eligible for examination you must have satisfactorily completed five years of surgical training, including at least three years of General Surgery and at least two years in an approved Plastic Surgery Residency. The Match takes place in May and will be used to process all applicants who want to start their training in July of the following year.

Applicants are responsible for ensuring they meet all prerequisites for eligibility prior to registering for the match. SF Match's Central Application Service (CAS) distributes complete applications to programs electronically. The use of CAS is mandatory for both programs and applicants.

More information visit: <https://www.sfmatch.org/Specialty.aspx>

Urology Match

Match Overview

This match is for medical students graduating in 2021 (and other qualified applicants) for their first year of urology, regardless of the number of pre-urology years required. It is not a substitute for the National Residency Matching Program (NRMP) Match. After the urology match is completed in January 2022, applicants matched with certain urology training programs will have adequate time to go through the NRMP match for the general training which is required prior to beginning urological training. This is a formality required by some surgery department/ divisions and they will provide the code to submit on the preference form for the NRMP match. This matching system combines the rank-ordered preferences of both the programs and applicants to produce a list of matches acceptable to both parties, eliminating the process of offer/ counter- offer.

Eligibility Requirements

The training requirement before a resident enters a urology training program is usually one or two years of residency, preferably in general surgery. Requirements for foreign medical graduates may vary from year to year and from state to state. Be sure to obtain up-to-date information from individual programs.

Program Applications

It is the applicant's responsibility to contact each of the programs in which he/she is interested and to follow their application and interview procedures. You should be certain you are aware of each program's requirements, including application deadline, policies regarding pre-urology training and participation in the NRMP match. Participation in Electronic Residency Application Service (ERAS®) is on an individual program basis. Check the [ERAS® website](#) for information and a list of programs participating.

More Information visit:

<http://www.aunanet.org/education/residency.cfm>

CURRICULUM VITAE and PERSONAL STATEMENTS

There are many different styles and formats that you may use for preparing your curriculum vitae. Regardless of the format selected, your resume should provide the reader with a neat, concise summary of your academic and extracurricular activities, in addition to some basic biographical data. In most instances, your curriculum vitae should be condensed into one typewritten page and may be attached to your application form. Do not try to include long distracting explanations of your employment, extracurricular activities and research involvement. You will have the opportunity to expand upon the information listed on your curriculum vitae in your personal statement and perhaps during your interview.

Following are some examples of curriculum vitae and personal statements. You may choose among many different formats as long as your curriculum vitae is neat, well-organized and complete.

NAME
Street Address
Town, State and Zip Code
Phone Number

EDUCATION:

D.O. West Virginia School of Osteopathic Medicine
Lewisburg, West Virginia
August 1994 - May 1998 (anticipated)

B.A. Concord College
Athens, West Virginia
Major: Biology and Pre Medicine
September 1986 - May 1990

Honors/Awards

Medical School Ciba-Geigy Community Service Award
Department of Public Health Scholarship
Student Osteopathic Medical Association Scholarship

Undergraduate

Phi Beta Kappa Honor Society
Cum Laude Graduate
Omicron Delta Kappa Honor Society
Naperville Jr. Women's Society Scholarship
State Scholar

CAREER-RELATED EXPERIENCE:

March 1992-August 1993

Research Specialist, West Virginia University. Department of Obstetrics and Gynecology. Morgantown, West Virginia. Instituted and operated a clinical andrology laboratory program. Conducted research studies to investigate cellular and molecular regulation of implantation.

January 1992-March 1992

Cytogenetic Medical Technologist, Loyola University Hospital and Medical Center. Department of Pediatrics. Maywood, Illinois. Karyotyped and Analyzed specimens for genetic chromosomal abnormalities.

July 1990 - December 1991

Cytogenetic Medical Technologist. Cook County Hospital. Dept. of Pediatrics, Chicago, Illinois. Performed laboratory testing for genetic abnormalities. Instructed residents and medical students in cytogenetic laboratory techniques.

May 1990 - August 1990

Physical Therapy Aide. Chiropractic Care Center. Naperville, Illinois. Treated patients with interferential therapy and taught patients effective back care exercise programs.

RESEARCH:

March 1992- August 1993

Research Specialist. University of Illinois at Chicago. Department of Obstetrics/Gynecology. Chicago, Illinois. Investigated the morphologic and biochemical changes associated with primate decidualization in vitro. Studies involved the effects of steroids and growth factors on cellular transformation.

Advisor: Asgi T. Fazleabas, Ph.D.

July 1994 - August 1994

Summer Research Project. University of Illinois at Chicago. Dept. of Obstetrics and Gynecology. Chicago, Illinois. Characterized the expression of the LH/hCG receptor in the baboon uterus during the menstrual cycle and early pregnancy. Advisor: Asgi T. Fazleabas, Ph.D.

PROFESSIONAL ORGANIZATIONS:

American College of Osteopathic Family Physicians
American Medical Women's Association
State Osteopathic Society
Undergraduate American Academy of Osteopathy
Student Osteopathic Medical Association

EXTRACURRICULAR ACTIVITIES:

American College of Osteopathic Family Physicians
Student chapter: Vice President 1994-95
Catholic Charities Arts of Living School
Prenatal Health Mentor Program Committee 1993-94
National Osteopathic Women Physician Association
Student Chapter Secretary 1993-94
Member, AIDS Awareness Committee

REFERENCES:

Furnished upon request

Name

Contact Information

Street Address Town, State, Zip Phone Number Email Address

Education

1989-93 Duke University Durham, North Carolina

B.S. Major: Biology, Minor: Chemistry

1994-98 West Virginia School of Osteopathic Medicine Lewisburg, West Virginia

D.O. degree anticipated in May of 1998

Honors and Awards

1995-97 WVSOM Alumni Loan

1994-95 WVSOM Alumni Book Grant

1992-93 Golden Key National Honors Society, Duke University

1992-93 Alpha Sigma Nu National Honors Society, Duke University

1992-93 Blue Key National Honors Society, Duke University

1989-93 Alpha Epsilon Delta Honors Society, Duke University

1989-93 Dean's List, Duke University

Boards

National Board of Osteopathic Medical Examiners Level 1 June 6-7, 1996 passed

Memberships

1994-current American Osteopathic Association

1994-current Medical Student Society

1994-current Student Osteopathic Medical Association

1994-current Undergraduate American Academy of Osteopathy

1994-current American College of Family Practitioners

Service Activity

1996 I am currently researching a case on liver abscesses secondary to perforated diverticular disease and hope to publish an article by December.

1996 I participated in an overnight camp, sponsored by RHEP, for underprivileged high school students interested in the medical profession.

1994-95 I was the chairperson for the Special Olympics Committee of SOMA and organized campus participation with handicapped persons. I also, with the assistance of the Family Medicine Dept., Family Medicine physicians and medical students set up an event that offered financially unstable Special Olympics participants a free physical.

1994-95 I voluntarily taught a self-defense course, sponsored by NOWPA to all WVSOM students interested.

Summer 94 I helped teach and tutor gross anatomy to physician assistant students. 1993-95 I spoke at six area high schools about sexually transmitted diseases and the D.O. profession with the help of the Family Medicine Dept.

1989-93 Alpha Epsilon Delta 1990-91; treasurer, 1991-92; Vice President
1992-93, President

Outside Interests

Home improvement, real estate, weight lifting, running, Tae Kwon Do, and working with handicapped children.

NAME

PERSONAL STATEMENT

No one in my family nor any of my family's close friends are physicians. Why then did I choose to become a physician? At the time I chose to attend medical school, I could not provide a definite answer, except that something drew me to the profession. Early in my training, my reasons became clearer, and I now know that my choice was correct. The challenge of diagnosing diseases fascinates me. The ability to heal and better people's lives is a gift I will treasure my entire life. I know that my choice to become a physician was correct because I love people, I love what I do, and I cannot see myself content in any other profession.

There are many reasons for me to continue in my training in West Virginia. First, my home is in the Parkersburg area, and I received my education at West Virginia University. I chose to obtain my education in West Virginia because my family and friends are important to me and a major cornerstone of support. I, therefore, hope to continue my training in West Virginia. I chose to attend WVSOM because I believe in the D.O. philosophy, and the quality of training impressed me. Now at the end of medical school, my choice is to continue my training with a WVSOM-sponsored program. The reasons for my initial choices and this choice remain the same - the quality of education and proximity to family and friends.

Family medicine was always of interest to me. It began my first year of medical school. As a student, I kept my mind open to other areas of medicine trying to truly examine each area so that I could pursue the one that best suited me as a person. I thrive on the variety that family medicine offers. Family medicine fits me as an individual.

While working, I like to concentrate and focus on the task. I also do not mind working long hours. However, after hours, I like to know that I can make plans to do other things that are important to me. I am an independent person.

I have many outside interests in life and goals to accomplish. As a boy, my grandfather, who worked in construction, taught me many things about home improvement. My high school wrestling coach worked in real estate. We shared this common interest in discussions concerning buying, selling and owning rental properties. I find fulfillment in working on my parent's and grandparent's homes and still maintain an interest in real estate. So my future could combine all of these interests.

Family medicine is my goal. It is where I am happy and feel useful to society. Life is short. I feel that to truly get the most out of it, one needs to not only love what they are doing, but believe in it. Family medicine enlivens me and my belief is that it is a main gate to the medical field. I believe I have the qualities that make me a viable candidate for the family medicine residency program.

My past experiences, both in college and in medical school, show my ability to be a leader and to organize a group of people to achieve a common goal. As an OGME-1 or resident, I will always give 100%, not because it is expected of me, but because I demand it of myself. My patients always deserve the best care I can provide. I hope to prove myself an asset not only as a resident, but also as an attending.

During medical school, I participated in a number of events that enabled me to educate others about medicine. I found great fulfillment in the teaching aspect of medicine. Teaching, as a part of one's practice, betters the physician. It is my hope to incorporate it into my practice as an attending. During my training, I have proven myself to be a hard working, well-liked, and respected individual. Finally, I believe that the difference between a good physician and a great physician is that great physicians love what they are doing. I love family medicine and will someday be a great family practitioner.

NAME

PERSONAL STATEMENT

In 1988, I suffered a major knee injury that required multiple surgeries and countless hours of physical therapy. During my period of rehabilitation, I decided I wanted to become an Orthopedic Surgeon. I applied to medical school, and the West Virginia School of Osteopathic Medicine accepted me into its program.

Retrospectively, my long-term goals, both career and personal, have changed over the past four years. Through everyday interaction with attending, residents, patients, and fellow classmates, I learned to work within a team oriented environment. I have enhanced the communication skills required to build a trusting patient-physician relationship. In addition, my daily interactions with patients allowed me to become a more compassionate and caring individual.

My first two years of medical school provided me with a thorough background in the basic sciences. As a result, I found myself very interested in Microbiology, Pharmacology and Physiology. I developed an interest in the complex chemical processes that are vital to normal human function. I was also very interested in how a slight alteration in the body's normal physiology could result in a devastating and perhaps fatal disease. During my clinical clerkships, I experienced a variety of medical specialties. However, I consistently found OGME-1al medicine to be the most interesting. I was also impressed with the knowledge of the medical attendings. Their ability to treat the most acutely ill patient led me to realize the importance of an OGME-1ist in the medical environment.

I am applying for an OGME-1al medicine track OGME- 1 year position because I have a true desire to learn both the pathophysiology of disease and its therapeutic modalities. I feel, as an OGME-1ist, I will be better trained to manage my patient's medical disorders. I enjoy working with individuals who suffer from multiple and often complex medical problems. I find that diagnosing a new disease state and then slowing the progression of the pathology with the proper therapeutic modalities to be an exciting challenge. I feel confident that my medical interests, in combination with my caring and compassionate nature, are assets for a successful OGME-1ist.

As I evaluate programs for my postdoctoral training, the first and foremost quality I seek is the ability to further my education, both clinically and academically. Gaining experience in multiple medical specialties is also very important. Because my interest is primarily in the field of OGME-1al medicine, I prefer to work in both the clinical setting and the inpatient environment. In my opinion, a postdoctoral program should provide the OGME-1 with a certain level of autonomy, while simultaneously providing a workplace conducive to open communication and interaction with the attending physicians.

I am undecided at this point as to whether I will further specialize after my residency. Currently, I am particularly interested in infectious disease and endocrinology. I would prepare to join a private medical practice and become affiliated with a teaching institution.

With graduation quickly approaching. I look forward to the next phase of my medical education. I am dedicated to meeting new challenges and applying the knowledge that I have gained these previous four years. I realize this will not be an easy road, but with perseverance, commitment, and hard work, I believe that I can become a valuable addition to your institution.

NAME

My interest in Emergency Medicine began when I worked in the emergency department as a nurse's aide. There, I enjoyed giving first aid to patients and being the first to assess initial presenting problems. I found the variety of cases challenging. The need to know about multiple medical problems and the ability to constantly evaluate new conditions is exciting. The emergency department is the hub of the hospital. No other specialty allows the physician to interact with all the other subspecialties to manage the complexity of the cases entering the emergency department.

I find the field of medicine fascinating. My path into the profession first started through my family contacts, and then continued as I worked as a nurse's aide, and then as a nurse. From this background I learned to manage several patients, teach them about their condition, help them with decisions, and be there for them emotionally. I enjoyed working together with the patient, the family, and physician to meet the complexity of their needs: health, social, family and spiritual. During this time, I developed many technical skills and obtained knowledge of many different areas of medicine. From this background, I chose to enter medical school to obtain the knowledge that would enable me to be a better health care provider.

Being a nontraditional student with significant work history, I navigate the sea of personal decision making and recognize my own unique contributions to this profession. With my work experience, I have an understanding of patients' needs as well as the experience needed to develop as a physician. After considering all the specialties, I chose Emergency Medicine for the diversity, the interaction, the use of manual skills, and the vast knowledge required.

In addition to my interest in medicine, I spent considerable time learning Spanish, which enhanced my ability as a student physician to communicate with my patients. I enrolled in several university classes, spent six months in Venezuela, and worked for two months in an emergency department in Mexico. I found this experience exciting, learning the second largest language of the United States and experiencing Latino culture.

I look forward to a program offering a diversity of experience and a staff that works as a team to provide education for patients, family, community and the faculty. Such an environment would prepare me as an emergency medicine physician and guide me toward a lifetime of continuing education and teaching.

FREQUENTLY ASKED QUESTIONS

How do I get my AOA ID?

You can contact the Graduate Medical Education (GME) office at 304/647-6330 or by contacting the AOA at 800-621-1773.

How do I get my AAMC ID?

This is the number you received when taking the MCATs. This number will become available to the GME office once you have registered on ERAS.

What is an MSPE? How do I request it?

Medical Student Performance Evaluation formerly known as the Dean's Letter. To request your MSPE go to <https://www.wvsom.edu/academics/gme/mspe>.

Do I need to use the LOR Coversheet?

Yes, this coversheet makes it easier for your Letter Writer to know how to address the letter and aids in assuring your information is correct. This form also includes the letter ID number that is needed by the authors in order to upload your letter.

Should I waive my rights to view my LORs?

It is believed that the physician will write a more objective letter, if the student is not going to read it. This seems to be more common in allopathic programs. You may wish to ask programs of interest about whether they prefer such a waiver prior to requesting LoRs.

To whom should I have my LORs addressed to?

Letters of recommendation should be addressed generically, "Dear Program Director."

How many LORs can I have?

You can have as many letters as you want, however, ERAS will allow up to four (4) LoRs to be attached to each application. Letters may be selected in different combinations. They do not have to be the same four letters for all programs.

Who can review my Personal Statement?

Anyone can. It is highly recommended that you get feedback from other students, faculty or physicians on your draft and make revisions.

Frequently Asked Questions continued

What are the important deadlines that I need to remember?

You should make sure you keep up with registration deadlines for ERAS, any Matches you are participating in, Rank Order List deadlines, and any program specific deadlines. The GME staff sends regular reminders regarding deadlines via email.

Can I submit my applications without all of my documents in?

Yes. The programs will continue to update your application as documents are assigned to them. Check program deadlines on when all documents need to be in by.

How many Personal Statements can I have?

The ERAS program will allow the student to create a separate personal statement for each program, if desired.

Some programs require a LOR from a department head that WVSOM doesn't have, what should I do?

Check with the program to see if they will allow another department head to write this letter. The Associate Dean for Predoctoral Clinical Education has assisted in writing letters for students if WVSOM does not have the specific department. Your SWC dean can also help.

How do I get a Fellowship Token?

ERAS Fellowship Documents Office (EFDO) is the designated dean's office for all Fellowship applicants. Contact EFDO for assistance with obtaining your token and uploading ERAS supported documents. Phone: 215-966-3940 Email: support@erasfellowshipdocuments.org

Can I fax or email my LORs to the GME Department?

The GME office can no longer receive letters as ERAS has taken away our ability to upload letters on behalf of students. Letters can only be uploaded by the letter writers using the ERAS Letter of Recommendation Portal (LoRP)

Does all of my COMLEX scores show or just the most recent?

After you initially click on the COMLEX Release button and assign it to programs, you must manually repeat this process each time you take the exam and have received notification of your results. *If you only click it one time the programs will only see the original score. **The transcript will include the scores available on the date the request is processed by NBOME.***

Programs are not able to see my COMLEX transcripts even though I clicked on the link, what do I need to do?

The authorization and distribution of the COMLEX transcript is a three-step process:
Verify that the correct NBOME ID is listed in the Profile.
Authorize the release of the transcript.
Assign the transcript to interested programs. (Under the Programs tab)

You need to assign the COMLEX transcript document to each program that should receive the

exam scores. If the transcript is not assigned to a program, the program will not receive the COMLEX scores. The transcript fee must also be paid within ERAS.

Is my Match ID the same as my AOA ID?

When your registration process is completed, you will be identified in the Match by a 6-digit Match Code Number. In most cases, your Match Code Number will be the same as your AOA ID number. Use your 6-digit Match Code Number in all future correspondence pertaining to the Match. You will need your Match Code Number and the password/PIN you provide when you register in order to access your profile, submit your Rank Order List and obtain your Match results from this web site.

When My transcript be uploaded to ERAS?

Transcripts will be uploaded prior to the release of applications to programs. Beginning to mid-September.

“ERAS CV” is just the printout of your ERAS application.

How do I attach my COMLEX/USMLE Scores to my ERAS account?

- The first step and one of the most important steps is to make sure you list your NBOME /USMLE ID numbers in MyERAS. You would do so within your Application under the personal tab and within the additional information section. If your ID numbers are not listed or are not correct, then your transcripts will not process correctly.
- You must authorize the release of your COMLEX/USMLE transcripts by selecting Documents at the top of the MyERAS home screen and then choosing Additional documents. You will see an “Actions” box next to each exam, choose “Authorize Release”. A box will then appear that requires you to enter your ID numbers, choose yes to authorize and then save.
- Before your transcripts are sent to programs, you must pay your transcript fee. You will do so within ERAS as your transcript fee will be added in with your ERAS invoice.
- Before you can pay your transcript fee, you must assign your COMLEX/USMLE exam transcript to your programs before you can initiate a request to NBOME. You can assign it by selecting the Assign action that is available on the Additional Documents page or by selecting the Assign Documents action for an individual program from the Saved Programs and Programs Applied To pages. This is how the system generates your transcript fee. Fees are \$80 for each exam and is a one-time fee regardless of the number of programs you apply to. The fee cannot be paid for prior to applying to programs.
- Once you have assigned your scores to at least one program and paid your transcript fees, ERAS will then notify the NBOME/NBME to send out your transcripts to the programs you’ve applied to.
- Note: Once you assign your scores to a program, it cannot be unassigned.
- Note: Your transcripts will include all exam attempts and scores, you are unable to choose what exam outcomes are sent.
- I have received several questions about what to do if you have an exam date coming up or maybe a recent exam has not released scores yet. You can send what you have now and then update your transcript for programs once new scores become available. You

would need to resend or retransmit your scores. Go back to the additional documents page as noted in the first step and choose “Resend my scores” next to the exam. This will notify the NBOME/NBME to resend an updated transcript that includes the newest scores to the programs you have already applied to.

- After you have applied, you can track the status of your transcript requests using the COMLEX/USA Requests status reports. Here you can check to see what each program received and if successful and the date of the last transcript sent. (please see page 33 of your ERAS users guide, https://www.aamc.org/download/468772/data/myeras_userguide.pdf)

Can I submit my application without all my LORs?

You can attach LORs to application any time. However, there is no guarantee that they will go back and download additional supplemental documents later. Ref: ERAS user guide-pg28

LoR assignments can be made throughout the application season to any programs that do not have the maximum number of four (4) LoRs currently assigned but programs are not guaranteed to view or review newly assigned LoRs received after initial application to their program

Where do I find my NRMP MATCH numbers?

Each of those numbers are generated and sent to when you register for that respective MATCH. You can submit applications with out The NRMP # as you will not get this # until Sept. It is part of the Personal Information section of your application; this section can be updated anytime.

If I took the USMLE, do I have to report my scores?

When registering for ERAS you had to sign off on the AAMC residency standards for ERAS use. : The ERAS requires applicants to provide complete, accurate and current information when submitting the MyERAS application as well as supporting documentation, and during all phases of the application process for residency or fellowship training programs. It is the policy of ERAS to investigate discrepancies in the MyERAS application as well as other materials submitted by the applicant or on his behalf; attempts to subvert the application process; and any other irregularities which may occur in connection with application activities.

When you certify your application the policy statement that you will click off so you can apply to programs reads:

I certify that the information contained within MyERAS application is complete and accurate to the best of my knowledge. I understand that any false or missing information may disqualify me from consideration for a position; may result in an investigation by the AAMC per the Residency Standards for ERAS use policy; may also result in expulsion from ERAS; or if employed, may constitute cause for termination from the program.

If you choose to not report your USMLE scores this could lead to a Match violation.