**Total Students for 2019 Class**
12 Students (% of class) Completed the Honors Program
2 Students Received Distinctions
17% of the Honors Program Students Received Distinctions

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**Bioethics & Professionalism Honors Program**
**SSOM 2019 Class**

**Note:** These students received a distinction for their capstone projects.

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**Gabriela Aitken**
**Title:** "Hablo Español: Medical Students as Certified Interpreters"
**Description:** For her Bioethics and Professionalism Honors Program capstone project, Gabriela Aitken focused on the creation and establishment of a Spanish interpreter certification program for first and second year medical students. Gabriela's curriculum is designed to train volunteers for Loyola's Access to Care Clinic, which provides primary care services to a low-income, uninsured, underserved population. During her capstone presentation, titled "Hablo Español: Medical Students as Certified Interpreters", Gabriela discussed the importance of providing quality interpretation for limited English proficiency patients as well as the ethics of certifying medical students as interpreters. In her fourth year, Gabriela plans to publish her program curriculum.

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**Jacob Begres**
**Title:** “Mental Health First Aid: Integrating Mental Health Advocacy and Crisis Training into Medical Schools”
**Description:** Mental Health First Aid (MHFA) was first established in Australia in 2001 under the auspices of the University of Melbourne, and first brought to the United States in 2008 by the National Council for Community Behavioral Healthcare. It is a nationally recognized, 3-year certification program that teaches trainees risk factors and warning signs of common mental illnesses, as well as how to safely engage with those suffering such that they can provide basic, immediate aid, and assistance much in the same manner as those trained in CPR are able to do for cardiac arrest. Through a nonprofit he founded in 2015, Jacob has worked with faculty and staff at Loyola Stritch School of Medicine to integrate successfully the training of MHFA into the allopathic curriculum alongside CPR, becoming the first allopathic school in the nation to do so. Our country is currently facing a mental health crisis, with perceptions surrounding those with mental health illness filled with stigma, judgement, and inadequate access to services. It is our hope that through this demonstration of commitment to combating mental illness and its negative stigma, Loyola University Chicago can serve as a model for change in preparing future physicians to react with knowledge and empathy to mental illness both in their personal lives and in the lives of their patients.

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**Duncan Campbell**
**Title:** “Time to Talk: a Year of Advance Care Planning Clinic”
**Description:** Time to Talk: a Year of Advance Care Planning Clinic was a retrospective, descriptive analysis of Loyola's nationally unique ACP Clinic that was performed by Duncan. This clinic, run by Dr. Paul Hutchison, provided counseling for patients on end-of-life care and focused on the completion of Advance Directives. The project compiled the content from a year's worth of clinic visits and found that a majority of patients did in fact complete an AD during the clinic visit, and offered a glance at the values important to patients at the end of life.
Brianna Chessin
Title: "Ethical Challenges in the Care of Infants with Trisomy 18"
Description: For her Bioethics and Professionalism Honors Program capstone project, Brianna Chessin performed an in-depth analysis of the ethical issues involved in the care of infants born with trisomy 18, stemming from a case encountered during her third-year pediatrics clerkship. She explored concepts such as quality of life, parental decision making, and futility, as well as the roles of perinatal palliative care and clinical ethics consultations for life-limiting neonatal conditions. In addition to writing a paper on this topic, she shared her project in a poster presentation entitled "Ethical Challenges in the Care of Infants with Trisomy 18," which was given to students and faculty.

Veronica Drozdowski
Title: "Bridging the Gap to Culturally Competent Care: The Polish American Medical Student Society"
Description: Veronica's Bioethics and Professionalism Honors Program capstone project, titled "Bridging the Gap to Culturally Competent Care: The Polish American Medical Student Society", is a culmination of the work she has accomplished and continues to pursue throughout her medical school career. The goals behind the creation of the Polish American Medical Student Society were three-fold. First, to create a platform for introducing students, faculty, and staff at the Stritch School of Medicine to Polish culture and approach to healthcare. Second, to partner with the Community Health Clinic in Chicago and the Loyola University undergraduate campus to create a network of volunteers for the free clinic, and lastly to bring awareness to issues immigrants to this country face when seeking medical services.

Nadeem El-Kouri
Title: “A Patient Friendly Algorithm for Determining the Best Level of Care of Acute Conditions Based on Presenting Symptoms”
Description: In the face of the ever-changing healthcare system it is easy to see how patients can be confused about where to seek optimal care for their acute condition and reflexively present to the Emergency Department (ED) for even minor conditions. Appropriate care settings were determined by analyzing the course of care for the most common conditions presenting to the ED at local, health system, and national levels over the past 10 years. An algorithm was then constructed, by working backward from ultimate diagnosis in the ED to presenting symptomatology, to guide patients to the most efficient care setting based on the severity of a patient's symptoms. The care optimization this algorithm helps to achieve has the potential to decrease ED overcrowding, decrease the practice of defensive medicine, and even decrease the improper allocation of limited healthcare resources.

Ingrid Kiehl
Title: “The Identification of Preference-Sensitive Decisions in Psychiatry”
Description: Based on my research on shared decision making in the field of psychiatry, I designed a tool to aid clinicians in the identification of preference-sensitive decisions in psychiatry. I also developed a one-hour training session to teach medical students, residents, and physicians how to use the tool and integrate it into their clinical practice.
Austin McHenry
Description: I examined our institution’s barriers to the implementation of pharmacogenomic data (genetic variation on drug response, absorption, distribution, metabolism, and elimination) in routine clinical medicine. Specifically, I investigated if available mechanisms of pharmacogenomic information presentation in the medical record at present are effective for access, interface manipulation, actionable response functioning, and liability determination. I found that while physicians at Loyola University Medical Center (LUMC) largely favor pharmacogenomic integration into the medical record for improved patient outcomes, there is significant disagreement on who should be responsible for actionable use of the information. LUMC physicians consider the electronic medical record (EMR) interface and knowledge deficiencies as barriers to clinical pharmacogenomic implementation; a majority of LUMC physicians favor vast user interface changes in the EMR to incorporate genomic data in a more accessible way.
As part of this project, I also highlighted the inherent ethnic bias in the decision not to prioritize pharmacogenomic clinical integration at LUMC because it benefits White/Latino populations (West Suburban Cook County) less than Black/Asian populations.

Katherine Nowakowski
Title: “Physician Vocation Program (PVP): Follow Up with PVP Graduates into Residency”
Description: Kate presented her project titled Physician Vocation Program (PVP): Follow Up with PVP Graduates into Residency. PVP is a Loyola medical student program that uses readings, discussion, prayer and service to help participants understand their vocations in medicine. Kate interviewed resident PVP-alumni and analyzed PVP participant and non-participant survey data to determine how, if at all, residents and students were applying the skills they developed in PVP to their current medical practice.

Harika Reddy
Title: “Role of Advance Directives in Treatment of Patients”
Description: For the Bioethics and Professionalism Honors Program, I presented a poster titled "Role of Advance Directives in Treatment of Patients." In a retrospective study, I reviewed the charts of 114 Loyola patients (subset of 669 patients who died in ICU in 2013 and 2015). Through a methodical process, I explored questions including - how often advance directives are followed, which advance directives are frequently filled out, when they are filled out in relation to patients’ death, how often they are inconsistent with treatment course and why, how often they are addressed in patient notes, when clearly having an advance directive made a difference in the course of patients’ treatment, and what specific statements were selected in these forms.

**Cheyanne Silver
Title: “Reflection in Medicine through Visual Media”
Description: Cheyanne Silver’s Bioethics and Professionalism Honors Program capstone project was an art show titled “Reflection in Medicine through Visual Media” that was on display at Stritch School of Medicine for two weeks. It represented a culmination of three years of exploring personal reflection on her medical education through new media -- painting and drawing—instead of traditional written assignments. The project included an interactive sculpture designed from anonymous reflections of her classmates and promoted open and honest discourse among fellow students and physicians about the power of art in medical reflection.
Jasleen Singh

Title: “Decision-Making Capacity & Leaving AMA in a Psychiatric Setting”

Description: This project was designed to better educate students regarding the components of assessing decision making capacity and requests to leave AMA (against medical advice). Student primers provide background information on this topic overall and further elaborated the caveats involved when considering a patient in a psychiatric setting. Corresponding cases were created or selected from AAMC MedEd Portal or AMA Journal of Ethics for a case discussion session meant to enhance student understanding and aid in application of material. This project was designed with guidance from Dr. David Schilling, the Psychiatry Department clerkship director) so that it may serve as an addition to the Psychiatry clerkship curriculum.