STATEMENT OF PURPOSE EXAMPLES

Example #1

"Architecture is the will of an epoch translated into space." I was 16 when I first read this quote by Mies van der Rohe, and, back then, I thought I really understood what it meant. Thinking of this quote one summer evening, as I walked around my beloved New York City, I was inspired to commit to a future in architecture. At that early stage, I cherished romantic ideals of designing grandiose buildings that would change a city; of adding my name to the list of architectural geniuses who had immortalized their vision of the world in concrete, steel, glass, and stone. It was in college that I became passionately interested in the theoretical design and engineering concepts that form the basis of architecture, while also exploring in greater detail the sociological and economic impact of architecture.

The true breakthrough for me took place in my sophomore year of college, when I was volunteering at The Bowery Mission, a women's shelter situated in Queens, New York. The shelter was in a poorly ventilated building, with an essentially non-functioning air conditioning system. The little bit of relief for the people who stayed there was a small park nearby, a patch of green between suffocating buildings. One day when I was working the afternoon shift there in the peak of summer, I looked out to see bulldozers in the park. It was being torn up to make room for yet another building. I saw that completed building a year later – a grey block of steel that did not utilize any of the original park space. Witnessing this injustice, while learning every day about how climatology, materials technology, and engineering mechanics intersect with urban planning and architectural design, ignited a passion for sustainable design in me. [BeMo2] How can we, as architects, minimize our harm to communities and eco-systems? How can we design buildings with a view to sustain long-term energy and resource efficiency without sacrificing immediate economic viability? What are the eco-conscious solutions that architects can put forward to address the environmental changes of the 21st century? These were the questions that plagued me then and I have pursued the answers to these questions throughout my academic career so far.

I found the answers to some of these questions in the robust curriculum I pursued at ABC College of Architecture, New York. I took up advanced coursework in Engineering Mechanics, Surveying, Soil Mechanics, Steel Structures, Model Making etc. which helped me hone my technical skills. As my interest in sustainable architecture developed, I became curious about the social and anthropological impact of architecture. I studied Art History, African American Literature, Anthropology, and Cultures of Ancient Greece, which helped me develop a deeper understanding of the socio-ecological impact of architecture and ethical responsibilities of architects. With this strong background of academic exploration, my architectural philosophy continued to evolve. I became interested in cutting-edge design techniques and their application to sustainable design. In my junior year at college, I participated in the New Dimensions of Architecture conference held in New York City, presenting my own paper on "Analyzing the Implications of the Weiszman Design Theory for the Sustainable Architecture of the Future".

In fact, it was at this conference that I met Professor Richard Wright, the esteemed architect and professor emeritus at the Architecture department of XYZ University. Talking with him was one of the most enlightening

moments of my life. We discussed our shared passion for ecologically efficient and socially cohesive architectural solutions, and he introduced me to the works of Leonard Nieman, Mary Andrews, and other cutting-edge green architecture firms that are making a real contribution to ecologically sustainable urban planning.

In fact, the possibility of learning from and working directly with Professor Wright is one of my main reasons to seek admission into your M.Arch program. His innovative design theories have a tremendous potential for sustainable architecture solutions. I would love to learn from him and collaborate with him to continue to explore my interest in these topics. I am also deeply interested in the scope of studies afforded by your wide-ranging curriculum that focuses on the latest architectural innovations as well as socio-economic evolutions in architecture. Moreover, for a budding green architect, nothing is more attractive than your quarterly line-up of seminars and conferences that frequently feature the names of the architects at the forefront of design innovation. With my strong academic background in both the technical and socio-economic aspects of architecture, and my focused passion on sustainable architectural solutions for the future, I think I am a perfect candidate for your master's program. This education is exactly what I need to launch me into the next phase of my career, where I hope to gain experience at one of New York's top green architecture firms, working on problems of low-budget housing, eco-friendly factory designs, and organic city planning. Eventually, I hope to specialize in sustainable, low-budget urban planning for socio-economically disadvantaged neighborhoods.

It's funny to think how far I've come from my early romanticized ideals of what it meant to be an architect. Those sunset walks around New York city from my teenage years, surrounded by the works of Mies van der Rohe and Rem Koolhas, inspired in me an awe for the cultural power an architect can wield. It was an early lesson that a building can both represent and transform spaces. Today when I walk around my beloved city, what I see are the innumerable missed architectural opportunities to organically inhabit and improve any given space with sustainable design. And now, when I consider Mies van der Rohe's famous quote, I no longer think of my own petty will or the limited scope of individual genius; I think of the will of an entire generation committed to saving our planet with teamwork, collaboration, and true passion, and how grateful I am to be a part of this generation of architects.

Example #2

When I was 12 years old, my sister suffered a traumatic car accident that left her with PTSD, depression, and severe anxiety. Our parents did not really understand the impact of what she was going through and as a family, we never talked about it much, though we all could witness her pain. So, through my teen years, I watched as a beloved family member struggled with her mental health. Though I did my best to support her through the worst times and assist her in getting professional help, there were still many moments when I felt powerless and clueless in the face of her suffering. This challenging experience set me on the path to pursuing clinical psychology as a career. I wanted to question, dissect, analyze, and hopefully, understand, this mysterious phenomenon that had dominated my life for so long.

Through my academic study of psychology and personal experience of my sister's PTSD, I found that I was particularly interested in clinical psychology with relation to adolescent populations. From the age of 16 to 21, I worked as a volunteer at an after-school care program for children and teens from disadvantaged backgrounds. While there, I met numerous young people, who had faced starvation, neglect, abuse, and violence, from a very young age, and who needed help to cope with the long-term effects of those early experiences. Working with these kids, helping them through events that might be unimaginable for most adults, further sharpened my interest in how trauma influences the development of generalized anxiety disorders and panic disorders, and in particular, the pre-existing conditions and underlying risk factors for suicide in adolescents with PTSD, anxiety, and depression. This is the topic I hope to continue to explore as a Master's student in the Clinical Psychology

program of your university. Thanks to my personal and first-hand experiences with the effects of trauma, I think I can bring a unique perspective to the study of long-term PTSD in adolescents.

Though my core interest in clinical psychology and the effects of trauma started as deeply personal, my scholarly curiosity and intellectual proficiency led me to academic explorations of this subject from a young age. While in high school, I took up Intro to Psychology classes from my local community college and completed a Peer Youth Counselling certificate course from the Ryerson Center for Mental Health. This academic exploration confirmed my desire to study psychology in college, and my coursework through my undergrad years focused on building a broad portfolio of the key areas of psychology, including Clinical Psychology, Cognitive Psychology and Behavioral Science, Industrial Psychology, Abnormal Psychology, and more. I also took up courses in Biology, Physiology, and Neuroscience to better understand the physical pathologies of adolescent trauma. I believe this thorough grounding in the biological aspects of developmental psychopathology will help me to address the sorely needed requirement for cross-disciplinary research into effective treatment programs for trauma survivors.

Throughout my undergraduate education, I gained research experience that helped me develop the skills and knowledge I need for my clinical psychology graduate studies. For my last two years of undergrad, I worked with Drs. Rebecca Brown, Tyler Baker, and Gary Wolf at the Guntherson Memorial Lab at ABC University, on their studies into the development of substance abuse in adolescents suffering from PTSD. As a research assistant my responsibilities included conducting literature searches, data collection, data entry, supervision of study participants, preparation of research documents, and drafting of participant assessment packets.

Thanks to this experience, I was able to develop my valuable observational and data analysis skills and learn more about critical aspects of clinical research such as programming computer tests, investigating study measures, forming hypotheses, supervising participants, and more. I also enrolled in Dr. Brown's senior level research class and through my final two years of undergrad, I published four research papers on a variety of clinical psychology topics, including a paper on "Depression, Anxiety, and Traumatic Amnesia in Adolescent Survivors of CSA" that was published in the New England Psychology Journal's June 20XX year issue. What attracted me to the clinical psychology master's program at XYZ University was the strong emphasis on diversity in the classroom and cultural context in the curriculum which aligns with my ambition to gain a holistic, socially conscious understanding of trauma manifestations in vulnerable populations. Moreover, your program offers the chance for students to complete two research projects in the world-class research facilities associated with the XYZ University, allowing me to develop and perfect my research skills in the most appropriate environment.

I hope to complete these projects under the supervision of your faculty members, Dr. Sally Hendrix and Dr. Mirian Forster, widely considered two of the most brilliant, forward-thinking minds in trauma research today. Their work on the endocrinological risks of anxiety development in adolescents and development of abnormal psychology in CSA survivors is particularly pertinent to my own research interests. With my background in clinical research, my first-hand experience of the effects of trauma, and my deep devotion to and understanding of the pathological effects of adolescent PTSD, I think I can bring a lot to your next master's cohort. Through all the clinical experiences and academic knowledge I gained in the last few years, my interest in the questions of trauma, anxiety, and depression continue to be deeply personal. Though my sister survived her teenage years, she continues to live with anxiety and symptoms of PTSD that she doesn't fully understand. There is still so much about human psychology that we simply don't know, and I hope to address that gap a little by using the training and education I gain at your university to pursue a PhD in Clinical Psychology in the future. By seeking the answers to the questions of how trauma can warp an adolescent brain and what we can do to try and manage it, I hope to shed light on an under-represented area of psychology that sorely needs our attention.