



Medical School Cycle 1: Personal Statement [with redactions]

As a young girl, [...]. My intrigue intensified when I realized [...]. Though my childhood dream has always been to become a physician, it had been difficult to face the possible reality that my dream might just be a fleeting wish. However, those challenges afforded me the opportunity to grow in my desire to provide healthcare.

While it is known that being a physician is an honorable yet demanding profession, I admit I did not truly understand what it would take. Trying semesters at [...] pushed me to reevaluate my identity as a student and my dream of becoming a doctor. [...] Choosing Child Development aligned with my ultimate goal of serving children, with courses such as Pediatric Psychology training me to approach each child holistically. With the support from professors and friends, I honed my work ethic and expanded my academic scope as I worked with children.

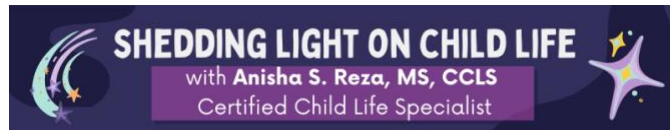
During my senior year at [...], my volunteer experiences with the Child Life department at [...] Hospital for Children put my own trials and studies in perspective. Like Luisa who included me so effortlessly in her music therapy session despite a language barrier, these patients embodied an incredible fortitude while recovering from painful burns. From birthday parties to quiet days in the playroom, the Child Life department encouraged the patients to keep fighting for themselves and for their dreams. As the team thoughtfully addressed the physical and emotional needs of the patients, I gained insight into the relationship between patient and healthcare provider. Seeing the providers take note of culture, personal interests, and physical capability exemplified the adjustments necessary to provide excellent service. Just as my own supporters strengthen me, I aspire to be a healthcare team member who fights for patients as they strive toward their goals inside and outside of the healthcare setting.

[...] With significant improvement over the past two years, I am increasingly grateful for the redemption I have found in my studies. The focus I cultivated for my long-term goals led to the discovery of not only an ability, but also a confidence that I could have done it all along. In addition to my post-baccalaureate courses, I was able to observe physicians who are so integral to the community. Being able to shadow these physicians reminded me of the immense responsibility and excellence required to be lifelong learners and trusted servers. Today, I challenge myself to achieve a higher standard to reach this same dream.

To utilize my Child Development background, I began volunteering with the [children's home] during my second gap year. I sought to expand my experience with a team that treated the child as a whole. After a few months of reading stories to patients with cerebral palsy and other ailments, a shy but personable young man named Spud clapped for the first time as I said goodbye. It was in this moment when my understanding of the power of connection intensified my dedication to serve patients. The [...] patients may have family who might not want or be able to care for them, but the healthcare team makes the center their home. This team has reinforced how healthcare is a holistic integration of long-term medical intervention and personal engagement, which I look forward to experiencing in hospice volunteering this coming year.



No matter what I face, I hold onto what Ellen Johnson Sirleaf noted in *This Child Will Be Great* (2010) as the first elected African woman president: “If your dreams do not scare you, they are not big enough.” Every time I have insecurities about whether I am truly doing my best in my endeavors, this quote reminds me that I am fighting for something much bigger than myself. It is scary to invest so much energy and resources into this career path without any guarantees. From the moment I chose to be a hopeful member of the Class of [...], I put myself at risk of pursuing an empty dream. Yet, this journey with all of its seemingly insurmountable challenges has spurred me on, shaping me into the medical school applicant I am today. I know that the obstacles I endured will equip me to better serve others like the resilient children I have come to know. Looking back at this journey, I am humbled to reach this moment as a more mature applicant. Whether in pediatrics, neonatology, or another field, serving patients in their own pursuits will fulfill my own dream in a cycle that continues giving.



Medical School Cycle 1: Personal Interest Leadership and Group Description [with redactions]

[...] Christian Fellowship was a critical element of my college experience. We worked to engage the campus through activities such as Bible studies, large group gatherings, conferences, and service trips. I wanted to give back to a group that had become a family to me. With a passion to see the group flourish, I served in leadership for three years. These team leadership experiences included organizing events, fostering relationships, and representing this group to the campus. I hope to bring the leadership skills I developed to future medical teams.

Medical School Cycle 1: Social Justice Leadership and Group Description [with redactions]

Love146 is a non-profit organization that fights to end child trafficking and exploitation. A few of my good friends learned about their mission and decided to begin a [...] chapter. Witnessing their passion to start the group inspired me to join in the effort. It was a challenge to reconcile the difference between my academic knowledge of what a child needs to thrive and the present reality for millions of children trapped in a vicious cycle. During my two years on the group's executive team, we did our best to inform our fellow students through educational meetings and fundraising events. We hoped they would join our fight to advocate for the social justice of many innocent children.

Medical School Cycle 1: Service Trip Description [with redactions]

As a sophomore at [...], I decided to use my spring break to participate in a service trip that merges faith and service. Groups of college students from around the country have joined [...] Christian Fellowship to help in New Orleans' journey of restoration from Hurricane Katrina. From [...], a group of thirty students of different faith backgrounds engaged with the vibrant New Orleans community. During the week, my group helped to paint, tile, and clean a newly built home for a future family through the organization [...]. It was a rewarding time to bond with my fellow students through service.

Medical School Cycle 1: Service Trip Description [with redactions]

In the summer of 2012, I served long-term missionaries in their ministries in Ulaanbaatar. I was able to not only engage with the international community in Mongolia but also bond with my short term team who originated from Tennessee, Slovakia, and Taiwan. As a team with its own cultural misunderstandings, we improved our communication and problem-solving skills. For five weeks, we learned about the Mongolian culture and lifestyle by forming relationships with locals and with internationals based there. For a few days, we also served a local church in Nalaikh and visited nomadic farmers in the countryside. From this memorable trip, I gained lifelong friends and improved team-building skills.



Medical School Cycle 1: Shadowing, Meaningful Experience [with redactions]

I am grateful for each opportunity in which physicians not only welcomed me but also offered advice, taught me about procedures, and enlightened me about their chosen specialty. Whether watching Dr. [...] remove a piece of Play-Doh from a child's ear or Dr. [...] perform robotic hernia removal, I found shadowing to be a confirmation that I was on the right path. In the patient rooms, I witnessed the uniqueness of each doctor-patient relationship and the differences among physicians' approaches to patient interviewing. The trust that patients have for their healthcare providers to be honest and to address their concerns highlighted the importance of maintaining integrity and excellence in one's practice. The physicians I shadowed demonstrated the necessity of being responsible for a patient's health. From witnessing Dr. [...] perform well check-ups to Dr. [...] diagnose a patient with diabetes, I realized how daunting it can be to accept these responsibilities. Yet, the importance of working with patients to ensure or regain their health motivates me to serve in this capacity. Ultimately these shadowing opportunities have encouraged me to strive towards working in a healthcare setting as a part of a diverse group of physicians filling the needs of a diverse population.

Medical School Cycle 1: Child Life Volunteer Description [with redactions]

While volunteering at [...], I was able to assist the Child Life specialists in enhancing the quality of the patients' hospital stays. I would check with the specialists or the nurses about the in-patients who could use a visitor for the day. I spent time with the children in their rooms playing video games or music, crafting, and talking. Each shift, I also sanitized the play areas. If kids were able to leave their rooms, I was able to accompany them individually in the playroom. Many of the children are without their families who are at home abroad. Thus, the services provided by the specialists and volunteers provided emotional support for the kids who needed it.

Medical School Cycle 1: Future Hospice Volunteer Description [with redactions]

As the only non-profit hospice organization in the city, Hospice of Montgomery is impacting the community in an important way. I am looking forward to spending time with them for the next year. I have been receiving training as a patient care volunteer for the past few months and believe this will be a great opportunity to hone my patient interaction skills in a compassionate way. By serving each person's end of life needs, I hope to relieve the family unit in whatever way possible as a volunteer. One of my best friend's mother was under hospice care but unfortunately passed in January. I hope to honor her memory through this time.



Medical School Cycle 2: Personal Statement [with redactions]

After a few months at the children's home, a shy but personable young man named Spud clapped for the first time as I said goodbye. When I began reading fantastical stories and fables weekly to a group of ten or so residents, it was hard to ignore the absence of the typical pointing and laughter that accompanies story time. Despite a lack of verbal communication, I witnessed the healthcare team cultivate relationships with their patients to such an extent that they recognize many subtle cues about the children's needs. [...] These children pretend to cook a meal for me at the kitchenette one moment and tell me detailed information about their chemotherapy regimen the next. Witnessing these patient populations provided a weekly reminder of the power of not being defeated but rather overcoming their environmental challenges.

Being part of these teams encouraged me to continue facing my challenge to fight for another chance as a student physician. I see children who play like any other kid, only stopping to adjust for bandages or wires that get in their way. They exhibit a quiet resilience, not denying their trials nor letting those setbacks define them. Like these children, I have exhibited resilience in the face of adversity to keep moving towards my goals. I could have never predicted that I would have had the obstacles I did but it also makes me more certain than ever about becoming a physician. I do not seek with blind hope, but with a gentle assurance that I have what it takes to succeed if given the chance.

During medical school, I had my fair share of academic success and received honors on objective structured clinical examinations (OSCEs). Despite my proficiency, I battled with bouts of imposter-syndrome that robbed me of my self confidence and in turn affected my academic performance. However, I refused to stay defeated and I am proud of how I advocated for myself based on a fundamental belief that I am capable of being a competent and empathetic physician. [...] I believe I can advocate for future patients in a similar way, by knowing what it feels like to brave the unknown, armed with knowledge and experience.

C. G. Jung said, "I am not what happened to me, I am who I choose to become." [...] I have decided that I cannot give up knowing that serving patients would make all of my trials worth it. No matter what I face, I hold onto what Ellen Johnson Sirleaf noted in *This Child Will Be Great* (2010) as the first elected African woman president: "If your dreams do not scare you, they are not big enough." By staying true to my goals to address healthcare disparities, I see medicine as a field full of opportunities to better my community through mentorship and service.

Throughout my higher education, I have improved my ability to efficiently redirect in the face of setbacks and maintain my stride. I not only have a newfound appreciation for investing in my own wellness, but also a broader understanding of its relationship to my success. Presentation of a headache can indicate endless differentials, but without proper questioning and genuine care for the answer, a solution may never be reached. Patients will come to me during times of weakness and desperation, and I will know those encounters will not represent the whole person. Just as my most recent trials do not define me. As my own supporters strengthen me, I aspire to



be a physician who fights for patients as they strive toward their goals inside and outside of the healthcare setting.

Despite my initial discontent with the interruptions in my journey, I find solace in the fact that these experiences will mold the physician and mentor I become. I lost a lot of time trying to tweak how I adjusted to my environment, but now I know that success comes most easily when I maintain my needs and adjust my environment accordingly. My limits have been tested, but I have repeatedly proven to myself that I have what it takes to become a physician that comforts, listens, treats, and advocates for her patients as a whole. Refocusing on myself in the past year was the nurturing I needed to find a newfound strength and confidence in the physician I hope to be.

Medical School Cycle 2: Research Description [with redactions]

Working closely with Dr. [...]’s graduate students, I observed and performed laboratory techniques and procedures such as cell splitting, PCR, and flow cytometry. I assisted on a graduate project that tried to determine whether hypoxia-inducible factor 1 could be a therapeutic target for patients with thiamine deficiency (TD). Since TD could lead to heart failure in diabetic patients, seeing the potential of thiamine to reduce infarction size and myocardial ischemia-reperfusion injury was clinically applicable.

Medical School Cycle 2: Research Description [with redactions]

My colleague and I evaluated parental stages of behavior using the Prochaska model of behavioral modification in referral of children with obesity to Dr. [...]’s tertiary care center. We evaluated a database of patient visits, outcomes, and societal factors such as access to care. This provided insight into providing effective management of pediatric patients to develop a stronger foundation to decrease attrition in such programs. I gained experience in the research process and collaboration in academic writing and evaluations that can have an impact on patient care.



Medical School Cycle 2: General Secondary Essay of what would make me a successful physician [with redactions]

[...] I consider myself an empath with tremendous grit and work ethic that would equip me to advocate for my patients and work well with my colleagues. [...]. While there were obviously differences in the nature and context of the stressors, I have found it encouraging to see how I have improved on applying skills to avoid burnout to meet my academic goals without sacrificing my overall wellness. During my time in medical school, [...]. Having these academic experiences and successes at [...] has solidified the belief I have in my ability to succeed in a rigorous curriculum compounded with possible stressors outside of my control.

It would be a privilege to train alongside students and faculty who use medicine to its fullest potential with a proper understanding of the social, economic, and cultural contexts that patients live in. Personally, it was challenging growing up in the South as a Korean-Bangladeshi American in an immigrant family. During lunch on my first day in fifth grade at a new school, a group of girls I went to sit with simultaneously rose and moved to the next table. Suddenly overwhelmed with shock and abandonment, I became increasingly aware of how people may perceive me and who I really wanted to be. As I confronted challenges of feeling accepted by my peers, I became increasingly aware of the way people can be misunderstood. This motivated me to listen with sincerity to others' stories and understand their cultural contexts. Just as I hope for this understanding from others in my own personal and nontraditional academic journey, I want to be an advocate who listens to and treats patients holistically as I have seen from osteopathic physicians.

I am motivated to enter primary care and work in underserved communities. The cultural experiences I have had volunteering in clinical settings as well as traveling abroad to thirty countries for personal growth will enhance my ability to serve the diverse patient population in the healthcare system. Training at [...] would equip me with the proper tools and increase my knowledge base on how to best use preventative medicine and explore opportunities that broaden my perspective on the health disparities in our neighborhoods. I have gained opportunities from higher education due to the sacrifices of my family and services provided by my community. I hope I can give back by meeting patients and their families in their contexts to provide culturally sensitive care. My desire to be invested in our communities through service, especially to those who lack access to healthcare, aligns with [...]’s commitment in the region.