177 Total Students for 2022 Class
23 Students (13% of class) Completed the Honors Program
6 Students Received Distinctions
26% of the Honors Program Students Received Distinctions

**Bioethics & Professionalism Honors Program**
**SSOM 2022 Class**

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

**Margaret Aasen**
Title: "Poetry for Medical Student Wellness: An Integrative Curriculum"

Description: Poetry for Medical Student Wellness is a novel integrated poetry curriculum intended to improve the student wellness program at Loyola Stritch School of Medicine. This project bloomed out of a love of poetry and a prior background in English literature and creative writing. The goal of this project is to help medical students develop empathy and self-reflection through a collection of selected poems that mirror themes often encountered throughout the journey of becoming a physician.

**Duwa Alebdy**
Title: "Chronic Anorexia Nervosa: Can Treatment be Futile?"

Description: Duwa presented a conceptual paper on the contentious debate surrounding chronic anorexia nervosa and the possibility of futile treatment. After performing a thorough literature review on the medical, ethical, and legal aspects of this discussion, she determined that applying the medical definition of futility to a psychiatric illness is inappropriate. Those with chronic anorexia nervosa (and those working with them) can recognize that continued treatment is not only futile but is also worsening quality of life. Thinking otherwise implies a belief in the “miracle patient,” despite a clearly poor prognosis. At the conclusion of her research, Duwa determined that not allowing these patients to make decisions regarding their care reinforces the social stigmatization of mental illness and contributes to the mind-body dichotomy of modern medicine.

**Maryanne Amour**
Title: "Cultural Competency in Medical Education: Bridging the Gap through Student Organizations"
Description: The purpose of my Bioethics and Professionalism Honors Project capstone project was to expand the education of cultural competence in medical education through student organizations. I did this as a part of the National Arab American Medical Association at Loyola. The goal of this project and organization was to increase cultural competency through events and physician-student and student-student mentoring programs, in addition to education on issues affecting Arab American when seeking healthcare and strategies to help patients overcome them.

Haya Asfour

Title: "Patient Safety and Quality Improvement: Beyond Traditional Lectures and Self-Directed Online Learning Modules"

Description: The project was aimed at exploring improvement areas in the patient safety and quality improvement curriculum at Stritch School of Medicine. Haya researched the significance of medical error in the US healthcare system, and national guidelines for medical education in patient safety and quality improvement. The project included an analysis of the current vertical curriculum offered at Stritch, and multiple other curricula offered at other US medical schools. Haya proposed the unique use of reflection on patient narratives as a powerful tool to understand the patient experience, put a face on medical harm, embrace transparency, dissipate shame, and ultimately empower change.

Nohamin Ayele

Title: "Interdisciplinary Nutrition Education: Improving Medical Student Knowledge"

Description: This project aimed to address one model of nutrition education through the lens of food justice and health equity at the annual nutrition exposition. The annual Nutrition Expo is an interdisciplinary student led event that integrates the didactic learning goals of the culinary medicine elective with the overarching need for continued nutritional exposure within the medical school curriculum. This programming gives medical students and dietetic interns the opportunity to learn from one another on a vast variety of nutritional topics. This year I participated in the design and execution of the exposition, in addition to being responsible for the assessment of the event/initiative through coordinating and analyzing pre/post surveys.

Samantha Bialek

Title: "Early exposure to surgical specialties for preclinical medical students"

Description: My project was the development of a pilot program for preclinical and clinical medical students at Stritch. It was done in collaboration with Dr. Purvi Patel, MD, attending Trauma surgeon, and Dr. Brittany Hasty, MD, senior surgical resident. The program consisted of a surgical faculty- and resident-lead curriculum of early exposure and preparation material for surgical residency with 9 formal sessions: Introduction to Surgery; Surgical Subspecialties Panel;
Introduction to the OR; Mentorship session (mentorship families comprised of M1-4 students, resident, attending); The ERAS Application – get to know it early; How to Succeed on the Surgery Clerkship; Skills Session 1: knot-tying and suturing; How to Match Surgery; Skills Session 2 – laparoscopy and advanced suturing; and additional informal/optional sessions, per year. The program also included early scrub certification for pre-clinical students, and a new mentorship “families” program to promote longitudinal and reciprocal mentor relationships among M1-4 students, residents, and attendings.

**Zachary Bloomberg**

**Title:** "A Survey Analysis of SSOM’s Reflection, Emotional Intelligence, and Mindfulness Curriculum"

**Description:** The goal of my capstone project was to assess how the Stritch School of Medicine’s newly introduced Reflection, Emotional Intelligence and Mindfulness (REM) curriculum addressed concerns of professional burnout and student wellness. Using survey data from over 160 participating students, I was able to critically appraise the REM curriculum’s format, session themes, and student reception. Having the goal of becoming a psychiatrist, I was proud to dedicate my project to the investigation of student wellness on campus and to play a small role in the development of the REM curriculum.

**Diamond Brown**

**Title:** "Street Medicine: A Community-Based Approach to Health Care"

**Description:** The purpose of this project is to use data derived from a comprehensive needs assessment conducted at Loyola Emergency Department in order to develop a Street Medicine Program at Loyola Stritch School of Medicine that will focus on addressing the specific needs of the homeless population. Our major objectives include improving access to quality health care, linking patients to local resources, promoting health literacy, and breaking down stigmas. In collaboration with other physicians and medical students, I am in the process of designing an elective that will complement the Street Medicine Program. My goal is to implement a curriculum to better equip future medical professionals to care for our homeless population.

**Lexia Chadwick**

**Title:** "Bringing Menstrual Justice to Stritch School of Medicine"

**Description:** This capstone project brings free menstrual products to the Health Sciences Campus. Because of this project, every Women and Gender Neutral restroom in the three buildings of the Health Sciences campus is now stocked with organic, plastic-free, chlorine-free pads and tampons in an easy to use dispenser free of charge. What began as a capstone project manifested into taking
action for a cause that I am passionate about in a way that is sustainable, and upholds social justice. It is my way of leaving my campus better than when I first arrived.

Natalia Chreptowicz

Title: "A Peer-Led Medical Polish Language Program - Online!"

Description: Throughout her medical training at Stritch School of Medicine, Natalia Chreptowicz has shown a passion for language and cultural education that fosters understanding and trust between health care providers and their diverse patient populations. She first recognized this need when serving in her own Polish community in Chicago and was inspired to create an online platform for Polish language training and present it as her capstone project for the Bioethics and Professionalism Honors Program, titled “A Peer-Led Medical Polish Language Program – Online!” This website is the ideal supplementary resource for the current in-person Medical Polish language program at Stritch by offering multiple opportunities for language practice and cultural exploration beyond the classroom through video-recorded lectures, games, and self-assessments. Moving forward, Online Medical Polish will serve as a means of sharing the Medical Polish program’s educational tools with a greater audience of health care professionals with the mission to improve physician-patient relationships and patient outcomes nationwide.

Jacqueline Deirmenjian

Title: "Ethical Management of Distribution of Resources During the Coronavirus (COVID-19) Pandemic"

Description: The COVID-19 pandemic created a demand for healthcare resources including personal protective equipment, medical therapeutics, and a vaccine. The question of how to prioritize allocation of these resources is crucial to lower mortality rates. The bioethics principles of beneficence, non-maleficence, and justice are key factors involved in the decision-making process for resource distribution. This bioethics honors project analyzed how ethical principles dictate the prioritization of healthcare resources during the COVID-19 pandemic.

**Brooke Dickens

Title: "Exploring the Intersection of Healthcare Chaplaincy and Medical Education: A Qualitative Analysis of the Chaplain Mentor Program”

Description: This study aims to understand what medical students think about the role of spirituality in patient care and the role chaplains play within the hospital in attending to the spiritual needs of patients and staff. My team and I reviewed 93 student reflections about Loyola’s Chaplain Mentoring program to elucidate student perspectives and highlight the value of the program. We are unaware of any existing study delving into this topic. Our project won the Neiswanger Institute
Kirsten Herr

**Title:** "Learning by Doing: Providing Interprofessional Education for Medical Students Through MLPs"

**Description:** Through this capstone project, my collaborator and I worked with the Health Justice Project (HJP), a student-led free medical legal partnership (MLP) elective hosted out of the Loyola Law School, in order to expand and strengthen Loyola Stritch’s interprofessional education goals. We began by personally participating in two MLP teams and leading the collection and analysis of medical evidence to support our clients’ court cases; then, we used our experiences to create a written guide and several video trainings for future medical student participants to provide more academic structure to the elective. As a result, we anticipate the combination of team-based participation in the MLP and our additional training to bolster the medical school’s interprofessional service-learning objectives for future elective cohorts.

Sucheta Korwar

**Title:** "Communication and Shared Decision Making on Resuscitation in the NICU"

**Description:** In this conceptual project I analyzed the courses of two preterm infants in Loyola's Neonatal Intensive Care Unit (NICU) to examine the ethical principles for physicians and parents in decision-making for resuscitative interventions in the NICU, and how those principles can conflict. I investigated the successful communication strategies employed by the Loyola NICU physicians which prevented conflict in these difficult cases and allowed for unified decision-making by the parents and NICU team.

**Ryan Mak**

**Title:** "Kinship Through Sport"

**Description:** I partnered with community organizations in the North Lawndale neighborhood and worked with Chicago youth in areas of high gun-violence and gang activity through various sports and training camps. I helped coach in the summer “Trust the Process” basketball camp, served as a virtual coach in the winter "Jr. Go League basketball clinic," and led weekly training sessions for Boxing Out Negativity. During the COVID pandemic, I led a “beat the trainer” virtual fitness challenge, and in the Fall of 2021, I organized a month-long incentivized fitness camp and collected data on participation and surveyed youth experience in order to study how to better sustain efforts to engage and retain at-risk youth in athletic programming.
Patrick Mazza

Title: "COVID-19 and Medical Education: Implications for Medical Student Wellness"

Description: For my Bioethics Capstone Project, I designed an IRB-approved, questionnaire based research study along with my classmate Emily Walsh. The questionnaire included both quantitative and qualitative-based questions surveying Loyola medical students of all classes regarding their subjective levels of various wellness parameters during the pandemic and its associated curricular changes. We observed statistically significant differences in overall wellness scores between classes, proposed reasons for these trends, and explored ways that the medical community might overcome these challenges in the future.

Nicholas Munoz

Title: "Physician disclosure, how much information is too much"

Description: My conceptual project uses the ethical arguments of consequentialism, deontology, and principlism to explore when it is ethical to withhold information about a patient’s prognosis. The project revolves around the case of a physician withholding his opinion about a patient’s estimated time to live to protect the patient from emotional harm. The project is intended to help physicians understand the ethics of withholding information about patient prognosis in order to provide better care.

Lana Sharba

Title: "The Need for an Intersectional Framework in Medical School Cultural Competency Education."

Description: For her Bioethics and Professionalism Honors Program capstone project, Lana Sharba studied medical school cultural competency education and discussed the need to implement an intersectional framework into the curriculum. In her research paper, Lana defines and provides the history of intersectionality, discusses social determinants of health, and provides ways to incorporate an intersectional framework into the curriculum based on research conducted at multiple medical education programs. This subject is a novel area of research and education in the bioethics literature.

Christina Siems

Title: "Hollywood and Healthcare: TV & Film as Public Health Tools and Ethics Education."

Description: The objectives of this project include helping medical students, residents, and physicians understand how medical dramas include a hidden curriculum of public health information that influences society’s understanding and actions. Another objective is to demonstrate ways the entertainment industry can collaborate with healthcare professionals and
bioethicist to provide engaging and accurate information for viewers. Over the course of medical school, she worked with Chicago TV and filmmakers to learn more about the industry, put together a Healthcare & Hollywood panel and plan a workshop day with leaders from each field. Future direction of the project includes a formal elective for M3 or M4 students and career mentorship.

**Kristin Swope**

**Title:** "Implementing Harm Reduction Education within a Medical School Curriculum"

**Description:** In the face of a growing opioid epidemic and the increase of overdose deaths over the last few years, Kristin recognized the necessity for medical professionals to understand the concept of harm reduction in the context of substance use. In collaboration with a psychiatrist, Kristin created a 90-minute educational curriculum on various topics surrounding harm reduction. This consisted of a pre-session video, a clinical case study with small group questions, and an open discussion on methods of harm reduction. Kristin educated her classmates on various harm reduction strategies such as needle distribution initiatives, safe injection practices, drug checking for fentanyl, and other overdose prevention tips. This curriculum is now being continued within the Psychiatry Clerkship for third year medical students.

**Emily Walsh**

**Title:** "COVID-19 and Medical Education: Implications for Medical Student Wellness"

**Description:** Emily and her collaborators examined the effects of the COVID-19 pandemic on student wellness in each of the four medical school classes by surveying them on their subjective experiences. They found that the M1s and M2s (academic years) had significantly lower overall wellness as well as more negative mood symptoms when compared to the M3s and M4s (clinical years). The teams is planning to present this information to Stritch’s administration to improve medical education, promote discussion on wellness curriculum changes, and make recommendations to improve student wellness.

**Sahr Yazdani**

**Title:** "Evaluation of Transitional Housing Project"

**Description:** Sahr’s Bioethics & Professionalism Honors Program Capstone project represents the culmination of her work at Grace Girls’ Home in Trincomalee, Sri Lanka. In 2017, Sahr Yazdani and her collaborator, Madeleine Caughey, were awarded the Davis Projects for Peace Grant to establish Transitional Housing Project to transition Grace residents from living at the orphanage to becoming functional, independent members of Sri Lankan society. “Evaluation of Transitional Housing Project” assessed the impact of the Project through resident-reported gains in marketplace proficiency, financial literacy, and societal engagement. Through her experiences
in the program, Sahr continued to develop her interest working alongside international communities utilizing a culturally-sensitive, ethical approach.

Zofia Zdanowicz

Title: "Cada Paso: A Community Based Intervention Study"

Description: Cada Paso – Berwyn is a program that invites health professionals to collaborate with Berwyn (Illinois) community organizations with the goal of organizing programming that connects families to local community services centered around their health. My project aims to analyze the effectiveness of the community intervention in encouraging Berwyn community members to take care of their health – both through revisiting community organizations and making healthy changes in their lifestyle. I have analyzed preliminary data, translated surveys, consulted with statisticians, and recruited and trained project members to collect the next round of data. I have found that the bioethical principles of beneficence and non-maleficence are upheld when community interventions directly involve members from their intended communities – this allows for more effective, just, and meaningful resources being offered to the community.