

Medical School Application/Undergrad Activities Section

Before

Pre-Health Emergency Department Intern (700 character limit)

This program offered clinical exposure to premedical students and it was a privilege being an ED intern alongside my mom's former coworkers. The familiar faces taught me procedure fundamentals and though they were convincing, I never left a 12 hour night shift early. Though the ED was fast paced, time would stop while spending hours within a patient's room looking for any opportunity to make them more comfortable. I helped deliver lab samples, facilitate communication between patients and providers, and within waiting rooms, connected with those entering or exiting the department. The cath lab was my favorite as I was fascinated with the vasculature when lit up from the dye.

After

Pre-Health Emergency Department Intern (700 character limit)

The program offered clinical exposure to premedical students began my real-world education in fundamental procedure, patient relations, team communications and more.

Through fast-paced 12-hour ED shifts, I always time to help distressed patients feel more comfortable and less anxious, offering a sympathetic ear and a friendly voice. This helped me facilitate communication between patients and providers while I delivered lab samples and performed other basic duties,

I was particularly interested in cath lab imaging equipment and benefitted by listening to cardiologists and cardiac care nurses discuss fluoroscopic imaging in real time.

**Research Assistant/ UA College of
Medicine, Phoenix**

(1350 character limit)

I volunteered as a research assistant to evaluate the protective effects of endogenous and exogenous sphingosine phospholipids on the vasculature following an ischemic injury. Using *in vivo* and *in vitro* ischemic stroke models, I planned experiments to assess autophagy and inflammation, developed lab technique protocols, performed vascular surgeries, and assisted in writing and revising manuscripts for publication. My abstract to the Arizona Physiological Society symposium, was selected from poster presentations for oral presentation where I placed second among undergraduates. I found value in my work through my PI, Dr. Rayna Gonzales, who reminded me to find the "big picture" in research.

Going beyond the classroom setting to eventually a research assistant for ischemic stroke research was a transformative personal growth experience. With the emergence of sphingosine phospholipid pharmaceuticals, there was little existing literature expressing the compound's effects on vasculature health and functionality

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following an acute ischemic stroke. As the only undergraduate in the laboratory, I navigated databases for relevant articles, mastered lab techniques, and designed experiments under the guidance of postdoctoral researcher and neuroimmunologist Dr. Yujing Li, MD, PhD, to investigate human brain vascular smooth muscle cell morphology and autophagy. Setbacks were common but they taught me perseverance and with continued literature review, I was able to troubleshoot and manipulate protocols for proper protein analysis. I valued my work even more during the summers as I mentored and delegated tasks to the high school intern which eventually led to a poster presentation. Through research, I collaborated with colleagues from other countries and furthered my understanding in physiology, feeling accomplished through investigating the protective effects of vascular pharmacology following ischemic stroke.

cell morphology and autophagy. I mentored high school interns (which led to a poster presentation) and collaborated with colleagues from other countries. I furthered my understanding in physiology through investigating the protective effects of vascular pharmacology following ischemic stroke.

Clinical Volunteer at Arizona Global Health Project - ASU

As part of my initiative to medically serve those in impoverished areas, I joined AZGHP. As a volunteer with Spanish fluency at an elementary level, I assisted in triage and an assistant to the providers. I gave intramuscular steroid injections on pinched rotator cuffs and as a former athlete provided demonstrations of stretches for physical therapy needs. With my level of fluency, I was able to converse and translate said symptoms to charts to ensure a streamline process with minimal miscommunications for the providers. We taught day classes demonstrating kits that would help clean tap water in hopes of increasing the quality of life.

As he approached triage, he already had me in tears as he joked about my accent and poor Spanish. His daughter, a teenager, looked embarrassed and told him to be serious. His chief complaint was headache and nausea and he had these frequent spells over the past 3 months. When asked about his diet, and claimed his love for sopapillas and beans, as if a guilty pleasure. His blood sugar was well over 600 mg/dL

Clinical Volunteer at Arizona Global Health Project – ASU

My desire to help those most in need inspired me to join AZGHP, traveling to Central America as a volunteer with knowledge of basic Spanish. I assisted in triage; gave intramuscular steroid injections on pinched rotator cuffs and used my athletic experience to demonstrate physical therapy stretches. I conversed with non-English speakers, translating their symptoms to charts to minimize miscommunication. I taught classes demonstrating tap water cleaning kits to help minimize the spread of water-borne disease.

The experience had a deep personal impact. I still recall the children I helped make balloon animals from surgical gloves, and 10- year old Manny, who interrupted my crude Spanish to speak in perfect English; he and his parents had been recently deported. He was inspired by our work and asked how he could learn to do the same.

A middle-aged gentleman kept me laughing, joking about my poor Spanish. His complaint was headache and nausea and his blood sugar was well over 600 mg/dL. I rushed him to the front of the line and though the provider urged hospitalization, he declined.

and I rushed him to the front of the line. The provider urged but the man did not go to the hospital and tipped his hat saying he'll see me next time we come. That weekend we served 130 patients in 1.5 days. When I returned, I never saw him among the others and I still wonder if he is doing well. I remember each patient from those trips, even the children I made balloon animals with out of surgical gloves. One child, Manny, stopped me mid-sentence and communicated in perfect English; he and his parents were recently deported. Manny was inspired by the work we did for his friends and family and wanted to do the same for those in need. I want to inspire those like Manny who might not have the same exposure to medicine as I had, and to improve the lives of those like the charismatic man, so that they can enjoy their time with family and continue to experience life.

Instead, he gave me a smile, tipped his hat, and promised to see me next time we came to town.

These encounters have inspired me to continue serving those most in need throughout my medical career, whether in the U.S. or abroad.

**School of Life Sciences Mentor at ASU
(700 character limit)**

I strove to be a "midwife" when I became a mentor to a diverse group of freshmen by creating meaningful bonds and assisting with their transition to college. My first year I learned the effects of a rough transition and I wanted nothing more than to help my mentees succeed. As a solo mentor to 18 students, I kept consistent, open communication with my supervising mentor and since the majority of my mentees were from abroad, I scheduled biweekly activities to museums and hikes along with study sessions to generate not only peer bonding, but comfort with their newly found environment. I want my responsibility to them to be reflected when I nurture others as a future physician.

Clinician Shadowing at Honor Health/Deer Valley Hospital

With Chief Medical Officer Dr. Maria Soriano, I learned about administrative services such as insurance procedures, billing codes, legal dilemmas and hiring processes. When rounding, she stressed

**School of Life Sciences Mentor at ASU
(700 character limit)**

I volunteered as a mentor to aid incoming freshman, mainly from abroad, in making the college transition, a need I recognized after my own challenges in adapting to university life the previous year. As solo mentor to 18 students, I had two goals: helping them find constructive peer support and getting them comfortable with the demands of university life, including time management. I scheduled biweekly activities such as hikes and museum visits, and organized study sessions to build good academic habits. I assured steady progress by seeking regular input from my supervising mentor. I look forward to developing similar nurturing relationships in my career as a physician.

Clinician Shadowing at Honor Health/Deer Valley Hospital

With Chief Medical Officer Dr. Maria Soriano, I learned about administrative services such as insurance procedures, billing codes, legal dilemmas and hiring processes. When rounding, she stressed building trust through open communication and modeled

building trust through open communication and modeled how to treat all people with dignity. While charting, I learned to flag disparities between consults to ensure quality care. Shadowing outpatient PCP Dr. Rupal Mohan, I learned to recognize the impact of culture and food availability on patient diet and the effect of nutrition on long-term health. Under her guidance, I prepped patients for EKGs, learned scribing and how to auscultate lungs, and improved my patient communication skills.

Director at Camp Kesem – ASU
(1350 character limit)

Camp Kesem, a national nonprofit led by college students, provides a support system for children through and beyond a parent's cancer diagnosis. Along with year-round support, Kesem offers a free summer camp to allow a safe space with peers of similar experiences. At the largest Kesem chapter in the nation, I recruited and managed executive and community advisory boards, personally fundraised over \$2500, volunteered as a camp counselor over 4 summer sessions, led biweekly meetings, trained college student volunteers to be counselors, and handled a \$150,000 budget in preparation of 250 campers. Kesem was pivotal to my leadership development and

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Director at Camp Kesem – ASU
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Camp Kesem is a nation-wide nonprofit led by college students, supporting children whose parents are fighting cancer. Services include a free summer camp where children find comfort and meet others facing the same challenge.

As a director and senior volunteer camp counselor over 4 summers at the largest Kesem chapter, I recruited and managed executive and community advisory boards and personally raised more than \$2,500. I oversaw preparations for 250 campers each year and managed a \$150,000 operational budget. I led biweekly meetings and trained fellow students as counselors.

with an adaptable team, we made a difference.

Inspired by passionate college students and with a deep passion for service, I joined Camp Kesem in hopes of helping a community of children affected by a parent's cancer. Kesem's dedication to diversity, equity, and inclusion, resonates with me as I strive to create opportunity for children. Following Kesem National Leadership Summit, I learned from behavior specialists the challenges and complexity children from different walks of life face and leadership workshops showed me how to preserve team dynamics, encourage growth, and conquer seemingly impossible tasks. For my first camp, I was selected as a Unit Leader due to previous experience with children with learning disabilities, trauma, and financial hardship. Blue Sky and Kame, two new campers, had recently lost their mother to breast cancer a couple months before the start of camp and had chosen to bring me for Remembrance, an activity during our "healing day", Empowerment, for those who lost a parent to cancer. Later, during the final activity, the 4 H's (Happy, Hurt, Hero, Hope), the sisters expressed hope in becoming camp counselors like us so that they can help others feel safe. The following year as a director I lead Remembrance with fortitude to show them they weren't alone in their journey. My Kesem experience shaped my humanity that I want to bring to healthcare.

The Kesem National Leadership Summit prepared me for the emotional complexity facing these uniquely challenged children. Workshops showed me how to manage teams, empower growth in others and conquer seemingly impossible tasks. Due to my SVDP background, I was selected as a Unit Leader my first summer. I was honored when campers 'Blue Sky' and 'Kame,' whose mother had recently died, chose me to accompany them to 'Remembrance,' and 'Empowerment,' high points of Camp Kesem's Healing Day activities. Later, they said their experience inspired them to become counselors themselves one day.

My experience helping children facing serious parental illness affirmed my commitment to healing and supporting others, which makes healthcare a calling for me.

Academic Tutor/ St. Vincent de Paul
(700 character limit)

Dedicated to feeding, clothing, housing and healing the community, SVdP's attendees include immigrant families from Mexico and the homeless. During my 5 years, I mentored and tutored children failed by the education system as students were pushed through grades with underdeveloped math, reading, and writing skills. As the only hired tutor 3 nights per week, I helped kids ages 4-17 in all subjects, supervised educational activities led by volunteers, and executed my own workshop on the spread of bacteria in society. With SVdP I empowered children by utilizing alternative teaching methods catered to individual strengths and through mentorship, helped create aspirations and life goals.

Academic Tutor at St. Vincent de Paul
(700 character limit)

SVDP's mission of "building a more just world through service to people in need" inspired me to join their work with immigrant families and the homeless. Three nights each week for 5 years, I supervised volunteer instructors while teaching children aged 4 to 17 whose background of deprivation and neglect left them far behind the mainstream in math, reading, science and writing. As the only hired tutor in the Phoenix facility, I developed workshop on the dangers of bacterial spread, teaching antibacterial hygiene and sanitation practices. I empowered children by developing their individual strengths while modeling goal setting and aspirational thinking techniques.