The form helps you prepare for medical and dental applications. It asks the same questions, in roughly the same format, as the Texas Medical and Dental Schools Application Service, TMDSAS.

The HPE process requires that participants complete this form (including photo and essays) by DEC 15, and revise it with an advisor before MAR 19. We strongly recommend that you submit early, so any problems with your forms can be fixed before the deadline.

Any Bio Form you send to your HPAC advisor should be COMPLETE and ACCURATE. Incomplete Bio Forms are not accepted to meet deadlines.

If you miss a deadline, you can no longer participate in HPE for the year and will not receive a committee letter. You can still receive advising, revision, and clearinghouse services.

Fill out the Biographical Form exactly as you will fill out a TMDSAS application. TMDSAS instructions are at https://tmdsas.com/ApplicationHandbook.pdf.

Examples below compare acceptable and unacceptable Bio Form entries.

<table>
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<th>ACCEPTABLE</th>
<th>UNACCEPTABLE</th>
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| **Healthcare Activities**
Indicate the Activity Name, start date, end date, city, hours worked per week, total cumulative hours, country, state and a brief description of the activity. 300 characters/activity description entry. |  |

**ER Scribe** 6/1/2019-10/1/2021; 20 hrs/wk, 2500 hrs projected by Oct 2021; Plano, TX, USA.

Assisted 8 doctors in a busy ER: Plano Presbyterian Hospital. Took patient histories, completed EMRs. Observed thousands of patient interactions. My favorites are when the doctors catch obscure medical conditions. Understanding that about myself contributed to my interest in epidemiology.

This entry works well. It includes all the details required in the instructions. The description is fact-rich and includes what the student learned from that experience...thereby giving an impression of learning and maturity.

**ER Scribe** 6/1/2019 to now; 20 hrs/wk, 2500 hrs.

I did the Scribe thang at Plano Presby since June 2019. There I took patient histories, shadowed numerous specialties, and completed files in their medical records system. I saw lots of patient interactions, probably thousands. Of all the things I saw, I especially liked when the doctors caught obscure medical conditions like Lupus and Rocky Mountain Spotted Fever. Once I even saw a brain parasite, ew!

This entry would not be accepted as “complete.” Required details are missing. The description exceeds the 300-character limit.

Though longer than the blue entry, it is packed with unnecessary words and so conveys less detail and little maturity.
<table>
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<th><strong>ACCEPTABLE</strong></th>
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<td><strong>Medical Applicant Personal Statement</strong>&lt;br&gt;The personal essay asks you to explain your motivation to seek a career in medicine. You are asked to include the value of your experiences that prepare you to be a physician. The essay is limited to 5000 characters, including spaces.</td>
<td><strong>Medical Applicant Personal Statement</strong>&lt;br&gt;The personal essay asks you to explain your motivation to seek a career in medicine. You are asked to include the value of your experiences that prepare you to be a physician. The essay is limited to 5000 characters, including spaces.</td>
</tr>
<tr>
<td><strong>In a moment of epiphany in the fall of 2009, I realized that I wanted to study medicine. This happy revelation came as a surprise to me, despite twenty-odd years of keen interest in my father’s work as a pediatrician. Determined to find my own way, I had resisted merely following in his footsteps. Encouraged to explore my eclectic interests and nurture my individuality, I took a rich, winding path in search of how best to engage significantly with the world.</strong>&lt;br&gt;&lt;br&gt;At Middlebury, I pursued various passions, especially the study of philosophy and the Middle East. Both fascinated me with their complex, intractable issues rooted in human experience. Philosophy, for me, is not an esoteric endeavor but a ruthlessly honest engagement with ourselves, as we try to make sense of our existence. While reveling in the mystery of the ungraspable, it seeks to understand the underlying patterns and forces at work, so that we can live richer, more fulfilling lives. As with philosophy, approaching the overwhelming entanglements of the divisive Middle East demands empathy, imagination, and acceptance of inherent uncertainty. Through formal courses and my time in Istanbul, I gained an appreciation for how history, geography, politics, and psychology intertwine to affect the health of a region and its people.<strong>&lt;br&gt;&lt;br&gt;<strong>Also, as a sophomore at Middlebury, I took a class taught by a pediatric psychologist that examined her work with oncology patients. This course brought my more ethereal philosophical studies into the reality of families fighting illness and facing death. I was struck by their intense search for meaning during the most inexplicable and painful parts of life and by the distinctly powerful relationship that patients and caregivers form through this struggle. For the first time, I imagined myself in medicine. The seed of possibility was planted but germinated unconsciously as I continued to explore my other interests.</strong>&lt;br&gt;&lt;br&gt;Following graduation, I traveled and worked daily, teaching myself to write creatively. During this self-exploratory year, several elements came together to point me toward medicine. First, while continuing my musings on the nature of consciousness, I recognized that I needed to understand its biological underpinnings, which led to a newfound interest in science. Next, perhaps ironically, this solitary process of writing crystallized my need to deeply engage with others. Finally, towards the end of that year, I spent time with someone who was preparing for the death of a close friend, which stirred the palpable memories of my loved one.</strong></td>
<td><strong>“In there!!” my Lieutenant shouted over the din, shaking his head. He couldn’t feel the driver’s pulse - she was dead. Wedged beneath the dashboard with a life-threatening abdominal bleed was her 4-year-old son. This was my first “big” call; he was my responsibility. I squeezed into that tight space, assessing, treating, and trying to comfort while shielding him from debris as our team dismantled the car. This was the summer of 2015. I was just 20.</strong>&lt;br&gt;&lt;br&gt;<strong>&lt;ADD SOME TRANSITION STUFF HERE&gt;</strong>&lt;br&gt;My interest in medicine began when I, too, was a 4-year-old patient - with meningitis. Ever since, I have wanted “to be a doctor.” Allergy season visits to my pediatrician excited me; I brought a list of questions for him every time. Why do hives itch? How do cuts heal? This cherished ritual typified my later desire to learn why people become ill and how they get injured - and what can be done about it. In college I majored in Biology, entering the honors program. This led to my neuroscience thesis and further academic/medical research. As a senior technician at the Monell Center, I was responsible for examining the benefits of an ICT-enabled EMS system. Experiences coalesced my childhood fascination with medical whys and hows into my current career goal of Pediatric Immunology. I am excited by the prospects of patient education, treating diverse conditions, and forming long-term relationships like the one I had with my pediatrician. I also look forward to the practice of medicine, combining problem-solving with opportunities to help others, as I did for one 4-year-old that fateful summer day in 1990 when his mother died, and I helped to save his life.**</td>
</tr>
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This essay would not be accepted as “complete.” It does not address the prompt well, lacks clear organization, and appears to be half-finished.

The Personal Statement and Personal Characteristics (aka “Diversity”) essays are required.

HPAC very strongly recommends that you also complete the short Unique Life Experiences essay.
sophomore course. These factors blended, creating a moment of clarity: I recognized that medicine is the field in which my attraction to problems of complexity and uncertainty, my fascination with human consciousness and experience, and my need for vital human connection could merge most meaningfully to find traction and value.

Energized by this revelation, I immersed myself in medicine through premedical coursework, a clinical research internship in child psychiatry, and work in a basic science laboratory studying schizophrenia. While my medical interests reach far beyond psychiatry, studying mental illnesses has been the perfect entrée for me, since the pathologies of behaviors, mood, and conscious perception bring questions that have long fascinated me into sharp, sometimes tragic focus.

I find that I thrive in the research environment with its relentless inquiry, and I especially enjoy the challenge of posing valuable questions that can be examined scientifically. Equally important has been my opportunity to witness the diagnosis and treatment of those facing mental illnesses. Whether listening to a 15-year-old boy discuss candidly his fantasies of suicide, watching the pain in a mother’s face because her young autistic daughter does not respond to her, or sitting with a group of teenagers with bodies ravaged by eating disorders, I have felt privileged to share their most vulnerable and exposed moments.

Medicine is a natural continuation of an educational path that has been characterized by my eagerness to explore complex human issues in depth. I am attracted to the challenge of providing care when the causes of disease are uncertain and mysterious. I am also invigorated by the unpredictable and rapidly changing nature of medicine, as it will compel me to be a lifelong learner and to work actively to improve the evolving field in which I practice. I envision a career in which I continuously push myself as a clinician and investigator—pursuing a deeper understanding of the fundamental mechanisms that produce human illness while working to translate the overwhelming flow of new information into effective treatment. Ultimately, I am entering medicine because I believe it will demand everything I have cognitively, emotionally, and spiritually, while repaying what I give with immeasurable satisfaction and joy.

The Biographical Form’s QUICK SHEET and CHRONOLOGY should also be thoroughly completed.

To complete the class-related parts of these sections, it helps to view your Unofficial Transcript.

The QUICK SHEET includes your grades, test dates and scores (if available), and letter writers. Need to change writers later? Just e-mail your assigned advisor. Trouble calculating GPA? Try HPAC’s GPA CALCULATOR (.xls file)

The CHRONOLOGY includes all semesters since you began college and all activities in your Bio Form. Detailed instructions for the Chronology appear at the top of its page.