

Application Process

The University of Virginia School of Medicine offers an LCME-accredited four-year program leading to the MD. Applicants are required to apply through the American Medical College Application Service (AMCAS) website (www.aamc.org).

AMCAS applications should be submitted no later than Nov. 1, 2010. Applicants must submit MCAT scores taken no later than Sept. 30, 2010, and no earlier than April 1, 2008.

All applicants must have completed one year of each of the following subjects by the start of medical school, including labs:

- Biology
- Organic Chemistry
- Chemistry
- Physics

These courses may not be taken pass/fail, credit/no credit or through an online or long-distance program. Biochemistry is encouraged and may be substituted for the second semester of Organic Chemistry. Applicants must complete at least 90 semester hours of course work in a U.S. or Canadian institution to be eligible. Preference will be given to applicants who will have a bachelor's degree by the start of medical school. Credits transferred from foreign institutions do not count toward the 90 semester hours. All premedical course requirements must be completed in an accredited U.S. or Canadian college or university.

www.medicine.virginia.edu



2011 Admissions Requirements & Curriculum Structure

2009-2010 APPLICATION FIGURES

Applicants: 4,286

Interviews: 539

Matriculants: 153

THE ENTERING CLASS OF 2010

Mean GPA: 3.77

Mean MCAT

• Biological Sciences: 11.90

• Physical Sciences: 11.80

• Verbal Reasoning: 10.84

• Writing Sample "Q"

46% Virginians

39% Women

19% Underrepresented in medicine

2010 TUITION AND FEES

Virginia residents: \$37,880

Out-of-State residents: \$48,874



Admissions Office | P.O. Box 800725
Charlottesville, VA 22908-0725
434.924.5571

www.medicine.virginia.edu

Brochure provided by the UVA Medical Alumni Association and Medical School Foundation
www.uvamedalum.org



What is the prognosis
for distinction?



At the University of Virginia School of Medicine, the opportunity to change tomorrow takes you far beyond the classroom.

Want to stay at the forefront? Be a part of the “Next Generation” of medicine? At the UVA School of Medicine, we’re already changing how medicine is learned today and will be practiced tomorrow.

As a member of the Class of 2015, you will learn via a student-centered, content-integrated and clinical performance-oriented curriculum in a state-of-the-art medical education building. This innovative learning paradigm immediately will take you beyond the classroom and into laboratory and clinical environments.

The UVA School of Medicine’s world-class scientists, clinicians and educators use cutting-edge technology and innovative educational spaces to create an energizing, learner-centered environment that ultimately improves the development, application and retention of clinical knowledge, skills and attitudes.



The Clinical Skills Center utilizes standardized patients to teach examination and diagnostic skills.

The Claude Moore Medical Education Building is the nucleus of the most technologically advanced medical school in the country.

“Next Generation” Cells to Society Curriculum: Where teaching and practice merge into one.

At the UVA School of Medicine, you will be engaged and challenged from the outset by the system-based “Next Generation” Cells to Society curriculum. It combines the practice and science of medicine to educate and train physicians to provide patient-centered care, practice evidence-based medicine and engage in lifelong learning.

The “Next Generation” curriculum eschews the traditional split of basic and clinical sciences and instead employs an integrated system-based learning experience throughout the four-year MD program. You will immediately be exposed to a balance of active and experiential activities; clinical cases and patients;



Above: The “Next Generation” curriculum features small group learning and enhanced student/faculty interactions.

Across: UVA offers one of the most comprehensive medical simulation programs in the nation.

experiences; hands-on laboratories; self-directed learning; lectures; and hospital and community-based clinical experiences. The educational experiences and assessments all are competency-based. We recognize the diversity of interests in our student body and offer an MD/MBA, MD/PhD (MSTP), several tracks of MD/MPH programs and an MD/MS in Clinical Research through our dual-degree programs. You also can take courses or get an additional degree through one of our other graduate programs at the university. As you can see in the accompanying chart, the pre-clerkship phase integrates clinical performance development and service learning with foundations and integrated organ systems. The clerkship phase is devoted to clinical training in the hospital and clinics. Finally, the post-clerkship phase provides opportunities for you to engage in advanced clinical skills training and tailor your educational experience to your own interests and career aspirations. International opportunities and travel stipends are available through the Center for Global Health and other programs. This offers you the opportunity to immerse yourself in another culture, learn other languages and pursue clinical or research interests worldwide.

Innovative New Facilities to Match This Leading-Edge Curriculum

Claude Moore Medical Education Building

The Claude Moore Medical Education Building (MEB) serves as the nucleus of the “Next Generation” Cells to Society curriculum, featuring innovative learning spaces and groundbreaking educational technology. The MEB integrates small-group learning and individual instruction with state-of-the-art educational spaces, including the “Learning Studio” — a technology-enabled, active-learning classroom. The “Learning Studio” is an interactive, hands-on learning environment in which students work collaboratively in small groups. The MEB also provides space for students to learn and refine their interpersonal and clinical skills in a single clinical performance and education environment — the Clinical Performance Education Center (CPEC).

Clinical Performance Education Center

CPEC is a cornerstone of UVA’s innovative model of medical education. Housing the Medical Simulation Center and

the Clinical Skills Center, CPEC offers students myriad opportunities to practice and demonstrate competency in cognitive and psychomotor skills in simulated clinical settings.

The Medical Simulation Center offers clinical training with an array of simulation modalities in an interactive learning environment. It is also involved in research initiatives focused on the advancement of simulation technology and education. The Clinical Skills Center provides an education and assessment resource that gives medical students opportunities to practice and receive feedback from standardized patients on patient interviewing, physical examinations and professionalism. Simulation, whether it involves the use of standardized patients or high-fidelity simulation modalities, has emerged as an essential component of medical education and assessment. Bringing both programs together in CPEC underscores their common goal of enhancing clinical performance outcomes through student-centered learning exercises.



Applicant Selection

The Admissions Committee seeks a talented and diverse student body, taking into account the personal attributes and academic qualifications of each applicant.

The committee admits applicants who are most likely to make significant contributions to society as members of the medical profession, whether in clinical care, public health, medical research, policy or education. In making decisions, the Admissions Committee considers a variety of factors, including:

- Academic records
- MCAT scores
- Demonstrated evidence of motivation for and commitment to a career in medicine
- An assessment of the personal characteristics necessary in the development of a caring and competent physician



Student life at the School of Medicine includes a broad, diverse range of curriculum-related and extracurricular clubs, courses and activities.

Approximately 650 applicants will be invited to Charlottesville for interviews with members of the Admissions Committee; these interviews weigh heavily in the committee's admissions decisions. The committee seeks a class of 160 students for fall 2011 matriculation.

Nx Gen Curriculum

2011-2012 • YEAR 1

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
	AUGUST																JANUARY																MARCH																JUNE			
Orientation Cells to Society	Molecular and Cellular Medicine (17)																Thanksgiving	Molecular and Cellular Medicine cont.	Early Winter Break	Microbes: The Essentials (3)	Musculoskeletal-Integument (5)	Late Winter Break	Mind, Brain and Behavior (10)										Spring Break	Gastroenterology (4)	Summer Opportunities and Break																	
Clinical Performance Development/Social Issues In Medicine																																																				

2012-2013 • YEAR 2

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
	AUGUST																JANUARY																MARCH																JUNE			
Cardiovascular, Pulmonary, Renal (11)											Endocrine/Reproductive (4)					Thanksgiving	Hematology (3)			Winter Break	Study USMLE-1 Vacation Clerkship Introduction										Clerkships																					
Clinical Performance Development																Clinical Performance Development																Clinical Performance Development																				

2013-2014 • YEAR 3

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
	AUGUST																JANUARY																MARCH																JUNE			
Clerkships																Winter Break	Clerkships										DxRx: Health Systems and Policies			Selectives/Electives																						
Clinical Performance Development																																																				

2014-2015 • YEAR 4

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
	AUGUST																JANUARY																MARCH					
Selectives/Electives																Winter Break	Selectives/Electives																					
Clinical Performance Development																																						

