MCAT Standards Mapping Guide

***To instructors and students using this resource:***

*In 2015, the MCAT (Medical College Admission Test) began to include the social and behavioral sciences (Section 3 Psychological, Social, and Biological Foundations of Behavior). Sociological content constitutes 30% of Section 3. This material is organized under four foundational concepts with a range of subtopics known as “content categories.” The four foundational concepts are:*

* [Foundational Concept 7](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-7/): Biological, psychological, and sociocultural factors influence behavior and behavior change.
	+ [Read more about Foundational Concept 7](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-7/)
* [Foundational Concept 8](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-8/): Psychological, sociocultural, and biological factors influence the way we think about ourselves and others, as well as how we interact with others.
	+ [Read more about Foundational Concept 8](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-8/)
* [Foundational Concept 9](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-9/): Cultural and social differences influence well-being.
	+ [Read more about Foundational Concept 9](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-9/)
* [Foundational Concept 10](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-10/): Social stratification and access to resources influence well-being.
	+ [Read more about Foundational Concept 10](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-10/)

*This guide links the four MCAT Foundational Concepts and Subtopics to appropriate text chapters. It is organized in a chapter by chapter manner. It first summarizes the main topics covered in each chapter, and then shows the relevant MCAT topics below the summary. Each chapter entry also contains resources that allow students to understand and explore specific topic areas in more detail. These resources include tutorials, graphics, fact sheets, news, and journal articles. Some of these resources fill in material that a chapter covers only briefly but that the MCAT includes in the content category area. Many of the resources make explicit connections to health.*

*Because each chapter covers theoretical perspectives, they are introduced as the primary material of Chapter 1 and highlighted where they become particularly salient or detailed in the chapters that follow.*

*The MCAT also tests four different scientific inquiry skills. These are also detailed at the end of this document. Chapter 2 is crucial for developing students’ proficiency in this skill-based area.*

# Chapter 1: Discover Sociology

Chapter 1 opens with a vignette introducing students to sociology. This chapter explores the history of sociology and its theoretical approaches. It introduces the sociological imagination and critical thinking.

Overall, Chapter 1 briefly introduces a *number* of concepts which are tied to MCAT foundational Standards/Subtopics. As such it is a good primer for developing beginning knowledge of sociology. Its most detailed link is in its introduction of theoretical approaches. As such, it is most linked to MCAT “[Foundational Concept 9](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-9/), Content Category 9A. “(\*Note that exchange theory is not covered in this chapter but a link is provided in the “For Further Research and Exploration” section below.)

## MCAT foundational Standards/Subtopics:

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| [Content Category 9A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/): Understanding social structure* **Theoretical Approaches**
	+ Micro versus macro
	+ Functionalism
	+ Conflict theory
	+ Symbolic interactionism
	+ Social constructionism
	+ Exchange-rational choice\*
	+ Feminist theory
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## For Further Research and Exploration:

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| * **Sociological Theories**

<https://quizlet.com/9936274/sociological-theories-unit-1-flash-cards/>This series of flash cards allows students to review functionalism, conflict theory, symbolic interactionism, and exchange theories.* **TED Talk: The Social Construction of Facts: Surviving a Post-Truth World (Massimo Maoret at TEDxIESEBarcelona)**

<https://www.youtube.com/watch?v=7tHbSasnvno>In a world where truth and fiction are blurring, Massimo Maoret asks a simple question: what happened to facts? Through an analysis of how social networks have changed leading to a social construction of what is “true,” Massimo launches a call to action and proposes solutions to diffuse the dangers in a post-truth society.Macrosociology Versus Microsociology<https://www.youtube.com/watch?v=-BVeSykcQeE>This short YouTube clip differentiates between macro- and microsociology. Produced collaboratively by the Association of American Medical Colleges and Khan University, it also touches on functionalism, conflict theory, and symbolic interaction theory. * **Rational Choice--Exchange Theory**

<https://www.khanacademy.org/video/rational-choice-exchange>Produced collaboratively by the Association of American Medical Colleges and Khan University, this 7-min clip explains and critiques rational choice theory. |

# Chapter 2: Discover Sociological Research

Chapter 2 explores sociology as a science. It examines sociological research methods and the application of sociological theories to research. It explores reliability, validity, correlation, and causation. It also examines the ethics of doing research on human subjects. As such, it is explicitly tied to all four skill categories explored in the “MCAT Scientific Inquiry and Reasoning Skills” section at the end of this document.

## MCAT foundational Standards/Subtopics:

(See Appendix A)

## For Further Research and Exploration:

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| Observational Studies and Experiments<https://www.khanacademy.org/math/probability/study-design-a1/observational-studies-experiments/a/observational-studies-and-experiments>Produced in collaboration between the Association of American Medical Colleges and Khan University, this tests student’s knowledge of the difference between observational studies and experiments.* **Correlation and Causality**

<https://www.khanacademy.org/video/correlation-and-causality>Produced in collaboration between the Association of American Medical Colleges and Khan University, this 10-min video explores the difference between correlations and causality |

# Chapter 3: Culture and Mass Media

Chapter 3 begins with an example of the proliferation of zombies in popular culture as a cultural product that mirrors pervasive societal fears. It then introduces culture and its elements, examining concepts such as material and nonmaterial culture, language, and how culture links to class identity and social reproduction. As such, it is most connected with MCAT Foundational Concept 9, [Content Category 9A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/).

Chapter 3 also explores Pierre Bourdieu’s concepts of social class reproduction, cultural capital, and habitus. As such, it is also connected with MCAT Foundational Concept 10, Content Category 10A.

Chapter 3 further addresses cultural relativism and ethnocentrism. As such, it links to MCAT Foundational Concept 8, Content Category 8B.

## MCAT foundational Standards/Subtopics:

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| [Content Category 9A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/): Understanding social structure* **Culture**
	+ Elements of culture (beliefs, language, rituals, symbols, values)
	+ Material versus symbolic culture
	+ Culture shock
	+ Multiculturalism
	+ Subcultures and countercultures
	+ Mass media and popular culture
 |
| Content Category 10 A Social Class* Aspects of social stratification
	+ Cultural capital and social capital
	+ Social reproduction
 |
| [Content Category 8B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-8b/): Social Thinking* **Prejudice and bias**
	+ Ethnocentrism
		- Ethnocentrism versus cultural relativism
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## For Further Research and Exploration:

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| * **Evolution and Human Culture**

<https://www.khanacademy.org/test-prep/mcat/society-and-culture/culture/v/evolution-and-human-culture>Produced in collaboration between the Association of American Medical Colleges and Khan University, this basic 5-min video provides a brief discussion of culture, cultural universals, human culture, and evolution.* **Social Reproduction**

<https://www.khanacademy.org/video/social-reproduction>Produced in collaboration between the Association of American Medical Colleges and Khan University, this basic 5-min video collaboration provides a brief discussion of social capital, social reproduction, and cultural capital.* **Ethnocentrism and Cultural Relativism In-Group and Out-Group**

<https://www.khanacademy.org/video/ethnocentrism-and-cultural-relativism-in-group-and-out-group> Produced in collaboration between the Association of American Medical Colleges and Khan University, this basic 8-min video provides a brief discussion of ethnocentrism, cultural relativism, in-group, out-groups, and suggests connections with discrimination.* **TED Talk: Texting is killing language. JK!!! (John McWhorter @ TED2013)**

<https://www.ted.com/talks/john_mcwhorter_txtng_is_killing_language_jk>Does texting mean the death of the English language? McWhorter posits that there’s much more to texting, culturally, than it seems and it’s all good news |

# Chapter 4: Socialization and Social Interaction

Chapter 4 examines the process of socialization and the array of agents of socialization that shape social selves and behavioral choices. It looks at the ways in which socialization may differ in total institutions and across the life course. Specifically covered are theoretical perspectives on formation of self-identity through socialization, agents of socialization, and primary, secondary, and reference groups. It also addresses social interaction and ways in which sociologists conceptualize our presentation of self and our group interactions. As such, it is most linked to MCAT [Foundational Concept 8](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-8/), Content Categories 8A and 8C.

## MCAT foundational Standards/Subtopics:

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| [Content Category 8A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-8a/): Self-Identity* **Formation of Identity**
	+ Theories of identity development (e.g., gender, moral, psychosexual, social)
	+ Influence of social factors on identity formation
		- Influence of individuals (imitation, looking glass self, role taking)
		- Influence of groups (reference groups)
		- Influence of culture and socialization on identity formation
 |
| [Content Category 8C](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-8c/): Social Interactions* + **Elements of Social Interaction**
		- **Groups**
			* Primary and secondary groups
		- **Self-presentation and interacting with others**
			* Expressing and detecting emotion
				+ The role of gender in the expression and detection of emotion
				+ The role of culture in the expression and detection of emotion
			* Presentation of the self
				+ Impression management
				+ Front stage versus backstage (dramaturgical approach)
			* Verbal and nonverbal communication
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## For Further Research and Exploration:

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| * **Charles Cooley Looking Glass Self**

<https://www.khanacademy.org/test-prep/mcat/individuals-and-society/self-identity/v/charles-cooley-looking-glass-self>Produced in collaboration between the Association of American Medical Colleges and Khan University, this 3-min clip explains and applies Cooley’s Looking Glass Self.* **George Herbert Mead I and Me**

<https://www.khanacademy.org/video/george-herbert-mead-the-i-and-the-me> Produced in collaboration between the Association of American Medical Colleges and Khan University, this 5-min clip provides a brief discussion of preparatory, play, and game stages and the I and the Me.* **Families’ Journeys to Accepting Transgender Children, Mothers Play Key Advocacy Role**

<http://www.asanet.org/press-center/press-releases/study-examines-families-journeys-accepting-transgender-children-mothers-play-key-advocacy-role>Families are key agents of socialization. This brief press release shows the results of a study indicating the impact of gender on family acceptance of transgender children. * **Impression Management**

<https://www.khanacademy.org/video/impression-management>Produced in collaboration between the Association of American Medical Colleges and Khan University, this 4-min clip provides a brief discussion of the dramaturgical approach, front stage, backstage, and impression management.* **Role Strain and Role Conflict**

<https://www.khanacademy.org/video/role-strain-and-role-conflict>Produced in collaboration between the Association of American Medical Colleges and Khan University, this 2-min clip provides a brief discussion of role strain, role conflict, and primary and secondary groups.  |

# Chapter 5: Groups, Organizations, and Bureaucracies

Chapter 5 introduces primary and secondary groups and examines the power of groups in fostering integration and enforcing conformity. It also discusses the importance of capital in social group formation and action. It explores formal organizations and introduces Max Weber’s ideal type bureaucracy and the iron law of oligarchy. It also considers the role of modern governmental and nongovernmental organizations in the pursuit of social change. This chapter is most linked to MCAT Foundational Concept 7, Category B and MCAT Foundational Concept 8, Category 8C.

## MCAT foundational Standards/Subtopics:

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| [Content Category 7B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-7b/): Social Processes that influence human behavior* + - **How the Presence of Others Affects Individual Behavior**
			* + Conformity
				+ Obedience
		- **Group decision-making processes**
			* + Groupthink

[Content Category 8C](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-8c/): Social Interactions* **Elements of Social Interaction**
* **Groups**
* Primary and secondary groups
* In-group versus out-group
* Group size (dyads, triads)
* **Networks**
* **Organizations**
* Formal organization
* Bureaucracy
	+ Characteristics of an ideal bureaucracy
	+ Perspectives on bureaucracy (e.g., iron law of oligarchy, McDonaldization)
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## For Further Research and Exploration:

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| Milgram Experiment on Obedience <https://www.khanacademy.org/test-prep/mcat/behavior/social-psychology/v/milgram-experiment-on-obedience>A short, 7-min clip that provides an overview of the Milgram experiment on obedience.* **What is McDonaldization?**

<http://www.McDonaldization.com/whatisit.shtml>This site covers the basics of McDonaldization (calculability, predictability, efficiency, control), including separate pages for each with examples.* **Organizations and Bureaucratization**

<https://www.khanacademy.org/video/organizations-and-bureaucratization>Produced in collaboration between the Association of American Medical Colleges and Khan University, this 5-min clip provides a brief discussion of utilitarian, coercive, and normative organizations. It also addresses bureaucracy, bureaucratization, the iron rule of oligarchy, and McDonaldization. It provides a brief discussion of conflict and power.* **What Are Social Groups and Social Networks?**

<https://www.khanacademy.org/test-prep/mcat/society-and-culture/social-structures/a/what-are-social-groups-and-social-networks>Produced in collaboration between the Association of American Medical Colleges and Khan University, this provides a brief text and graphic overview of primary and secondary groups, in groups, out groups, networks, and homophily. |

# Chapter 6: Deviance and Social Control

Chapter 6 begins with an example of the criminalization of deviance and its consequences. It further examines deviance and social control by looking at how deviance is defined, examining different perspectives that sociologists employ to understand and explain deviant behavior, and considering the spectrum of ways in which U.S. society exercises social control over groups and behaviors defined as deviant. As such, it introduces a number of concepts tied to MCAT [Foundational Concept 7](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-7/), [Content Category 7B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-7b/).

## MCAT foundational Standards/Subtopics

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| [*Content Category 7B*](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-7b/): Social Processes that influence human behavior**How the Presence of Others Affects Individual Behavior*** + - Social control
		- Peer pressure
		- Conformity
		- Obedience

**Normative and Nonnormative behavior*** + - Social norms
		- Sanctions
		- Folkways, mores, taboos
		- Deviance
		- Perspectives on deviance (e.g., differential association, labeling theory, strain theory)
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## For Further Research and Exploration:

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| Race and the Criminalization of Opium, Marijuana, and More<https://thesocietypages.org/socimages/2015/06/26/vintage-ads-for-cocaine-and-opium-as-medicines/>This *Sociological Images* piece graphically shows the social construction of deviance and criminal behavior around chemical substances such as opium, marijuana, and others that have either been banned, made illegal, or sold as cures for illness. It also covers the racialization of deviance.Normative and Nonnormative Behavior: Perspectives on Deviance <https://www.khanacademy.org/test-prep/mcat/behavior/normative-and-non-normative-behavior/v/perspectives-on-deviance>This basic 6-min video collaboration between the Association of American Medical Colleges and Khan University provides a refresher on deviance, symbolic interaction, differential association, labeling theory, and strain theory.* **The Public Stigma of Mental Illness**

Pescosolido, B. (2013). The public stigma of mental illness: What do we think; what do we know; What can we prove? *Journal of Health and Social Behavior*, *54*, 1–21. <http://doi.org/10.1177/0022146512471197>This article explores the general population’s attitudes and beliefs around the stigma of mental health and implications for research. Using data from the General Social Survey, it addresses attitudes, discrimination, stigma, and the sociology of mental health, which are all useful areas of knowledge for students studying for the MCAT.**Illness of Deviance? Drug Courts, Drug Treatment, and the Ambiguity of Addiction**Murphy, J. 2015. *Illness or deviance? Drug courts, drug treatment, and the ambiguity of addiction*. Philadelphia, PA: Temple University Press.This book examines the social construction of illness and deviance around drug treatment and drug addiction and its consequences. |

# Chapter 7: Social Class and Inequality in the United States

Chapter 7 uses the example of wealthy investment in trailer parks where many lower income families live out of necessity to begin this chapter on social class and inequality. It then discusses characteristics of caste, social class, and stratification. It looks at quantitative and qualitative dimensions of inequality and both household and neighborhood poverty in the United States. It also examines theories of inequality, addressing the concept of meritocracy. It explores health-care access inequality and the Affordable Care Act. As such, Chapter 7 content is primarily connected to MCAT Foundational Concept 10, Content Category 10A.

## MCAT foundational Standards/Subtopics:

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| [Content Category 10A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-10a/): Social Inequality* **Social Class**
	+ Aspects of social stratification
		- Social class and socioeconomic status
		- Social reproduction
		- Power, privilege, and prestige
		- Intersectionality (race, gender, age)
	+ Patterns of social mobility
		- Meritocracy
	+ Poverty
		- Relative and absolute poverty
		- Social exclusion (segregation and isolation)
* **Health Disparities (**e.g., class, gender, and race inequalities in health)
* **Health-care Disparities** (e.g., class, gender, and race inequalities in health care)
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## For Further Research and Exploration:

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| * **Income and Poverty in the United States: 2016**

<https://www.census.gov/library/publications/2017/demo/p60-259.html>This report by the U.S. Census Bureau presents data on income, earnings, income inequality, and poverty in the United States. Students can explore graphs on median household income by race and ethnicity, female to male earnings ratios, families in poverty by type of family, and much more.* **Social Stratification Flash Cards**

<https://quizlet.com/83214052/mcat-sociology-12-social-stratification-flash-cards/>This series of flash cards allows students to review MCAT concepts associated with social stratification.* **Relative and Absolute Poverty**

<https://www.khanacademy.org/video/absolute-and-relative-poverty>Produced in collaboration between the Association of American Medical Colleges and Khan University, this basic 7-min video compares and contrasts relative and absolute poverty.* **Social Reproduction**

<https://www.khanacademy.org/video/social-reproduction>Produced in collaboration between the Association of American Medical Colleges and Khan University, this basic 5-min video collaboration provides a brief discussion of social capital, social reproduction, and cultural capital.* **Upward and Downward Mobility, Meritocracy**

<https://www.khanacademy.org/test-prep/mcat/social-inequality/social-class/v/upward-and-downward-mobility-meritocracy>Produced in collaboration between the Association of American Medical Colleges and Khan University, this basic 6-min video collaboration provides a brief discussion of types of social mobility, caste systems, and meritocracy. |

# Chapter 8: Global Wealth, Poverty, and Inequality

Chapter 8 begins with a vignette that highlights an individual story of the global mass movement of war refugees and economic migrants. It examines quantitative and qualitative dimensions of global inequality, examining per capita income, literacy, education, sanitation, and health-related issues including nutrition, fertility, mortality, and morbidity. It introduces and applies theoretical perspectives, including world systems and dependency theories, of why deep global disparities exist and persist. It covers armed conflict and poverty. Overall, it is most tied to MCAT Foundational Concept 9, Content Category 9b and MCAT Foundational Concept 10, Content Category 10A.

## MCAT foundational Standards/Subtopics:

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| [Content Category 9B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9b/): Demographic characteristics and processes* + **Demographic Shifts and Social Change**
		- Fertility, migration, mortality
			* Fertility and mortality rates (total, crude, age-specific)
			* Patterns in fertility and mortality
			* Push and pull factors in migration
		- Globalization
			* Factors contributing to globalization (communication technology, economic interdependence)
			* Perspectives on globalization
			* Social changes in globalization (civil unrest, terrorism)

[Content Category 10A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-10a/): Social Inequality* **Social Class**
	+ Aspects of social stratification
		- Global inequalities
	+ Poverty
		- Relative and absolute poverty
* **Health Disparities (**e.g., class, gender, and race inequalities in health)
* **Health-Care Disparities** (e.g., class, gender, and race inequalities in health care)
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## For Further Research and Exploration:

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| World Health Organization (WHO): Global Social Determinates of Health<http://www.who.int/topics/social_determinants/en/>This page contains a number of links to relevant global social determinates of health, which the WHO describes as “the conditions in which people are born, grow, live, work and age, including the health system. These circumstances are shaped by the distribution of money, power, and resources at global, national and local levels, which are themselves influenced by policy choices. The social determinants of health are mostly responsible for health inequities--the unfair and avoidable differences in health status seen within and between countries.” The World Health Organization has offices in over 150 countries and coordinates and directs global health within the United Nations system.* **Global Inequality**

<https://www.khanacademy.org/video/global-inequality>Produced in collaboration between the Association of American Medical Colleges and Khan University, this basic 6-min video provides a refresher on quantitative and qualitative dimensions of global health inequality, including life expectancy and maternal mortality.* **Illustrating Global Wealth Inequality--Sociological Images**

<https://thesocietypages.org/socimages/2016/04/21/illustrating-global-wealth-inequality/>Global wealth inequality macro dimensions and statistics are very effectively illustrated in this 4-min video and summary on *Soc Images*.* **Globalization Theories**

<https://www.khanacademy.org/video/globalization-theories>Produced in collaboration between the Association of American Medical Colleges and Khan University. This basic 6-min video addresses globalization, world systems theory, and dependency theory. |

# Chapter 9: Race and Ethnicity

Chapter 9 begins with a vignette about the violent victimization of African Americans by Whites. This chapter covers sociological definitions of race and ethnicity, the social construction of race, and forms that minority–majority group relations have taken. It also explores theoretical perspectives on ethnicity, racism, and minority group status; prejudice; discrimination, stereotypes; and various manifestations and consequences of these social phenomena. As such, it is most connected to MCAT [Foundational Concept 8](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-8/), [Content Categories 8B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-8b/) and 8C and Foundational Concept 9, Content Category B.

Chapter 9 addresses the unequal experiences of different racial and ethnic groups in the United States and how group membership may shape people’s political, economic, housing, social status, and well-being. As such, it is linked to MCAT Foundational Concept 10, Content Category A.

## MCAT foundational Standards/Subtopics:

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| [Content Category 8B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-8b/): Social Thinking* + **Prejudice and bias**
		- Processes that contribute to prejudice
			* Power, prestige, class
		- Stereotypes
		- Stigma
		- Ethnocentrism
			* Ethnocentrism versus cultural relativism

[Content Category 8C](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-8c/): Social Interactions* + - **Discrimination**
			* Individual versus institutional discrimination
			* The relationship between prejudice and discrimination
			* How power, prestige, and class facilitate discrimination

[Content Category 9B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9b/): Demographic characteristics and processes* + **Demographic Structure of Society**
		- Race and ethnicity
			* The social construction of race
			* Racialization
			* Racial formation

[Content Category 10A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-10a/): Social Inequality* **Spatial Inequality**
	+ Residential segregation
	+ Neighborhood safety and violence
	+ Environmental justice (location and exposure to health risks)
* **Social Class**
	+ Aspects of social stratification
		- Social class and socioeconomic status
		- Class consciousness and false consciousness
		- Cultural capital and social capital
		- Social reproduction
		- Power, privilege, and prestige
		- Intersectionality (race, gender, age)
		- Socioeconomic gradient of health
		- Global inequalities
	+ Poverty
		- Social exclusion (segregation and isolation)
* **Health Disparities (**e.g., class, gender, and race inequalities in health)
* **Health-Care Disparities** (e.g. class, gender, and race inequalities in health care)
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## For Further Research and Exploration:

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| * **Prejudice and Discrimination Based on Race, Ethnicity, Power, Social Class, and Prestige**

<https://youtu.be/bH9JXHFlEnk?list=PLXFjmPE_eYmFAmB9vnar5VPRuwmNrpOGK>This 3-min video collaboration between the Association of American Medical Colleges and Khan University provides a refresher on prejudice and discrimination.* **TED Talk: What it Takes to be Racially Literate (Priya Vulchi & Winona Guo at TEDWomen2017)**

<https://www.ted.com/talks/priya_vulchi_and_winona_guo_what_it_takes_to_be_racially_literate/details>Over the course of a year, Vulchi and Guo traveled to all 50 states collecting personal stories about race and intersectionality. Now, they’re on a mission to equip every American with the tools to understand, navigate, and improve a world structured by racial division.Stereotypes, Stereotype Threat, and Self-Fulfilling Prophecy<https://www.khanacademy.org/video/stereotypes-stereotype-threat-and-self-fulfilling-prophecy>A collaboration between the Association of American Medical Colleges and Khan University, this 6-min video introduces stereotype, stereotype threat and self-fulfilling prophecy.* **The Intersectionality of Hate: Violence Against LGBTQ People of Color--Sociological Images**

<https://thesocietypages.org/socimages/2016/06/22/the-intersectionality-of-hate-violence-against-lgbtq-people-of-color/>This *Soc Images* piece underscores the importance of understanding intersectionality in the Summer 2016 Orlando Nightclub massacre. |

# Chapter 10: Gender and Society

Chapter 10 links with many aspects of the MCAT foundational standards as it shows how gender is related to identity, behavior, culture and interaction, and well-being. It explores key concepts of sex and gender and how those are used in sociological study. It examines the social construction of gender and discusses sexuality. This chapter includes a detailed section on feminist theory. As, such it adds some new information for students to consider around Foundational Concept 9, Content Category A and Content Category B.

Chapter 10 also addresses the social category of gender and its continuing significance in modern society, examining its effects on individuals, groups, and societies. It also addresses the role of media in gender stereotyping. As such, it is linked to Foundational Concept 8, Content Category A.

It also addresses agents of socialization and their contribution to the construction of gendered selves. It looks at how gendered norms shape men and women’s experiences in key social institutions including family, education, and work. As such, it adds some new information for students to consider around Foundational Concept 7, Content Category 7B.

The chapter also touches on global issues of maternal mortality, rape in war, sex trafficking, and the steps being taken to empower women and girls. As such, it is tied to MCAT Foundational Concept 10, Content Category A.

## MCAT foundational Standards/Subtopics:

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| [Content Category 7B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-7b/): Social Processes that influence human behavior* + **Normative and nonnormative behavior**
		- Social norms
	+ **Socialization**
		- Agents of socialization (family, mass media, peers, workplace)

[Content Category 8A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-8a/): Self-Identity* **Self-concept, self-identity, and social identity**
	+ Different types of identities (race/ethnicity; gender, age, sexual orientation, class)

[Content Category 8B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-8b/): Social Thinking* + **Processes related to stereotypes**
		- Stereotype threat
* **Culture**
	+ - Mass media and popular culture

[Content Category 9A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/): Understanding social structure* **Theoretical approaches**
	+ Feminist theory

[Content Category 9B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9b/): Demographic characteristics and processes* + **Demographic structure of society**
	+ Gender
		- Sex versus gender
		- The social construction of gender
		- Gender segregation
	+ Sexual orientation

[Content Category 10A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-10a/): Social Inequality* **Social Class**
	+ Aspects of social stratification
		- Intersectionality (race, gender, age)
		- Global inequalities
* **Health Disparities (**e.g., class, gender, and race inequalities in health)
	+ **Health-Care Disparities** (e.g., class, gender, and race inequalities in health care)
 |

## For Further Research and Exploration:

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| * **GLAAD Transgender FAQ**

<https://www.glaad.org/transgender/transfaq>This site offers definitions and resources around transgender issues, gender identity, and sexual orientation.* **Institute for Women’s Policy Research**

<http://www.iwpr.org/>How do women’s wages compare to men’s? Has welfare reform been successful? What governmental policy is necessary to create positive social change for women and children? This website answers these and other questions related to wages, welfare, social security, and other policy-related issues.* **Demographic structure of society--sex, gender, and sexual orientation**

<https://www.khanacademy.org/video/demographic-structure-of-society-sex-gender-and-sexual-orientation>This 7-min video collaboration between the Association of American Medical Colleges and Khan University provides a refresher on sex, gender, sexual orientation, gender roles, discrimination.* **Feminizing the Masculine**

<https://www.pinterest.com/socimages/feminizing-the-masculine/>This collection of images is a great visual of the social construction of gender.Stereotypes, Stereotype Threat, and Self-Fulfilling Prophecy<https://www.khanacademy.org/video/stereotypes-stereotype-threat-and-self-fulfilling-prophecy>A collaboration between the Association of American Medical Colleges and Khan University, this 6-min video introduces stereotype, stereotype threat, and self-fulfilling prophecy. |

# Chapter 11: Families and Society

Chapter 11 begins with a vignette on the decline of marriage among millennials. It introduces key terms and concepts used in the sociological study of families, including the idea of family as an institution and kinship. It also spends some time on functionalist and feminist perspectives on family. It explores diversity in family forms, trends in marriage and divorce, as well as violence and the family. To those ends, it is primarily linked to MCAT Foundational Concept 9, Content Category 9A.

Chapter 11 also includes a section on parenting in poverty. As such it has links to MCAT Foundational Concept 10, Content Category 10A.

## MCAT foundational Standards/Subtopics:

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| [Content Category 9A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/): Understanding social structure* **Theoretical Approaches**
	+ Functionalism
	+ Conflict
	+ Feminist theory
* **Social Institutions**
	+ Family
		- Forms of kinship
		- Diversity in family forms
		- Marriage and divorce
		- Violence in the family (e.g., child abuse, elder abuse, spousal abuse)

[Content Category 10A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-10a/): Social Inequality* **Social Class**
	+ Poverty
 |

## For Further Research and Exploration:

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| * **Family Violence Nursing Curriculum**

<http://www.mincava.umn.edu/documents/nursing/nursing.html>This resource offers a wide variety of applicable insights around family violence, including definitions, dynamics, national resources, and links to medical practice.* **The Most Detailed Map of Gay Marriage in America**

[http://www.nytimes.com/2016/09/13/upshot/the-most-detailed-map-of-gay-marriage-in-america.html?hp=](http://www.nytimes.com/2016/09/13/upshot/the-most-detailed-map-of-gay-marriage-in-america.html?hp)This *New York Times* September 2016 map helps student visualize gay marriage in the United States by revealing state-by-state patterns.* **Multiple Chronic Conditions and Spouses Depressive Symptoms, and Gender Within Marriage**

[http://www.asanet.org/research-publications/journals/content/multiple-chronic-conditions-spouses-depressive-symptoms-and Gender Within Marriage](http://www.asanet.org/research-publications/journals/content/multiple-chronic-conditions-spouses-depressive-symptoms-and) The ASA features this Journal of Health and Social Behavior article linking marriage, gender, depressive symptoms, and multiple chronic conditions.* **Social Institutions: Education, Family, and Religion**

<https://www.khanacademy.org/video/institutions-education-family-religion>A collaboration between the Association of American Medical Colleges and Khan University, this 6-min video provides a brief overview of family as a social institution.* **MCAT Social Institutions Flash Cards**

<https://quizlet.com/139758352/mcat-sociology-social-institutions-flash-cards/>This series of flash cards allows students to review MCAT information around social institutions such as education, family, and religion. |

# Chapter 12: Education and Society

This chapter begins with a vignette about food insecurity in U.S. colleges and universities. It then explores the roots of mass public education in the United States and the development of the “credential society” driving rising enrollments in higher education. It takes a critical look at the social institution of education, using the functionalist, conflict, and symbolic interactionist perspectives. As such, it is a good refresher for MCAT Foundational Concept 9, Category 9A.

It also examines education and reduction and reproduction of societal inequality.

Chapter 12 also examines the intersectionality of race, gender, and class. It looks at U.S. higher education and the relationship between higher education and income. It also explores education in a global perspective, comparing the United States to other countries in terms of the relationship between education and employment. As such, it is connected to MCAT Foundational Concept 10, Content Category 10 A.

## MCAT foundational Standards/Subtopics:

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| [Content Category 9A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/): Understanding social structure* **Theoretical Approaches**
	+ Functionalism
	+ Conflict
	+ Symbolic interactionism
* **Social Institutions**
* Education
	+ Hidden curriculum
	+ Teacher expectancy
	+ Educational segregation and stratification

[Content Category 10A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-10a/): Social Inequality* **Social Class**
	+ Aspects of social stratification
		- Intersectionality (race, gender, age)
		- Global inequalities
 |

## For Further Research and Exploration:

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| * **Social Institutions: Education, Family, and Religion**

<https://www.khanacademy.org/video/institutions-education-family-religion>A collaboration between the Association of American Medical Colleges and Khan University, this 6-min video provides a brief overview of education as a social institution, briefly addressing hidden curriculum, teacher expectancy, and educational segregation. * **Pushed Out: The Injustice Black Girls Face in School**

<http://neatoday.org/2016/09/09/criminalization-of-black-girls/>**“Black girls make up 16% of girls in U.S. public schools, but 42% of girls’ expulsions and more than a third of girls’ school-based arrests”(NEA today, 2016). This National Education Association article explores educational stratification around race, gender, and social class for young Black women in the educational system.*** **MCAT Social Institutions Flash Cards**

<https://quizlet.com/139758352/mcat-sociology-social-institutions-flash-cards/>This series of flash cards allows students to review MCAT information around social institutions such as education, family, and religion.* **Sociological Theories**

<https://quizlet.com/9936274/sociological-theories-unit-1-flash-cards/>This series of flash cards allows students to review functionalism, conflict, symbolic interactionism, and exchange theories. |

# Chapter 13: Religion and Society

Chapter 13 explores religion as a social institution. It covers different types of religious organizations, key characteristics of the world’s major religions, discusses the status and role of women in religion, discusses religious trends in the United States, and explores the relationship between religion and globalization. As such, Chapter 13 is most linked to MCAT Foundational Concept 9, Content Category 9A.

## MCAT foundational Standards/Subtopics:

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| [Content Category 9A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/): Understanding social structure* **Social Institutions**
* Religion
	+ Religiosity
	+ Types of religious organizations (churches, sects, cults)
	+ Religion and social change (modernization, secularization, fundamentalism)
 |

## For Further Research and Exploration:

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| * **Social Institutions: Education, Family, and Religion**

<https://www.khanacademy.org/video/institutions-education-family-religion>A collaboration between the Association of American Medical Colleges and Khan University, this 6-min video provides a brief overview of religion as a social institution addressing churches, sects, and cults, and secularization.* **The Factors Driving the Growth of Religious “Nones” in the United States**

<http://www.pewresearch.org/fact-tank/2016/09/14/the-factors-driving-the-growth-of-religious-nones-in-the-u-s/>This Pew Research article examines the social change of religious identification (the growth of “nones”) in the United States.* **MCAT Social Institutions Flash Cards**

<https://quizlet.com/139758352/mcat-sociology-social-institutions-flash-cards/>This series of flash cards allows students to review MCAT information around social institutions such as education, family, and religion. |

# Chapter 14: The State, War, and Terror

Chapter 14 begins with a discussion of the creation of new nations, specifically South Sudan. It addresses power and the modern nation-state as well as theoretical perspectives on state power, its exercise, and its beneficiaries. It also covers types of authority and forms of governance in the modern world with an examination of the U.S. political system. It discusses war and society and an analysis of war from the functionalist and conflict perspectives and terrorism and defining who is a terrorist. As such, it is primarily linked to [Foundational Concept 9](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-9/), [Content Categories 9A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/) and B.

## MCAT foundational Standards/Subtopics:

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| [Content Category 9A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/): Understanding social structure* **Social Institutions**
* Government and economy
	+ Power and authority
	+ Comparative economic and political systems
	+ Division of labor

[Content Category 9B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9b/): Demographic characteristics and processes* + **Demographic Shifts and Social Change**
	+ Globalization
		- Factors contributing to globalization (communication technology, economic interdependence)
		- Perspectives on globalization
		- Social changes in globalization (civil unrest, terrorism)
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## For Further Research and Exploration:

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| * **Social Institutions: Government, Economy, and Health and Medicine**

<https://www.khanacademy.org/video/institutions-government-economy-and-health-and-medicine>A collaboration between the Association of American Medical Colleges and Khan University, this 5-min video provides a brief overview of government and economy as a social institution. It also briefly addresses term division of labor.  |

# Chapter 15: Work, Consumption, and the Economy

Chapter 15 opens with a vignette about job automation. It then explores key issues of economic sociology. It examines the three great economic revolutions, capitalism, communism, formal economies, and informal economies. It also addresses consumption, hyperconsumption, and debt. Chapter 15 addresses the social structure of the economy and therefore is indirectly linked to MCAT Foundational Concept 9, Content Category 9A. Chapter 15 also addresses the future of work and the evolution of job automation and artificial intelligence and therefore is indirectly linked to Content Category 9B.

## MCAT foundational Standards/Subtopics:

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| [Content Category 9A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/): Understanding social structure* **Social Institutions**

[Content Category 9B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9b/): Demographic characteristics and processes* + **Demographic Shifts and Social Change**
	+ Globalization
		- Factors contributing to globalization (communication technology, economic interdependence)
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## For Further Research and Exploration:

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| * **TED Talk: As Work Gets More Complex, Six Rules to Simplify (Yves Morieux at TED@BCG)**

<https://www.ted.com/talks/yves_morieux_as_work_gets_more_complex_6_rules_to_simplify/discussion>In this 10-min talk, Morieux discusses why some people feel miserable and disengaged at work. Today’s businesses are increasingly and dizzyingly complex places where traditional pillars of management are obsolete. The speaker offers six rules of simplicity starting with “Understand What Your Colleagues Actually Do.”* **Class Status Helps Men More Than Women in Elite Jobs**

<https://thesocietypages.org/discoveries/2017/03/28/class-status-helps-men-more-than-women-in-elite-jobs/>This *Society Pages* piece uses an experimental audit to examine how class status influences employment likelihoods above and beyond educational credentials.* **Race, Criminal Background, and Employment**

<https://thesocietypages.org/socimages/2015/04/03/race-criminal-background-and-employment/>This *Sociological Images* piece considers the likelihood that having a criminal record will negatively affect the opportunity for being considered for a job. The results indicate that this is difficult, but nonviolent drug offenses have a higher likelihood of callbacks. |

# Chapter 16: Health and Medicine

Chapter 16 begins with a vignette about opioid addiction. This chapter goes on to introduce key concepts and terms associated with the study of health and health care including mortality, morbidity, and social epidemiology. It distinguishes health from medicine, looks at the social construction of health and illness, and introduces the concept of the sick role. As such, it is connected to foundational MCAT Concept 9 Content Categories 9 A and 9 B.

Chapter 16 also highlights sociological issues related to public health, including tobacco use, obesity, and opioid addiction. It discusses environmental racism in Flint. It discusses the sociology of HIV/AIDS, a global health challenge, and considers global issues of health and their sociological roots. As such, it is connected to MCAT Foundational Concept 10 Category 10A.

## MCAT foundational Standards/Subtopics:

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| [Content Category 9A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/): Understanding social structure* **Social Institutions**
	+ Health and medicine
		- Medicalization
		- The sick role
		- Delivery of health care
		- Illness experience
		- Social epidemiology

[Content Category 9B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9b/): Demographic characteristics and processes (brief link)* + **Demographic Shifts and Social Change**
		- Fertility, migration, mortality
			* Fertility and mortality rates (total, crude, age-specific)
			* Patterns in fertility and mortality

[Content Category 10A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-10a/): Social Inequality* **Spatial Inequality**
	+ Environmental justice (location and exposure to health risks; Flint example)
* **Social Class**
	+ Aspects of social stratification
		- Intersectionality (race, gender, age)
		- Socioeconomic gradient of health
		- Global inequalities
* **Health Disparities** (e.g., class, gender, and race inequalities in health)
* **Health-Care Disparities** (e.g., class, gender, and race inequalities in health care)
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## For Further Research and Exploration:

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| * **Relating Social Theories to Medicine**

<https://www.khanacademy.org/video/relating-social-theories-to-medicine>A collaboration by the Association of American Medical Colleges and Khan University, this 9-min clip applies the social theories of functionalism, conflict, feminist, and symbolic interactionism to medicine.* **Social Institutions: Government, Economy, and Health and Medicine**

<https://www.khanacademy.org/video/institutions-government-economy-and-health-and-medicine>A collaboration between the Association of American Medical Colleges and Khan University, this 5-min video provides a brief overview of health as a social institution. It also briefly addresses the Affordable Care Act.* **Health Disparities Fact Sheet: The National Institutes of Health**

<https://report.nih.gov/nihfactsheets/viewfactsheet.aspx?csid=124>The *National Institutes of Health* provides a number of resources on the social aspects of health. This fact sheet provides a very brief overview of U.S. health disparities.* **Cut It Out: The C-Section Epidemic in America**

<https://youtu.be/iKKVRaPAFrc?list=PLFAxd35lefBRTWFjxmlB6LHON7DioZKoe>Sociologist Theresa Morris discusses themes from her book, *Cut it out: The C-section epidemic in America* (NYU Press, October 2013) including why the C-section rate is so high in the United States.* **Centers for Disease Control and Prevention Obesity Prevalence Map**

<http://www.cdc.gov/obesity/data/prevalence-maps.html>This 2017 set of graphics shows state-by-state obesity prevalence in the United States by race and ethnicity. |

# Chapter 17: Population, Urbanization, and the Environment

Chapter 17 addresses issues of population and the environment. It examines concepts and perspectives of demographic shifts and social change, including Malthusian and demographic transition perspectives. It also looks at population pyramids, population growth and decline, and the debate on rising population. It explores industrialization, urbanization, gentrification, and urban renewal. As such, it is most clearly linked to MCAT Foundational Concept 9, [Content Category 9B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9b/).

## MCAT foundational Standards/Subtopics:

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| [Content Category 9B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9b/): Demographic characteristics and processes * + **Demographic Shifts and Social Change**
		- Theories of demographic change (Malthusian and demographic transition)
		- Population growth and decline (population projections, population pyramids)
		- Fertility, migration, mortality
			* Fertility and mortality rates (total, crude, age-specific)
			* Patterns in fertility and mortality
			* Push and pull factors in migration
		- Urbanization
			* Industrialization and urban growth
			* Suburbanization and urban decline
			* Gentrification and urban renewal
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## For Further Research and Exploration:

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| Fact: Urban Settings as a Social Determinant of Health: World Health Organization (WHO)<http://www.who.int/social_determinants/publications/urbanization/factfile/en/>This WHO site provides a good global overview of the intersection between urban settings and global health. It offers 10 important facts on urban settings and health as well as links to learn more.* **Demographic Transition**

<https://www.khanacademy.org/video/demographic-transition>A collaboration by the Association of American Medical Colleges and Khan University, this 7-min clip explores the concept of demographic transition.* **Population Dynamics**

<https://www.khanacademy.org/video/population-dynamics>A collaboration by the Association of American Medical Colleges and Khan University, this 9-min clip explores fertility, mortality, migration, and population pyramids.* **Urbanization**

<https://www.khanacademy.org/test-prep/mcat/society-and-culture/demographics/v/urbanization>A collaboration by the Association of American Medical Colleges and Khan University, this 8-min clip explores urbanization. |

# Chapter 18: Social Movements and Social Change

Chapter 18 opens with a vignette about the rising wave of activism in the United States. It provides an overview of sociological theorizing on social change and social movements. It focuses on aspects of collective behavior such as crowds, riots, fads, and panic. As such, it is linked to MCAT Foundational Concept 7, Content Category 7B.

Chapter 18 also provides an overview of social movements, their organization, and their practices. It introduces sociological theories on them such as relative deprivation. As such, it is linked to MCAT Foundational Concept 9, Content Category 9B.

## MCAT foundational Standards/Subtopics:

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| [Content Category 7B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-7b/): Social Processes that influence human behavior* + **Normative and Nonnormative behavior**
		- Aspects of collective behavior (e.g., fads, mass hysteria, riots)

[Content Category 9B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9b/): Demographic characteristics and processes* + **Demographic Shifts and Social Change**
		- Social movements
			* Relative deprivation
			* Organization of social movements
			* Movement strategies and tactics
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## For Further Research and Exploration:

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| * **Social Movements**

<https://www.khanacademy.org/video/social-movements>A collaboration by the Association of American Medical Colleges and Khan University, this 7-min clip explores relative deprivation, resource mobilization, and rational choice theories of social movements.* **TED Talk: How to Start a Movement (Derek Sivers @ TED2010)**

<https://www.ted.com/talks/derek_sivers_how_to_start_a_movement/transcript?language=en>This short, 3-min TED Talk uses surprising footage to explain how social movements really get started (Hint: It takes two). |

# Appendix A

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| MCAT Scientific Inquiry and Reasoning Skills[[1]](#footnote-1)  |

### Skill 1: Knowledge of Scientific Concepts and Principles

Demonstrating understanding of scientific concepts and principles

Identifying the relationships between closely-related concepts

Questions that test this skill will ask you to show that you understand scientific concepts and principles by, for example:

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| * Recognizing correct scientific principles
* Identifying the relationships among closely-related concepts
* Identifying the relationships between different representations of concepts (e.g., verbal, symbolic, graphic)
* Identifying examples of observations that illustrate scientific principles
* Using mathematical equations to solve problems
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### Skill 2: Scientific Reasoning and Problem-Solving

Reasoning about scientific principles, theories, and models

Analyzing and evaluating scientific explanations and predictions

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| You will be asked to show that you can use scientific principles to solve problems by, for example:* Reasoning about scientific principles, theories, and models
* Analyzing and evaluating scientific explanations and predictions
* Evaluating arguments about causes and consequences
* Bringing together theory, observations, and evidence to draw conclusions
* Recognizing scientific findings that challenge or invalidate a scientific theory or model
* Determining and using scientific formulas to solve problems
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### Skill 3: Reasoning About the Design and Execution of Research

Demonstrating understanding of important components of scientific research

Reasoning about ethical issues in research

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| Questions that test this skill will ask you to use your knowledge of important components of scientific methodology by, for example:* Identifying the role of theory, past findings, and observations in scientific questioning
* Identifying testable research questions and hypotheses
* Distinguishing between samples and populations and between results that do and do not support generalizations about populations
* Identifying the relationships among the variables in a study (e.g., independent versus dependent variables; control and confounding variables)
* Reasoning about the appropriateness, precision, and accuracy of tools used to conduct research in the natural sciences
* Reasoning about the appropriateness, reliability, and validity of tools used to conduct research in the behavioral and social sciences
* Reasoning about the features of research studies that suggest associations between variables or causal relationships between them (e.g., temporality, random assignment)
* Reasoning about ethical issues in scientific research
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### Skill 4: Data-Based and Statistical Reasoning

Interpreting patterns in data presented in tables, figures, and graphs

Reasoning about data and drawing conclusions from them

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| Questions that test this skill will ask you to use your knowledge of data-based and statistical reasoning by, for example:* Using, analyzing, and interpreting data in figures, graphs, and tables
* Evaluating whether representations make sense for particular scientific observations and data
* Using measures of central tendency (mean, median, and mode) and measures of dispersion (range, interquartile range, and standard deviation) to describe data
* Reasoning about random and systematic error
* Reasoning about statistical significance and uncertainty (e.g., interpreting statistical significance levels, interpreting a confidence interval)
* Using data to explain relationships between variables or make predictions
* Using data to answer research questions and draw conclusions
* Identifying conclusions that are supported by research results
* Determining the implications of results for real-world situations
 |

1. More details on these skills and their linkages to Sociology can be found on pages 101–113 of the booklet *What’s on The MCAT Exam?* Retrieved September 17, 2016 from https://students-residents.aamc.org/applying-medical-school/article/whats-mcat-exam/ [↑](#footnote-ref-1)