CAREER PORTFOLIO

Gheleb Netabai

MAY 10, 2019

FRANKLIN COLLEGE

BIO 390 – Professional Development

Table of Contents:

Pg. 2 – Resume

Pg. 5 – Supporting Documents

Pg. 5 – An Analysis of Replicating Wineburg et. al. (2016)

Pg. 14 – American Red Cross CPR/First Aid Certification

Pg. 16 – **Career Path Information**

Pg. 16 – Primary Career Path: Medical School

Pg. 17 – Theoretical Monthly Budget Example

Pg. 19 – Long-Term Goal: Neurosurgeon

Pg. 20 – Example Job Announcement & Requirements

Pg. 21 – **Career Goal/Expectations Essay**

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Education

- **Franklin College**, Franklin, IN
  - Candidate for Bachelor of Arts/Biology Degree
  - Major: Biology (Pre-Med Track)
  - Minors: Neuroscience, Psychology
  - Anticipated Date of Graduation: May 2021
  - Cumulative GPA: 3.61
- **Notable Coursework**
  - General Psychology / Psychopharmacology
  - General Chemistry
  - Principles of Biology / Cell Biology / Zoology / Genetics

Experience

- **Neuroscience Club Vice President** *Franklin College*
  Franklin, IN February 2019 – Present
  - Organize meeting agendas and club materials.
  - Conduct tasks typically denoted to other officer/cabinet positions such as data retrieval and the tasks of the organization president should they not available.
- **Direct Support Professional** *Meaningful Day Services*
  Brownsburg, IN June 2018 – Present
  - Care for and assist various clients with developmental disabilities.
  - Assist clients to lead a self-directed life and contribute to the community through scheduled activities, guided-personalized behavioral development plans, education development plans, and volunteer work.
  - Administer and chart various medication treatments for clients.
- **Biology Lab Assistant** *Franklin College*
  Franklin, IN March 2018 – May 2018
  - Organized and prepared laboratories for future usage in educational sessions and experiments.
  - Facilitated the transition of the entire college science department to a separate facility.
- **Volunteer/Job Shadow** *Eskenazi Hospital*

Indianapolis, IN June 2015

- Assisted and observed medical staff as they went about their daily routines/tasks throughout the facility.
- Officially registered and permitted within the organization.

- **Student Mentor** *Ben Davis Giant Kings – Littles Program*
  Indianapolis, IN October 2015 – June 2017
  - Mentored and co-coordinated activities in a guidance and leadership program for minority children from a local elementary school.

Honors & Awards

- **21st Century Scholar Recipient** *21st Century Scholarship*
  Indianapolis, IN August 2012 – Present
  - Graduated from a state-accredited high school with a minimum of a Core 40 diploma and a cumulative grade point average (GPA) of at least 2.5 on a 4.0 scale.
- **Dean's List** *Franklin College*
  Indianapolis, IN December 2017
  - Recognized for Academic achievement; having completed 12 or more regular graded credit hours for the semester and achieved a semester grade point average of 3.50 or higher.

Skills

- Adult and Child CPR/First Aid Certified
  - Year completed: 2018
  - Validity period: 2 years
  - Conducted by the American Red Cross
- Exceptional communication skills.
  - Proficient in Spanish & English
- Eagerness to perceive and provide an open-minded outlook on situations.
- Consistent professionalism.
- Vast computer experience:
  - Extensive programming knowledge in Basic, C++, and Java.
  - Possess strong experience with constructing and operating robotics.
  - Comprehensive ability to operate all versions and applications of Microsoft Office.
  - Possess in-depth experience with Windows XP/Vista/7/10.

References

- Sarah Mordan-McCombs, Ph.D.

    - Franklin College Division Head for Natural Sciences; Deppe Chair of Biology; Associate Professor of Biology
    - Office Phone: (317) 738-8304
    - Email: smordan-mccombs@FranklinCollege.edu
- Wei Wei, Ph.D.
    - Franklin College Assistant Professor of Chemistry
    - Email: wwei@franklincollege.edu
- Daniel Alsop, Ph.D.
    - Franklin College Modern Languages Department Chair; Assistant Professor of Spanish
    - Office Phone: (317) 738-8783
    - Email: dalsop@franklincollege.edu
- Bill Eiler, Ph.D.
    - Franklin College Assistant Professor of Psychology
    - Office Phone: (317) 738-8275
    - Email: beiler@franklincollege.edu

Reference Documents:

An Analysis of Replicating Wineburg et. al. (2016)

This was a paper written by me in correspondence with several other collaborates during January of 2018. The paper is the culmination of several long hours spent surveying random individuals in attempts to replicate a study propagating claims over the modern state of society that seemed relatively farfetched at first glance. This document, in my personal belief, accurately illustrates beyond it's written meaning my own abilities as an individual. It not only highlights my ability to properly conduct surveys and execute applicable statistical analysis to support findings; but behind the central messages I believe this text also represents my ability to correspond with other individuals on projects. It is understandable that most people do not enjoy the idea of having to work with groups, and this is by no means a bad thing. On the contrary, I find it natural and admirable to want to earn and establish merit based off of one's own efforts and will. However, in every form of a professional environment correspondence is inevitable and required for true success. While I am adverse to the concept, when push comes to shove I have no qualms with shifting into that role of correspondence with peers or even complete strangers (the latter of which was the case due to the remarkably short time the associated class took place over). This study serves as evidence towards the ability to adapt and cater my strengths to that of my peers in order to create a succinct product in which all involved can take pride in.

Gheleb Netabai, Andrew Elixman, Caleb Tennell, Luke Smoot

LA 112 - Alternative Facts:Sci/Pseudoscience/Ethics

Dr. Ryan Rush

January 23, 2018

An Analysis of Replicating Wineburg et al. (2016)

In the constantly expanding digital age in which we find ourselves, the amount of knowledge that one can intake within a single day has multiplied by the thousands when compared to that of just 10 years ago. Great leaps in the technological science has made the transfer of information increase exponentially in terms of speed and capacity; however, as that information grows more vast and commonplace, the ability to parse through it all consequently becomes increasingly insufficient. Many people attempt to defend against this notion, stating this being only the case with older generations that were unaccustomed to the newer technology; claiming the more recent and adapted generations are perfectly capable of analyzing not only the vast media they intake daily, but accurately dissecting its composition and credibility. Unfortunately, a recent paper published by Wineburg, McGrew, Breakstone, and Ortega (2016) seems to indicate the opposite; testing numerous members of the current generations ranging from grade-school all the way to the college levels, and displaying foreboding results in its findings. To properly scrutinize the findings of their paper, an experiment similar to one found in Wineburg et al. (2016) has been conducted in hopes of verifying whether the results found in the paper are replicable or not; in this instance among students at Franklin College. In addition, drawing from scholarly papers of similar subject to see if the interpreted results possibly coincide. Not only would this allow further insight into the findings of Wineburg et al. (2016), but also shed light onto the matter as for whether the public should be concerned about the current generation of technology users' ability to discern credible and viable information from the fake news online.

The summary by Wineburg et al. (2016) presented a study in which the Stanford History Education Group tested the abilities of students to evaluate sources of information for their validity. In essence, the purpose of the study was to determine how capable students are at differentiating between reliable sources of information and unreliable sources, advertisements,

and sponsored content (Wineburg et al., 2016). Students of different education levels were given different evaluations with small tests such as analyzing website home pages and evaluating a photo and judging a claim made in a tweet (Wineburg et al., 2016). The assessments for the middle school and high school students were administered across twelve different states, and the college-level assessments "were administered online at six different universities" (Wineburg et al., 2016). Wineburg et al. (2016) found that middle school students did not understand the meaning behind "sponsored content," and that high schoolers were generally unable to properly evaluate the trustworthiness of a captioned photo (p. 10-17). A majority of the college students did not investigate the source of a given tweet and the sources of the information provided within the tweet (Wineburg et al., 2016). This suggests that college students are prone to believing fictional stories, incorrect information and perpetuating the spread of misinformation through media.

Allcott and Gentzkow (2017) discussed the impact of the fake news phenomenon relating to the 2016 presidential election. With the use of the online media outlets Snopes, BuzzFeed and PolitiFact, Allcott and Gentzkow (2017) created a database of election news articles and related data for their research. Each article was categorized based on its credibility and whether it was pro-Trump or pro-Clinton, and several "Placebo" fake news headlines were created for the study (Allcott & Gentzkow, 2017, p. 219-220). Utilizing this information, an online survey was conducted among adults aged 18 and older (Allcott & Gentzkow, 2017). It was discovered that fake news sites were most often visited through links provided on social media sites (Allcott & Gentzkow, 2017). Allcott and Gentzkow (2017) estimated that US adults – on average – viewed one or more fake news articles during the election.

The article by Westerman, Spence and Van Der Heide (2013) studied the impact of social media information on perceived credibility for sources. Particular interest was placed on the relationship between the recency of page updates and the "perceived source credibility of the page owner" (Westerman et al., 2013, p. 171). Nearly two-hundred participants from a university were asked to view one of three mock twitter pages made to resemble an official page for heart disease awareness (Westerman et al., 2013). Recency of updating for the mock pages was not shown to have a positive linear relationship with perceived source credibility, but it did have a relationship with cognitive elaboration, such that it occurred more greatly when the updates were

more recent (Westerman et al., 2013). This means that the individuals were better at actively engaging with and processing the content (Westerman et al., 2013).

After compiling and analyzing the sum of data and results from these three, separate, empirical studies; It became unfortunately clear that there was a repeating trend between individuals on the internet misinterpreting or being unable to distinguish between authentic and fake/biased sources of information. This was not simply the case in biased twitter posts; but polarized news sources linked through social medias, alarming in pivotal time periods such as the presidential election; university students at their level of education even being unable to distinguish a falsified twitter page for an authentic organization! More than justified to engage in a verifying experiment at Franklin College; we went into our own replicated study under the impression that should we replicate Wineburg et al. (2016)'s own twitter study with college students, on a smaller scale, we would witness similar results of largely beginning level ability to discern the usefulness, and lack thereof, of a provided twitter post.

Methods

Materials

Firstly, the experimenter was required to provide a laptop or other appropriate electronic device with access to the internet. In addition, before the experiment had even begun, an informed consent form was given to each subject along with a demographic sheet gathering the sex, year in school, and other basic information from the subject was provided afterwards. To pair with the demographic sheet, each experimenter collected data on a Data Collection Sheet. The data collection sheet included questions regarding a Tweet that provided a statement about gun owners voting for a candidate who supported background checks. The data was collected from two questions, the first being 'Why might this tweet be a useful source about NRA member' opinions on background checks?' The second question asked, 'Why might this tweet not be a useful source about NRA members opinions on background checks?' Also, an observer sheet was used by the experimenter that included questions asking whether the subject clicked on the Tweet, if they closed out the Tweet to look at the page, if they used a search engine, and the total time they took on the experiment. All documents were created and provided to experimenters by

Dr. Ryan Rush.

Procedure

To begin the experiment, each experimenter gave their subject written consent forms, prompting them to carefully read before signing in addition to also signing afterwards. After filling out the form, the administrator would proceed to explain the experiment to a limited degree in order to ensure the integrity of the subject's responses. Each student was told to view the tweet and answer two questions on a separate, provided document. In the directions, it specified that they could use any and all sources and to list sources used in their responses. Unbeknownst to the subject, each experimenter would start a timer recording the length of time the student spent over the course of both their responses. During the experiment as well, experimenters stationed themselves in a position where they could easily see the device's screen in order to monitor and record the subject's actions while forming their responses. Once the subject verbally confirmed completing the document, the experimenter administered the demographic sheet to the student, saving and properly logging the document while they completed the form. After collecting all documents, each subject was thanked for their participation and cooperation with the experiment, before being informed that they could leave. This is how all data samples for the experiment were collected, ensuring both consistency and cohesive interpretations when compiling all data samples for interpretation.

Participants

Participants in the current study included 48 college students, obtained through convenience sampling at Franklin College in Indiana. Of the 48 participants 56.3% reported being female and 39.6% reported being male (4.2% preferred not to answer this question). Participants reported predominantly being a freshman (62.5%; Sophomore: 16.7%; Junior: 12.5%; Senior: 8.3%).

Results

To assess the participants' familiarity with Twitter, they were asked if they use the platform, and if so, how frequently and for how long in one session. The majority of participants reported using Twitter (70.8%). Participants using Twitter (N = 34) reported checking it on average 8.45 times (SD = 7.40) within a 24-hour period and spending on average 10.45 minutes (SD = 5.86 minutes) during each session. This equates to spending about 88 minutes a day on Twitter.

Participants were also asked to self-report other forms of social media used on a daily basis. Of the 48 participants, 89.6% used Instagram; 87.5% used Snapchat, and 64.6% used Facebook. Across these three social media platforms, participants reported that during a 24-hour period they spent an average of 141.40 minutes (SD = 116.93 minutes) using them. These results suggest that participants in the current study were experienced users of Twitter and other forms of social media.

Participants were asked to explain why a specific Tweet might be a useful and also not a useful piece of information to a specific audience. Responses were analyzed for beginning, emerging, and mastery level reasoning abilities. The participants' answers were evaluated and scored as one of three ratings: beginner, emerging, and mastery. If the subject's answer was rated as beginner, this suggested that the participant did not clearly understand the intention of the Tweet, nor did they do any further research to attain more knowledge of the statement made in the Tweet; their responses lacking address to the polling data as support of it being a useful source, nor the background of the organization posting the Tweet to suggest why it wouldn't be useful.. Emerging answers were classified as the participant having some knowledge of the information in the Tweet. These students conducted superficial research, such as clicking on the link posted in the statement to view the polling data and/or exiting the post to inspect the source profile's information; however, did not completely reflect this in their answers' explanations. A mastery-level answer, meant that they had full comprehension of the biases and credibility in the Tweet, as well as its sources. These participants went above and beyond when it came to researching for information; forming complex and cohesive explanations for both answers while drawing from research such as: clicking on the link posted, performing a background analysis on the posting organization, and the use of a search engine (ex: Google).

When asked why a Tweet may be useful, the majority of participants responded with only beginning level reasoning ability (79.2%). Only 20.8% of participants showed emerging reasoning ability, and none of the participants showed mastery reasoning ability. A similar pattern of results emerged when examining participants' ability to reason why a Tweet was not useful. The majority of participants responded with only beginning level reasoning ability (87.5%). Only 10.4% of participants showed emerging reasoning ability, and 2.1% of the participants showed mastery reasoning ability. These results indicate that participants struggled to adequately reason why a Tweet may be a useful or not a useful piece of information.

To make their assessments of the Tweet participants were free to use any additional resources online, including the link provided within the Tweet. Only 40.4% of the participants clicked on the link embedded within the tweet, which linked to polling data referred to in the Tweet. Additionally, only 21.7% of participants examined the organizations official Twitter page by closing the twitter link, and only 13.3% used a search engine to look for additional information. On average participants spent 5 minutes and 17 seconds (SD = 5 minutes and 21 seconds) evaluating why the Tweet may be a useful and not a useful source of information.

Discussion

The results of the experiment show that college students in general do not search deeper into information found on social media sites. Given that only 40.4% of subjects clicked on the link in the Tweet, the other 59.6% did not research any further. Those in the 59.6% were solely basing their knowledge on one statement, while the minority that clicked on the link had a greater chance of ascertaining more of the actuality of the Tweet, the organization, and news viability as a whole. This can prove to be detrimental as fake news is already notorious for spreading online very easily; the majority of college-educated students, of whom people expect a higher standard, not researching in these social media outlets only proving to seemingly worsen the situation. Compared to the actual experiment by Wineburg et al. (2016), this experiment was close in regard to its results (ie: participants clicking on the Tweet.) In Wineburg's experiment, it was detailed that more than half did not click on the Tweet, which is comparable to the 59.6% of our subjects who did not click on the Tweet.

In the context of real world application, it has become an issue that many people who view things on social media believe what they initially see, similar to what both studies discussed. This can be detrimental to the spread of "real" news within our world as it grows more globally-connected. In terms of world events such as elections and internationally propagated events, this can prove to be a negative factor; people possibly "feeling educated" as a result of looking on the outer-shell of topics. The results show that people don't research into things they see on social media; therefore, the false projected news on social media will steadily turn into what people actively believe. In the future, to continue this research, new age groups could be tested, as well as different types of social media including, but not limited to: Facebook, Instagram, and Snapchat. These tests could be performed by displaying news outlets on some or all of these forms of social media and asking each subject's opinion on not only what they believe is being said, but their belief of whether the information provided is true and credible or not, and most importantly, "Why?". By testing these varied groups, new results may provide insight as for whether all age/education groups display contrast to the previously discussed tendencies on social media or if they, too, cannot aptly distinguish fake news.

References

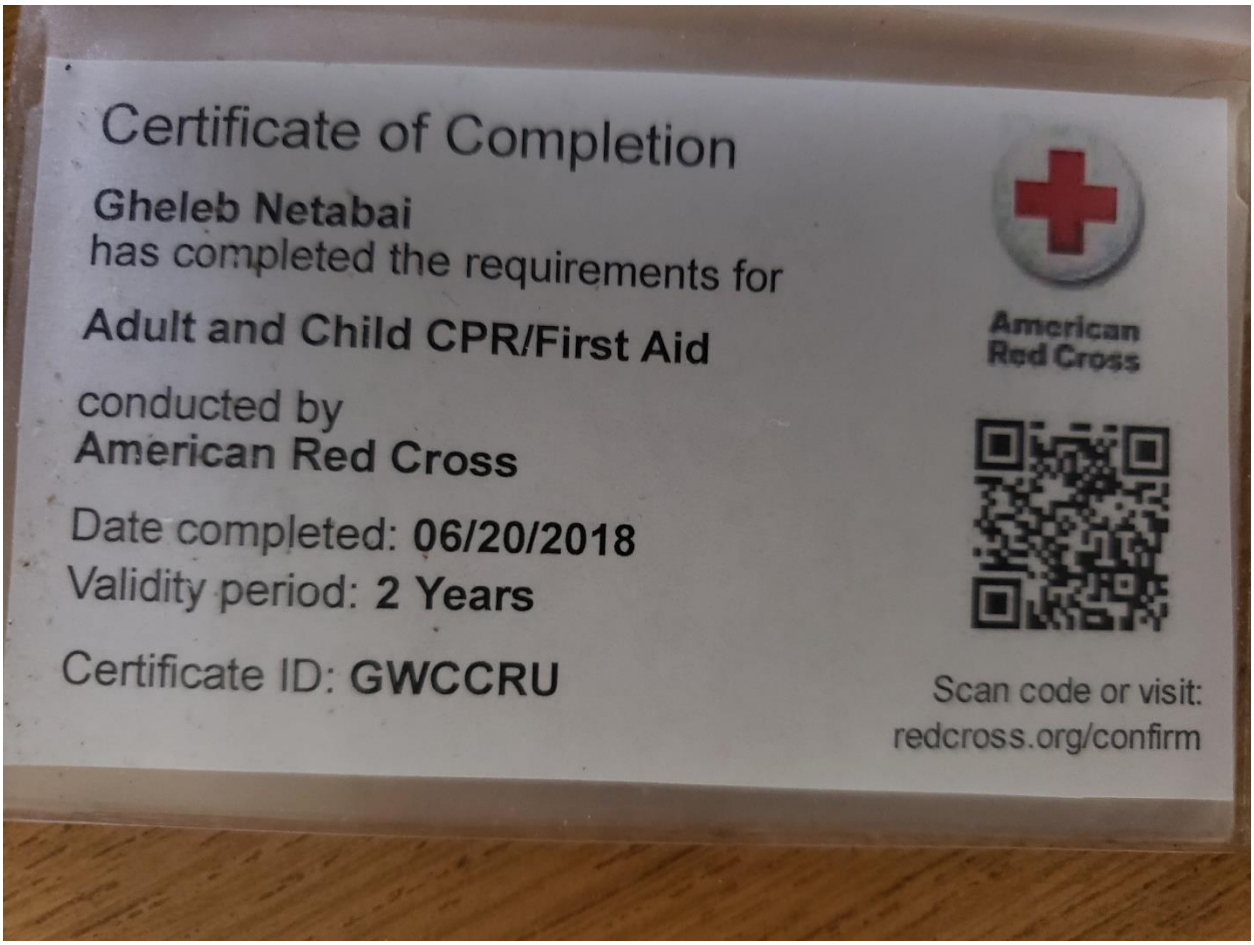
Allcott, H., & Gentzkow, M. (2017). Social media and fake news in the 2016 election. *Journal of Economic Perspectives, 31(2)*, 211-236.

Westerman, D., Spence, P. R., & Van Der Heide, B. (2013). Social media as information source: Recency of updates and credibility of information. *Journal of Computer-Mediated Communication, 19(2)*, 171-183.

Wineburg, S., McGrew, S., Breakstone, J., & Ortega, T. (2016). Evaluating Information: The cornerstone of civic online reasoning. *Stanford History Education Group*.

American Red Cross CPR/First Aid Certification

The field of medicine has many applications and divisions, completely whole segments of practice which focus on completely different organisms at time. Nevertheless, a universally acknowledged symbol among all of them is the American Red Cross. The certificate enclosed below was a document I obtained after completing courses for the Adult and Child CPR/First Aid, conducted by the American Red Cross in 2018. It not only bears evidence to the authenticity of my commitment towards the field of health services, but the authenticity of my experience in the field already. Under the rulings of this documentation I am certified to perform CPR and First Aid to the quality of the American Red Cross' standards on both adults and children in situations permitting. It was a certification that required work, attention, and focus to obtain; and I believe it serves to further support both the points of my competence in the medical field and dedicative ability.



Certificate of Completion

Gheleb Netabai
has completed the requirements for

Adult and Child CPR/First Aid

conducted by
American Red Cross

Date completed: **06/20/2018**
Validity period: **2 Years**

Certificate ID: **GWCCRU**

American Red Cross

Scan code or visit:
redcross.org/confirm

Career Path Information:

Primary Career Path: Medical School

Prospective schools:

- University of Indiana School of Medicine
  - School Type: Public
  - Application Deadline: 11/15
  - Classes Begin: 8/10
  - First Year Class Size: 360
  - Tuition & Fees: $35,603 In-state, $60,833 Out-of-state
  - Combined Degrees: MD/MPH, MD/MBA, MD/JD, MD/PhD
- University of Illinois College of Medicine
  - School Type: Public
  - Application Deadline: 11/04
  - Classes Begin: 8/7
  - First Year Class Size: 310
  - Tuition & Fees: $50,562 In-state, $97,497 Out-of-state
  - Combined Degrees: MD/PhD, BS/MD
- University of California San-Francisco School of Medicine
  - School Type: Public
  - Application Deadline: 10/15
  - Classes Begin: 8/3
  - First Year Class Size: 165
  - Tuition & Fees: $35,384 In-state, $47,630 Out-of-state
  - Combined Degrees: MD/MPH, MD/PhD

Back-up Career Path (2 options):

1. Upon failing to get into any medical schools post-graduation, I will likely utilize the following year to garner finances and experience that will aid me in attaining a position during the next year's application period. These can range from internships, job shadowing in the field of neuroscience (likely at Eskenazi Hospital), applying for job positions at Eskenazi or other local hospitals.
2. I may attend graduate school; however, I have noticed that several colleges which possess medical school programs also offer dual-or-packaged degree programs with their graduate school faculties. Assuming I fail to strictly get into Medical School, I may attempt to aim my sights towards one of these such curriculum paths (the first listed prospective medical school option in particular offers a relatively reasonable version of this system).

Monthly Budget Assessment

- Example Scenario: Scenario: Monthly Budget for 1st year medical student attending IU Medical School in downtown Indianapolis.
    - Rent/mortgage (Live off campus in parent's home)
    - Electric (Supported by parents)
    - Gas (from approximate 16.0 mile daily round-trip commute by car)
    - Cell phone (Supported by parents)
    - Groceries (Supported by parents)
    - Car payment (Supported by parents)
    - Auto expenses (Supported by parents)
    - Student loans
        - Approximate 1st-year tuition is $34,000. Assuming financial aid covers at most 1/2, that'd be approximately $17k over 9 months or approximately $1.8k a month. It's smart to pay those off to school, so allocating $800 a month at the very least is progress despite how much will likely accumulate in medical school. Being supported by my parents through this also comes in handy here due to lowering my amount of extraneous expenses. At the very least attempts should be made to counteract the interest fees which will no doubt accrue over my education
    - Credit cards
        - While it is important to build up credit, I'm making a choice of not prioritizing it until I'm in a more stable financial situation than what will likely be during Medical School.
    - Auto Insurance (Supported by Parents)
    - Personal care (clothes, combs, toothpaste, etc. Likely wont be particularly large in terms of expenses)
    - Entertainment (Movies, games, eating out, etc.)
    - Miscellaneous
    - Health Insurance (Supported by parents)
- The majority of my expenses, even when calculated out, while in medical school at the very least will be significantly mitigated by the fact that I will undoubtedly spend the majority of it commuting from my parents home (due to there being no requirement for on-campus housing and the hopefully short commute of 8 miles). Given how large student loans are for medical school per year and my income, it is highly likely that I will be unable to pay off the majority of them until after I graduate, however I will still be able to slowly chip away at it; given I'm still able to work part-time (considering the timeframe it could be part-time work at the behavioral therapy association I'm currently affiliated or some other relevant in-area work. Possibly even at Eskenazi hospital in downtown Indianapolis, considering the connections I have to many of the departments there through family already working there. Any excess money I do not end up spending will likely go into my savings

account and/or emergency funds when not directed towards student loans. It is not a glamorous life but I believe it to be a necessary occurrence.

SIMPLE MONTHLY BUDGET

Scenario: Monthly Budget for 1st year medical student a

MONTHLY INCOME

Item	Amount
$10/hr part-time job (30h	$1,500.00

MONTHLY EXPENSES

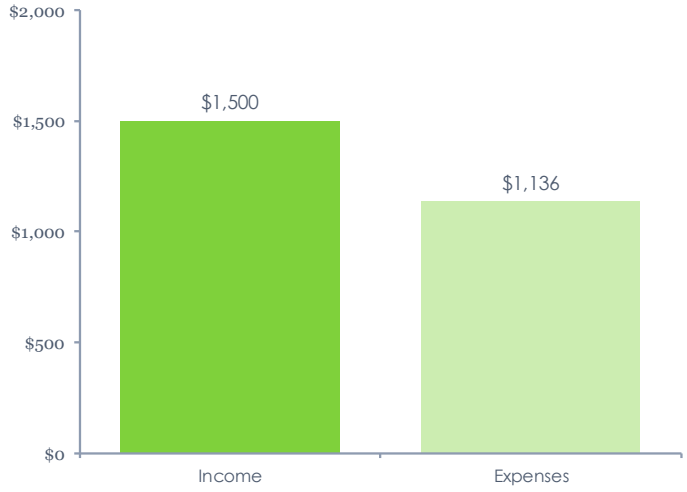
Item	Amount
Rent/mortgage (Live off	$0.00
Electric (Supported by p	$0.00
Gas (from approximate 1	$486.00
Cell phone (Supported b	$0.00
Groceries (Supported by	$0.00
Car payment (Supportec	$0.00
Auto expenses (Supporte	$0.00
Student loans (Approxim	$500.00
Credit cards (While it is ir	$0.00
Auto Insurance	$0.00
Personal care (clothes, c	$50.00
Entertainment (Movies, g	$50.00
Miscellaneous	$50.00
Health Insurance (Suppc	$0.00

Need to add more entries? Start typing below the last entry and the table will automatically expand when you press **Enter**.

PERCENTAGE OF INCOME SPENT

SUMMARY

Total Monthly Income	Total Monthly Expenses	Balance
$1,500	$1,136	$364



Long-Term Goal: Neurosurgeon

Potential Specializations: Brain, Cervical Spine, Lumbar Spine, Spinal Cord Injury, Age Group, etc.

Yearly Salaries: Rates vary considerably via practice, specialization, hospitals, experience, etc.

- Average: $775,968
- Median: $704,170
- Approximate Lowest: $350,000
- Approximate Highest: $1,229,881

Availability of jobs

- Due to the specificity and time/skill demand of the profession, neurosurgeons tend to be scarce. Combined with high demand, the job positions are rarely if ever in low availability unless one were looking at a specific hospital or practice.

Level of competition for job

- Currently the most sought after medical specialty in hospitals today.
- Employment levels continue to rise with demand. From 2012-2022 forecasted 18% increase in employment.

Example Job Announcement & Requirements:

Neurological Surgery - Physician Opportunity only

3.3 **National Coalition of Healthcare Recruiters** – Indianapolis, IN

(Physician/MD qualifications required) Are you ready to reach your full potential and serve patients in a vibrant, thriving environment? Then you owe it to yourself to explore this Neurosurgeon opportunity with a reputable and technology driven group.

Known for excellence in practicing medicine due to the state's tort reform, our client holds a spot on the Thomson Reuters 100 Top Hospitals National Benchmarks study. This healthcare system is one of the largest in the Midwest with a multi-specialty group of 200 physicians.

As a top notch Neurosurgeon you can bring your specialty skills and help our client successfully expand their surgery department. It is a fantastic opportunity for you to flourish, "set the mark" and continue this hospital system's tradition of being a front runner in medical advances.

The offering includes: Competitive compensation package Malpractice medical insurance Full benefits program An array of incentives
Maximum 1:3 Call

The candidate should be experienced in the clinical and administrative activities of neurosurgery services. Opportunity is currently open to US citizens or Permanent Resident status only. No visa sponsorship is offered at this time.

For more information contact: Roger L. Toben, President, The Toberson Group, 800-726-0990 or 636-891-9774, email: rtoben@toberson.com

Overview

HeadquartersWashington, WV
Size1 to 50 Employees
Founded2005
TypeCompany - Public
IndustryStaffing & Outsourcing
SectorBusiness Services
RevenueUnknown / Non-Applicable

Career Goal/Expectations Essay: Revised Personal Statement

"Everyone wants to a doctor, but nobody actually does it." These words were spoken to me not too long ago by a close friend of mine when I confided in them my choice of future career. Their words were callous, their tone nonchalant; and yet, despite being an exaggeration, there was some truth nestled within the generalization. Many people when growing up and figuring out their futures initially aspire for the brightest and biggest profession they could aspire to before settling to a more "realistic" goal soon afterwards. There was a reason, after all, that the world was not filled with astronauts and presidents. However, as far back as I can remember I could not justify to myself why I should follow suit. Goals, even overzealous ones, are considered such because (despite popular belief) they are achievable. With enough effort, drive, and just a hint of luck it is possible to catch one's fleeting dreams, to grasp them tight in one's hand. People, despite the odds, do become doctors, lawyers, astronauts, presidents, and achieve goals limited only by the strength of the human will. So why, I often ask, should I be any different?

My name is Gheleb Sereke Netabai and I want to be a doctor for several reasons. For my entire life, health issues have plagued me and my family: From a life-long sentence of asthma to food allergies as far as the eye can see. And yet still, despite all of those, we have survived and thrived by the will of God and the guiding hand of health services. All I have accomplished in my life, from developing computer programs to the culmination of my character, I have done so thanks to the support and effort of the people and systems surrounding me. It is only natural I would want to give back, and I saw no better way to achieve this than becoming a doctor – However, that is not my only inspiration, nor focus.

The field of neurology holds a special importance to me, due to how intensely it has impacted the course of my life. My older sister Leah was born with severe autism, a condition she had practically manifested from nowhere around the age of 2 and had caused hardship after hardship in not only her life but that of my parents, brother, and myself. While others grew up complaining about their sister talking too much, we rejoiced at the period where she began forming her own coherent sentences. While some people cried after sending off their daughters to college, we cried in joy seeing her overcome the worst of disabilities to receive her diploma like any other graduate around her. My sister is my inspiration, the rock of my ideals, whom despite her neurological disability has been able to grow into her own through the tireless effort and love of our family. The brain is an imperative structure of the body, where even the slightest of issues can

cause ripples of ramifications throughout an infinite number of lives. My drive for the future is to make those changes for the better with a career focused around neuroscience; specifically as a neurosurgeon.

While inspiration can be a very driving force, it is understandably not enough to allow the realization of one's dreams. I realized this some time ago and as such made numerous efforts of directing this unbreakable will towards activities which would lift me up to the level of excellence necessary for one to become a neurosurgeon. First and foremost I received certification by the Red Cross of America in both Adult and Child First Aid and CPR in order to initially expand my knowledge of the medical field; both practically and informationally. I am the current vice president of the neuroscience club at my college which exists for the purpose of drawing attention to and propagating knowledge of neuroscience to the public and those driven towards it. Through that organization I've co-ran events that involved exploring and analyzing in-depth and expensive virtual models of the human brain and it's interconnective systems; of which I am suitably knowledgeable currently due to that and a recent course I've participated in focused around the subject of Psychopharmacology—Another medical field closely related to the brain and it's workings. My experience even extends to the professional level, as I am currently a trained Direct Support Professional working at an organization called Meaningful Day Services, a behavioral therapy organization dedicated to individuals like my sister whom possess developmental disabilities. I have dedicated my future to this course, and I have no intention of straying from it.

That isn't to say I'm perfect as like anyone else I'm far from it. A weakness I've recently come to terms with is the fact that I can be somewhat of a perfectionist in my work and behavior; however, I believe that the specialized and careful work necessary of a neurosurgeon requires just a little bit of perfectionism. I am not complacent with such weaknesses though and as such strive every day to utilize them as strengths.

For these reasons and many more I want to attend the University of Indiana's School of Medicine. With a neuroscience program as acclaimed as it, I see no better place to direct my prospects towards and funnel them into the future. I am not exactly entering the field unprepared either; having majored in Biology and minored in both Neuroscience and Psychology in my undergraduate education. My will wont waver because my inspiration never will. One way or another I will become a doctor, and nothing in this world will stop me. That is my dream; and at this school, if given the chance, I will make it a reality.