University of Hawai'i at Mānoa
John A. Burns School of Medicine

‘IMI HOʻŌLA
POST-BACCALAUREATE PROGRAM

651 Iilao Street, MEB • Honolulu, HI 96813
Telephone: (808) 692-1030 • Fax: (808) 692-1254

“THOSE WHO SEEK TO HEAL”
2016-2017 Application Booklet

SAMPLE
About The Logo

An apprentice learned the art of diagnosing by practicing on pebbles that a kahuna laid out on a mat in the form of the human body. A pupil learned in this way how to feel with his fingers the symptoms of various illnesses. Some 480 white, red, and black pebbles arranged in the shape of a man represented some 280 diseases. When a student had become thoroughly familiar with abnormalities as represented by the pebbles, he was allowed to perfect his technique by practicing on the sick.

Courtesy of Bishop Museum Press
Honolulu, Hawai‘i
Hawai‘i: A Pictorial History

Nature of the Information in this Catalog

The information in this application packet was accurate at the time of preparation. Fees, deadlines, academic requirements, courses, and other matters described in this application packet may change without notice. The contents are solely the responsibility of the author(s).

EEO/AA Policy Statement

The University of Hawai‘i is an equal opportunity/affirmative action institution and is committed to a policy of non-discrimination on the basis of race, sex, age, religion, color, national origin, ancestry, disability, military status, arrest and court record, sexual orientation, or status as a covered veteran. This policy covers admissions and access to, and participation in, treatment, and employment in the University’s programs, activities, and services. For more information on equal opportunity and affirmative action policies and complaint procedures for the UH Mānoa Campus, contact:

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‘IMI HO‘ŌLA students, during the annual service learning visit to Kalaupapa, Molokai.
VISION of JABSOM

Maika‘i loa: Attain Lasting Optimal Health for All (ALOHA).

MISSION of JABSOM

JABSOM, as part of the fabric of Hawai‘i, is a diverse learning community committed to excellence and leadership in:

- Educating current and future healthcare professionals and leaders.
- Delivering high-quality healthcare.
- Conducting research and translating discoveries into practice.
- Establishing community partnerships and fostering multidisciplinary collaboration.
- Pursuing alliances unique to Hawai‘i and the Asia-Pacific region.
- Acting with forethought regarding right relationships, respect, and moral action. Pono.

‘IMI HOʻŌLA

The mission of the ‘IMI HOʻŌLA POST-BACCALAUREATE PROGRAM is to improve health care in Hawai‘i and the Pacific Basin by increasing the number of physicians through a 12-month educational program that addresses disadvantaged students’ academic needs. ‘IMI HOʻŌLA’S goal is to support diversity of the physician workforce and produce physicians who demonstrate a strong commitment to practice in underserved communities in Hawai‘i and the Pacific. Up to 12 students from economic, social, and/or educational disadvantaged backgrounds can be selected to participate in the Post-Baccalaureate program. Applicants to the ‘IMI HOʻŌLA PROGRAM have diverse backgrounds and are motivated to overcome challenges that have prevented them from achieving their academic potential.

‘Imi Hoʻōla Objectives

- Identify, recruit, and select students from disadvantaged backgrounds.
- Assess students’ knowledge base and learning skills, and develop an educational plan to increase their performance in these areas.
- Improve student learning effectiveness with emphasis on concepts and principles of biology, chemistry, biochemistry, ethics, communication, and professionalism.
- Increase the retention of ‘IMI HOʻŌLA graduates enrolled in JABSOM.

‘Imi Hoʻōla Alumni Profile

To date, 245 former ‘IMI HOʻŌLA participants have graduated from JABSOM. Twenty percent of the graduates are in residency training or fellowships and seventy-five percent are now practicing in Hawai‘i, Guam, Micronesia, American Samoa, and the continental United States.
DISADVANTAGED CRITERIA
An individual from a disadvantaged background is a person who:
• Comes from an environment that has prevented the individual from obtaining the knowledge, skills, and abilities required to enroll in and graduate from medical school; and/or
• Comes from a family with an annual income below low-income thresholds based on family size as published by the U.S. Census Bureau.

TIES TO HAWAI‘I AND THE PACIFIC
The ‘īmi Hoʻōla Post-Baccalaureate Program at the John A. Burns School of Medicine only accepts those with ties to Hawai‘i or the Pacific. We review each applicant based on the following:
• Birthplace
• High School attended
• University graduated from
• Legal residency
• Parents’ legal residency
An applicant must demonstrate that at least three of the five criteria listed have ties to either Hawai‘i or the Pacific (e.g., Samoa, Guam, CNMI).

ACADEMIC REQUIREMENTS
Admission into the ‘īmi Hoʻōla Post-Baccalaureate Program is based upon several factors that demonstrate the applicant’s likelihood to successfully complete medical school. To be eligible for admission to ‘īmi Hoʻōla, an applicant must have fulfilled the following requirements:

• Completed Course Work
The following course work must be completed by June 2016. The science courses should be of the type acceptable for students majoring in these areas (not survey-level) AND, where indicated, should include laboratory experience. Additional enrichment in the biological and social sciences (e.g., Immunology, Genetics, Human Anatomy, Physiology, Embryology, Psychology, Sociology, English, and Speech) is encouraged.

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology (with lab)</td>
<td>8</td>
</tr>
<tr>
<td>Molecular &amp; Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry (with lab)</td>
<td>8</td>
</tr>
<tr>
<td>Organic Chemistry (with lab)</td>
<td>8</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>General Physics (with lab)</td>
<td>8</td>
</tr>
</tbody>
</table>

• GPA
An applicant must have at least a 2.0 cumulative undergraduate GPA to be considered.

• Conferred Baccalaureate Degree
An applicant must have graduated with a bachelor’s degree prior to the start of the ‘īmi Hoʻōla Post-Baccalaureate Program.

• MCAT
To be considered for admission, an applicant must have taken the Medical College Admissions Test (MCAT) and scored at least a “6” on the “Verbal Reasoning” section. The exam must have been taken within three years of the expected date of matriculation into medical school (2017), i.e., the MCAT needs to have been taken between January 2014 - September 2015. For MCAT exams taken after March 2015 additional information will be available at a later date.
ADMISSION MATERIALS

• ‘Imi Ho‘ōla Application
Answer all questions. If a question does not apply to you or your situation, indicate by typing “NOT APPLICABLE” in the appropriate space. Blank spaces will delay the processing of your application in a timely manner.

• Letters of Recommendation
Two letters of recommendation are required of each applicant. Instructions are printed on the “Letter of Recommendation” form and should be read carefully. At least one of the two letters must be from a professor or an advisor who can accurately assess the applicant’s academic performance.

• Verification of Science Prerequisites
Students must complete the form and provide a description for each course listed (see Verification of Science Prerequisites form).

• JABSOM Application
To be eligible for ‘IMI HO‘ÔLA you must have applied to JABSOM for the year 2016 entering class. The JABSOM application is due on November 1. JABSOM participates in the American Medical College Application Service (AMCAS). The service permits an applicant to file a single application which is forwarded to as many participating medical schools as designated. AMCAS forwards JABSOM a copy of the completed application. The application is available on-line at www.aamc.org. Application fees for AMCAS and/or JABSOM may be required.

• Consent Form
Complete and submit the consent form to permit the Admissions Officer at JABSOM to release a copy of your AMCAS application and Verification of Science Prerequisites Form to the ‘IMI HO‘ÔLA POST-BACCALAUREATE PROGRAM.

INTERVIEW PROCEDURE

Applicants are invited for in-person interviews based on selection by the ‘IMI HO‘ÔLA Advisory Committee; therefore, there are no automatic, or courtesy interviews. Telephone or video conference interviews are not allowed. Interviews for ‘IMI HO‘ÔLA are conducted in April.

ADMISSION’S POLICIES

Email is the primary mode of communication between the Program and applicants. Applicants should regularly check the email address they provided on their application for status updates.

Applicants are responsible to make sure that all required materials have been received by the application deadline (see Application Checklist on page 7).

All application materials become the property of the ‘IMI HO‘ÔLA POST-BACCALAUREATE PROGRAM and cannot be returned or forwarded elsewhere. Applicants should make copies of all application materials for personal reference. The Program recommends that the application be typed. Sign all application materials where indicated.

Applicants who wish to withdraw their application can do so at any time and for any reason (e.g., acceptance into another program). The applicant must notify the ‘IMI HO‘ÔLA POST-BACCALAUREATE PROGRAM immediately via email (imihoola@hawaii.edu) to formally withdraw.
The ‘IMI HO’ÔLA POST-BACCALAUREATE PROGRAM curriculum consists of three phases over a 12-month period. Courses are taught by medical school faculty. Components of the three phases vary from tutorials, which serve as a forum for discussing paper case problems, to lectures, workshops, and oral presentations. Students learn to think critically, evaluate new information and research data, and apply their knowledge. They become actively involved in the learning process and are not simply passive recipients of information. Participants have an opportunity to interact with medical students and faculty, meet professionals from other health fields, and have early exposure to the teaching and evaluation (testing) methods involved in the first-year of medical school.

**PHASE I: Summer Orientation and Assessment**

Phase I consists of collecting baseline data on students’ knowledge in chemistry, biochemistry, and learning skills. In this phase, students’ skills in critical reading, concept mapping, exam strategies, time-management, computer literacy, and MEDLINE search are enriched. Activities are conducted that enhance students’ reflection on how their values, habits, learning styles, and self-concept impact their academic performances and interpersonal relationships. Based on students’ strengths and areas of need, an individualized educational plan is developed and shared with the student.

**PHASE II: Post-Baccalaureate Enrichment**

The focus of Phase II is to improve learning effectiveness with emphasis on the concepts and principles of biology, chemistry, biochemistry, ethics, communication, and professionalism. In this phase of the program, students continue to develop their learning skills in note-taking, structuring and organizing information, conceptualizing, critical thinking, recall, and test taking. Their skills are integrated within the content areas of the following courses: Medical Biology, Medical Biochemistry, and Scientific Basis of Medicine.

**PHASE III: Pre-Matriculation**

To ease the students’ transition into medical school, they are introduced to JABSOM’s Problem-Based Learning (PBL) model. Students gain hands-on experience with evaluation tools utilized in medical school such as Triple-Jump Assessment, Multiple Choice Questions, and Modified Essay Questions. A rural shadowing component provides students the opportunity to observe physicians in rural communities and introduces them to primary care medicine.

### MEDICAL BIOLOGY

**Fall/Spring—11/11 credits**

This is an intensive, comprehensive study of biologic principles with emphasis on the structure and function of cells, tissues, and organs. It covers many of the major concepts in cell biology, genetics, molecular biology, embryology, histology, and physiology. Students participate in critical thinking and problem-solving exercises, independent study, PBL modules and MEDLINE searches. This class includes a weekly anatomy lab.

### MEDICAL BIOCHEMISTRY

**Fall/Spring—6/6 credits**

Topics are selected on the basis of their importance in human medical (as contrasted with general) biochemistry and to complement topics concurrently addressed in the Medical Biology course. This course is designed to enhance problem-solving skills that students need for the PBL instructional approach at JABSOM. This class includes hands-on research experiences in Molecular diagnostics. During the laboratory sessions, students perform genomic DNA purification, polymerase chain reaction, gel electrophoresis, and restriction enzyme digestion & mapping.

### SCIENTIFIC BASIS OF MEDICINE

**Fall/Spring—2/2 credits**

This course is an introduction to medical science highlighting significant events and key historical figures to illustrate the development of scientific methods. Emphasis is placed on the culture and contributions of the Pacific. Students learn about the global view of health and disease, explore the roles of health professionals working in various health-care settings, and gain an awareness of health-care delivery resources in Hawai‘i. The course aims to improve the students’ learning skills (critical thinking, and group skills) and to foster personal growth.
## 12-MONTH ACADEMIC PROGRAM

<table>
<thead>
<tr>
<th>Expenses</th>
<th>AT HOME (Family)</th>
<th>OFF-CAMPUS (Roommates)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>$2,892 ($6,240)*</td>
<td>$2,892 ($6,240)*</td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>$1,707</td>
<td>$1,707</td>
</tr>
<tr>
<td>Meals &amp; Housing</td>
<td>$6,011</td>
<td>$18,931</td>
</tr>
<tr>
<td>Personal Expenses</td>
<td>$2,485</td>
<td>$3,176</td>
</tr>
<tr>
<td>Transportation</td>
<td>$1,581</td>
<td>$1,581</td>
</tr>
<tr>
<td>Health Insurance (self)</td>
<td>$3,787</td>
<td>$3,787</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$18,463 ($21,811)</strong>*</td>
<td><strong>$32,074 ($35,422)</strong>*</td>
</tr>
</tbody>
</table>

*Cost for non-residents in parenthesis.

### Tuition & Fees
Tuition is based on the resident and non-resident graduate tuition figures for School Year 2016-2017. ‘Imi Ho’ōla courses are offered through Outreach College at the University of Hawai‘i at Mānoa.

### Books & Supplies
Figures based on average cost for books.

### Meals & Housing
Figures provided by Financial Aid Services for School Year 2015-2016 and adjusted for the 12-month program. Program’s shadowing experience cost in a rural setting is included.

### Personal Expenses
Figures provided by Financial Aid Services for School Year 2016-2017 and adjusted for the 12-month program.

### Transportation
Figures based on average cost of gas, parking, and car insurance.

### Health Insurance
Health insurance is a requirement for all ‘Imi Ho’ōla students. Figures are based on the HMSA student plan for School Year 2014-2015.
ALL of the following items must be received by the ‘IMI HOʻÔLA POST-BACCALAUREATE PROGRAM or postmarked by November 1, 2015 for your application to be considered for the 2016–2017 class.

☐ Completed ‘IMI HOʻÔLA POST-BACCALAUREATE PROGRAM application form

☐ Two signed letters of recommendation - must be sent directly from the recommender to the ‘IMI HOʻÔLA PROGRAM. AMCAS Letters of Recommendation cannot be used.

☐ Verification of Science Prerequisites Form

☐ Course Descriptions - a separate description for each course listed on the Verification of Science Prerequisites Form is required.

☐ Application to JABSOM through AMCAS - for the 2016-2017 class, concurrent with ‘IMI HOʻÔLA PROGRAM Application.

☐ Signed consent form

Late or incomplete applications will not be considered.

For more information contact:
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