



THE JENNIFER A. SIDARI, MD '13

GLOBAL HEALTH ENRICHMENT AWARD

APPLICATION GUIDELINE

The Jennifer A. Sidari, MD '13 Global Health Enrichment Award will be presented using the following guidelines:

1. Geisinger Commonwealth School of Medicine (GCSOM) rising MD2 students in good standing, as per GCSOM's Registrar, who are completing a rotation abroad are eligible to apply for the award. Students should have the rotation determined by the time the application is submitted.
2. The trip site must be selected through [Visiting Student Learning Opportunities \(VSLO\)](#).
3. Application Process:
 - a. Students will complete and submit an application for Global Health Enrichment Award funding by March 4, 2022. The successful candidate(s) will be selected in April.
 - b. Applicants should review Jennifer Sidari's profile from GCSOM's [Fall 2013 Journal publication](#) (page 15), her personal statement written for the AMA Physicians of Tomorrow Award nomination (see below) and advised that videos and additional information about Jennifer are available at www.drjenshope.org.
 - c. All travel must be in accordance with [Visiting Student Learning Opportunities \(VSLO\)](#). For any questions about VSLO, please contact Ed Lahart elahart@som.geisinger.edu.
4. Student recipient(s) may be asked to give a presentation to the Donors about their experience upon return. In addition, a photo of each recipient, the location of their trip and excerpt(s) from their narrative may be included in an annual report to the Sidari family. The report may be added to the DrJensHope.org site. Information on the award is added to each recipient's MERIT page and may be picked up for publication in local newspapers. Applying for this award is your consent to all the above.

A Dedication to Learning and a Commitment to Teaching

by Jennifer Sidari

Almost three years ago to date, I met with Dr. D'Alessandri a few days shy of the May 15th medical school acceptance declaration deadline. Dr. D'Alessandri, dean of the then proposed Commonwealth Medical College, invited me and one of my peers to have coffee with him. Dr. D'Alessandri did not fall into a sales pitch monologue in attempts to promote his school. Instead, we discussed the options available after completing medical school. Of course, at this point I could not begin to imagine residency choices or specific career aspirations. I knew I wanted to go to medical school. Was that not enough? I only began to picture myself as "Jen the medical student", but not yet as "Jen the doctor". As he spoke of residencies and research, I could not imagine what I would accomplish as a physician. I quietly sipped my coffee, trying to wash down the lump in my throat that grew from the overwhelming scope of these newfound, worrisome decisions. The conversation eventually evolved into something more comfortable and casual, and those future decisions passed right out of my head. Dr. D'Alessandri's final words, however, stayed with me. "Don't forget academics".

As I began my journey in medical school. I quickly became familiar with the principle of a commitment to lifelong learning. The field of medicine is a bottomless pit of knowledge. Students must tirelessly read and research in the dynamic and constantly evolving field. Specific interest groups develop quickly, and organizations grow to aid the quest for more knowledge. Between the mnemonics and memorization, students discover study techniques that work best, and our professors aid the process. "See one, do one, teach one" is an important maxim of medical education and so I began to notice the connection between learning and teaching.

In my personal quest for medical knowledge, I became involved with a group of students who shared a love of writing. We decided to form a healthcare journalism club, focused on providing the people in our community with information about important healthcare topics, current events in medicine and specific wellness concerns. Yes, the healthcare journalism club satisfies our desire to write and encourages research and learning, but at its core it serves as a means of educating and a conduit for knowledge. Physicians have always upheld a duty to patient education and the club enables students to practice educating those we serve.

Three years after my conversation with Dr. D'Alessandri, my colleagues now discuss what residency programs they hope to get into and what they would like to accomplish as future physicians. Few, if any, talk about going into academics or consider education part of their career aspirations, whereas I cannot imagine my future without it. I see education so intertwined in the field of medicine. The intimate connection between learning and teaching represents one of the unique characteristics of the medical field. Medical students, residents and attendings constantly transition between the roles of student and educator. In this field, dedicating oneself to learning means committing oneself to teaching.

At this point, I am a little more confident when approaching the choices first proposed by Dr. D'Alessandri, but I have yet to make definite decisions about my future. I did not however forget academics and plan to dedicate my career to not only learning but also to teaching.



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APPLICATION

A. Identifying Data

Name: _____

Telephone: _____

E-mail: _____

Foreign Language Skills (if any): _____

B. VSLO Information

Program Name: _____

Rotation Location: _____

Rotation Duration: _____

Rotation Contact Information: _____

C. Narrative

Please discuss in detail the following items:

1. Your goals and objectives for completing the experience.
2. How completing this experience fits into your future medical career.
3. Previous experiences that make you an ideal candidate for this award.

Return completed application and curriculum vitae to globalhealth@som.geisinger.edu by February 28, 2022.

Incomplete applications will not be considered.
Applications will not be accepted after this date –NO EXCEPTIONS.