

Reshma Menon

Mr. Speice

ISM

10 February 2017

Interview Assessment 6: Medical Technology

Name of Professional: Adam Alder

Profession: Pediatric Surgery

Date: 2/1/17

Place: Children's Medical Center Dallas

This interview was one of the most important interviews for me because this was the initiative in which I got my mentor. What made me even more happy to Dr. Alder as my mentor was the amount of effort Dr. Alder spent with me and taking personal initiative to teach me. My interview with him lasted almost an hour and a half, the longest of any other interview, and in it I truly learned a lot.

One of the biggest thing Dr. Alder and I discussed was medical technology. I asked questions on if he believes the da vinci model was truly helping the hospital. I had researched about the da vinci robot so I already knew what it was, but in my research I noticed that not everyone was for it. A lot of people were against such medical technology, leading to some medical debate. I believe that by showing this knowledge I was able to get Dr. Adler to take more of an interest in teaching me. He told me the reason so many people were against such

technology was that many doctors are afraid that it will replace humans completely, which obviously can have a lot of negative consequences. However, he told me that a human doctor is always going to be needed. No matter what, even with the rapid increase in technology, human touch to medicine is going to be the most important element.

This is relevant to me because obviously as time goes on I am going to have to learn to adapt to more technology in medical field. More and more aspects of not just medical professions, but any profession will become replaced by technology. But it is definitely a sense of job security knowing there really never will be a time when technology will completely strip me of a job. The information did change my perspective on medical technology because previously I had seen it as something that can be positive or negative but now I see it only as a positive. The drawbacks to it just are not even comparable to its benefits, benefits such as steadier movement that prevent patients from developing more problems that can prove fatal in the long run.

Dr. Alder described how many people are shifting to biomedical engineering because of this instead of just a medical field. This confused me because I thought that when he said that there will always be doctors but there is not always a need for technology, there would be more doctor positions and therefore more desires to be doctors. But I quickly realized why this was the case. In many instances when I asked Dr. Alder what improvements doctors need to be making or what are the problems with medical field right now, he always gave me similar pieces of advice: doctors need to use more medical technology. This made me understand that science has reached its maximum without technology. In other words, in order to improve doctors we need to improve technology. So in order to make more improvements, they need more people that are

capable of making these improvements such as biomedical engineers, as opposed to doctors who simply use these advancements to treat others. This made me wonder if I can use technology to treat cognitive birth defects, such as those in my original work. If there were medical technology to help students and kids interact better with the ways their mind thinks, those kids could receive just as good of education as a normal functioning child. With technology the possibilities are endless.

By interviewing Dr. Adler I learned so much more about the integration of medicine and science. There is so much room for improvement in the technological aspect that provide it to be a great job center. For example, technology can constantly shrink itself so that cuts become more precise. But humans can only do so much. That being said, I do understand the value of humanity in medicine better at the same time. I know that technology will be on the rise, but that doesn't mean humanity is falling. Overall this entire interview helped me see the balance of technology and medicine and showed how my previous thoughts on the negative aspects of medical technology were wrong. It helped me see possible future integrations of transcranial magnetic stimulation and pediatric surgery but still left me with more questions to ask my mentor. Will limits ever be drawn? How far should technology go in the first place? Why isn't technology advancing at a faster rate? All these will be answered in my next mentor visit, which I anxiously await.

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Dr. Alar

1. help little people, help her with the problem. Then part, most pre who you were with → sub-fraction, lost thing, Rashedated with the things I got to do it → interestingly variations, memory, up, up, etc.
2. Surgery - hole mark, typical type fixing hernies all do, preheated w/ rare and unusual. Patient, are critical notebook → anus black & blue, → blue and typical + front/back, ice. Take such for one case, the rare stuff. Patient inward, new of is last new exposure, salute as a traumatic, injury and all you I got like the principles. more up, the ulcer of stomach may never die now, injury in here ulcer typically happen & injury →
3. In tested in all the same → 6 centers in renal rare one place, - problem → US. West South, interested in, one he you, simple observation. To man from → research = low. I the in adult population. Variety → going in other way → work out performance & problems. Challenge. Return notes to the all group
4. Pediatric Surgery - I went with College biology if fascinate → medical school → when → medical → surgeon. Broad → general surgery / chest & residency → cancer / cancer oncology seen, never in adult world, still here

Understanding	describes and paraphrases the information. Thoroughly answers the question "What did you learn?"
Applying	Thoroughly applies and illustrates the information. Thoroughly answers the following questions: "Why is this information relevant to you, your learning, your topic, and your ISM journey?"
Analyzing	Thoroughly analyzes, examines, and breaks down the information. Thoroughly answers the questions: What are the key parts of this information? How can it be classified? Thoroughly connects to prior knowledge and thoroughly explains whether or not the information changed or modified prior knowledge
Synthesizing	Thoroughly synthesizes prior knowledge with new learning to demonstrate continuous growth of knowledge. Thoroughly answers the questions: How can I combine this new knowledge with my prior knowledge in order to facilitate continuous growth? How can I combine all of this information to create a plan to develop my original work?
Evaluating	Thoroughly judges/appraises the information. Thoroughly answers the questions: Was this new knowledge effective in helping me achieve my goals? Was this new knowledge helpful, surprising, encouraging, discouraging, motivating, disagreeable, controversial?
Creating	Demonstrates a clear, detailed, and well-thought-out plan describing what you will do with/as a result of this new learning. Thoroughly answers the questions: How can I blend this new knowledge with previous knowledge to create new ideas? What new

	questions have arisen as a result of this new information.
Evidence of Proofreading	No grammatical, spelling, or usage errors.
Proper Heading/Format	All requirements met
Professional Tone	Entirety of assessment is written in the appropriate professional tone.
Annotated Article	Thoroughly annotated article submitted with assignment

Rubric rating submitted on: 2/24/2017, 10:42:27 PM by speicee@friscoisd.org

	10	8	5	0
Understanding Your score: 10	Thoroughly describes and paraphrases the information. Thoroughly answers the question "What did you learn?"	Adequately describes and paraphrases the information. Adequately answers the question "What did you learn?"	Somewhat describes and paraphrases the information. Somewhat answers the question "What did you learn?"	Does not describe paraphrase the information. Does not answer the question "What did you learn?"
Applying Your score: 10	Thoroughly applies and illustrates the information. Thoroughly answers the following questions: "Why is this information relevant to you, your learning, your topic, and your ISM journey?"	Adequately applies and illustrates the information. Adequately answers the following questions: "Why is this information relevant to you, your learning, your topic, and your ISM journey?"	Somewhat applies and illustrates the information. Somewhat answers the following questions: "Why is this information relevant to you, your learning, your topic, and your ISM journey?"	Does not apply and/or illustrate the information. Does not answer the following questions: "Why is this information relevant to you, your learning, your topic, and your ISM journey?"
Analyzing Your score: 10	Thoroughly analyzes, examines, and breaks down the information. Thoroughly answers the questions: What	Adequately analyzes, examines, and breaks down the information. Adequately answers the questions: What	Somewhat analyzes, examines, and breaks down the information. Somewhat answers the questions: What	Does not analyze, examine, and break down the information. Does not answer the questions: What are the key parts of this

	are the key parts of this information? How can it be classified? Thoroughly connects to prior knowledge and thoroughly explains whether or not the information changed or modified prior knowledge	are the key parts of this information? How can it be classified? Adequately connects to prior knowledge and thoroughly explains whether or not the information changed or modified prior knowledge	are the key parts of this information? How can it be classified? Somewhat connects to prior knowledge and thoroughly explains whether or not the information changed or modified prior knowledge	information? How can it be classified? Does not connect to prior knowledge and does not explain whether or not the information changed or modified prior knowledge
Synthesizing Your score: 8	Thoroughly synthesizes prior knowledge with new learning to demonstrate continuous growth of knowledge. Thoroughly answers the questions: How can I combine this new knowledge with my prior knowledge in order to facilitate continuous growth? How can I combine all of this information to create a plan to develop my original work?	Adequately synthesizes prior knowledge with new learning to demonstrate continuous growth of knowledge. Adequately answers the questions: How can I combine this new knowledge with my prior knowledge in order to facilitate continuous growth? How can I combine all of this information to create a plan to develop my original work?	Somewhat synthesizes prior knowledge with new learning to demonstrate continuous growth of knowledge. Somewhat answers the questions: How can I combine this new knowledge with my prior knowledge in order to facilitate continuous growth? How can I combine all of this information to create a plan to develop my original work?	Does not synthesize prior knowledge with new learning to demonstrate continuous growth of knowledge. Does not answer the questions: How can I combine this new knowledge with my prior knowledge in order to facilitate continuous growth? How can I combine all of this information to create a plan to develop my original work?
Evaluating Your score: 10	Thoroughly judges/appraises the information. Thoroughly answers the questions: Was this new knowledge	Adequately judges/appraises the information. Adequately answers the questions: Was this new knowledge	Somewhat judges/appraises the information. Somewhat answers the questions: Was this new knowledge	Does not judge/appraise the information. Does not answer the questions: Was this new knowledge effective in

	effective in helping me achieve my goals? Was this new knowledge helpful, surprising, encouraging, discouraging, motivating, disagreeable, controversial?	effective in helping me achieve my goals? Was this new knowledge helpful, surprising, encouraging, discouraging, motivating, disagreeable, controversial?	effective in helping me achieve my goals? Was this new knowledge helpful, surprising, encouraging, discouraging, motivating, disagreeable, controversial?	helping me achieve my goals? Was this new knowledge helpful, surprising, encouraging, discouraging, motivating, disagreeable, controversial?
Creating Your score: 10	Demonstrates a clear, detailed, and well-thought-out plan describing what you will do with/as a result of this new learning. Thoroughly answers the questions: How can I blend this new knowledge with previous knowledge to create new ideas? What new questions have arisen as a result of this new information.	Demonstrates a clear and well-thought-out plan describing what you will do with/as a result of this new learning. Adequately answers the questions: How can I blend this new knowledge with previous knowledge to create new ideas? What new questions have arisen as a result of this new information.	Demonstrates a somewhat clear and well-thought-out plan describing what you will do with/as a result of this new learning. Somewhat answers the questions: How can I blend this new knowledge with previous knowledge to create new ideas? What new questions have arisen as a result of this new information.	Does not demonstrate an acceptable plan describing what you will do with/as a result of this new learning. Does not adequately answer the questions: How can I blend this new knowledge with previous knowledge to create new ideas? What new questions have arisen as a result of this new information.
Evidence of Proofreading Your score: 5	No grammatical, spelling, or usage errors.	Very few grammatical, spelling, or usage errors.	Too many grammatical, spelling, or usage errors.	Enough grammatical, spelling, or usage errors that the assessment is borderline incomprehensible.
Proper Heading/Format Your score: 10	All requirements met	Most requirements met	Some requirements met	Few or none of the requirements met.
Professional Tone	Entirety of	Most of	Some of	None of

Your score: 10	assessment is written in the appropriate professional tone.	assessment is written in the appropriate professional tone.	assessment is written in the appropriate professional tone.	assessment is written in the appropriate professional tone.
Annotated Article Your score: 10	Thoroughly annotated article submitted with assignment	Adequately annotated article submitted with assignment	Somewhat annotated article submitted with assignment	No annotated article submitted with assignment

Comments: