Honors Program in Bioethics and Professionalism: Research Seminar

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Purpose

• Further development of character, intellect and professionalism
• Systematic reflection on self-directed curriculum in ethics and health policy
• Recognition of medical students who complete the program
  – Dean’s letter, transcript, graduation
Requirements

• 3 years of setting goals and written reflections
• 24 hours of clinical, educational, service activities p.a.
• Honors seminar
• Capstone Project and Presentation

Capstone Project

• Goal = develop a topic, issue, case or formative experience into an academic resource.
  – Poster, academic paper, pedagogical tool
  – June M3 deadline
  – Potential links with faculty
Undertaking Research

• How to start your Capstone project
  – What areas of medicine, bioethics, or health policy interest you?
  – In what are you already involved?
• Brainstorm areas then narrow
Project Question

• Literature search
  – First stage only
  – What has already been done?
  – Where are the gaps?

• What are the aims/goals of the project?
  – What do you hope to learn/contribute?
  – What type of information/data?

Process

• Measurement
  – How will you measure/assess the project and its intervention (service vs. survey)?

• Methods/Approach
  – What are the soundest methods to address this question?
  – What are the most feasible or practical ways to address this question given constraints (time, resources)?
  – Strengths and limitations
Process

• Results/Outcomes
  – What type of end product or results?
  – Educational, service, clinical focus

• Analysis
  – What does data/information indicate (or not)?
  – What can be learned from the results?
  – So what?

• Presentation in June
  – How best to communicate to colleagues?

Examples of Capstone Projects

• Service
• Empirical
• Pedagogical
• Conceptual
Capstone Project

• Service
  – PULSE (Proviso United with Loyola Students for Educational Enrichment)
    • Marlena Li and Jesse Marks 2009
  
  – Community based approach to improving obstetric care in Southern Haiti
    • Megan Hicks 2012

Capstone Project

• Pedagogical
  – Quality Improvement Elective
    • Saranya Kurapati 2010
  
  – Student led Medical Spanish Program
    • Jason Howell, Katherine O’Rourke, Erin Stratta 2012
Capstone Project

• Empirical
  – Health Disparities in the Underserved: The role of insurance in diabetic management
    • Maxwell Leither, Nathan Ontrop, Elizabeth Slagle, Andrew Schneider 2011
  
  – Effect of decision-making styles in bioethical case analysis
    • Alyssa Burghart and Dorothy Dcshida 2010

Capstone Project

• Conceptual: In-depth case analysis, ethical issue
  – Why the United States Conference of Catholic Bishops Should Have Supported the Inclusion of Illegal Immigrants in the Health Care Reform Process
    • Mike Redinger 2011
New Process

• All M3s must submit a capstone proposal to their advisor by mid-January.
  – Form link on website
• Must indicate whether IRB approval is needed or not and why

Contact Information

• Website
  http://hsd.luc.edu/bioethics/medical-education
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