

# Personal Statement For Nursing Program

Posted on October 17, 2023

## From Childhood Fear to a Commitment to Nursing

My association with healthcare has developed over many years, but my interest in nursing began much earlier. As a child, I often found hospitals frightening because they represented illness, uncertainty, and procedures I did not fully understand. At the same time, I was consistently drawn to the nurses who transformed those intimidating environments through calm communication and compassionate care. They were often the professionals who remained close to patients, explained what was happening, noticed discomfort, and reassured worried families. Their presence showed me that clinical knowledge and human connection are not separate parts of healthcare. Nursing requires the ability to understand the body, respond accurately to changing conditions, and help people feel respected when they are vulnerable. As I matured and gained direct experience in medical settings, that early fascination became a clear professional goal. I now seek admission to the Nursing Program at York College because I am prepared to build on my practical background and develop the advanced knowledge, judgment, and professional responsibility required of a nurse.

From 2013 to 2020, I worked at Rosedale Medical Center in New York City, where I gained experience in several roles and learned how closely patient care depends on teamwork. I began working as a phlebotomy and electrocardiogram technician in October 2013. This position taught me that even a procedure considered routine by a healthcare professional may feel unfamiliar or frightening to a patient. Technical accuracy is essential, but the manner in which care is delivered also affects the patient's experience. I learned to prepare carefully, communicate before beginning, observe the person throughout the procedure, and remain attentive to any sign of distress or an unexpected response. Working in a busy medical environment also strengthened my respect for established procedures, patient identification, infection prevention, accurate documentation, and timely communication. These responsibilities helped me understand that safe care is created through many deliberate actions rather than through one dramatic moment.

As a phlebotomy technician, I became skilled in obtaining blood specimens through venipuncture and finger sticks. The work required concentration, proper preparation, attention to the order and handling of specimens, and awareness of each patient's condition. I learned that a successful collection is not defined only by obtaining a sample. It also involves confirming information, protecting the patient, reducing discomfort where possible, labeling and routing the specimen correctly, and recognizing when assistance is needed. Patients differ in age, health, communication style, previous experience, and level of anxiety, so one approach cannot be used mechanically with everyone. I developed the ability to remain composed while adapting my communication and pace to the person in front of me. This experience strengthened my manual skills, but more importantly, it taught me to

connect technical performance with dignity, consent, and trust. These values are central to the kind of nurse I hope to become.

My work with diagnostic electrocardiograms further developed my precision and clinical awareness. I learned to position patients appropriately, apply electrodes correctly, connect leads from the electrocardiograph machine to the specified areas of the body, and obtain data that physicians could use in evaluating the patient. Small errors in placement, movement, equipment preparation, or documentation can affect the quality of the tracing, so attention to detail is critical. I also learned to prepare patients by explaining the procedure and helping them understand what was expected. During testing, I monitored their condition and reported abnormal or concerning findings through the appropriate professional channels. When an order was unusual or required clarification, I worked with physicians, pathologists, or reference laboratories rather than making assumptions. This collaborative process taught me that healthcare professionals protect patients by recognizing the limits of their role, communicating uncertainty, and seeking accurate guidance promptly.

## Patient Care Experience and the Growth of Clinical Responsibility

In May 2015, I assumed the role of Patient Care Technician. This position brought me into closer and more sustained contact with patients and deepened my commitment to nursing. I assisted with care, observed needs, and learned to remain prepared for circumstances that could change without warning. Patient-centered care requires more than completing assigned tasks. It requires noticing when a person needs additional explanation, comfort, privacy, physical assistance, or communication with another member of the healthcare team. I learned to anticipate needs while avoiding assumptions and to make appropriate accommodations for individual circumstances. The work also helped me appreciate how illness can affect a person's independence, emotions, family responsibilities, and sense of control. Providing respectful assistance gave me personal satisfaction because I could contribute to a safer and more supportive experience. It confirmed that I want a career in which clinical competence is combined with continuous human service. (UCAS, n.d.)

My responsibilities also included taking vital signs, reviewing and recording medical histories, preparing examination rooms, and ensuring that equipment was available for patient visits. These activities showed me the importance of accurate baseline information. A temperature, blood pressure, pulse, respiratory rate, symptom description, or change in history may help the clinical team recognize a problem and determine the next step. Recording information incorrectly or failing to communicate a change can interrupt care. I therefore developed habits of checking details, documenting promptly, and protecting confidentiality. Preparing the room before the patient arrived taught me the value of anticipation and organization. When supplies, equipment, records, and schedules are managed well, clinicians can focus more fully on the patient. When they are not, delays and frustration increase. Nursing requires the same ability to think ahead while remaining ready to

respond when the patient's needs differ from the plan.

In 2017, I expanded my experience by serving as an office manager. This role allowed me to understand healthcare from an operational and leadership perspective. I welcomed patients in person and by telephone, responded to inquiries, helped prepare schedules for healthcare visits, and supported an orderly flow through the office. I also oversaw mailing and shipping procedures, monitored the availability of supplies and equipment, assisted with the maintenance of regularly used medical equipment, and helped ensure adequate staff coverage for patient care. These responsibilities strengthened my ability to prioritize several demands without losing sight of accuracy or courtesy. They also showed me that administrative decisions directly affect clinical quality. A missing supply, unclear schedule, delayed message, or insufficient staffing plan can influence the patient's experience and the team's ability to provide care safely.

## Leadership, Accountability, and the Management of Daily Operations

Supervising daily operations helped me develop leadership through communication and accountability. I learned that effective leadership does not consist only of giving instructions. It involves listening, clarifying expectations, identifying obstacles, supporting coworkers, and taking responsibility for the consequences of decisions. Healthcare teams include people with different roles and areas of expertise, and each person contributes to patient safety. I developed respect for collaboration and for the importance of communicating information to the right person at the right time. I also learned to remain professional when patients or staff members were under pressure. A healthcare office can be emotionally demanding because delays, illness, fear, and uncertainty affect behavior. Maintaining composure while addressing concerns fairly helped me become more patient, organized, and solution-oriented. These qualities will support me in nursing education and in future clinical practice. (American Association of Colleges of Nursing, 2021)

My progression from technician to patient-care responsibilities and office management has given me a broad view of the healthcare environment. I have worked with direct procedures, patient communication, records, scheduling, equipment, supplies, staff coordination, and clinical collaboration. Each role has taught me something different, but together they have shown me that nursing is the profession in which my interests and abilities most fully meet. I value technical accuracy, yet I also want to understand the reasoning behind assessment and intervention. I want to develop a stronger foundation in anatomy, physiology, pharmacology, pathophysiology, evidence-based practice, and clinical decision-making. I am especially motivated to learn how nurses recognize changes in condition, develop and evaluate care plans, educate patients, coordinate services, advocate for safety, and respond ethically to complex situations. (American Nurses Association, 2015)

My experience has also taught me humility. Familiarity with healthcare procedures does not make me a nurse, and practical experience cannot replace professional nursing education. I understand that

the transition will require rigorous study, disciplined preparation, clinical practice, openness to feedback, and continuous self-evaluation. I am ready to enter the program as an experienced healthcare worker who also remains a learner. I will bring confidence in patient interaction and medical-office routines, but I will not allow prior habits to prevent me from learning current standards and better methods. Nursing knowledge continues to evolve, and safe professionals must be willing to question assumptions, consult evidence, and accept correction. I view academic challenge not as a threat to my experience but as the means through which that experience can become more informed and useful.

## Communication and the Skills Required for Professional Nursing

Communication is one of the strongest abilities I would bring to the nursing program. Throughout my work, I have explained procedures, responded to questions, obtained information, communicated test data, clarified unusual orders, and coordinated with several healthcare professionals. I have learned that effective communication includes listening carefully and confirming understanding rather than assuming that a message was clear because it was spoken. Patients may be anxious, in pain, unfamiliar with medical language, or hesitant to disclose concerns. A respectful approach can help them participate more fully in care. Communication among professionals is equally important because incomplete or delayed information can affect safety. In nursing school, I want to strengthen my use of structured clinical communication, documentation, patient education, and culturally responsive interaction so that I can communicate accurately across different settings and with people from diverse backgrounds.

My work has also strengthened my commitment to ethical care. Patients entrust healthcare professionals with private information, physical access, and decisions that can affect their well-being. This trust requires confidentiality, honesty, respect, and appropriate professional boundaries. A patient should never be reduced to a test result, appointment, diagnosis, or task. I have learned to recognize that each person enters the healthcare setting with individual fears, beliefs, responsibilities, and preferences. As a nurse, I want to advocate for patients who may find it difficult to express their [needs and help ensure](#) that care is explained rather than merely performed. Advocacy also means recognizing when a concern must be escalated, when an order needs clarification, and when one's own knowledge is insufficient. Protecting patients sometimes requires the courage to ask a question or request assistance.

I am particularly attracted to nursing because it combines science with sustained responsibility for people. Nurses assess, plan, intervene, educate, coordinate, evaluate, and advocate. They often observe changes that others may not see because they remain close to patients over time. This position requires careful judgment and emotional steadiness, especially when families are afraid or a patient's condition changes. My years in healthcare have shown me that I can work responsibly in

environments where accuracy and compassion are both expected. They have also shown me the areas in which I need further education. I want to move beyond supporting selected procedures and operations toward understanding the complete nursing process and contributing more fully to health promotion, illness management, recovery, and patient safety.

## York College and the Next Stage of Nursing Development

The Nursing Program at York College represents the next necessary step in my professional development. I am seeking an educational community that will challenge me academically, develop my clinical reasoning, and prepare me to meet the standards of [professional nursing](#) practice. I will contribute maturity, practical experience, reliability, and a strong respect for both patients and colleagues. I understand that nursing education requires collaboration rather than competition alone. Students must learn from faculty, clinical instructors, nurses, patients, and one another. My previous roles have prepared me to work within teams, receive direction, share information, and support the common goal of safe care. I would approach laboratory and clinical learning with preparation, humility, and respect for every person involved.

My long-term goal is to become a nurse who is clinically competent, dependable, observant, and compassionate. I want patients to feel that they have been heard and that the care provided to them has been thoughtful and safe. I also want to contribute positively to the healthcare team by communicating clearly, organizing responsibilities, and responding calmly to change. The management experience I have gained will help me understand workflow and coordination, while my technical and patient-care experience will help me appreciate the importance of precise bedside practice. I know that professional growth will continue after graduation through experience, continuing education, reflection, and collaboration. Nursing is not a final collection of skills but a commitment to lifelong learning and accountable service.

My journey has taken me from childhood admiration of nurses to years of direct participation in healthcare. At Rosedale Medical Center, I developed skills in phlebotomy, electrocardiography, vital signs, patient preparation, record review, clinical communication, patient care, scheduling, equipment, supplies, and staff coordination. More importantly, I learned that every technical and administrative responsibility ultimately affects a person seeking help. These experiences have confirmed my readiness to accept the demands of nursing education and have given purpose to my next step. I would be honored to join the Nursing Program at York College as a hardworking, respectful, and highly motivated student. I am prepared to learn, contribute, and develop into a nurse who combines knowledge with compassion and treats patient trust as one of the profession's greatest responsibilities.

## References

American Association of Colleges of Nursing. (2021). The essentials: Core competencies for professional nursing education. <https://www.aacnnursing.org/essentials>

American Nurses Association. (2015). *Code of ethics for nurses with interpretive statements*. American Nurses Association. <https://www.nursingworld.org/coe-view-only>

UCAS. (n.d.). How to write your personal statement. <https://www.ucas.com/applying/applying-university/writing-your-personal-statement>