

English 603B: World Literature with Professor Bump (Red Hawk)

13 May 2016

~~|Integration of Verbal and Visual Rhetoric| Documentation| Unity, Coherence, Flow|~~

p, w, c



I am surprised and delighted that there are other children who “performed surgery” on teddy bears like I did when I was young. I enjoyed this game of operation and it fostered an affinity for hands-on learning that I still enjoy doing.¹

Sweat poured down my face as I nervously put the patient on the table and administered the anesthesia with shaky hands. I should not have been questioning myself, but I was scared. It was my first operation.

"Scalpel, please Nurse," somehow came out of my mouth, albeit hoarsely. I could do this. GOOD

As I glided the X-Acto knife on the patient's torso, thick stuffing exploded onto the operation table in tufts of white. I could hear the worried gurgle escaping from my nurse's mouth and knew I had to remain calm.

"It's alright Nurse; just a little spillage. Suction up the blood if you would be so kind. I see the foreign body lodged right under the cranium," I stated with authority in my

¹ “Vet school open house opens eyes,” Online Athens, accessed May 13, 2016, http://onlineathens.com/stories/040211/new_808994890.shtml.

voice. Just like the doctors on the television.

Carefully, I maneuvered around the organs and saw a twinkling, round object nestled in the patient.

"Forceps," I whispered. This would require serious concentration. Hours seemed to pass as I carefully extracted the marble.

Finally, with triumph in my eyes and tweezers high above my head, I let out a whoop. The operation was successful!

Eagerly, I cried out to the nurse. "Let's get this teddy stitched up and then maybe we can squeeze in a snack before Sesame Street. Needle and yarn if you will."

When I was six, I told my mother I wanted to be a construction worker.

Panicking, she informed me that, no, I did not want to be a construction worker.

No, I firmly insisted. I wanted to be a construction worker and that was that.

With a pained smile on her face and a shrillness to her voice, she suggested that perhaps what I really wanted to be was an architect. Perhaps an engineer.

No, I tried to assure her. I did not want to be an architect because I didn't know what that was. And "engineer" sounded like a disease. I wanted to be a construction worker like Bob the Builder.

Her laughter was an insult. My pride was wounded even further when she practically fell to the floor in a fit of hysterics when I firmly stated that I was going to have a talking bulldozer and crane and she would never get to use them.

When I was eight, my parents went on vacation and left me in the care of my nineteen year old cousins. Thanks to the lack of supervision, I discovered the magic that

was Grey's Anatomy.

Sure, the drama was salacious, but at eight years old, it grew boring. Ninety-nine percent of their problems could be solved with a simple, "Hey, I (don't) like you," and it was all getting a bit dull. What really fascinated was the medicine. They were cutting people open for goodness' sake! People were bleeding, their innards shown for all to see. There were sutures and blood pressure machines. Colonoscopies and brain surgery. It was all so magical. So enticing. I wanted to be a part of that atmosphere. I wanted to be in a world of hustle and bustle and being on call and holding someone's heart in your hands in an effort to massage it and get it beating.

When I was eight, I knew medicine was the career path for me and I decided to focus on a path that assisted in preparing me for a future as a physician.

Although eight year-old XXXXXXXX would be disappointed by the fact that after one and a half semesters of college I have still not taken many pre-med courses, I believe she would be aghast to find out that I now want to do healthcare administration. During my time at the University of Texas at Austin, the topic of civic engagement and responsibility has evolved from a trivial concept to an issue of utmost importance to me. This course in particular has exposed me to the inequality and suffering not only around the globe, but locally as well. With this newfound knowledge, it would be gross neglect for me to stand by and do absolutely nothing as more and more people undergo through trials and tribulations.

As alumnus Chad Oliver said, I don't want to be someone who can only say “I

went to The University. I got a degree. That's about all I can remember".² Instead I want to live a life of meaning and purpose. In P1, I noted that carpenter bees "have taught me" to find "meaning within life" by "living...life for others".³ It is my hope that I will find this meaning while being a businesswoman. As I said in P3, "I had always been under the impression that businessmen were money-hungry cretins who wanted power at the expense of everyone else" but have now realized that they "have the opportunity to improve the lives of others in a unique manner".⁴ If I can learn to identify the problems that a hospital has and take into consideration the feelings of the staff and patients I oversee, then I can improve the hospital experience for everyone. Businesswomen are at the forefront of identifying and solving issues that are of concern to the public and healthcare administration combines my love of medicine with this growing desire I have to better the world for those living and those to come.

However, Plan II and psychology cannot cater to the bureaucratic interests I have as well as a degree in business could. But I have no desire to transfer to McCombs. I have heard of the bloodthirsty environment where individual success is prized above all and this sentiment is both unsettling and unappealing and I want nothing to do with it. Thus, I am turning to the Ethics and Leadership in Health Care Bridging Discipline Program to overcome my educational gap and to learn more about business practices. I also view the BDP as a crucial necessity for my future career plans as there are issues I must learn about in healthcare. For instance, I am aware of its inaccessibility and the high costs associated with it, but I have a long way to go before I completely understand them. The

² Bump, Jerome. *Course Anthology: Composition and Reading in World Literature* (Austin: Jenn's Copy and Binding, 2014), 602.

³ Eunice Iyalho, "P1."

⁴ Eunice Iyalho, "P3."

Program holds the answers to these questions.

Moreover, the BDP requires students to research, intern or both. I am excited at the prospect of interning at a hospital and possibly the Dell Medical School which has been lauded for its innovational approach to healthcare. I would also like to research the role hospitals have in their communities, especially in regard to Austin. I want to find out if there is a correlation between public perception of a hospital and how well a hospital performs and how a hospital can influence the constituents of a city and perhaps base my thesis on this. Most importantly, I want to be an ethical leader who not only makes decisions that propels her company to the pinnacle of achievement, but who also retains her moral compass and does good for the community. Business has become synonymous with unethical and I would like to change the perception of the occupation in the public eye. I want to be the best possible healthcare administrator and through the Bridging Disciplines Program, not only will I get the experience I need, but I will further understand the themes of ethics and leadership which have been instilled in me thanks to this course.

Not only has Professor Bump imbued the importance of ethics in me, but his class has also made the concept of the sympathetic imagination close to my heart. In P2, I described my struggle with “extending my sympathetic imaginations to humans” because “I felt sorry for them”.⁵ However, I began to see the importance of “understanding others and appreciating” the “experiences...thoughts...and feelings” of others and aspired to change my ways.⁶ I am proud to say that I am now able to empathize with all beings

⁵ Eunice Iyalho, “P2.”

⁶ Eunice Iyalho, “P2.”

partly due to my experience in E603 and partly due to my psychology classes. In psychology, I learn about the human mind and why it is that humans behave the way they do. All of the classes I take are in an effort to understand people better and to be able to empathize with them. Good doctors are able to distance themselves from their patients but I believe emotiveness is crucial to the patient experience. While hospital administrators do not have as much direct interaction with patients as physicians do, they are allowed to be receptive to the emotions and feelings of those who come to the hospital. CEOs are tasked with creating the best possible environment not only for these patients, but for the doctors and staff as well. If only people were emotionally literate, the job would be easy. However, most people are uncomfortable with sharing their desires or are incapable of doing so. I will prepare for this by taking upper division classes like Health Psychology or Emotion. My psychology background is key in allowing me to best serve everyone through my understanding of the mind.

After learning more about extending my sympathetic imagination to everyone I meet and learning about ethical leadership in undergrad, I will take the next step in my journey to becoming a CEO — graduate school. I aim to apply to a school that offers the opportunity to obtain a dual Master of Business Administration and Master of Public Administration. Although either would be fine, in a country where more and more people have degrees, it is important to stay competitive and versatile. The courses I will have taken during my time as an undergraduate will set me apart. Because of the writing classes I will have taken, such as E603 and my TC, I will have bettered my writing; writing is a rare and advantaging skill and I will certainly rise above others. Eventually, I

will graduate and get hired by a hospital as a general administrator. After a few years, I will either be promoted to chief operating officer or I will apply for a COO job elsewhere. One day, I will officially become a CEO and I will finally have reached my goal. I will be a leader who is impervious to corruption, maintaining my integrity despite the temptation of monetary materialism and reward. The work I will do will remain untainted by unscrupulous characters who would discredit my name and watch me fail. I will be an ethical, empathetic leader and it is all thanks to E603.

My time as a Plan II student has taught me the importance of interdisciplinary studies and I have learned that by studying a variety of disciplinary perspectives, one is able to amass the tools needed to impact others. The world is not just one concentration or field; it consists of a miscellany of varying domains that are best navigated and conquered by those well versed in diverse topics. It is my fervent hope that eight year-old XXXXXX would understand why I have deviated from her original plans just as she departed from the aspirations of six year-old XXXXXX. What they both wanted was a chance to change the lives of others. My story “may take generations to tell and complete” but what I have found, thanks to Professor Bump, is an opportunity to start to change not only the lives of those around me, but a chance to change the world.⁷

⁷ Bump, Jerome. *Course Anthology: Composition and Reading in World Literature* (Austin: Jenn’s Copy and Binding, 2014), 576.



I chose this photo because it was one of the few with a female CEO. Unfortunately, men dominate positions of leadership and power. I hope to be an exception to this and be an example for other females (and minorities) who want to go into healthcare administration.⁸

WORD COUNT Without Quotes - 1887

With Quotes - 1810

⁸ “With hospital sale, Bayfront CEO Sue Brody to step down,” Tampa Bay Times, accessed May 13, 2016, <http://www.tampabay.com/news/health/with-hospital-sale-bayfront-ceo-sue-brody-to-step-down/1275962>.