

Mentor Visit Assessment #1

Date: February 3, 2018

Mentor: Professor Kelly Mitchell

Topics: Product Proposal/ Format of Research Paper

Assessment:

On February 3, 2018, I conducted my first mentor visit of the year. Professor Kelly Mitchell, my writing mentor, took part in a phone meeting with me in order to begin looking over my plan for the second semester. The meeting was a thirty minutes long, and the time helped us work out the logistics of what expectations I should have moving into the process of completing research for my final product.

To start out the meeting, we went over all of the handbook for Independent Study and Mentorship together. Both Professor Mitchell and myself had read through the material beforehand, allowing us to move straight into working on the first initial thoughts on my product proposal and original work. The first amount of feedback I received on my final product was that working with children as I had originally planned would be very difficult due to the number of regulations and “hoops” I would have to clear with not only the school and hospital, but with the state as well. The number of regulations in confirming that no child would be hurt in the process of conducting the book drive through the school or the survey and community service project with the hospital would take at least a few months to go through, meaning I would not have sufficient time to complete the surveys and produce a proper-quality research paper at the end of April, which is when I would like to begin focusing on beginning my preparation for Final Presentation Night. By having Professor Mitchell explain this to me, I have realized that working with children, while it would give me exposure to working with the professional processes in the pediatric workplace, would be inefficient to begin collecting the information I need to complete my Final Product. She also proposed that I begin thinking of simpler ways to gather the information I seek, because the main end goal is to create the best research paper possible, which means my communication process, observation process, and analysis process all need to be concise and clear. By focusing on making it simpler, I would need to narrow my scope of study from how pediatrics impacts people to how a specific aspect of pediatrics molds the field and its patients, essentially whether or not that process or aspect is important to pediatrics as an overall profession.

In the second part of the visit, Professor Mitchell worked with me on the format of my Original Work itself. After scanning the paper, she informed me that whenever working on a major research paper that is more than one or two pages, headings are needed. The format of my research paper made it confusing to follow because there were no visible transitions. With adding in transitions, research on certain topics would be separated from others, and this would allow for a more in-depth analysis of my

secondary research. Through highlighting this in my paper, I will now be able to implement headings into my final product, which will end up being longer than my original work, because it will include research from the entire year.

This first mentor visit allowed me to see that allowing my original work to serve as a groundwork for beginning to work with both of my mentors was a smart choice due to the fact that I am already learning more about the format of research writing in my mentor visits than I did in any of my secondary research. Moving into the next mentor visit, I hope to move into working on the quality of my original work material and how to improve my communication methods as I add in more information to my database of knowledge on writing and pediatrics while I begin my Final Product on schedule with my original timeline.