



# AMCAS REPORT - 2024 ENTERING CLASS

Applicant Copy

REPORT DATE: 06/07/2023 06:52 PM

SUBMISSION DATE: 06/06/2023 05:24 PM

PROCESSED DATE:

Applicant's Legal Name:

AAMC ID:

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## IDENTIFYING INFORMATION

ID Type: Number(s):

Name Type: Name (Salutation First Middle Last, Suffix)

Legal:

Preferred:

DOB: Birthplace: Citizenship: United States of America (the)

Legal Residence: Visa Status:

## CONTACT INFORMATION

Preferred:

Address:

City, State Zip, Country:

County:

Email:

Day:

Eve:

Fax:

Permanent:

Address:

City, State Zip, Country:

County:

Email:

Day:

Eve:

Fax:

Alternate:

Address:

City, State Zip, Country:

County:

Alt Contact Name:

Contact Relationship:

1505 University Ave

Boulder, CO 22553, United States of America (the)

Boulder (U)

Dr. Elisa Cripps

Advisor

Email:

Day:

Eve:

Fax:



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## BIOGRAPHIC INFORMATION

Gender: Woman

Legal USA Resident: Yes

Legal Residence:

Citizenship: United States of America (the)

Gender Identity: Woman

Designated Pronoun: She/Her/Hers

Birth Date:

Birthplace:

Visa Status:

Racial Self-Identification: White

Dependents: 0

Ethnic Self-Identification: Not Hispanic, Latino or of Spanish origin

Military Service: No

Anticipated Status at time of enrollment:

Separation Date:

GI Bill Eligibility:

## Language Information

Language(s)	Proficiency	Use in Childhood Home
French	Good	Never
English	Native/functionally native	Always

## OTHER VISA TYPE DESCRIPTION

## CHILDHOOD INFORMATION

### Primary Childhood Residence

City:  
County:  
State: VA  
Country: United States of America (the)  
Description: Other

Underserved (Self-Reported): Decline to Answer  
Family Income Level: Decline to answer  
Number in Household: 4  
Family Assistance Program: No  
Paid Employment before 18: Yes  
Contribution to Family: No  
Pell Grant received as undergraduate: No  
Paid for Post-Secondary Education:

## OTHER IMPACTFUL EXPERIENCES

Other Impactful Experiences?: No  
Explanation:



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## PARENTS AND GUARDIANS

Parent/Guardian Name	Gender	Living?	Legal Residence: (County/State/Country)	Education Level	School Name	Occupation
	Man	Yes	Spotsylvania , Virginia, United States of America (the)	Masters Degree	University of La Verne	Military
	Woman	Yes	Spotsylvania , Virginia, United States of America (the)	Bachelor Degree (BA,BS,etc)	Bob Jones University	Homemaker

## SES DISADVANTAGED

## FIRST GENERATION

First Generation: No

## SIBLINGS

Age	Gender
41	Man
45	Woman

## ADDITIONAL APPLICATION INFORMATION

Previous Matriculation: No

Explanation of  
Reapplication:

Institutional Action: No

Explanation of  
Institutional Action:

Category:

Felony: No

Explanation of Felony:

Misdemeanor: No

Explanation of  
Misdemeanor  
Conviction:

US Military Discharge: No

Honorable Discharge:

Explanation of  
Discharge Other than  
Honorable:



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ACADEMIC RECORD

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School Name	Status	Year	Term	Course Class	Course No.	Course Name	Course Type	OT Hours	Sem Hours	OT Grade	AMCAS Grade	AMCAS Use
University of Colorado at Boulder	PB	2021 - 2022	SS	CHEM	CHEM 1113	General Chemistry 1		4.00		A-		
University of Colorado at Boulder	PB	2021 - 2022	SS	CHEM	CHEM 1114	Laboratory Gen Chem 1		1.00		A		
University of Colorado at Boulder	PB	2021 - 2022	SS	CHEM	CHEM 1133	General Chemistry 2		4.00		A-		
University of Colorado at Boulder	PB	2021 - 2022	SS	CHEM	CHEM 1134	Laboratory Gen Chem 2		1.00		A		
University of Colorado at Boulder	PB	2021 - 2022	S1	CHEM	CHEM 3311	Organic Chemistry 1	Withdrawal (W)					
University of Colorado at Boulder	PB	2021 - 2022	S1	CHEM	CHEM 3321	Lab/Organic Chemistry 1		1.00		A		
University of Colorado at Boulder	PB	2021 - 2022	S1	BIOL	MCDB 1150	Intro/Cellular & Molecular Bio		3.00		B-		
University of Colorado at Boulder	PB	2021 - 2022	S1	PHYS	PHYS 2010	General Physics 1	Withdrawal (W)					
University of Colorado at Boulder	PB	2021 - 2022	S2	BIOL	MCDB 2150	Principles of Genetics		3.00		B+		
University of Colorado at Boulder	PB	2021 - 2022	S2	BIOL	MCDB 2171	Discovery Based Laboratory 2		2.00		A		
University of Colorado at Boulder	PB	2021 - 2022	S2	PHYS	PHYS 2020	General Physics 2		5.00		B-		
University of Colorado at Boulder	PB	2022 - 2023	SS	CHEM	CHEM 3311	Organic Chemistry 1		4.00		A-		
University of Colorado at Boulder	PB	2022 - 2023	SS	CHEM	CHEM 3331	Organic Chemistry 2		4.00		B		
University of Colorado at Boulder	PB	2022 - 2023	SS	CHEM	CHEM 3341	Lab/Organic Chemistry 2		1.00		B		
University of Colorado at Boulder	PB	2022 - 2023	S1	CHEM	BCHM 4611	Principles of Biochemistry		3.00		B-		
University of Colorado at Boulder	PB	2022 - 2023	S1	BIOL	IPHY 3410	Human Anatomy		3.00		A		
University of Colorado at Boulder	PB	2022 - 2023	S1	BIOL	IPHY 3415	Human Anatomy Laboratory	Withdrawal (W)					



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University of Colorado at Boulder	PB	2022 - 2023	S1	PHYS	PHYS 2010	General Physics 1		5.00		B+		
University of Colorado at Boulder	PB	2022 - 2023	S2	BIOL	IPHY 3430	Human Physiology		4.00		A-		
University of Colorado at Boulder	PB	2022 - 2023	S2	BIOL	IPHY 3437	Virtual Human Physiology Lab		2.00		A-		
University of Colorado at Boulder	PB	2022 - 2023	S2	BIOL	IPHY 4300	Pathophysiology of Disease		3.00		A-		
Germannanna Community College	PB	2020 - 2021	S1	MATH	MTH 263	Calculus I		4.00		A		
Germannanna Community College	PB	2020 - 2021	S2	CHEM	CHM 111	General Chemistry I		4.00		A		
Germannanna Community College	PB	2020 - 2021	S2	BESS	PSY 200	Principles of Psychology		3.00		A		
American University	PB	2010 - 2011	SS	CHEM	CHEM 110	General Chemistry I		4.00		F		
American University	FR	2006 - 2007	S1	FLAN	FREN 222	French, Intermediate I		4.00		A		
American University	FR	2006 - 2007	S1	ENGL	LIT 100	College Writing		3.00		B		
American University	FR	2006 - 2007	S1	MATH	MATH 151	Finite Mathematics		3.00		A		
American University	FR	2006 - 2007	S1	ARTS	PERF 142	University Chorus		1.00		A		
American University	FR	2006 - 2007	S1	ARTS	PERF 143	University Singers		2.00		A		
American University	FR	2006 - 2007	S1	GOVT	SIS 101	Leadership Gateway	Pass/Fail (PF)	1.00				
American University	FR	2006 - 2007	S1	GOVT	SIS 105G	World Politics		3.00		A-		
American University	FR	2006 - 2007	S2	CHEM	CHEM 100G	The Molecular World		4.00		A		
American University	FR	2006 - 2007	S2	FLAN	FREN 223	French, Intermediate II		4.00		A		
American University	FR	2006 - 2007	S2	GOVT	GOVT 130	Comparative Politics		3.00		A-		
American University	FR	2006 - 2007	S2	ENGL	LIT 101	College Writing Seminar		3.00		A		
American University	FR	2006 - 2007	S2	ARTS	PERF 142	University Chorus		1.00		A		
American University	FR	2006 - 2007	S2	ARTS	PERF 143	University Singers		2.00		A		
American University	SO	2007 - 2008	SS	ARTS	ARTS 100	Art: Studio Experience		3.00		A-		
American University	SO	2007 - 2008	SS	BESS	ECON 100	Macroeconomics		3.00		A		



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American University	SO	2007 - 2008	S1	ARTS	ARTS 205	Artist's Perspective: Drawing		3.00		A		
American University	SO	2007 - 2008	S1	BESS	ECON 200	Microeconomics	Honors (H)	3.00		A		
American University	SO	2007 - 2008	S1	FLAN	FREN 322	Advanced French I		3.00		A		
American University	SO	2007 - 2008	S1	HIST	HIST 110	Renaiss & Rev: Eur 1400-1815	Honors (H)	3.00		A		
American University	SO	2007 - 2008	S1	MATH	MATH 170	Precalculus Mathematics		3.00		A		
American University	SO	2007 - 2008	S1	GOVT	SIS 140	Cross-Cultural Communic		3.00		A-		
American University	SO	2007 - 2008	S2	FLAN	FREN 323	Advanced French II		3.00		A		
American University	SO	2007 - 2008	S2	HIST	HIST 205	Amer Encounters: 1492-1865		3.00		A		
American University	SO	2007 - 2008	S2	MATH	MATH 221	Calculus I		4.00		B		
American University	SO	2007 - 2008	S2	PHYS	PHYS 220	Astronomy		3.00		A-		
American University	SO	2007 - 2008	S2	MATH	STAT 202	Basic Statistics - Bus/Econ		4.00		A-		
American University	JR	2008 - 2009	SS	BESS	ECON 358	Economics of the World Regions The Arab Economies		3.00		B+		
American University	JR	2008 - 2009	SS	BESS	SOCY-225	Contemporary Arab World		3.00		A		
American University	JR	2008 - 2009	S1	FLAN	ARAB 102	Arabic, Elementary I		4.00		B+		
American University	JR	2008 - 2009	S1	FLAN	FREN 328	French Trans: Concepts & Pract		3.00		A		
American University	JR	2008 - 2009	S1	HIST	HIST 312	Studies in European History The French Revolution		3.00		B+		
American University	JR	2008 - 2009	S1	HIST	HIST 500	Studies in History The Enlightenment	Honors (H)	3.00		A-		
American University	JR	2008 - 2009	S1	PHIL	SIS 245	The World of Islam		3.00		B+		
American University	JR	2008 - 2009	S2	FLAN	ARAB 103	Arabic, Elementary II		4.00		B		
American University	JR	2008 - 2009	S2	BESS	ECON 318	Economic History		3.00		A-		



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American University	JR	2008 - 2009	S2	FLAN	FREN 329	French Translation Workshop	Honors (H)	3.00		A		
American University	JR	2008 - 2009	S2	GOVT	SIS 264	Contemporary Middle East		3.00		A-		
American University	JR	2008 - 2009	S2	GOVT	SIS 511	Kurds: Social, Cultrl, Pol Iden Middle East Int'l Relat	Honors (H)	3.00		A-		
American University	SR	2009 - 2010	S1	FLAN	ARAB 202	Arabic, Intermediate I	Withdrawal (W)					
American University	SR	2009 - 2010	S1	FLAN	FREN 326	French Topics Percept Francaises Sur L'Amer		3.00		A		
American University	SR	2009 - 2010	S1	FLAN	FREN 430	Style et Syntaxe du Francais		3.00		B+		
American University	SR	2009 - 2010	S1	GOVT	SIS 331	Overview of European Union		3.00		B+		
American University	SR	2009 - 2010	S1	GOVT	SIS 519	Special Studies in Int'l Pol Post-Saddam Iraq	Honors (H)	3.00		A-		
American University	SR	2009 - 2010	S2	FLAN	FREN 433	French Topics Algerie: Colonisation, Decolon		3.00		B		
American University	SR	2009 - 2010	S2	FLAN	FREN 436	Le Francais Commercial		3.00		B		
American University	SR	2009 - 2010	S2	HIST	HNRS 490	Honors Independent Study Medicine in Early Mod. France	Honors (H)	3.00		A		
American University	SR	2009 - 2010	S2	GOVT	SIS 496	Selected Topics: Non Recurring Field Research in Health	Withdrawal (W)					
American University	SR	2009 - 2010	S2	GOVT	SIS 596	Selected Topics: Non-Recurring Cultr, Soc & Ident in Mi	Honors (H)	3.00		A-		

## EDUCATION

### Secondary School

Riverbend High  
Fredericksburg, Spotsylvania , Virginia, United States of America (the)

Grad Yr:



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## Post Secondary

School	City	State/Province	Country	Dates	Program Level	Major	Minor	Degree - Degree Date
American University-Main Program	Washington	DC	United States of America (the)	08/2006 - 05/2010	Undergraduate	Language and Area Studies: French/Europe Track	Arab Studies	Bachelor of Arts - 05/2010
American University-Main Program	Washington	DC	United States of America (the)	05/2010 - 06/2010	Postbaccalaureate Undergraduate	No Major	No Minor	No Degree Expected -
University of Edinburgh-Main Program	Edinburgh		United Kingdom of Great Britain & Northern Ireland	09/2016 - 11/2019	Graduate	Art in the Global Middle Ages, Interdisciplinary Creative Practices	No Minor	Master of Science - 11/2017, Masters of Science by Research (MScR) - 11/2019
Germanna Community College-Main Program	Locust Grove	VA	United States of America (the)	08/2020 - 04/2021	Postbaccalaureate Undergraduate	No Major	No Minor	No Degree Expected -
University of Colorado at Boulder-Main Program	Boulder	CO	United States of America (the)	06/2021 - 05/2023	Postbaccalaureate Undergraduate	No Major	No Minor	No Degree Expected -

## VERIFIED GRADE POINT AVERAGES

GPA Calculations will appear only when your application status is Processed

Status	BCPM		AO		Total	
	GPA	Hours	GPA	Hours	GPA	Hours
High School						
Freshman						
Sophomore						
Junior						
Senior						
Postbaccalaureate Undergraduate						
Cumulative Undergraduate						
Graduate						
Supplemental Hours:	P/F - Pass:	P/F - Fail:	A/P:	CLEP:	OTHER:	





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## MCAT EXAM SCORES

### MCAT Scores After January 31, 2015

Test Date	Total Score	Confidence Band <sup>1</sup>	Percentile Rank of Score <sup>2</sup>	Chemical and Physical Foundations of Biological Systems		Critical Analysis and Reasoning Skills		Biological and Biochemical Foundations of Living Systems		Psychological, Social, and Biological Foundations of Behavior		Percentile Rank Effective Date
				Score	Percentile Rank of Score <sup>2</sup>	Score	Percentile Rank of Score <sup>2</sup>	Score	Percentile Rank of Score <sup>2</sup>	Score	Percentile Rank of Score <sup>2</sup>	

<sup>1</sup>Test scores, like other measurements, are not perfectly precise. The confidence bands that are shown for the Total Scores above mark the ranges in which your true scores probably lie. To obtain the confidence band for each section score, subtract one point from and add one point to the score.

<sup>2</sup>The percentile ranks of scores are the percentages of test takers who received the same scores or lower scores than you did. The percentile ranks are updated on May 1 every year to reflect the results from the three most recent previous calendar years.

Addl 2023 MCAT Intent Date: 06/29/2023

### MCAT Scores Before January 31, 2015

Test Date	Total Score	Confidence Band <sup>1</sup>	Percentile Rank of Score <sup>2</sup>	Physical Sciences		Verbal Reasoning		Writing Sample		Biological Sciences	
				Score	Percentile Rank of Score <sup>2</sup>	Score	Percentile Rank of Score <sup>2</sup>	Score	Percentile Rank of Score <sup>2</sup>	Score	Percentile Rank of Score <sup>2</sup>

<sup>1</sup>Test scores, like other measurements, are not perfectly precise. The confidence bands that are shown for the Total Scores above mark the ranges in which your true scores probably lie. To obtain the confidence band for each section score, subtract one point from and add one point to the score (or, in the case of the Writing Sample, subtract and add one letter).

<sup>2</sup>The percentile ranks of scores are the percentages of test takers who received the same scores or lower scores than you did. The percentile ranks are based on tests administered from January 2012 through September 2014.

## PREview Scores

Test Date	Total Score	Confidence Band <sup>1</sup>	Percentile Rank of Score <sup>2</sup>	Percentile Rank Effective Date
-----------	-------------	------------------------------	---------------------------------------	--------------------------------

<sup>1</sup>Similar to all standardized exams, a score on the AAMC PREview™ exam is not perfectly precise. A score can be affected by many factors. The Confidence Band marks the range in which your "true score" likely lies and is intended to discourage distinctions between examinees with similar scores.

<sup>2</sup>Percentile Rank is the percentage of examinees who received the same or lower score than you did. The percentile ranks are updated by early May of each year online at AAMC PREview™ Professional Readiness Exam | AAMC to reflect the results from the 2 most recent previous calendar years.

Addl 2023 PREview Intent Date:

## OTHER TEST SCORES

Test Name	Test Date	Test Section	Test Score
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## EXPERIENCE

<b>Experience Type:</b>	Community Service/Volunteer - Not Medical/Clinical	<b>Most Meaningful Experience:</b>	No
<b>Experience Name:</b>	Crisis Counselor	<b>Completed:</b>	
		<b>Date:</b>	05/2022 - 06/2023
		<b>Hours:</b>	45
<b>Contact Name &amp; Title:</b>	Ms.	<b>Anticipated:</b>	
		<b>Date:</b>	06/2023 - 06/2024
		<b>Hours:</b>	50
<b>Contact Email:</b>		<b>Contact Phone:</b>	
<b>Organization Name:</b>	Crisis Text Line		
<b>City / State / Country:</b>	Boulder / CO / United States of America (the)		
<b>Experience Description:</b>	The Crisis Text Line provides mental health support and crisis intervention via text and messaging services. As a Crisis Counselor, my role is to engage with texters in one-on-one conversations, using skill sets of active-listening, collaboration, and safety planning to ensure that texters in crisis are able to find mental and physical safety as well as come to a calm space. From being a source of encouragement for a young boy experiencing bullying at school to de-escalating an active suicide attempt of a young mother suffering from postpartum depression, the crisis text line has been a space for me to learn how to support individuals across backgrounds and issues.		
<b>Experience Type:</b>	Paid Employment - Not Medical/Clinical	<b>Most Meaningful Experience:</b>	No
<b>Experience Name:</b>	Pre-Health Mentor	<b>Completed:</b>	
		<b>Date:</b>	05/2022 - 05/2023
		<b>Hours:</b>	260
<b>Contact Name &amp; Title:</b>	Elisa Cripps, Dr.	<b>Contact Phone:</b>	
<b>Contact Email:</b>	elisa.cripps@colorado.edu		
<b>Organization Name:</b>	CU Boulder Post-Baccalaureate Pre Health Profession Program		
<b>City / State / Country:</b>	Boulder / CO / United States of America (the)		
<b>Experience Description:</b>	As a mentor for the 2022-2023 Pre-Health Post-Baccalaureate cohort at CU Boulder, my role was to act as a source of peer support and guidance as current students navigate a year which can be challenging both academically and personally. The aim of mentorship was to be a safe-space for students to seek advice or express concerns. Responsibilities include hosting open office hours, meeting with students one-on-one, organizing community-building events, and connecting with accepted/incoming students. In addition, I assisted the program's Admissions Team by reviewing applications and participating in admissions interviews.		



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## EXPERIENCE

<b>Experience Type:</b>	Research/Lab	<b>Most Meaningful Experience:</b>	Yes
<b>Experience Name:</b>	Culture + Health Survey Project	<b>Completed:</b>	
<b>Contact Name &amp; Title:</b>		<b>Date:</b>	02/2022 - 06/2023 <b>Hours:</b> 150
<b>Contact Email:</b>		<b>Anticipated:</b>	
<b>Organization Name:</b>	Independent (Personal) Research	<b>Date:</b>	06/2023 - 06/2024 <b>Hours:</b> 400
<b>City / State / Country:</b>	/ / United States of America (the)	<b>Contact Phone:</b>	
<b>Experience Description:</b>	The goal of this independent project is to identify how individuals from across ages, cultures, geographic regions, and viewpoints define what it means to be "personally healthy." The hypothesis of this research is that the feedback will reach a "critical mass" point where trends and intersectionality will emerge, revealing a unified global definition of health. Using an online survey platform, a brief survey will be distributed globally starting in August 2023. The information received will be analyzed for qualitative markers, and the results displayed on an online platform. <a href="https://yourcultureyourhealth.org/">https://yourcultureyourhealth.org/</a>		
<b>Most Meaningful Experience Remarks:</b>	Coming from a military family which moved every 10 months to 3 years, one of the earliest skill-sets I developed was learning to adapt to different environments quickly. I went to private schools, military schools, public schools, and was homeschooled. I lived in the heart of the American Bible belt as well as in a French Muslim community where I can still remember the early-morning call to prayers being played over loudspeakers. I learned that deep within, people around the world are exactly the same; they have the same fears, questions, hopes and dreams, expressed in narratives colored by their own cultural environment. I find myself able to work and study with both the very liberal and very conservative groups, across religious and national spectra, an ability which is attributed to my exposure as a child. We often pay so much attention to the external differences, that we lose the common thread of humanity which connects us. We all desire to be seen, respected, heard, healthy, included. My goal as a physician is to be a physician for all, irrespective of background, race, language or identity. This independent research project stems from this desire to understand the common threads which connect humanity, and reflects the type of research I would like to do as I progress in my medical education.		
<b>Experience Type:</b>	Research/Lab	<b>Most Meaningful Experience:</b>	No
<b>Experience Name:</b>	CURE Lab, Vidatox as Chemotherapy	<b>Completed:</b>	
<b>Contact Name &amp; Title:</b>	Dr.	<b>Date:</b>	01/2022 - 05/2022 <b>Hours:</b> 100
<b>Contact Email:</b>		<b>Contact Phone:</b>	
<b>Organization Name:</b>	CU Boulder, CURE Lab		
<b>City / State / Country:</b>	Boulder / CO / United States of America (the)		
<b>Experience Description:</b>	In this Course-Based Undergraduate Research Experience (CURE) Lab, students designed their own semester-long experiments to test the efficacy of potential chemotherapeutic agents. My small group decided to test a homeopathic remedy known as Vidatox, which is made from highly diluted scorpion venom and is widely used in Cuba as a treatment for multiple cancers. Third instar larvae was used as a model organism, and a dose-response curve was crafted to determine the drug's effectiveness as a chemotherapeutic. Our results supported the null hypothesis, indicating that Vidatox is not an operative chemotherapeutic. We presented our results in a poster presentation at CU Boulder's CURE Symposium at		



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<b>Experience Type:</b>	Community Service/Volunteer - Medical/Clinical	<b>Most Meaningful Experience:</b> Yes
<b>Experience Name:</b>	Medical Assistant, Hopelight Free Clinic	<b>Completed:</b> <b>Date:</b> 05/2021 - 12/2022 <b>Hours:</b> 150
<b>Contact Name &amp; Title:</b>	Mrs.	<b>Contact Phone:</b>
<b>Contact Email:</b>		
<b>Organization Name:</b>	Hopelight Free Clinic and Journey Homeless Clinic	
<b>City / State / Country:</b>	Longmont / CO / United States of America (the)	
<b>Experience Description:</b>	As a medical assistant at the free clinic, my responsibilities included rooming patients, taking vitals, charting health history and patient complaints, and assisting my assigned provider. Additional responsibilities include performing COVID tests for patients, running in-house labs and preparing labs to be sent out-of-house testing. An additional pop-up homeless clinic was run by a single provider whom I supported on site at Journey Church. The purpose of this clinic was to provide acute care to patients, build long-term relationships and encourage patients to come into the free clinic for care, steering them away from reliance on emergency rooms and urgent care centers.	
<b>Most Meaningful Experience Remarks:</b>	Patients of Hopelight came from vulnerable backgrounds. I witnessed practitioners balancing evidence-based clinical care with uninhibited compassion for their patients. This dedication did not stop at the clinic, but reached out into the community through pop-up homeless clinics. One evening as I walked into the homeless clinic, I recognized a regular patient who was waiting to be seen. He had pillows behind his lower back and was staring blankly, tense and clearly in pain. I remembered that he had dealt with chronic back pain issues which neither physical therapy nor treatments had been successful in relieving. I took a chair next to him and asked him how he was feeling, if he had eaten dinner, and how his pain levels were that evening. I shared my own experience with a sprained ankle when I was homeless. Not having a place to rest made the pain worse and healing almost impossible. With this admission, his posture softened. He turned to me and asked, "You went through that?" I responded that I had, and suggested that we come up with a plan to help rest well that night. As I got ready to leave for the evening, he patted my hand, promising to schedule an appointment at the free clinic. The training and exposure I gained at Hopelight has become a standard for my own future practice.	
<b>Experience Type:</b>	Community Service/Volunteer - Medical/Clinical	<b>Most Meaningful Experience:</b> No
<b>Experience Name:</b>	Birth Doula Certification	<b>Completed:</b> <b>Date:</b> 05/2021 - 12/2021 <b>Hours:</b> 60
<b>Contact Name &amp; Title:</b>	Ms.	<b>Anticipated:</b> <b>Date:</b> 07/2023 - 07/2024 <b>Hours:</b> 200
<b>Contact Email:</b>		<b>Contact Phone:</b>
<b>Organization Name:</b>	Rocky Mountain Doula	
<b>City / State / Country:</b>	Boulder / CO / United States of America (the)	
<b>Experience Description:</b>	I received my Professional Birth Doula Certification through Rock Mountain Doula training, which encompassed 60 hours of instruction and a final examination. Training included bias-awareness examination and cultural awareness training, along with hands-on experiences in birthing techniques and support practices. I engaged with new and pregnant mothers, birth doulas, lactation specialists and midwives. I found that many carried a deep mistrust of OB/GYNs and the medical community at large. I deeply value the confidence they shared with me. Beginning in July of 2023, I will begin volunteering at Tree of Life Midwifery in Fredericksburg, Virginia to gain further experience and training.	



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### EXPERIENCE

<b>Experience Type:</b>	Physician Shadowing/Clinical Observation	<b>Most Meaningful Experience:</b> No
<b>Experience Name:</b>	Shadow, Dr. Ayanna McCray	<b>Completed:</b> <b>Date:</b> 01/2021 - 04/2021 <b>Hours:</b> 50
<b>Contact Name &amp; Title:</b>	Dr.	<b>Contact Phone:</b>
<b>Contact Email:</b>		
<b>Organization Name:</b>	New Heights Pediatrics, LLC	
<b>City / State / Country:</b>	King George / VA / United States of America (the)	
<b>Experience Description:</b>	Shadowing Dr. McCray provided me with insight into a pediatric primary care practice that served a rural population. More than shadowing, Dr. McCray engaged me in direct patient care by taking the time to teach me. At her practice I became proficient in how to give a two-year old fluoride varnish, listened to my first heart murmur, ran strep labs and determined medication dosages. Through her example Dr. McCray taught me an approach to medicine which I hope to emulate as a future primary care physician. She displayed humility with her patients, selflessness in her interactions with staff and students, and a desire to make sure everyone was having fun along the way.	
<b>Experience Type:</b>	Paid Employment - Medical/Clinical	<b>Most Meaningful Experience:</b> No
<b>Experience Name:</b>	COVID-19 Medical Reserve Corps Coordinator	<b>Completed:</b> <b>Date:</b> 06/2020 - 01/2021 <b>Hours:</b> 1000
<b>Contact Name &amp; Title:</b>	Ms.	<b>Contact Phone:</b>
<b>Contact Email:</b>		
<b>Organization Name:</b>	Virginia Department of Health	
<b>City / State / Country:</b>	Fredericksburg / VA / United States of America (the)	
<b>Experience Description:</b>	At the start of the COVID-19 pandemic I volunteered as a member of the Virginia Medical Reserve Corps. I initially staffed testing clinics throughout the Rappahannock Health District, a diverse region of 136,000 residents. This experience led to a full-time job with the Virginia Department of Health as the region's COVID-19 Medical Reserve Corps Coordinator. In this capacity, I organized and led a team of over 600 active clinical and non-clinical volunteers in staffing both testing and vaccination clinics. Due to the efforts of the MRC in the district, the local health department was able to maintain normal operations including refugee health and WIC programs.	



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## EXPERIENCE

<b>Experience Type:</b>	Research/Lab	<b>Most Meaningful Experience:</b> Yes
<b>Experience Name:</b>	MScR in Interdisciplinary Creative Practice	<b>Completed:</b> <b>Date:</b> 09/2018 - 11/2019 <b>Hours:</b> 2000
<b>Contact Name &amp; Title:</b>	Dr.	<b>Contact Phone:</b>
<b>Contact Email:</b>		
<b>Organization Name:</b>	Edinburgh College of Art, University of Edinburgh	
<b>City / Country:</b>	Edinburgh / United Kingdom of Great Britain & Northern Ireland	
<b>Experience Description:</b>	While completing my master's in Medieval Art History, one of my advisor's suggested that I should consider pursuing a research degree in art practice. I enrolled in a degree program in the Edinburgh School of Art, a leader in the field of interdisciplinary art research, which aims to integrate hypothesis driven research with practice-led methodologies. Drawing upon my background in medieval art history, I developed a research proposal which brought together advisors from the schools of divinity, art history, and contemporary art practice, hypothesizing medieval divinity practices as a methodology for contemporary art practice.	
<b>Most Meaningful Experience Remarks:</b>	Interdisciplinary art research is a unique field of study which aims to deconstruct logocentrism through hypothesis-driven research. Art researchers harness the power of observation, question making, methodology and experimentation to develop new forms of expressing knowledge. My own research questioned the fundamental purpose of art, not trying to define "art" but rather defining art through the process in which it was created. Research across disciplines showed me the importance of interdisciplinarity. As I transition to working in direct patient care, I pull on much of the research I did as an art student. Art historian Michael Baxandall, developed the concept of the "period eye," meaning that no contemporary person can view a painting as it was viewed during the time period in which it was created. In the same respect, no practitioner has the "period eye" of the patient. Because experience is unique, practitioners may never understand what a patient is feeling or experiencing. Practitioners must rely on active listening, observation, and developing the art of seeing a patient in the same way an art historian views a painting - by seeing beyond the painting and thereby into the entire context and experience of the work. Only by learning to "see" can a practitioner truly understand their patient.	
<b>Experience Type:</b>	Teaching/Tutoring/Teaching Assistant	<b>Most Meaningful Experience:</b> No
<b>Experience Name:</b>	Ballet and Dance Teacher	<b>Completed:</b> <b>Date:</b> 01/2015 - 08/2016 <b>Hours:</b> 650
<b>Contact Name &amp; Title:</b>	Mrs.	<b>Contact Phone:</b>
<b>Contact Email:</b>		
<b>Organization Name:</b>	Independent Contractor	
<b>City / Country:</b>	/ Decline to Answer	
<b>Experience Description:</b>	I taught ballet and other forms of dance, both in various schools and as a private coach. My core focus was ballet, teaching RAD, Balanchine, and Vaganova methods. In addition to teaching and developing curriculum, I also originated choreography for performances including full-length ballets and public events. In teaching ballet, I aimed to instill confidence, creativity and resilience in my students. As a future practitioner, I hope to carry this same aim with patients, accepting their trust and returning it with mutual respect and caring.	



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## EXPERIENCE

<b>Experience Type:</b>	Artistic Endeavors	<b>Most Meaningful Experience:</b> No
<b>Experience Name:</b>	Pianist in Nursing Homes, Memory Centers, Hospice Patients	<b>Completed:</b> <b>Date:</b> 04/2014 - 03/2016 <b>Hours:</b> 150
<b>Contact Name &amp; Title:</b>		
<b>Contact Email:</b>	Independent Contractor (direct hire)	<b>Contact Phone:</b>
<b>Organization Name:</b>		
<b>City / State / Country:</b>	/ / United States of America (the)	
<b>Experience Description:</b>	I was hired independently and through contracting agencies to give piano performances at nursing homes, memory centers, assisted living, and to hospice patients throughout the D.C. area. I was privileged to be able to share the gift of music through the piano with individuals who were no longer able to engage in music activities. In memory care centers, medical and care staff would ask me to play specific pieces for different patients to help engage them in familiar activities. It was a privilege to hear patients with dementia sing along to a favorite song, or to play a piece multiple times for a hospice patient who simply wanted to hear it "one more time."	
<b>Experience Type:</b>	Paid Employment - Not Medical/Clinical	<b>Most Meaningful Experience:</b> No
<b>Experience Name:</b>	Site Lead Teacher	<b>Completed:</b> <b>Date:</b> 01/2013 - 07/2013 <b>Hours:</b> 300
<b>Contact Name &amp; Title:</b>	Ms.	
<b>Contact Email:</b>		<b>Contact Phone:</b>
<b>Organization Name:</b>	Kid Power Inc.	
<b>City / State / Country:</b>	Washington / DC / United States of America (the)	
<b>Experience Description:</b>	Kid Power Inc. was an after-school program for at-risk children in DC. I led a site in NE DC for school age children from kindergarten through 5th grade. I was responsible for nutrition education, homework assistance, and helping the children in building and maintaining a community garden. In this program, which lasted for approximately three hours every day, I took pride in giving the children a place of stability and security in knowing that no matter what happened in their day, the education room would be open for them, their little garden would be cared for and after-school food would be provided.	
<b>Experience Type:</b>	Community Service/Volunteer - Not Medical/Clinical	<b>Most Meaningful Experience:</b> No
<b>Experience Name:</b>	Small Group Leader	<b>Completed:</b> <b>Date:</b> 09/2009 - 05/2010 <b>Hours:</b> 350
<b>Contact Name &amp; Title:</b>	Mr.	
<b>Contact Email:</b>		<b>Contact Phone:</b>
<b>Organization Name:</b>	McLean Bible Church	
<b>City / State / Country:</b>	Washington / VA / United States of America (the)	
<b>Experience Description:</b>	When I was a senior in college, I was asked by the leadership of my Church to lead a "small group" for about ten girls who were junior to me. We would meet weekly at my apartment for food and guided sharing. I would also meet with them one-on-one each throughout the week to provide additional support. Many of these girls carried heavy personal burdens and mental illnesses, some of which expressed suicidal thoughts. With these specific girls I would frequently open up my apartment for them to stay in at night, so that they wouldn't be alone when they felt scared or most unsafe. With the limited resources, I was able to provide the group a structured and open space during the school year.	





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## EXPERIENCE

<b>Experience Type:</b>	Community Service/Volunteer - Medical/Clinical	<b>Most Meaningful Experience:</b>	No
<b>Experience Name:</b>	Child Life Volunteer	<b>Completed:</b>	
		<b>Date:</b>	06/2009 - 08/2010
		<b>Hours:</b>	150
<b>Contact Name &amp; Title:</b>	Ms.	<b>Contact Phone:</b>	
<b>Contact Email:</b>			
<b>Organization Name:</b>	Georgetown University Hospital		
<b>City / State / Country:</b>	Washington / DC / United States of America (the)		
<b>Experience Description:</b>	I began my volunteer work with the student program at Georgetown, working throughout the hospital and gaining exposure to multiple departments. I found myself attracted to the Child Life work done in the PICU, providing a safe-space for children to play or simply be themselves. My first true experience working within a clinical setting, the PICU was an encouraging and inclusive environment for volunteers. In this unit I had the opportunity to cuddle babies, watch countless hours of Youtube with teenagers, and to supervise art time in the activity room for patients who were able to be mobile. I developed a deep love of pediatrics within the unit which I carry with me today.		

<b>Experience Type:</b>	Community Service/Volunteer - Not Medical/Clinical	<b>Most Meaningful Experience:</b>	No
<b>Experience Name:</b>	IntenCITY Mission Coordinator	<b>Completed:</b>	
		<b>Date:</b>	04/2008 - 08/2009
		<b>Hours:</b>	500
<b>Contact Name &amp; Title:</b>	Mr	<b>Contact Phone:</b>	
<b>Contact Email:</b>			
<b>Organization Name:</b>	The Gathering		
<b>City / State / Country:</b>	Washington / DC / United States of America (the)		
<b>Experience Description:</b>	Over ten years ago, as a college student, I organized and coordinated immersion "trips" for college students throughout the DC area to participate in volunteer work and gain exposure to disparities within the area. Many students who came to study in the DC area would remain "blind" to the needs present in the city, living out their four years in ignorance of the place in which they lived. The aim of the program was to engage students in the city itself, and hopefully encourage them to develop long-term ties of service. In 72 hour immersive experiences, students would volunteer with soup kitchens, homeless shelters, juvenile detention centers, rehabilitation clinics, and more.		

## PERSONAL COMMENTS

I spent several years of my childhood at NATO headquarters abroad; while my family was living in Mons, Belgium, we watched the bombings of Kosovo on the military news. In the days that followed, refugee children and their families flooded into our international school. Heading to class one day, I spotted a young refugee boy about my age crouched over the hallway near his grandfather, tears streaming down his face and onto a shirt which held fresh stains betraying the conflict he had escaped. The grandfather smiled, exposing a mouth of blackened teeth, beckoning me to come over. The boy shrunk further behind him as I came closer. For a brief moment the boy and I made eye contact; I saw pain, fear, shame, and hopelessness. We never exchanged a word that day, but we shared something deeper and more profound which I would always carry with me. Experiences like these taught me that, whatever I did in life, it needed to be dedicated to understanding and healing the pain I witnessed.



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Ten years later, I sat across from a man in a rehabilitation clinic for people experiencing homelessness. I had come over to offer a cup of coffee when he began to talk to me about his health concerns. Long-term alcohol and drug abuse led to chronic Hepatitis C and possible cirrhosis. I saw the familiar flints of fear and shame in his eyes. A few months later, while volunteering at Georgetown University Hospital, a physician popped his head into the playroom and said, "I need your help." He was explaining a diagnosis to parents whose child was in a deeply emotional state. The young patient and I found some coloring pages, while I witnessed the physician turn a complex and frightening diagnosis into a strategic plan imbued with hope. I became curious about the role of a physician and how their expertise in the diagnostic sciences and leadership could be a tool of hope in the darkest areas of people's lives.

Before I could pursue a career in medicine, there was a difficult lesson I needed to learn: you cannot heal others when you yourself are bleeding. By the last semester of my senior year, I was withdrawing from courses. I failed my first post-bacc course when a panic attack kept me from attending a required lab. What I did not understand at the time was that I was struggling with symptoms of Post-Traumatic Stress Disorder from a series of long-term sexual abuse. Untreated, I gradually lost control over my symptoms. Eventually I found myself navigating bouts of homelessness and food insecurity. During these times, I would spend winter nights playing piano in American University's music rooms or wait outside the Metro stations for the gates to open, where I would sleep on the train. One night, having gone to a McDonald's to avoid bad weather, I looked at myself in the mirror and saw the same hopelessness I had witnessed in so many others. I realized that the reason I resonated with their pain was because I shared their brokenness. I sought help and moved back with my parents who ensured that I received the medical and mental health care that I needed.

A few years later, I was volunteering at the first COVID-19 drive-through testing clinics in a rural area of my health district. An elderly woman approached the clinic on her rusted-out bicycle. She was struggling to keep the bike steady and appeared to be in distress. As I walked up to her, I noted that she was crying and her breathing labored. She grabbed my hand and told me she could not read or write to fill out the forms and she was terrified. Trembling, she allowed me to gently hold her hands and lead her to the testing site. She looked at me with the all-too familiar helplessness in her eyes and asked me to not let go of her hand. In less than five minutes she had made it through the procedure. I heard her chuckle as she looked at me with something new in her eyes: hope. Yet, I was aware of how much more care she needed, care that I did not yet have the skills or education to give.

Up to this point, my education had been in the humanities. At their core, languages, the arts, and culture are all means of communication and expression of the self. This is the lens from which I see patients. I seek to hear them through their language, their identity and their personal expression. As I solidified my desire to pursue medicine, I enrolled in a post-bacc program and underwent the culture shock of an artist engaging in the sciences. I accepted the challenge of science and slowly transformed myself from a casual observer to a mechanistic-driven learner. It is this dualistic background in the humanities and sciences which will help me become a physician who sees the whole person as both a biological system yet uniquely human.



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PERSONAL COMMENTS

Writer David Grayson states, "Hope is like love: it is there all the time, oceans of it, but someone must touch it off, awaken it." As I pursue medical school and eventual practice, I strive to become a physician which sparks hope in patients who might not otherwise believe that they will be seen or treated with the dignity they deserve. I have seen the need for trauma-informed primary care with a focus on patients in disadvantaged circumstances and I aim to achieve the diagnostic knowledge, scientific literacy, and holistic awareness to meet that need.

LETTERS OF EVALUATION/RECOMMENDATION

Letter Id	Primary Author or Contact	Letter Title	Institution	Number of Assigned Medical Schools
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DESIGNATED PROGRAMS

School Name	Program Type	Combined Degree Area(s)	Previously Applied?
Albany Medical College	Regular M.D.		No
Chicago Medical School at Rosalind Franklin University of Medicine & Science	Regular M.D.		No
Creighton University School of Medicine	Regular M.D.		No
Donald and Barbara Zucker School of Medicine at Hofstra/Northwell	Regular M.D.		No
Eastern Virginia Medical School	Regular M.D.		No
Georgetown University School of Medicine	Regular M.D.		No
Howard University College of Medicine	Regular M.D.		No
Loyola University Chicago Stritch School of Medicine	Regular M.D.		No
New York Medical College	Regular M.D.		No
Rush Medical College of Rush University Medical Center	Regular M.D.		No
Tufts University School of Medicine	Regular M.D.		No
Tulane University School of Medicine	Regular M.D.		No
Virginia Commonwealth University School of Medicine	Regular M.D.		No
Virginia Tech Carilion School of Medicine	Regular M.D.		No
Yale School of Medicine	Regular M.D.		No