

## ANJOLA ONADIPE

### *Welcome!*

Hello and welcome to my e-folio!

My name is Anjola Onadipe. I am graduating from Minnesota State University, Mankato in spring 2019 with a degree in Biomedical Sciences and a minor in Chemistry.

In fall 2019 I will begin the M.D. program at the University of Michigan Medical School.



### *Mission Statement*

Throughout the ongoing journey of discovering myself and my place in the world, a devotion to empower others to be their best selves and a delight for mentorship has emerged. I am driven to steward my skills and passion for advancing the quality of life by practicing medicine.



LEADERSHIP


RESEARCH

GLOBAL CITIZENSHIP

## *Honors Program Mission Statement*

providing high ability and motivated students with exceptional learning opportunities, mentoring relationships, and a community of scholars that foster their development as future leaders in a global society.

## *Why Honors Essay*

 [Why Honors](#)  
[Download File](#)

In HONR 475 I wrote a reflection titled "Why Honors" describing my experience with the program.

## *Learning Plans*

 [2018-2019](#)  
[Download File](#)

 [2017-2018](#)  
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 [2016-2017](#)  
[Download File](#)

 [2015-2016](#)  
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# Leadership

PRE-MED CLUB PRESIDENT

RISEBIO LCC

YMCA BROTHER PROGRAM

ANNUAL FUND

HONR 401

FYEX

## Synthesizing Essay

My leadership development has been a dynamic process that has enabled me to learn leadership in theory, while putting my knowledge and skills into practice. Through this process, I discovered leadership approaches and roles that are consistent with my skills and values. Simultaneously, I became aware of leadership qualities I need to improve on. I like to divide my leadership journey over the past few years into three main phases: awareness, discovery, and application. From this journey, I have developed a leadership paradigm in which I will build upon personally and professionally.

In the awareness stage of my leadership development, I began to understand different facets and approaches to leadership. The **Honors FYEX course** enabled me to form connections between my life experiences and leadership qualities. My awareness of personal traits, such as abilities. In **HONR 401: Leadership and Interpersonal Communication** I analyzed multiple different psychological, social, and cultural aspects of leadership. Transformational leadership, in which a leader seeks to help their followers self-actualize, is the approach that resonated with me the most. Both of these Honors courses helped me see how my leadership assets can be used to help a team reach a common goal. I developed my own framework for leadership, which guided me through the discovery phase of my journey.

During the discovery phase, I intensified my leadership profile through multiple roles on campus and within the community. The leadership concepts I learned in theory provided guidance for me to critique myself in these roles. By working on the **Student Management Team at the Annual Fund Call Center**, I assessed my leadership strengths and became aware of major weaknesses. I realized that I struggle in authoritative leadership roles and prefer informal, mentorship-based roles. Furthermore, I recognized that I cannot ignore my weaknesses because they negatively impact the team of individuals I lead. Instead, I can take steps to neutralize weaknesses and also work alongside others who thrive in areas I struggle with. The **YMCA Brother/Sister Mentorship Program** confirmed that I thrive in one-on-one mentorship and enabled me to develop core leadership principles such as empowering my followers and building trust over time.

In the application phase of my leadership development, I focused my efforts on cultivating one-on-one mentorship skills. As the **RISEbio Learning Community Coordinator**, I have learned to utilize my strength as a mentor to connect with the students effectively. I consistently collaborate with other members of the Learning Community staff in order to make the learning community experience enjoyable for the students we lead. Furthermore, serving as the **Pre-Med Club President** revealed that I can take my mentorship capabilities a step deeper through informal peer advising. I enjoy extracting principles from my experiences to empower others to achieve their goals. In the application phase, I have found that I am not as effective when directly leading a larger group of people, compared to one-on-one leadership. I have become aware of ways to improve, such as better planning in order to execute my group leadership.

My overall leadership philosophy can be summarized as using my influence to impact individuals by developing strong relationships, building trust, and empowering those I lead to be their best selves. These are the same values that drive me to become a physician. Moving forward, I will be aware of my confidence in mentorship, and will take steps to work on my shortcomings in leading large groups of people.

# Research

[SUMMER RESEARCH](#)
[SHARLIN LAB](#)
[AMA CONFERENCE](#)
[FYEX](#)

When I began college, research was a vague concept to me. I thought of research only in the context of navigating websites and other sources to gather information for research papers at school. The reality that research drives almost every field and industry was foreign to me. Even within the medical field, I lacked the understanding that the treatments and procedures given to patients are fueled by research. Throughout my time at MSU, I have learned that research is a process of advancing knowledge in a particular field by combining existing information with new observations. In the scientific realm, it often involves forming hypotheses based on observations and previous knowledge, and doing experiments to test the hypotheses. I have now developed a strong foundation in research, in which I will build upon throughout the rest of my academic and personal career.

When I took the [Honors First Year Experience course](#), I began to develop a framework about why and how research is conducted. I developed skills such as information literacy and synthesis and became familiar with some methods for conducting ethical research. From I began working in Dr. Sharlin's lab at the beginning of my sophomore year. My involvement was fairly limited, however I learned intangible skills such as patience and problem-solving. During that year, I became interested in summer research programs because I wanted to build upon the skills I was gaining in the lab. I applied for multiple summer research programs for summer 2017 and was fortunate to be awarded a [Summer Undergraduate Research Fellowship at the University of Michigan](#).

While at the University of Michigan, I gained massive exposure to the process of scientific discovery in biomedical research. As a result of my immersion at a major research-driven institution, I began to understand why and how biomedical research is conducted. I started making connections between things I learned from classes and the things I observed in the lab environment. Through this experience, I applied the information literacy and synthesis skills I had learned in order to aid my original research project on the role of Synapse-associated protein 97 in regulating the heart rate in mice. I also had the opportunity to disseminate research for the first time by doing a 10-minute PowerPoint presentation on my project.

While at Michigan, I also did some research that was not directly related to my fellowship. I spent some of my time outside of the fellowship program working with a family friend, who attends University of Michigan Medical School on a project assessing a mentorship program. I contributed to the project by analyzing survey data and presented it at an [American Medical Association conference](#). The study was published in a peer-reviewed journal, and I had the opportunity to witness the rigorous process of getting a manuscript approved for publication. As a result of this, when I look to publish during the course of my career, I am aware that it will likely take multiple submissions in order to get a document ready for publication.

My experience at Michigan inspired me to pursue further summer research. In summer 2018, I was a [Summer Research Scholar at the University of Minnesota](#). I worked on a project assessing magnesium supplementation as a treatment for a heart condition called diastolic dysfunction. Diastolic dysfunction is a condition in which treatment options are limited and generally ineffective. Some of the experiments I did helped support other data from the lab suggesting that magnesium can help mitigate this disease. This helped me to appreciate how the work done in the lab can extend knowledge and ultimately result in a real-world impact in people's lives. Through this experience, I built upon the technical and intangible skills I gained in Michigan. Working in Dr. Sharlin's lab initially inspired me to pursue these summer programs, and I have taken the skills I gained from these programs and applied them to the original research I have conducted in Dr. Sharlin's lab.

Overall, my 900+ hours of research experience through Dr. Sharlin's lab and the summer programs have made me appreciate the research process. A tangible example of how my appreciation has grown is that I now find scientific papers more interesting than intimidating. As a physician, I currently envision myself practicing at an academic health center, such as a university hospital, where I can merge my interests in patient care, education, mentorship, and research. There are many potential kinds of research I could pursue, including basic science, clinical, public health, global health, and medical education. While I am uncertain about the kind of research I will pursue in my career, I am convinced that the research competency of the Honors Program has set a strong foundation upon which I will build in medical school and in my career. I have come a long way from my limited awareness about the research process when I began college. I look forward to the opportunities I will have in medical school and my career to grow as a scholar.

# Global Citizenship

[NIGERIAN HERITAGE](#)
[YMCA BROTHER PROGRAM](#)
[SPAN 201](#)
[KSP 220W](#)
[FYEX](#)

The idea of global citizenship has always been a core part of my life. My father was a Nigerian diplomat and consequently, I lived in Indonesia, Nigeria, and the Democratic Republic of Congo before moving to the United States at age seven. Living in many different places has exposed me to many different cultures and types of people and has shaped who I am. For instance, from ages five to seven when I lived in the Democratic Republic of Congo and attended an international school with over 30 nations represented. Every day I enjoyed Nigerian culture at home, Congolese culture in the community, and a myriad of cultures at school. When I came to the United States at age seven, I made adjustments to the southern-Minnesotan environment and continued to adapt over the years as I also spent time living in two other states.

While my life circumstances set a strong foundation in global citizenship, reflection through the Honors Program has solidified and strengthened my cultural competence. My journey in this competency started by defining culture and appreciating differences between cultures. From there I analyzed how my background shapes who I am and asked broader questions about the world in which we live.

**Honors First Year Experience** transformed my perception of culture and helped me to understand it from perspectives beyond only geography and language. I became aware of some fundamental concepts, such as how a lot of culture is not visibly apparent. With this, I began to seek out opportunities to learn from others with different backgrounds than me. Through an Honors course, **KSP220W: Human Relations in a Multicultural Society**, I worked with my classmates to organize and facilitate an event that shared the personal narratives of immigrants with the broader campus community. Hearing these stories increased my self-awareness about my own experience as an immigrant, while broadening my understanding of immigrants as a whole. This experience taught me that global citizenship begins with sharing perspectives with each other.

Honors FYEX also introduced me to the idea that language and culture are fundamentally shaped by each other. This is a reality that I now take for granted, but one which I was not aware of prior to college. Taking **Spanish 201** allowed me to acquire proficiency in a second language and see connections between language and culture. This connection became increasingly apparent as I synthesized my experience learning Spanish with observations I made between my native Nigerian culture and the Yoruba language. Furthermore, the hard work I put to become proficient in Spanish and my minimal understanding of Yoruba have allowed me to empathize with non-native English speakers. My Spanish and Yoruba grammar and intonation are not great, and consequently I have become more gracious when listening to non-native English speakers.

The Global Citizenship unit also pushed me to reflect on my **Nigerian heritage**. As a result, many subconscious observations about Nigerian culture have been brought into full consciousness. For instance, I understand now that my lack of understanding of the Yoruba language plays a role in some disconnect I feel with my Nigerian identity. During my upbringing, my parents chose to speak English to my brothers and I at home instead of Yoruba because they thought it would be best, since we learned English in school. I have come to realize that historical events, such as British colonization of Nigeria, have implications on my parent's decision to focus more on English. Seeing some connections between history and present-day cultures has become an area of interest for me, and I hope to continue learning about it. Overall, reflection has made me appreciate my Nigerian heritage more. Despite mostly growing up outside of Nigeria and despite the present-day struggles the country faces, I am more proud than ever to be Nigerian.

Through the **YMCA Brother/Sister Program**, I gained understanding of various life experiences of my mentee, who grows up in very different circumstances than I have. This opportunity to engage with members of the local community with a different background than me led to some difficulties. I worked through the challenges I faced, which has helped enhance my overall cultural competence. My interactions with my mentee and his family have also provided an opportunity to understand how sociocultural factors impact healthcare. These lessons will help guide me in becoming a culturally competent physician.

Overall, the Global Citizenship competency has allowed me to relate my life experiences with newfound knowledge. I realize now that understanding people who are different from ourselves is essential for meaningful progress because it exposes us to concerns of humanity that are beyond our limited individual experiences. I still have much to learn, but I now have a strong framework to continue asking questions and seeking understanding of the multicultural world in which we live.

## CONTACT

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