



THE TRITON
CAREER GUIDE
2016-2017 EDITION

UC San Diego



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Ψ Career Ready?

Ψ What's Your Story?

UC San Diego's | 12 Career Readiness Competencies



 Not sure what to say? Fill this out and practice your pitch with us!

1. Hi, my NAME is...	
2. My BIG GOAL is...	
3. My EDUCATIONAL BACKGROUND includes...	
4. Some RELEVANT CLASSES I've taken include...	
5. My KEY SKILLS and QUALIFICATIONS include...	
6. Some of my RECENT ACCOMPLISHMENTS are...	
7. One thing that makes me UNIQUE is...	



TRITON TIP:

These are **12 UC San Diego** identified **career readiness competencies** students should aspire to possess by the time they graduate. Employers are looking to hire college students and recent graduates who know how to use their talents, strengths, and interests. Master these Career Readiness Competencies and you will be prepared for a successful transition into the workplace. These competencies also fully align with the **National Association of Colleges & Employers (NACE)** national standards.



1. Use these prompts to help you **develop a compelling** and **quick summary** of your skill sets that you can **share with a decision maker**.
2. Share things the person you're pitching to can **easily remember** and **find interesting**.
3. Your pitch should help you **engage the listener** in a conversation, so don't talk too much about yourself and use your pitch to help lead into a question about the person or company.

WOOFFOUND & MBTI



TRITON TIP:
Take a **free** personality/career assessment at: ucsd.woofound.me



Login to your Port Triton account to take the MBTI to learn more about your personality and career options.

Cost is: \$35.00

Self reflect on the results of your personality assessment and write down your responses to the prompts below.

1.



What **motivates** you? **Challenges** you? **Impresses** you? **Stresses** you?

How do you **communicate**? What's your **style**? What feels **comfortable**?
How do you need **support**? What communication styles **stress** you out?

2.

1. What was your **MBTI** reported type &/OR your **WOOFFOUND** personality type?

What were some key take aways learned?:



2. Based on personality preferences, what **career ideas seem to be developing**?

3. Using **WOOFFOUND**, what are the **salary, KSAs, and job search tools** you should know?

Key take aways?:

What Are Your Strengths?

What Are Your Strengths?



Clifton StrengthsFinder® THEMES



TRITON TIP: To take the StrengthsFinder, purchase a code at: <http://shop.gallup.com/strengths/1595620117-428.html>

ACHIEVER®	People exceptionally talented in the Achiever theme work hard and possess a great deal of stamina. They take immense satisfaction in being busy and productive.
ACTIVATOR®	People exceptionally talented in the Activator theme can make things happen by turning thoughts into action. They are often impatient.
ADAPTABILITY®	People exceptionally talented in the Adaptability theme prefer to go with the flow. They tend to be “now” people who take things as they come and discover the future one day at a time.
ANALYTICAL®	People exceptionally talented in the Analytical theme search for reasons and causes. They have the ability to think about all the factors that might affect a situation.
ARRANGER®	People exceptionally talented in the Arranger theme can organize, but they also have a flexibility that complements this ability. They like to determine how all of the pieces and resources can be arranged for maximum productivity.
BELIEF®	People exceptionally talented in the Belief theme have certain core values that are unchanging. Out of these values emerges a defined purpose for their lives.
COMMAND®	People exceptionally talented in the Command theme have presence. They can take control of a situation and make decisions.
COMMUNICATION®	People exceptionally talented in the Communication theme generally find it easy to put their thoughts into words. They are good conversationalists and presenters.
COMPETITION®	People exceptionally talented in the Competition theme measure their progress against the performance of others. They strive to win first place and revel in contests.
CONNECTEDNESS®	People exceptionally talented in the Connectedness theme have faith in the links among all things. They believe there are few coincidences and that almost every event has meaning.
CONSISTENCY®	People exceptionally talented in the Consistency theme are keenly aware of the need to treat people the same. They try to treat everyone with equality by setting up clear rules and adhering to them.
CONTEXT®	People exceptionally talented in the Context theme enjoy thinking about the past. They understand the present by researching its history.
DELIBERATIVE®	People exceptionally talented in the Deliberative theme are best described by the serious care they take in making decisions or choices. They anticipate obstacles.
DEVELOPER®	People exceptionally talented in the Developer theme recognize and cultivate the potential in others. They spot the signs of each small improvement and derive satisfaction from evidence of progress.
DISCIPLINE®	People exceptionally talented in the Discipline theme enjoy routine and structure. Their world is best described by the order they create.
EMPATHY®	People exceptionally talented in the Empathy theme can sense other people’s feelings by imagining themselves in others’ lives or situations.
FOCUS®	People exceptionally talented in the Focus theme can take a direction, follow through, and make the corrections necessary to stay on track. They prioritize, then act.

FUTURISTIC®	People exceptionally talented in the Futuristic theme are inspired by the future and what could be. They energize others with their visions of the future.
HARMONY®	People exceptionally talented in the Harmony theme look for consensus. They don’t enjoy conflict; rather, they seek areas of agreement.
IDEATION®	People exceptionally talented in the Ideation theme are fascinated by ideas. They are able to find connections between seemingly disparate phenomena.
INCLUDER®	People exceptionally talented in the Includer theme accept others. They show awareness of those who feel left out and make an effort to include them.
INDIVIDUALIZATION®	People exceptionally talented in the Individualization theme are intrigued with the unique qualities of each person. They have a gift for figuring out how different people can work together productively.
INPUT®	People exceptionally talented in the Input theme have a craving to know more. Often they like to collect and archive all kinds of information.
INTELLECTION®	People exceptionally talented in the Intellection theme are characterized by their intellectual activity. They are introspective and appreciate intellectual discussions.
LEARNER®	People exceptionally talented in the Learner theme have a great desire to learn and want to continuously improve. The process of learning, rather than the outcome, excites them.
MAXIMIZER®	People exceptionally talented in the Maximizer theme focus on strengths as a way to stimulate personal and group excellence. They seek to transform something strong into something superb.
POSITIVITY®	People especially talented in the Positivity theme have contagious enthusiasm. They are upbeat and can get others excited about what they are going to do.
RELATOR®	People exceptionally talented in the Relator theme enjoy close relationships with others. They find deep satisfaction in working hard with friends to achieve a goal.
RESPONSIBILITY®	People exceptionally talented in the Responsibility theme take psychological ownership of what they say they will do. They are committed to stable values such as honesty and loyalty.
RESTORATIVE®	People exceptionally talented in the Restorative theme are adept at dealing with problems. They are good at figuring out what is wrong and resolving it.
SELF-ASSURANCE®	People exceptionally talented in the Self-Assurance theme feel confident in their ability to manage their own lives. They possess an inner compass that gives them confidence that their decisions are right.
SIGNIFICANCE®	People exceptionally talented in the Significance theme want to be very important in others’ eyes. They are independent and want to be recognized.
STRATEGIC®	People exceptionally talented in the Strategic theme create alternative ways to proceed. Faced with any given scenario, they can quickly spot the relevant patterns and issues.
WOO®	People exceptionally talented in the Woo theme love the challenge of meeting new people and winning them over. They derive satisfaction from breaking the ice and making a connection with someone.

⚡ How Do You Apply Your Strengths?



Using the Clifton's StrengthsFinder, discover what your strengths are and how they show up in each domain area.

EXECUTING	INFLUENCING	RELATIONSHIP BUILDING	STRATEGIC THINKING
People with dominant Executing themes know how to make things happen.	People with dominant Influencing themes know how to take charge, speak up, and make sure the team is heard.	People with dominant Relationship Building themes have the ability to build strong relationships that can hold a team together and make the team greater than the sum of its parts.	People with dominant Strategic Thinking themes help teams consider what could be. They absorb and analyze information that can inform better decisions
Achiever Arranger Belief Consistency Deliberative Discipline Focus Responsibility Restorative	Activator Command Communication Competition Maximizer Self-Assurance Significance Woo	Adaptability Connectedness Developer Empathy Harmony Includer Individualization Positivity Relator	Analytical Context Futuristic Ideation Input Intellection Learner Strategic



1. Which domain is most dominant for you?



2. In which domain are you least dominant?



3. Are your colleagues/faculty/peers aware of your talents and strengths in this domain? If so, how?



4. Have you been "blind" to any of your less dominant domains? If so, how?

⚡ What Are Your Strengths?



How do your strengths show up in each area below?

Building Relationships

Taking a Leadership Initiative & Contributing to a Group

Tackling a Difficult Task

Managing Responsibilities

Staying Organized

Are You Career Ready?

Are You Career Ready?



1. Career Management

I have a career plan with smart goals.

(1.) Exploring

Next steps in the career development process are still being determined.

(2.) Developing

Next steps are known but the details are not.

(3.) Advancing

Can describe at least one thing that I plan to do to advance myself towards my career goal with SMART goals known.

(4.) Mastering

Can describe 1 to 3 things I have accomplished and/or completed toward achieving my goal(s).



4. Professional Portfolio

(myportfolio.ucsd.edu)

I know how to effectively market myself to industry/graduate schools.

(1.) Exploring

Have not yet developed effective marketing materials (resume, cover letter, LinkedIn, Portfolium, etc.)

(2.) Developing

Have developed marketing materials and have had them reviewed by career advisor, career peer, faculty, staff, or mentors

(3.) Advancing

I am able to integrate resume/cover letter/ & electronic documents as unified marketing suite.

(4.) Mastering

Have completed well defined cover letter, resume, position analysis, reference sheet, LinkedIn, Portfolium. Have completed career tool kit.

2. Professional Objective

I know my professional objective and know how to give an effective elevator pitch.

Can list a professional objective.

Can list at least one job title I am interested in.

Can list 1-2 professional objectives and have a basic understanding of how my interests/skills/talents are a good fit for my desired career of choice.

Can list 1-2 careers and demonstrate reflection on how to match my interests, skills, personality and/or values to the industry of choice.

5. Negotiation (Salary/Communication)

I feel confident with my negotiation practices.

Able to state 1-2 resources on how to research benchmark salaries for the desired position

Able to articulate skills valued and gained to the employer

Able to advocate for standard salary and basic compensation needs.

Able to communicate a desired salary range along with negotiable factors—vacation, flexible schedule, transportation, housing subsidy, wardrobe allowance, title, etc.

3. Experience

(Non-paid and paid, volunteer, community service, etc.)

I know what I need to do to get relevant experience for my industry of choice.

I am not able to identify any past or current skill building experiences.

Have completed 1-2 skills building experiences (volunteer, leadership, internships, etc.)

Have successfully completed 1-4 experiences and can articulate the experiences orally.

Can describe multiple internships/job search strategies and demonstrate understanding of the job search process.

6. Networking

(Know how to effectively communicate with employers OR graduate/medical school admissions committees)

I know how to effectively advance myself through networks of people.

30 second elevator pitch still needs to be developed on skills, interests, and/or values

Can introduce and describe some professional goals, interests, and/or values

Can introduce and describe professional goals, interests and value, but cannot make an effective connection with the field of interest position/employer or graduate school.

Demonstrate reflection while introducing self and describing professional goals, interests, and values while making a connection with the field of position, employer

YOUR NAME Name: 18-22 pt. font, bold

Address | Phone | student@ucsd.edu | LinkedIn **Contact info: 10-11 pt. font**

SUMMARY OF QUALIFICATIONS Keep concise & share experiences & passions that align with & highlight what the job descriptions seeks in a qualified candidate

Experience reviewing, analyzing and presenting case projects through auditing, cost accounting, and forensics accounting classes. Have a strong background in research and analysis developed through work experience and coursework. Work effectively within a team as well as independently with minimal supervision. Proven leadership and public speaking abilities through student organization and work experience.

Bullet points should address your bragging or "wow" points for skills/competencies/specialized knowledge you could bring to the position.

- Quicken
- QuickBooks
- Turbo Tax
- Word
- Excel
- PowerPoint
- Access

EDUCATION Keep your section titles in bold, also try all caps, and keep between 10-12

University of California San Diego Anticipated June 20xx
Bachelor of Science in Management Science, GPA 3.5+

RELEVANT EXPERIENCE

Operations Assistant, Caywood-Scholl Capital Management, San Diego, CA (9/xx-present)

- Support 15 portfolio and trading administrators with processing more than 200 daily security transactions, resulting in increased productivity
- Update bank loans to reflect principal payments and weekly interest payments from borrowers
- Analyze and resolve pending trade and settlement issues

International/Domestic Trading Intern, Nicholas-Applegate, San Diego, CA (6/xx-1/xx)

- Assisted traders with multiple large volume trade orders from portfolio managers
- Conversed with operations regarding price discrepancies and trade issues between traders and brokers, improving communication between various constituencies
- Created spreadsheets allowing for quick comparisons of broker fees from different trading methods

LEADERSHIP EXPERIENCE

President/Founder, Undergraduate Accounting Society, UC San Diego, CA (3/xx-1/xx)

- Developed campaign to increase student membership by 30%
- Collaborated with the Career Services Center to organize the first annual Meet the Firms event
- Served as a student representative on the UC San Diego Business Quarter Planning committee

UC SAN DIEGO MEMBERSHIP & ACTIVITIES

Swim Team - 2011 Pacific Collegiate Swim and Dive Conference Champions (09/xx - present)
 Delta Sigma (01/xx - present)
 Undergraduate Economics Society (09/xx - 06/xx)

RESUME RECOMMENDATIONS

- Identify keywords from job description
- Use keywords from job description to build bullet points
- Include numbers, event details and outcomes
- Make sure to match appropriate present and past tenses
- Arrange sections and bullet points based on how important they are to the employer
- Use reverse chronological order within sections such as work experience
- Maintain formatting consistency from top of the page to the bottom
- Don't include an objective, it is a dated practice
- Avoid personal pronouns
- For more examples of resume/cv formats go to:

CAREERTOOLS.UCSD.EDU

<p> Management Skills</p> <ul style="list-style-type: none"> Administered Analyzed Assigned Attained Chaired Consolidate Contracted Coordinated Delegated Developed Directed Directed Evaluated Executed Improved Increased Managed Monitored Organized Oversaw Planned Prioritized Produced Recommended Reviewed Scheduled Strengthened Supervise <p>Communication Skills</p> <ul style="list-style-type: none"> Arbitrated Arranged Authored Collaborated Communicated 	<ul style="list-style-type: none"> Convinced Corresponded Developed Directed Drafted Edited Educated Enlisted Formulated Informed Influenced Interpreted Mediated Negotiated Persuaded Promoted Publicized Reconciled Recruited Translated Wrote <p>Research Skills</p> <ul style="list-style-type: none"> Analyzed Assessed Clarified Collected Critiqued Diagnosed Evaluated Examined Extracted Identified Inspected Interpreted 	<ul style="list-style-type: none"> Interviewed Investigated Organized Reviewed Surveyed Systematized Technical Skills Assembled Calculated Computed Designed Developed Devised Engineered Experimented Fabricated Maintained Operated Programmed Remodeled Repaired Solved Tested Upgraded <p>Teaching Skills</p> <ul style="list-style-type: none"> Adapted Advised Clarified Coached Communicated Coordinated Developed Educated Enabled 	<ul style="list-style-type: none"> Encouraged Evaluated Explained Facilitated Guided Informed Inspired Instructed Motivated Persuaded Set goals Trained <p>Financial Skills</p> <ul style="list-style-type: none"> Administered Allocated Analyzed Appraised Audited Balanced Budgeted Calculated Computed Developed Forecasted Managed Marketed Planned Researched <p>Creative Skills</p> <ul style="list-style-type: none"> Conceptualized Created Coordinated Customized 	<ul style="list-style-type: none"> Designed Developed Directed Fashioned Illustrated Initiated Inspire Integrated Introduced Invented Originated Performed Planned Revitalized Shaped <p>Helping Skills</p> <ul style="list-style-type: none"> Assessed Assisted Clarified Coached Counseled Demonstrated Diagnosed Educated Expedited Facilitated Familiarized Guided Motivated Referred Represented 	<p>Administrative Skills</p> <ul style="list-style-type: none"> Arranged Catalogued Classified Collected Compiled Executed Generated Implemented Inspected Monitored Operated Organized Prepared Processed Purchased Recorded Retrieved Screened Specified Systemized Validated <p>Demonstrating Accomplishment</p> <ul style="list-style-type: none"> Achieved Expanded Founded Improved Pioneered Reduced Resolved Restored Spearheaded Transformed
---	--	--	--	--	--

Instructions: Practice writing bullet points using the Action + Project + Result (APR) equation. Pick an action verb from above, write in a project you worked on, and share the result or outcome of the project in the result section.

BULLET FORMULA: Action Verb + Project + Result = Successful bullet point!

EX: Planned fundraising event for 500 participants resulting in \$3000 donation to the Red Cross

ACTION	+	PROJECT
RESULT		
ACTION	+	PROJECT
RESULT		
ACTION	+	PROJECT
RESULT		



Resume Instructions

- Highlight a strong GPA (3.0 or better).
- Highlight coursework that is relevant to the job you are seeking.
- Review the job description to identify skills that are relevant to the position you are seeking.
- Present your accomplishments in the experience section by adding a result or outcome to your task.
- List a few "Memberships" and "Activities," especially if they are relevant to the position.

YOUR NAME

Address | Phone | student@ucsd.edu | LinkedIn

January 1, 20xx

Ms. Jane Doe
Senior Associate
Smith & Associates Accounting Group
123 Barbary Lane
San Francisco, CA 94105

Dear Ms. Doe:

I am submitting my resume in consideration for the Tax Intern position with Smith & Associates Accounting Group, as advertised on the UCSD Career Services Center website. Given my background in accounting and extensive leadership experience, I believe this position is a strong match for my skills and career interests.

I developed a keen interest in public accounting while working toward an undergraduate minor in accounting at Rady School of Management. Specifically, my class in Intermediate Accounting allowed me to develop a solid foundation preparing and interpreting accounting information under both RASB and IASB guidelines. As a result, I will be ready to sit for the CPA exam upon graduation. In addition to my academic training, I bring to the position strong interpersonal, communication and leadership skills. My experience as President of the Undergraduate Accounting Society has provided me with the opportunity to successfully lead an organization of more than 100 students, while managing all operations of the organization. Combined with the extensive analytical skills that I developed as the Operations Assistant and Trading Intern, these qualifications make me well-suited to work for Smith & Associates Accounting Group.

As a proven leader, team player and problem-solver, I feel my skills and experience make me an ideal candidate for the Tax Internship position. I would welcome the opportunity to interview for the position, and hope to hear from you soon. Thank you for your time and consideration.

Sincerely,

Your Name

Your Name

CUSTOMIZE YOUR RESUME & COVER LETTER

Instructions: Highlight all of the action words that you could include in your resume and cover letter from the job description below.

Analyzing the Job Description

Organization: SD Accounting Group

Position: Tax Intern

Duties & Responsibilities: We currently have exceptional learning opportunities for tax interns. Work with a team of experienced accountants to serve our clients. As part of the tax team, you will:

- Participate in a project to improve the tax effectiveness of a supply chain structure
- Assist with tax due diligence on behalf of a private equity firm
- Assist in preparing tax returns for clients

Qualifications:

- Pursuing undergraduate degree or minor in Accounting with a minimum GPA of 3.25
- Strong analytical skills, written/verbal communication skills, and demonstrated leadership
- Solid working knowledge of MS Office programs

Instructions: Fill out below ideas for things to include for each of the prompts

Opening Paragraph

State the position for which you are applying; how you found out about it; and ask for consideration based on the skills and experiences you have to offer. If referred by someone, indicate by whom. Summarize the skills and experiences that make you qualified for the position.

Middle Paragraph(s)

In this section you want to build a connection between your background and the company's needs. Focus on your skills, education, and experiences as listed on your resume. Emphasize your strongest attributes that relate to the position for which you are applying. If you have any experience or education directly related to the position then highlight it here so the reader can look for it in your resume.

Closing Paragraph

Restate your interest in the position and demonstrate how your unique qualifications fit the position. Indicate that you would like to meet with them to discuss your qualifications further. Thank the reader for his/her time and consideration.



Cover Letter Instructions

- Address the cover letter to a specific person.
- State the position you are applying for, how you found the position, and why you want to work for this company.
- Discuss your experiences and skills as they directly relate to the job description.
- Restate your qualifications, express interest in interviewing and thank the reader for their time.
- To see more examples of cover letters, check out: careertools.ucsd.edu

Portfolium



Portfolium is a great online resource that brings your resume to life and is a part of the **Engaged Learning Tools** suite. Showcase your experiences in an interactive online platform that allows employers and graduate schools to learn about the experiences and competencies you've gained while at UC San Diego.



Create your Portfolium today at myportfolium.ucsd.edu



TRITON TIP: To learn more about Engaged Learning Tools visit: www.ucsd.edu/engagedlearning

1. A **TOOL** for the journey

2. **THINGS** to get you started...



Freshmen & Sophomores

CAMPUS INVOLVEMENT

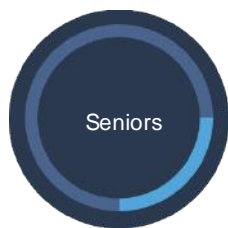
Joining clubs, finding inspiration, making connections, completing co-curricular transcripts.



Juniors

SEEKING INTERNSHIPS

Following companies, applying to internships, attending career fairs.



Seniors

SEEKING CAREER/JOB SEARCH

Interviewing, letters of recommendation, attending career fairs.



Alumni

GIVING BACK

Staying connected, donating to schools, projects, departments.



1. Identify classroom projects, leadership experiences, internships, volunteer experiences and/or research opportunities to upload to your Portfolium account.



2. Check out the jobs/internships pages and submit your resume and Portfolium projects to the company you're interested in interviewing with.



3. Applying to graduate school? Share your Portfolium entries with the **people writing your letters of recommendation** so they can learn more about your accomplishments/experiences at UC San Diego.



4. Merge your Portfolium account with your LinkedIn account. Additionally, include your Portfolium unique URL in your resume and cover letter. Feel free to also **include** it in a email signature so all people can view the great projects you've completed.



What to include in your social media marketing profiles?

SCHOOL & PROFESSIONAL WORK

- Class assignments, research/ group projects
- Work samples from jobs or internships (non proprietary!)
- Evidence of technical skills
- Evidence of soft skills
- Workshops/ seminars/ conferences
- Academic honors, degrees, certifications, certificates, licenses

INTERESTS, ACTIVITIES, VOLUNTEER

- Nonprofit/ charity work & travel experiences
- Photos from events you've coordinated
- Special training or independent
- Self taught learning
- Learning of a new skill or language

ADD MORE DETAILS



Tagged Teammates—Be a team player and tag collaborators, groupmates & friends you worked on a project with.



Skills/Clickable Credentials—Allow employers to easily click into the skills you've listed in your entries & access instant proof of your talent!



Hashtags—Use hashtags as to describe your portfolio entries & make them easily searchable!



Professional Profile Picture, Cover Photo & Professional Tagline



Upload Your Resume



Add Professional Experiences



Fill Out Your Education (courses taken, degrees, licenses)

HOW TO MAKE AN ENTRY



Title—give your work a name.



Category—categorize your entry to make it searchable to employers (e.g. "Social Sciences").



Description—explain your thought process; demonstrate your problem solving skills.



Visuals—add photos, videos, etc. Upload work samples in multiple formats and stored on other platforms

MARKETING SOCIAL MEDIA



Include your Portfolium projects in your LinkedIn accounts



Add Portfolium to your Resume



Add Portfolium to your email signature



Add Portfolium URL to Cover Letters

biginterview



Access interview questions, learn how to answer questions, record your answers and review responses at ucsd.biginterview.com



TRITON TIP:
Visit UCSD Big Interview at:
ucsd.biginterview.com

Top 10 Interview Best Practices

Top 4 Things to Do w/Big Interview

1. Research the company and review the job description before the interview
2. Identify your top skills and experiences relevant to position
3. Complete a practice/mock interview prior to the actual interview
4. Dress for interview success
5. Bring copies of your resume/references to the interview
6. Arrive 10-15 minutes before interview, turn off cell phone, go alone
7. Be specific and provide examples in your responses.
8. Ask 2-3 questions when they ask for questions at the end
9. Collect business cards of the individual(s) who interviewed you
10. Send a thank you note within 24 hours of interview

1. Go over the written and video curriculum to learn best practices in interviewing.
INSTRUCTIONS:
go to learn ---> click on either written or video curriculum ---> watch or read the materials in the library.
2. Record yourself answering questions.
INSTRUCTIONS:
go to practice ---> practice interview---> pick your categories ---> click allow camera ---> press record ---> press stop ---> press save
3. Try out the interview roulette and see if you're able to answer all of the big interview questions with ease.
INSTRUCTIONS:
go to practice ---> press the interview roulette button ---> press allow ---> press record ---> conduct interview ---> press save
4. Send and share your recorded videos for feedback with family, friends, faculty, staff & mentors.
INSTRUCTIONS:
go to mytools ---> press my videos ---> click on the videos you want to share by click the box next to the icon ---> press the share button at bottom of page ---> put in the email addresses of people you want to share ---> press send



Employers use behavioral based questions to screen job candidates in interviews. The premise is that the most accurate predictor of future performance and competencies is past experience in similar situations. When responding to behavioral based interviews use the car method: **CHALLENGE, ACTION, RESULT**

1. **CHALLENGE** Describe the initial challenge that you solved and/or planned to overcome
"Tell me about a time that you used teamwork to solve a problem" —
C | "Our student organization didn't have enough funds to coordinate an ice cream social to welcome new members to UC San Diego"

NOW YOU TRY

2. **ACTION** Describe the action or steps taken to solve the problem. Focus on what you did specifically.
Here's a response to a typical interview question: "Tell me about a time that you used teamwork to solve a problem" —
A | "Rather than give up, I coordinated a brainstorming session to identify potential funding sources. We decided to collaborate with other student organizations, contact local businesses for donations, and reached out to alumni members via LinkedIn."

NOW YOU TRY

3. **RESULT** What was the outcome? Benefits? What did you learn? Did you gain any insights?
Here's a response to a typical interview question: "Tell me about a time that you used teamwork to solve a problem" —
R | "With collaboration, I was able to secure funds to pay for the ice cream social while incorporating alumni networking to make it more rewarding. As a result, new members felt welcomed and motivated to join our organizations."

NOW YOU TRY



TRITON TIP:
Visit Alumni Advisor Network (AAN) at ucsd.firsthand.co



Practice your 30 second pitch w/an Alumni Advisor as they engage you in a career conversation, resume review and/or mock interview



1. Before the Interview

2. During the Interview (Take Notes)



Do Your Research
Do initial research to gain a basic understanding of the occupation or field.



Target a Professional
Start with friends, family, Career Services Center Staff, professors & AAN. Use LinkedIn, AAN, and professional associations to connect with alumni or others in the industry.



Contact
Request an appointment via phone/ email. Be specific with your request and flexible with your availability. Respond promptly and stick to agreed meeting date.



Prepare & Impress
Confirm appointment, dress appropriately, know where you're supposed to be, and show up on time. Have questions ready and take light notes. Thank them for their time and send a thank you note or email within 24-48 hours.

CONNECT

Introduce Yourself (What's your intro?)

COMMUNICATE

Share Purpose (Why did you contact them?)

DISCOVER

Ask Questions (What do you hope to learn from them?)

CLOSE

Thank the Person (Why are you appreciative?)

3. Who did you contact? What did you learn & what are your next action steps?

Name | Organization | Contact Info | Date



Questions to Ask...



How would you describe a typical day or week in your role? What key strengths, skills, and abilities do you use to succeed in your position?



What experiences are most helpful for successful preparation for (or transition into) this field or position?



What are the rewards and challenges of this position?



What are the key trends, issues, opportunities and challenges you see?



What are the most important things I should consider as I learn more about this field?



What other resources or people should I connect with or learn more about?



Would you be willing to refer me to other people willing to help me in my research and exploration process?



TRITON TIP: Either check out careertools.ucsd.edu OR internships.ucsd.edu for more information on the topic of job search engines.



Take what you wear to the interview seriously. **Each industry has its own dress code** that can be determined through researching the organization's culture **before** the interview, or simply **asking the recruiter** what is the **appropriate interview attire**. The level of formality you project is interpreted by the interviewer to show that you understand the importance of the situation and respect the person you are meeting. When in doubt, **it is better to dress more conservative** than casual.

WOMEN

- HAIR** Neat, professional hairstyle with hair out of your face
- SUITS** The standard job interviewing attire for women is a dark navy, black or gray panted/skirted wool blend suit
- BLOUSES** Blouses should be cotton or silk and should be white or some other light color.
- PANTS/SKIRTS** The pant leg bottom in the front should touch the front of the shoe and angle towards the back of the shoe to fall just above the heel. Skirt length should be a little below the knee and never shorter than above the knee.
- SHOES/HOSIERY** Clean and polished dress shoes with closed toes and a conservative heel. Panty hose should be flawless (no runs) and conservative in color.
- MAKEUP & JEWELRY** Make-up should be minimal, with lipstick and nail polish in conservative tones. Minimize use of colognes or perfumes.

MEN

- HAIR** Get a haircut; short hair always fares best in interviews. Your facial hair should be neatly trimmed.
- SUITS** The standard job interviewing attire for men is a dark navy or gray two-piece natural fiber, wool blend suit.
- TIE** Your tie should be darker than your shirt with a conservative pattern and should not extend below the belt.
- SHIRT** Choose a good fit, neatly pressed button down, long-sleeved shirt (white is best, pastel is next best): Don't forget to wear an undershirt.
- JACKET** The sleeves should taper, gradually ending just over the wrist so the shirt cuff extends about 1/2 inch beyond the jacket sleeve.
- PANTS** The pant leg bottom in the front should touch the front of the shoe and angle towards the back of the shoe to fall just above the heel.
- SHOES & SOCKS** Clean and polished dress shoes are recommended. Wear with dark colored socks over the calf.



RESEARCH

Visit the Career Services Center to explore career goals and preparation for graduate and professional school. Research and develop a list of potential graduate programs. Consider the following:

- Curriculum and degree requirements
- Faculty and staff advising and support
- Research, teaching, and internship opportunities
- Funding opportunities and financial support
- Geographic location and size
- Programs, resources and facilities within the program but also at the university in general

Research appropriate resources (LSAC, AAMC, ADA, AACP, MBA.com, nursingworld.org, etc.)

Meet with professors and other professionals in the field(s) that interests you to learn more about the field and possible recommendations for programs



PREPARE

Consider volunteering, involvement in organizations, shadowing professionals, internships, part-time work experience, or research opportunities

Create your resume—develop it as your experience and academic career progresses

Collect Letters of Recommendation as you network and work with professors, professionals and mentors.

Open an interfolio.com account if appropriate for type of graduate/professional program (optional)

Prepare and take appropriate standardized exams for admission into graduate or professional program (i.e. GRE, LSAT, GMAT, MCAT, PCAT, DAT, VACT, OAT, AHPAT, etc.)



What to do during a “gap” year:

- ✓ Obtain a paid internship or research experience
- ✓ Become involved in an in-depth service commitment
- ✓ Pay down credit card and/or undergrad debt
- ✓ Learn a new culture or language
- ✓ Complete supplementary application materials
- ✓ Interview or take campus tours at schools you applied



APPLY

Research application deadlines and required material for each program

General application material for most graduate and professional programs (check each program for specifics as not all will apply):

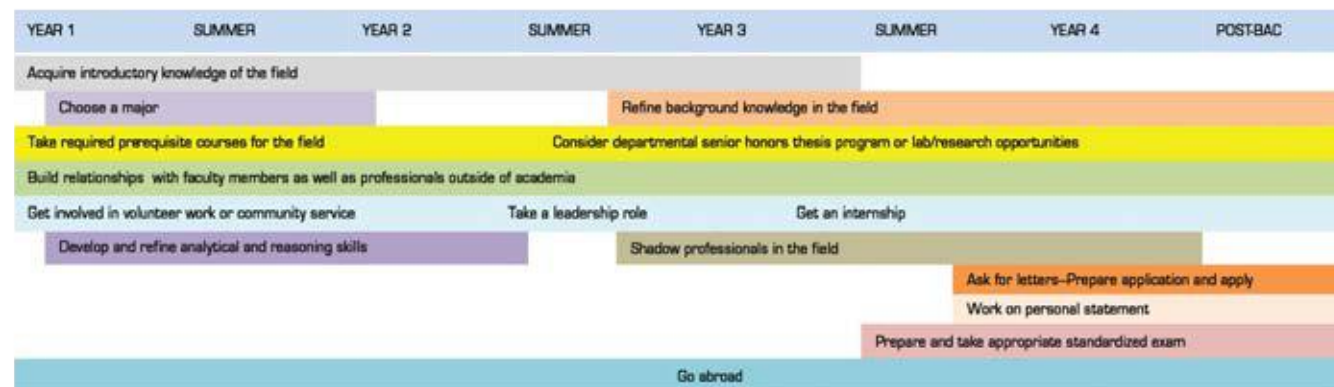
- Online application form
- Statement of Purpose or Personal Statement (see CSC resources for difference)
- Letters of recommendation (2-3 depending on program)
- Writing sample (for PhD programs and some masters programs)
- Official transcripts from all higher education institution attended
- Official scores from standardized exams (i.e. GRE, LSAT, GMAT, MCAT, PCAT, DAT, VACT, OAT, AHPAT, etc.)
- Interview (mostly for professional programs such as medical school and business school)
 - Use Big Interview (<https://ucsd.biginterview.com>) and/or One Button Studio (<https://students.ucsd.edu/academics/experiential-learning/communication-leadership/onebuttonstudio/>)
- Resume
- Supplemental or optional application material (depends on program, not all have supplemental)
- Application fee(s)
- NOTE: Law school applicants apply through LSAC but must also check specific programs for additional information. Pre-health applicants complete and submit your application via the appropriate application service (i.e. AMCAS, AACOMAS, CASPA, PHARMCAS, etc.)

Apply for FAFSA and financial aid available through program; assistantships, fellowships, scholarships, etc.



TIMELINE

SAMPLE TIMELINE



Write down your thoughts below...



1. Goal Setting

Do you have a **clear purpose & goal(s)** for attending graduate school?

What are my **long & short term goals**?

What is **necessary** for me to **achieve** these goals?

How will a graduate degree **add** or **advance** my career path?



2. Self-Reflection

What are your **values, interests, & priorities** for your career and life?

What kind of work do I find **meaningful**?

What **skills** or **tools** do I already have?

Do I **need** to **enlarge or enhance** these skills?



2. Research Options

What are the **different kinds of programs** in my field and which will most benefit my goals?

What mentors do I have available? How do I feel about their perspectives and advice?

What are the **time and money investments** to take on a graduate or professional degree?

How will those affect me? What about the **opportunity costs**? Costs of one decision over another?

Do I **see myself succeeding** in a graduate or professional program?

What can I do **without a graduate or professional degree**?



MCAT

Required for:
Allopathic Medicine
Osteopathic Medicine
Podiatric Medicine

Administered by:
AAMC

Classes students need to take:
BILD 1, 2, 3 Introduction to Biology
CHEM 6a, b, c General Chemistry
CHEM 140a, b, c Organic Chemistry
PHYS 1a, b, c OR **PHYS 2a, b, c**
BIBC 100 or **102** Biochemistry
PSYCH 1-7 (select one) General Psychology
BILD 26 OR **BIPN 100** Human Physiology
SOCI 40 OR **SOCI 70** Medical Sociology
MATH 11, OR **PSYCH 60**, OR **BIEB 100**
Statistics

Classes that may help:
BICD 100 Genetics
BICD 110 Cell Biology
BIMM 124 Medical Microbiology
BILD-X13 (UC Extension) Human Anatomy



DAT

Required for:
Dentistry

Administered by:
ADA

Classes students need to take:
BILD 1, 2, 3 Introduction to Biology
CHEM 6a, b, c General Chemistry
CHEM 140a, b, c Organic Chemistry
MATH 11, OR **PSYCH 60**, OR **BIEB 100**
Statistics
MATH 10a, b, c OR **20a, b, c** Calculus
BILD 26 OR **BIPN 100** Human Physiology

Classes that may help:
BICD 100 Genetics
BIBC 100 OR **102** Biochemistry
BICD 110 Cell Biology
BIMM 124 Medical Microbiology
BILD-X13 (UC Extension) Human Anatomy



OAT

Required by:
Optometry

Administered by:
ASCO

Classes students need to take:
BILD 1, 2, 3 Introduction to Biology
CHEM 6a, b, c General Chemistry
CHEM 140a, b, c Organic Chemistry
PHYS 1a, b, c OR **PHYS 2a, b, c**
BILD 26 OR **BIPN 100** Human Physiology

Classes that might help:
BILD-X13 (UC Extension) Human Anatomy
BICD 100 Genetics
BIBC 100 OR **102** Biochemistry



PCAT

Required for:
Pharmacy

Administered by:
Pearson Education

Classes students need to take:
BILD 1, 2, 3 Introduction to Biology
CHEM 6a, b, c General Chemistry
CHEM 140a, b, c Organic Chemistry
PHYS 1a, b, c OR **PHYS 2a, b, c**
MATH 10a, b, c OR **20a, b, c** Calculus
MATH 11, OR **PSYCH 60**, OR **BIEB 100**
Statistics
BILD 26 OR **BIPN 100** Human Physiology
BIBC 100 OR **102** Biochemistry

Classes that might help:
BIMM 124 Medical Microbiology
BILD-X13 (UC Extension) Human Anatomy



TEAS

Required for:
Nursing (BSN)

Administered by:
Assessment Technologies Institute

Classes students need to take:
BILD 1, 2, 3 Introduction to Biology
CHEM 6a, b, c General Chemistry
PHYS 1a, b, c OR **PHYS 2a, b, c**
BILD 26 OR **BIPN 100** Human Physiology

Classes that might help:
BILD-X13 (UC Extension) Human Anatomy
BICD 100 Genetics



GRE

Required for:
Veterinary Medicine
Physician's Assistant
Nursing (MSN)
Physical Therapy
Occupational Therapy
And most graduate school programs

Administered by:
Educational Testing Service

No specific classes required. Test concepts such as vocabulary, grammar, algebra, data analysis, and writing.



GMAT

Required for:
MBA and business programs

No specific classes required but statistics and economics can be helpful.



LSAT – Required for Law School

Why health? Is a career in healthcare right for me?



1. **WHAT** kind of healthcare do I want to provide?

(Treat and diagnose, rehabilitate a patient, help with fine motor skills, comfort patients?)

- www.exploreheathcareers.org



2. **WHERE** do I want to provide this healthcare and am I comfortable with this setting?

(In a hospital, public health clinic, pharmacy, ER, general practice office, nursing home. Can I handle the sight of blood, injuries, and trauma?)



3. Do I have a strong scientific aptitude? **HOW** comfortable am I with the hard sciences?

- Biology and lab
- General Chemistry and lab
- Organic Chemistry and lab
- Physics and lab
- Calculus and statistics
- English



4. **WHAT** lifestyle do I envision for myself?

(Do I want to be on-call, deal with medical emergencies, and work 60+ hours/week? Would I prefer a more balanced lifestyle? How well do I manage stress?)



Getting Into the Health Professions Timeline



Getting Into the Health Professions Timeline



Academic Preparation Timeline:

	1ST YEAR	2ND YEAR	3RD YEAR	4TH YEAR	GAP YEAR
ACADEMIC PREPARATION	<input type="checkbox"/> Chem 6 a,b,c (Gen Chem) + 7L (Lab) - 1 year	<input type="checkbox"/> Chem 140 a,b,c (O-Chem) + 143A (Lab) - 1 year	<input type="checkbox"/> Physics 1a+1a1, 1b+1b1, 1c+1c1 OR 2a+2a1, 2b+2b1, 2c+2c1 series - 1 year	<input type="checkbox"/> Upper division science courses like Biochem or Physiology - consider taking	<input type="checkbox"/> Upper-division science courses - consider taking to improve GPA if needed
	<input type="checkbox"/> BILD 3	<input type="checkbox"/> BILD 1,2 Lab - 1 year (or upper division Bio if you have AP credit)	<input type="checkbox"/> Upper division Bio lab (4 units)	<input type="checkbox"/> Statistics	
	<input type="checkbox"/> Math 10 a,b,c or 20 a,b,c (calculus) - 1 year	<input type="checkbox"/> Investigate majors (one that is challenging and enjoyable)	<input type="checkbox"/> Complete school-specific degree requirements or consider the school-specific "recommended" requirements (e.g. biochemistry, microbiology, genetics, etc.)	<input type="checkbox"/> Get to know your professors! 1. Office hours; 2. Dine/Coffee with a Prof (3 per quarter. Invite faculty out to eat or for coffee and get to know them personally); 3. Ask professors for recs who teach smaller classes like labs	
	<input type="checkbox"/> English composition - 1 year	<input type="checkbox"/> Get to know your professors! 1. Office hours; 2. Dine/Coffee with a Prof (3 per quarter. Invite faculty out to eat or for coffee and get to know them personally); 3. Ask professors for recs who teach smaller classes like labs Helpful hint: taking classes from the same professor will make it easier to get a letter of rec!	<input type="checkbox"/> Upper division science courses like Biochem or Physiology - consider taking		
	<input type="checkbox"/> If you have AP credit for prerequisite courses - take upper division courses or see a pre-health advisor regarding your specific situation		<input type="checkbox"/> *Sociology 70 (medical sociology) and a general psychology course - consider taking (will be on MCAT) and may eventually become a pre-requisite for medical school		
			<input type="checkbox"/> Get to know your professors! 1. Office hours; 2. Dine/Coffee with a Prof (3 per quarter. Invite faculty out to eat or for coffee and get to know them personally); 3. Ask professors for recs who teach smaller classes like labs		



Personal and Professional Preparation:

	1ST YEAR	2ND YEAR	3RD YEAR	4TH YEAR	GAP YEAR
PERSONAL AND PROFESSIONAL PREPARATION	<input type="checkbox"/> Pre-med student organization - consider joining	<input type="checkbox"/> Clinical experience in health-care setting (patient contact)	<input type="checkbox"/> Become a TA for a class you did well in; great opportunity to demonstrate leadership AND get a letter of rec		<input type="checkbox"/> Pay down debt, save money, OR work
	<input type="checkbox"/> Sign up for HMP3 newsletter (comprehensive information on clinical opportunities, volunteering, test prep, tutoring, advising, panels and speakers)	<input type="checkbox"/> Shadow a doctor	<input type="checkbox"/> Clinical experience in health care setting (patient contact)	<input type="checkbox"/> Clinical experience in health care setting (patient contact)	<input type="checkbox"/> Seek meaningful clinical experience or research
	<input type="checkbox"/> Shadow a doctor	<input type="checkbox"/> Research	<input type="checkbox"/> Shadow a doctor	<input type="checkbox"/> Shadow a doctor	
	<input type="checkbox"/> Faculty: Begin developing relationships for future letters of rec	<input type="checkbox"/> Volunteer/Service for underserved communities (e.g. Flying Sam's, Medical Brigades, tutoring, Student Health Advocate, MedLife, etc.)	<input type="checkbox"/> Research	<input type="checkbox"/> Research	
	<input type="checkbox"/> Clinical opportunities - start exploring options to expose yourself to patient care in hospitals and clinics (e.g. Pathmaker)		<input type="checkbox"/> Volunteer/Service for underserved communities (e.g. Flying Sam's, Medical Brigades, tutoring, Student Health Advocate, MedLife, etc.)	<input type="checkbox"/> Volunteer/Service for underserved communities (e.g. Flying Sam's, Medical Brigades, tutoring, Student Health Advocate, MedLife, etc.)	
	<input type="checkbox"/> Summer enrichment Research programs - consider applying for summer	<input type="checkbox"/> Leadership - get involved with student orgs, sit on boards/committees	<input type="checkbox"/> Leadership - get involved with student orgs, sit on boards/committees	<input type="checkbox"/> Leadership - get involved with student orgs, sit on boards/committees	

KEEP A JOURNAL OF YOUR EXPERIENCES THROUGHOUT YOUR 4 YEARS



Academic Preparation Timeline:

	1ST YEAR	2ND YEAR	3RD YEAR	4TH YEAR	GAP YEAR
MEDICAL SCHOOL PREPARATION	<input type="checkbox"/> Pre-med info sessions and admissions workshops - attend	<input type="checkbox"/> Meet 1:1 with pre-med advisor	<input type="checkbox"/> AMCAS, TMSAS, AACOMAS (familiarize yourself with med school application services)	<input type="checkbox"/> Interview prep	<input type="checkbox"/> Keep in mind THIS year will NOT be seen on your application
	<input type="checkbox"/> Meet 1:1 with a pre-med advisor at Career Services Center to develop timeline to medical school	<input type="checkbox"/> Strategize your Med school application timeline with pre-health advisor (immediately following graduation or after a gap year or two)	<input type="checkbox"/> MCAT: consider prep course in summer or fall (Kaplan, Princeton Review, UCSD Extension) or self-study (Khan Academy videos); take MCAT in January (if ready) or April or June if you intend to begin medical school directly after you graduate	<input type="checkbox"/> Interview - between September - April	
	<input type="checkbox"/> Thoroughly review the Career Services Center (CSC) pre-health website at: prehealth.ucsd.edu	<input type="checkbox"/> Med school workshops - continue attending	<input type="checkbox"/> Personal Essay: Begin prep in January or earlier; get support from the Writing Center and see PDF on writing personal statements and submit final draft to professional writer/reviewer at the Career Services Center. More info: prehealth.ucsd.edu	<input type="checkbox"/> Secondary application - submit essays ASAP (this is if you plan on taking a gap year)	
	<input type="checkbox"/> Learn the AAMC's 15 Key competencies for entering medical students and find experiences that will help you meet all of these competencies.	<input type="checkbox"/> Medical school - explore which types of schools (MD vs. DO. And which ones); determine which school by reviewing typical applicant profile (GPA, MCAT score, research, etc. on the MSAR)	<input type="checkbox"/> Review AMCAS Instruction Manual <input type="checkbox"/> Apply: Opens in May; submit by early June	<input type="checkbox"/> Retake MCAT if necessary (if you plan on taking a gap year)	
	<input type="checkbox"/> Attend Health Fair in April (100+ health professional schools in attendance)	<input type="checkbox"/> MSAR (Medical School Admissions Requirements) - \$25 annual membership; review admissions criteria and acceptance rate data for schools (it is critical to target the schools where you match the applicant profile)	<input type="checkbox"/> Letters of Recommendation: request them early (at least two months in advance, but the sooner the better) submitted to AMCAS by July. If your letter writers are willing to write them early, have them submit to www.interfolio.com		
		<input type="checkbox"/> MCAT Prep class (Kaplan, Princeton Review, UCSD Extension, Khan Academy, or self study)	<input type="checkbox"/> Secondary application - submit essays ASAP		
		<input type="checkbox"/> MCAT (Medical College Admission Test) - plan to take it after most of your med school pre-reqs are complete (including Biochemistry, Psych, Sociology) - Competitive score - 513 (out of 528)	<input type="checkbox"/> Apply to the Health Interview Program (HIP) in April to prepare you for the Multiple Mini-Interview (MMI) process for medical schools (during the Health Fair) For more info: premed.ucsd.edu		
		<input type="checkbox"/> FAP (Fee Assistance Program) - research if you qualify			



Application Checklist:

- Completion of prerequisites
- Research experience (MD)
- Personal statement
- Letters of recommendation
- Clinical experience, shadowing a health care professional
- Strong overall GPA, science GPA, and test scores
- Volunteer experience/service for underserved communities
- Demonstration of leadership (serving on a board, committee, student orgs, etc.)

To learn more about the health professions preparation materials go to: prehealth.ucsd.edu



Health Professions At-A-Glance Matrix

	Allopathic Medicine (MD)	Osteopathic Medicine (DO)	Physician's Assistant	Nursing (Entry-Level Masters RN-MSN)	Dentistry	Pharmacy
NUMBER OF SCHOOLS (using application service)	144	34	179	185	66	135
APPLICATION SERVICE	AAMCAS	AACOMAS	CASPA	NURSINGCAS	AADSAS	PHARMCAS
AVERAGE GPA	3.5-3.7; MCAT: 83rd-88th percentile (UCSD SOM: GPA: 3.7; Science: 3.68)	3.4 GPA; overall; 3.3 science MCAT: 500-503	3.0-3.5	3.0-3.5 (get points based on GPA)	3.4 - 3.6; DAT: 20	3.2.-3.6 (Skaggs 3.4)
LENGTH OF TRAINING	4 years	4 years	2 years	2 years	4 years	4 years
ENTRANCE EXAMS	MCAT	MCAT	GRE (depends on school)	GRE (depends)	DAT	PCAT (only some schools require)
ADMISSIONS REQUIREMENTS RESOURCE	MSAR (\$25/year)	AACOM Osteopathic Medical College Information Book (free online book)	PAEA Online directory (free)	AACN Guide to Graduate Nursing Programs	ADEA Guide to Dental Schools (\$15 online copy or free in our library)	PSAR
APPLICATION START DATE	June (1 full year prior)	June (1 full year prior)	April 2015 - March 2016 for Fall 16 or Jan. 17 (check individual schools for specific deadlines)	October (Fall Admission) August (Spring Admission)	June (1 full year prior)	Mid-July (1 full year prior) Skaggs does NOT have rolling admissions (Nov. 2 deadline)
EXPERIENCE NEEDED PRIOR TO BEGINNING PROGRAM	Clinical experience: shadowing, internship with MD	Clinical experience: shadowing, internship with DO	500 (Touro) -3000 (Stanford) hours paid or unpaid (depends on school): EMT, Paramedic, Certified Nursing Assistant, Phlebotomist	Volunteer work or health-related experience	Shadowing a dentist	Shadowing a pharmacist or becoming a pharm tech, other hospital experience
LETTERS OF RECOMMENDATION	4-6 letters (2 science, 1 non-science, PI, MD, supervisor)	4-6 letters (2 science, 1 non-science, PI, MD, supervisor)	2-3 letters (depends on school)	2-3 letters (depends on school)	4 letters max	3-4 letters
RESIDENCY	3-7 years depending on specialty	3-7 years depending on specialty	Optional	No	Optional	Optional, but many students are doing a 1- year residency
LICENSING EXAMS	USMLE Step 1 (after 2nd year); USMLE Step 2; 2 parts (after 4th year); USMLE Step 3 (after 1st or 2nd year of residency)	COMLEX-USA Levels 1, 2, 3	PANCE certification	NCLEX-RN	NBDE Part I, II, clinical examination	NAPLEX (practice) and MPJE (law)
TOTAL COST OF EDUCATION	\$200K+ for private, out-of-state, and international med schools; \$130K public in-state; UCSD: \$156K tuition	\$184K+ private, out-of-state; \$120K public	\$65K (resident) - \$76K	\$23K (SF State ELMSN) - \$136K - (Samuel Merritt ELMSN NP)	\$128K - 184K - resident 2014-2015	\$140K (UCSD) - 168K+ (Keck)
SALARY	\$150K (pediatrics, general practice) - \$300K+ (radiology, cardiology, surgery)	\$150-180K for general practice (higher for specialty)	\$82K - 112K (California)	\$80 - \$100K (California CNS or NP)	\$108K - \$200K General Dentist (more for specialty)	\$106K - \$140K



Health Professions At-A-Glance Matrix

	Optometry	Physical Therapy	Occupational Therapy	Veterinary	Podiatry	Public Health
NUMBER OF SCHOOLS (using application service)	21	176	67	36	9	42
APPLICATION SERVICE	OPTOMCAS	PTCAS	OTCAS	VMCAS	AACPMAS	SOPHAS
AVERAGE GPA	3.0-3.4 (California schools)	3.0 -3.5	3.0	3.0 - 3.4	3.3	3.0 - 3.3
LENGTH OF TRAINING	4 years	3 years	2-3 years	4 years	4 years	2 years
ENTRANCE EXAMS	OAT	GRE	GRE	GRE	MCAT	GRE
ADMISSIONS REQUIREMENTS RESOURCE	ASCO	CAPTE	AOTA	VMSAR	AACPM	ASPPH
APPLICATION START DATE	End of June. October - December (UC Berkeley - not rolling admissions)	July - May, but can apply in the Fall (students usually take GRE in the summer)	December - February for Fall start (varies; some schools offer admissions 3x/year e.g. St. Augustine's)	June - September	August (1 full year prior) - April	Varies. February - March (deadline!)
EXPERIENCE NEEDED PRIOR TO BEGINNING PROGRAM	Shadowing an optometrist	100-300+ hours shadowing a PT (depends on school)	80 volunteer hours with OT (depends on school)	180 hours minimum (UC Davis) but avg. is 2000 (1000 Colorado State)	Shadowing a podiatrist, volunteering in a health-care setting	Experience in public health
LETTERS OF RECOMMENDATION	3 letters	2-3 letters (4 max)	2-3 letters (depending on school)	3-6 letters (max)	3 (check school)	3 letters
RESIDENCY	Optional	No	No	Optional, but 1-year residency will boost salary	3 years	No
LICENSING EXAMS	NBEO Part I, II, III, TMOB (treatment & mgmt of ocular disease)	NPTE	JSU	NAVLE	NPBME Parts I and II	None
TOTAL COST OF EDUCATION	\$140K - (resident UC Berkeley) - \$145K+ Western University of the Health Sciences	\$48K (public) - \$100K (private)	\$17,200 (SJSU) - \$86K (Univ. of St. Augustine's)	\$136K (UCSD) - \$200K (Western)	\$111K - \$130K	\$16,400 (SJSU) - \$46K (UCLA)
SALARY	\$129K - \$203K	\$80K - \$100K	\$80K (median)	\$100K+	\$100K - \$150K	\$45K - \$65K (wide range)

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START HERE Go to http://vphd.info/UCSD_go to verify your institutional affiliation. Once you reach the VPhD login page, create a member account if it's your first time. Or if you already have an account, sign in as usual.

Career exploration and job resources for Master's & PhD students

General Resources:

- Advising and workshops:** Make an individual career advising appointment with one of the Career Services Center's graduate student career advisors, and register for upcoming workshops for graduate students through Port Triton (<https://ucsd-symplicity.com/students>)
- PhD Career Guide:** Career exploration resources, podcast and blog, and job board. <http://www.phdcareerguide.com>
- Chronicle Vitae:** Online career hub for higher-ed professionals; offers news and advice on academic and nonacademic careers, job management dossier service, and job board. <https://chroniclevitae.com>
- The Professor Is In:** Blog and book (The Professor Is In: The Essential Guide to Turning Your Ph.D. into a Job) providing guidance on preparation for the academic job market, including advice on application materials and professionalization. <http://theprofessorisin.com>

Resources for Arts, Humanities, and Social Sciences Students:

- Humanists@Work:** UC-wide initiative for graduate students interested in careers outside/alongside the academy. Website includes blog and career profiles, resources, and information on twice-yearly workshop held at UC campuses. <https://humwork.uchri.org>
- Alt-ac Advisor:** Advice, blog, and additional resources on finding careers outside academia. <http://altacadvisor.com>

Resources for STEM Students:

- Science Magazine – Careers:** Career articles and booklets, job board, and additional resources. Also contains myIDP, an online skills, interests, and values assessment. <http://www.sciencemag.org/careers>
- NSF Graduate Research Fellowship Program Career & Professional Development:** Website with career development resources, including assessments and career planning guidance for academic and nonacademic jobs. http://www.nsfgrfp.org/fellows/career_professional_development/

Go to <http://career.ucsd.edu/phd-and-masters-students> for more resources and information.

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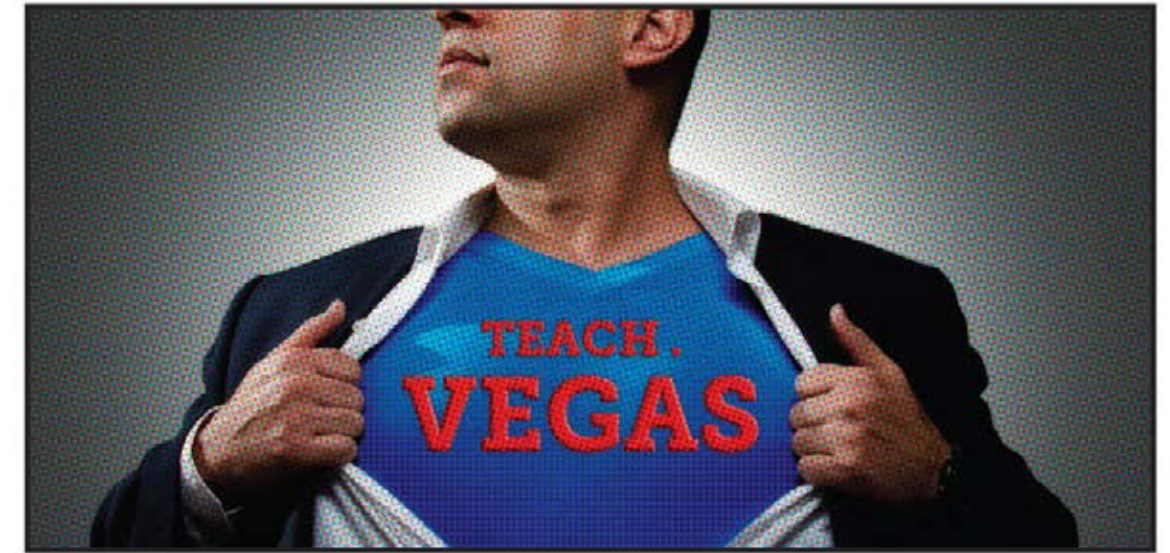
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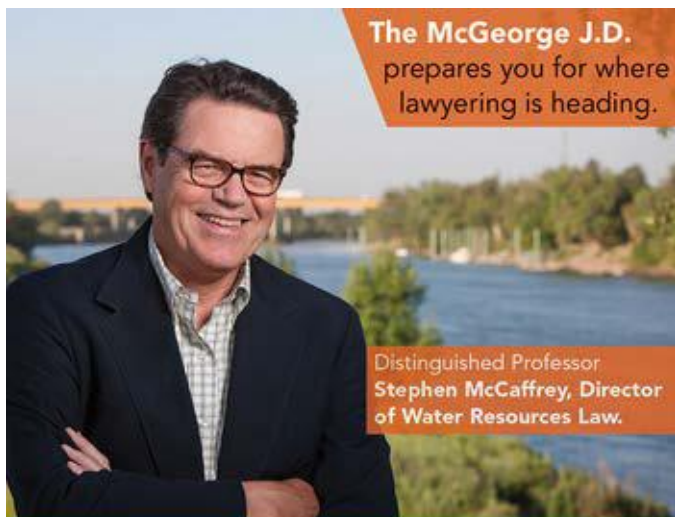
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