

Allyson DiMagno, MD

RESIDENCY

Memorial Family Medicine, South Bend, IN

MEDICAL SCHOOL

Oakland University William Beaumont School of Medicine, Rochester, MI

Dr. DiMagno counts being elected vice-chief by her co-residents as her top professional accomplishment. Professionally, her areas of interest include medication-assisted therapy, improving health care access and the overall health of underserved populations, and sports medicine. Following residency, DiMagno plans to complete two fellowships, one in sports medicine and her fourth-year coursework for a Master of Public Affairs (MPA) degree with a health services management concentration. In the future, she hopes to provide inpatient and outpatient care, sports medicine coverage, and eventually, a faculty position in a family medicine residency program. In her free time, she enjoys playing and watching sports (especially basketball and soccer), completing 1,000-piece puzzles, and game nights with friends and family.

Awards and Recognition

2020	Outstanding Student in the Internal Medicine Clerkship
2020	American Medical Women's Association (AMWA) Glasgow-Rubin Certificate of Commendation for Academic Achievement
2019	Alpha Omega Alpha Honor Medical Society
2019	Ravitz Foundation Embark Competitive Scholarship Award
2018	Oakland University William Beaumont School of Medicine Outstanding M2 Student Award
2014	Magna Cum Laude, Cornell University

Offices and Appointments

2022-Present	Vice chief, Memorial Family Medicine
2018-2020	Senator, Medical Student Government
2017-2018	Treasurer, Medicine-Pediatrics Interest Group
2017-2018	Anatomy Lead Tutor
2013-2014	Women's Basketball Captain, Cornell Varsity
2013-2014	Big Red Leadership Institute

Community and Public Services

2021-Present	Notre Dame Shadowing Program
2021-Present	Appreciation committee, E. Blair Warner Clinic
2020-Present	Athletic coverage, College, high school, and intramural
2016-2020	Committee, Oath Writing
2016-2018	Michigan Association of Physicians of Indian Heritage (MAPI) Gary Burnstein Medical Student Run Community Health Clinic
2016-2018	Mentor, Hispanic Outreach

Personal Statement from Dr. Allyson DiMagno

Growing up, studying medicine and becoming a doctor wasn't at the top of my career aspirations. Initially, I pictured myself becoming a veterinarian, then possibly a dentist, before attending a summer enrichment program in my junior year of high school. There, I was fortunate to watch a knee replacement surgery and cholecystectomy and to participate in cardiology lectures. These experiences provided insight into the technical skills necessary for successfully performing procedures and the life-long learning needed for a fruitful and fulfilling medical career. Seeing just a sliver of what medicine could offer, my professional dreams shifted and became a singular desire to pursue a career as a physician. As I continued to explore the medical field through volunteer experiences in the emergency department and on the adolescent psychiatry floors, I began to see more potential for human connection within a medical career. Observing the interactions between physicians, patients, and their families highlighted the importance of individualized, compassionate care. In the emergency room, I learned how clinicians care for patients with similar medical complaints but tailor their care to meet particular needs, utilizing textbook algorithms but moving beyond them to treat the unique person. Seeing the person within and even beyond the disease process allowed these clinicians to communicate in a way that honored the dignity of each individual. Additionally, I observed how the health care team worked together to care for patients. This was most notable on the adolescent psychiatry floor, where physicians, nurses, and therapists helped children work through their depression or eating disorders by utilizing art and play therapy to discuss their stresses at home or prior traumas.

Overcoming Obstacles

In college, I continued to strive for a career in medicine. I became even more drawn to becoming a physician as I struggled with my health while playing collegiate basketball at Cornell University, suffering from a lumbar stress reaction, broken bones, and persistent shoulder pain. As a patient, I saw firsthand that arriving at the correct diagnosis can be frustratingly long and challenging. This experience was integral, though, in preparing me to walk alongside patients with non-specific symptoms and elusive diagnoses, all too aware of their tremendous endurance at every step of their healing journey.

In addition to acquainting me with the experience of being a patient, my years as an undergraduate also held an additional trial, specifically my first setback to attaining my dream of studying medicine. Initially planning to graduate college and start the following summer in medical school, I was met with a difficult reality when I was told that my Medical College Admission Test (MCAT) and application weren't competitive. I was advised to take a gap year, which turned into two years, as I faced similar feedback while looking to apply the following cycle. But the challenges didn't end with preparing a competitive application. When I finally applied, I was stung by the harsh realities of the medical school application process. Having applied to more than 20 programs, I was met with a "no" week after week until I finally received my first and only interview very late in the season. Following the interview, I again received the unfortunate news that to pursue my dream, I would have to come off the waitlist. While I knew the laboratory research I did during my gap years had value in itself, I so longed to be able to bring my work as a scientist to bear at the bedside with patients. These experiences of

unforeseen injury and an arduous path to medicine helped strengthen my resiliency and motivation to become a clinician. Each new challenge allowed me to fall back on these prior experiences to refocus on the reasons I wanted to pursue medicine in the first place.

My Unique Journey

Before starting medical school, I knew I was interested in primary care because of the continuity of care a career in this field afforded. During my clinical rotations, I was further drawn to family medicine. Not only did I enjoy the opportunity to diagnose and treat a wide range of medical conditions, but I also found excitement in the opportunity to provide prenatal care and then deliver a baby, perform office procedures, and offer longitudinal care for all ages and members of the family. I knew that family medicine provided the perfect intersection of my interests and would allow me to grow into the career path I had begun to envision almost a decade prior as a high school student. Family medicine provided a specialty in which I could actively pursue the lifelong learning and procedural opportunities that initially drew me to medicine while also entering deeply into the lives of unique individuals, participating in teams of care, and utilizing my own experiences of suffering to motivate me in my efforts to accompany others.

Throughout medical school and residency, I have sought out and held leadership roles, been active in the community, and focused on patient-centered care. I believe these experiences allow me to stand out and be a well-deserving candidate for the AAFP Award for Excellence in Graduate Education. In medical school, I served as the lead anatomy tutor for our first-year students. In this role, I prepared presentations for weekly anatomy lab sessions and additional lectures on complex topics, such as neuroanatomy. In addition, I ensured that we had adequate tutor coverage for each session. From there, I was elected by my classmates as one of four senators during my clinical years. In this role, I focused on addressing student concerns and ensuring that the class's voice was accurately shared with the administration during monthly meetings. As the start of the COVID-19 pandemic coincided with major medical school events such as Match Day and graduation, we were tasked with how best to navigate through this ever-changing situation. When the administration decided we couldn't celebrate either event in person, we put together a virtual graduation presentation to recognize our medical school class's hard work and accomplishments.

Our medical school encourages each graduating class to write an oath reflecting the values and promises we would have moving forward. As an integral member of that team, I provided key inputs that resulted in the class assembling an oath that best represented the diverse backgrounds of our class and was recited at our virtual graduation. After medical school, I have continued to hold leadership positions during my tenure as a resident. Recognizing a need, I created the Clinic Appreciation Committee, which aims to better integrate the residents and medical assistants, nurses, and front staff through community activities to improve comradery. And recently, I was elected vice-chief by my co-residents. Similar to my role as a senator in medical school, in this position, I serve as a liaison between the residents and faculty while also working

to improve the overall resident experience. In addition, I am tasked with creating our noon conference didactic lectures. I have already begun curating a more organized database of all our didactic resources to ensure residents have ongoing access to these for continued learning. Each of these leadership roles has provided different challenges and allowed me to cultivate a leadership style that instills confidence in those around me while encouraging everyone to reach their full potential.

In addition to my leadership roles, I believe being active in the community is important, and I have found time to volunteer in several community service efforts. During medical school, I volunteered in our Hispanic Outreach group, where we were paired with a child from 3rd-12th grade. Through weekly phone calls and biweekly meetings, I could see firsthand the impact this program had on my student. In the beginning, she would only answer "yes" or "no" questions, and our phone calls lasted roughly five minutes. However, by the end of the experience, she and I had built a friendship, and she was actively participating in weekend classes and even trying to teach me Spanish during our phone calls. The confidence and change instilled in her were extremely rewarding to witness.

I have been actively involved in two underserved clinics in the Detroit metro area. During one of my shifts, I assisted a patient with uncontrolled hypertension by learning that she had recently lost her job and no longer had insurance, resulting in her inability to obtain medications. Working with the attending physician, we secured low-cost medications and set up a dilated eye exam for her the same day in the clinic. This experience and other similar ones sparked my passion for serving the underserved. It was one of the reasons I chose to pursue my Master of Public Affairs (MPA) degree during residency. Through this coursework, I have expanded my knowledge and skills and become equipped to more effectively advocate for improved health care equity and easier access to care for marginalized individuals. Specifically, in conjunction with one of my co-residents and classmates who is also pursuing this degree, I have sought ways to serve South Bend's homeless population to improve health outcomes. Beyond this work, I have found time to be an active volunteer at many college, high school, and intramural sporting events. Working alongside an athletic trainer and other sports medicine physicians, I have assisted in assessing and providing care to injured athletes. In my work with these students several times a month, I have the opportunity to leverage my background and prior injuries to offer these athletes holistic and comprehensive care.

Finally, I strive to provide exemplary patient care, best demonstrated by the work I am providing to our recently resettled Afghan refugee population in South Bend. Despite receiving assistance through one of the local charities, significant gaps in care persist for these patients due to limited transportation and a significant language barrier. Working alongside our clinic refugee contact and the local charity, I have helped find ways to get these patients the care and medications they need, including treatment for parasites and ill-fitting prostheses. Although this is only one example, I pride myself on providing compassionate patient care to every patient entrusted to me. My non-linear journey to medicine has allowed me to gain many life experiences that have translated

into my successful work as a family medicine physician. I am humbled daily to care for patients underserved in the health system and with complex medical conditions. My passion for community involvement and leadership will enable me to continue providing the best care possible throughout my career.

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