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  
**Title:** “Ethical Considerations in the Implementation of Pharmacogenomic Testing in Clinical Medicine: A Single Institution Evaluation of Personalized Medicine Preparedness”  
**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.
Bioethics & Professionalism Honors Program
SSOM 2020 Class

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

Cooper Aakhus**
Title: “Homeless Patients in the ED: Where are they? The Case for an Intervention at LUMC”
Description: As the care for homeless populations has shifted towards a Housing First model in which housing is a main pillar of care, there is no concrete data on the homeless population that utilizes Loyola University Medical Center (LUMC). My study’s aim was to determine the homeless population that presented to LUMC in calendar year 2017 and to compare patients that visited the Emergency Department one time versus those that visited 2 or more times. I accomplished this through a retrospective chart review utilizing new processes to identify homeless patients based on diagnoses, addresses and documentation with a Positive Predictive Value of 84% and a Sensitivity of 93%. Our results showed that in 2017 701 visits with 521 unique patients were identified as an encounter with a homeless patient. Of the 521 patients, 448 patients only had 1 encounter identified and 73 patients had 2 or more visits. The study concluded LUMC has a significant number of acute and chronically homeless patient that utilize the Emergency Department every year and an intervention towards rapid housing of these patients would be warranted and beneficial for this at-risk population.

Tanesha Beebe
Title: “Importance of the Integration of LGBT* Health Education in the Medical School Curriculum”
Description: LGBT health knowledge is clearly important to care for our diverse patient population. I looked at the implicit biases of all level of medical students at Stritch. The goal of the project was to integrate small changes in the curriculum regarding LGBT care without imposing any difficulty on the faculty member discussing this information.

Amy Bier
Title: “Examining the Possibility of Physician Assisted Death and its Implications with Depression in the Terminally Ill”
Description: My project focused on recognizing depression in the terminally ill and how it is a widely underdiagnosed illness, leading to decreased quality of life in patients nearing the end of their life. Without proper diagnosis, patients face increased suffering and pain. As physician assisted death (PAD) becomes further legalized throughout the U.S., patients must be adequately screened and treated for depressive symptoms to alleviate this burden of illness and prevent them from inappropriately accessing PAD. With necessary screening and treatment, patients will be allowed a more comfortable death and those requesting PAD will be ensured to be of sound mind.

Danielle Brazel**
Title: "Physician Displays of Emotion: Attitudes Across Training"
Description: Background: Danielle’s bioethics honors capstone project studied attitudes of medical students, residents, and attending’s on the appropriateness of crying with a patient. Respondents are more likely to
indicate physician crying as more inappropriate when the physician is female, the patient has family present, or a colleague is present, but less likely to indicate physician crying as inappropriate when the patient is crying or there exists a lengthy relationship between the patient and the physician. The data showed no statistically significant difference in responses by level of training or by specialty. Physician-displays of emotion appear to be a cultural issue, rather than a patient-centered one.

Elizabeth Bruno  
**Title:** “Wall of Hope: Assessing Community Strengths, Values and Interests”  
**Description:** This project aimed to develop a data collection process to be used in a larger asset mapping effort to improve health and wellness in the Maywood community. I developed a series of activities to collect information about assets from residents and piloted them at a local community engagement event. The information collected during the event was shared with community leaders and is being used to develop solutions to challenging health issues such as food insecurity. I also trained two members of a local health coalition in these methods in order to expand the data collection process to different groups of residents.

Andy Chen  
**Title:** “Stritch Peer Professionalism Education Program: Clinical and Pre-Clinical Professionalism for Medical Students Taught by Medical Students”  
**Description:** For his capstone project for the Bioethics and Professionalism Honors Program, Andy founded the Stritch Peer Professionalism Education Program in collaboration with our school’s Office of Student Affairs along with various members of school faculty and administration. This is a peer-led and peer-supportive education program for medical student professionalism where the goal is to increase awareness about commonly-seen professionalism issues that arise during training and to provide advice on how to better handle these situations. Andy recruited over 60 Stritch students and trained them to serve as facilitators and instructors in this program, which services every first year medical student at our school. Some of the benefits of this program include education for students in a friendly and low-stress teaching environment along with the opportunities for student leadership and teaching as well as inter-class student networking and advising.

Bianca Di Chiaro  
**Title:** “Mentorship and Curriculum Evaluation of Health Career Collaborative Through Mentee Questionnaires”  
**Description:** For her capstone project for the Bioethics and Professionalism Honors Program, Bianca on curriculum evaluation for a mentorship program she was involved with during the first two years of medical school. The mentorship program, the Health Career Academy, provided students from low income, ethnic, and racial minority backgrounds with mentorship through health professional students. Her questionnaire found that both curriculum and mentors were effectively imparting medical and public health knowledge, students were exposed to different careers in health care, and mentors were able to advice on school and higher education.

Dylan Douglas  
**Title:** “The Impact of the Closing of Maywood’s (IL) Only Grocery Store”  
**Description:** Champions for Change is a student-run community advocacy after-school program for high school students in the Maywood, IL community that focuses on providing education and real-world experience centered around the four pillars of community health, physical education, mental well-being, and nutrition. Following the closing of the community's only grocery store, Dylan Douglas helped create a food asset map of Maywood, IL to fully assess what food resources the community had available. Furthermore, utilizing high
school students in the program as well as other key community informants, interviews were conducted to further understand the real impact, with an emphasis on the adolescent population within the Maywood community. Additionally, by creating a Stritch School of Medicine sponsored organization, this essential after school safe place program will continue throughout the years with each new incoming medical school class.

David Grande  
**Title:** “Addressing Medical Student Burnout at Stritch: Adopting the Resilience Team Model”  
**Description:** Given the increasing prevalence of burnout among healthcare professionals, particularly medical students, David sought to address this ethical dilemma through the Bioethics Honors Program via his capstone thesis project, “Addressing Medical Student Burnout at Stritch: Adopting the Resilience Team Model.” In collaboration with Loyola Medicine’s Resilience Team, he worked to adopt their model to serve as the foundation for a medical student wellness initiative. His model utilizes volunteer physicians as an outlet for medical students experiencing the struggles and stress of medical training.

Jacqueline Greene  
**Title:** “Addressing Homelessness and Substance Use Disorder Concurrently”  
**Description:** Jacqueline Greene completed a conceptual paper as her final capstone project for the Bioethics & Professionalism Honors Program. The paper discusses the interdependent relationship between homelessness and substance use disorders and their cause-effect relationship. It explores the barriers to healthcare that are faced by people struggling with homelessness. The paper evaluates the existing resources that address homelessness and substance use disorders separately and the resources that address both concurrently. Lastly, discussed is best practices to adequately address the issues concurrently and recommendations on implementation.

Andrea Grillini  
**Title:** “Shifts in stigma: Effects of an experiential learning opportunity on medical students’ perspectives of children with disabilities”  
**Description:** For the Bioethics and Professionalism Honors Program, Andrea completed and presented a capstone project entitled “Shifts in stigma: Effects of an experiential learning opportunity on medical students’ perspectives of children with disabilities”. With an interest in curricular enhancement, Andrea designed this project to measure the effects of Operation Homefront, a program that pairs third year medical students with families of children with disabilities for two community-based experiences during the Pediatrics clerkship. The program aims to promote physician sensitivity to the challenges of caring for children with special needs. She designed a study using a validated survey instrument to quantify a measurable change in perspectives as a result of the experience, and engaged with the program coordinator to add further structure to the program for future years.

Chalonda Handy  
**Title:** “Managing Burnout-Coping Strategies for Medical Students”  
**Description:** The focus of the Bioethics study was to conduct a literature review of various methods used to address medical student burnout/stress, done in an effort to provide students with options for coping strategies. The research effort compared peer-reviewed investigations into: progressive muscle relaxation, guided imagery, relaxation response, emotional freedom technique, transcendental meditation, and mindfulness-based stress reduction techniques. Although transcendental meditation and mindfulness offer the most comprehensive means to help restore homeostasis for burnout and stress management, the results of this study advocate for the development of a catalog of practical techniques that have been shown to be effective in managing burnout and...
stress, that students can use to investigate and choose a method that most appeals to them rather than taking a paternalist/prescriptive approach and saying that one particular method should be employed over the others.

Deena Kishawi**  
**Title: “Hijab in the Operating Room: How to Address Barriers that Prevents Hijab-Wearing Women from Pursuing Careers in Surgery”**  
**Description:** Deena's longitudinal project, Hijab in the OR, focused on research and development for ways to reduce barriers that prevent Muslim hijab-wearing women from pursuing careers in surgery and subsurgical specialties. She spent an extensive amount of time developing educational materials, contacting hospitals, and facilitating accommodations. She has been able to implement change in many hospital systems, including Trinity Health, Loyola University Medical Center's parent hospital system. She is currently working on product development to create a surgical hijab that can be worn in sub-sterile environments and is working on getting her product patented.

Ryan LeDuc  
**Title: “The Impact of the Closing of Maywood's (IL) Only Grocery Store”**  
**Description:** Champions for Change is a student-run community advocacy after-school program for high school students in the Maywood, IL community that focuses on providing education and real-world experience centered around the four pillars of community health, physical education, mental well-being, and nutrition. Following the closing of the community's only grocery store, Ryan LeDuc helped create a food asset map of Maywood, IL to fully assess what food resources the community had available. Furthermore, utilizing high school students in the program as well as other key community informants, interviews were conducted to further understand the real impact, with an emphasis on the adolescent population within the Maywood community. Additionally, by creating a Stritch School of Medicine sponsored organization, this essential after school safe place program will continue throughout the years with each new incoming medical school class.

Giselle Malina**  
**Title: “The Just Physician: A Guide to Refugees and Asylum Seeking Populations for Members of the Medical Community”**  
**Description:** Giselle Malina completed the bioethics honors program with distinctions through her three-year long project focusing on the medical needs and ethical issues affecting refugee and asylum seeking populations in the United States and abroad. Her project culminated in a poster presentation and 25 page paper entitled "The Just Physician; A Guide to Refugee and Asylum Seeking Populations for Members of the Medical Community.

Charles Marquardt  
**Title: “Historical and Contemporary Views on the Right to Suicide in the Mentally Ill”**  
**Description:** Physician-assisted suicide and euthanasia are more humane and dignified methods of ending one’s life than those attempted by the mentally ill outside of a hospital setting. Access to these resources should be made universally available for those individuals who clearly possess capacity and have been consistently refractory to treatments. It is becoming more accepted that capacity can be maintained in patients with suicidal ideation, therefore they are not disqualified from making their own medical decisions. Furthermore, if suicide is viewed as part of the natural history of some patient’s mental illnesses, just as death is in the case of malignant cancer, it follows that the same end-of-life resources must be extended to those suicidal patients.

Cesar Montelongo Hernandez
**Title:** “Examining the U.S Policies that Allowed Undocumented People to Become Physicians”  
**Description:** Undocumented people in the U.S. lack much of the documentation that allows U.S. citizens and legal residents to be educated and work. Despite this at present there are now undocumented people that have been trained in the U.S. as physicians. Undocumented physicians are a paradox, a result of the aggregation and interaction of policies enacted over decades at the federal, state, and institutional level. This project outlines the major U.S. policies that resulted in undocumented physicians.

**Jamie Neelon**  
**Title:** “Examining the Benefits of Controlled Drug Use: Modafinil as a Cognitive Enhancer”  
**Description:** This conceptual project focused on examining the positive and negative aspects of theoretically allowing Modafinil, a nonamphetamine stimulant, to be used for voluntary neurocognitive enhancement. In this paper, I clearly explain the societal impacts and repercussions that we would face if Modafinil is allowed for widespread use; however, I also describe the powerful potential that this drug has in its ability to increase productivity in academic and professional settings. Ultimately, I come to the conclusion that because this drug's benefits outweigh its risks, we, as a society, should be more open to taking advantage of this drug's cognitive prowess in a strict selection process for select professional and ethical situations.

**Sun Park**  
**Title:** “Identity and Mental Health”  
**Description:** Claire partnered with the Korean American community at Hana Center to create a children’s camp for immigrant children. The summer camp was a series of activities that explored racial identity, strategies for stress management, building relationships and teamwork, and ways to resolve conflict peacefully. She also co-designed an exercise club for seniors at Quinn Center, focusing on both mental and physical well-being, beginning with meditation, stress exercises that can be done at home, and ending with a modified Zumba for seniors.

**David Perlman**  
**Title:** “The Impact of the Closing of Maywood's (IL) Only Grocery Store”  
**Description:** Champions for Change is a student-run community advocacy after-school program for high school students in the Maywood, IL community that focuses on providing education and real-world experience centered around the four pillars of community health, physical education, mental well-being, and nutrition. Following the closing of the community's only grocery store, David Perlman helped create a food asset map of Maywood, IL to fully assess what food resources the community had available. Furthermore, utilizing high school students in the program as well as other key community informants, interviews were conducted to further understand the real impact, with an emphasis on the adolescent population within the Maywood community. Additionally, by creating a Stritch School of Medicine sponsored organization, this essential after school safe place program will continue throughout the years with each new incoming medical school class.

**Christian Renz**  
**Title:** “The Impact of the Closing of Maywood’s (IL) Only Grocery Store”  
**Description:** Champions for Change is a student-run community advocacy after-school program for high school students in the Maywood, IL community that focuses on providing education and real-world experience centered around the four pillars of community health, physical education, mental well-being, and nutrition. Following the closing of the community's only grocery store, Christian Renz created a food asset map of Maywood, IL to fully assess what food resources the community had available. Furthermore, utilizing high school students in the program as well as other key community informants, interviews were conducted to further understand the real impact, with an emphasis on the adolescent population within the Maywood
community. Additionally, by creating a Stritch School of Medicine sponsored organization, this essential after school safe place program will continue throughout the years with each new incoming medical school class.

Saad Siddiqui
Title: “Toward Developing a Hospital Violence Intervention Program at LUMC/Stritch SOM”
Description: For my bioethics capstone, I have worked on a service and theoretical project to understand Loyola University Medical Center’s response to gun violence in the emergency department and compare our approach to established initiatives. The service work consists of attending monthly meetings, a community summit, and working with other colleagues in various capacities. The theoretical project consists of a paper and poster comparing Loyola’s gun violence initiative to that of nationally recognized programs and delineating strengths/weaknesses in order to move Loyola’s initiative toward a comprehensive program that meets national standards.

Lauren Steinberg
Title: “Preparing Third Year Medical Students for Challenging Ethical Scenarios”
Description: For my Bioethics Honors Capstone project, I created and implemented an orientation session for incoming third year medical students focused on challenging ethical scenarios they may encounter on clinical clerkships. After reflecting on my third year experience and consulting my peers, I put together five cases of challenging scenarios with associated discussion questions. The topics cover: responding to family or friends seeking medical advice, how to recognize and report student mistreatment, correcting a resident on your team, working with unprofessional attendings, and the benefits and risks of copying-and-pasting electronic medical records. The overall goals of the project are to prepare students for challenging scenarios and inform their ethical decision-making. I hope to publish the project in an educational journal in efforts to implement the session in other medical school curricula.

Weston Terrasse
Title: “Addressing Medical Student Burnout at Stritch: Adopting the Resilience Team Model”
Description: Given the increasing prevalence of burnout among healthcare professionals, particularly medical students, Weston sought to address this ethical dilemma through the Bioethics Honors Program via his capstone thesis project, “Addressing Medical Student Burnout at Stritch: Adopting the Resilience Team Model.” In collaboration with Loyola Medicine’s Resilience Team, he worked to adopt their model to serve as the foundation for a medical student wellness initiative. His model utilizes volunteer physicians as an outlet for medical students experiencing the struggles and stress of medical training.

Adam Wadina
Title: “Addressing Difficult Topics: Preparing Your Patients for a New Disability”
Description: The project is titled "Addressing Difficult Topics: Preparing Your Patients for a New Disability," and was completed and presented by Adam Wadina. The objective of the project was to offer a template that health care providers could follow in their care of patients as they adjust to a new disability. The suggested methods combine the implementation of a standardized questionnaire and a semi-structured patient interview. These tools will help providers determine what factors influence a patient’s adjustment and how they can offer their patients support through the transition.

John Wagner**
Title: “Clinical Exposure and Cultural Competence Training in the Preclinical Years: A Pilot Study Involving Veteran Patients”
Description: As part of the Bioethics Honors Program, John completed a service and education capstone project, for which he was awarded distinction by Stritch faculty for excellence in the program. During his first year of medical school, he founded a student organization called Veteran Health Partners, a pilot volunteer group which partners medical students with patients in residential care at an affiliated veteran’s affairs hospital for a long term service experience. Since then, he has led efforts to grow the initiative into a sustainable and innovative medical education model which helps increase clinical exposure for students beginning in the preclinical years while simultaneously aiming to foster trainee resilience, improve cultural competency, and provide a service to patients in need.

Devon Williams

Title: “Best Practices in the Promotion of Healthy Lifestyle Choices During Childhood Development”

Description: During the 2017-2018 school year I led a Healthy Eating Workshop afterschool program for children ages 4 - 10 at a local community center. This program was instituted with a goal of early childhood intervention in an effort to combat childhood obesity. My bioethics capstone project focused on researching similar programs that target childhood obesity in an effort to discover the evidence-based best practices for successfully implementing these programs. Ultimately, my hope is that the information gained from this project will be used to improve and further increase the success of the Healthy Eating Workshop in the coming years.
175 Total Students for 2021 Class  
17 Students (10% of class) Completed the Honors Program  
2 Students Received Distinctions  
12% of the Honors Program Students Received Distinctions

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**Bioethics & Professionalism Honors Program**  
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**Note:** These students received a distinction for their capstone projects.

**Hermon Abera**

**Title:** "The Social Media Mentor: How Social Media is Transforming the Mentor Relationship and Why Underrepresented Minorities in Medicine Stand the Most to Gain"

**Description:** This conceptual project is an exploratory study of current literature and methods to increase diversity in medicine. The use of social media in medicine was investigated to determine any benefit over, or in addition to, traditional pipeline programs to increase diversity in medicine. By identifying the utility and utilization of social media by physicians, residents, medical, and pre-medical students for mentorship and professional networking, this paper also explores ways to intentionally utilize social media platforms as professional networking tools to increase the exposure and retention of underrepresented minorities in medicine.

**Piotr Barnas**

**Title:** "The Influence of Physician-Led Advance Care Planning Discussions"

**Description:** Piotr collaborated on "The Influence of Physician-Led Advance Care Planning Discussions" with Dr. Paul Hutchison and Stephanie Vereb throughout his time in medical school. The research included a quantitative and qualitative analysis examining effectiveness and themes of discussions during visits at the Advance Care Clinic at the Loyola Outpatient Center. The quantitative portion of the project, which involved developing a pre- and post-visit survey for the patients, was presented by Piotr for the Bioethics Honors Capstone Presentation at the end of his third year. Piotr also analyzed the common themes of the patient scripts in corroboration with his collaborators in the qualitative component of the study.
**Annie Coakley**

**Title:** "23andMe and You"

**Description:** "Annie completed a capstone project entitled "23andMe and You" under the mentorship of Dr. McCarthy focused on the bioethical issues surrounding at-home personalized genetic testing. Her presentation included a discussion of patient autonomy, privacy and the informed consent process for research with and individual's DNA. Her passion for this topic and hard work earned her a distinction from the bioethics department for her capstone presentation. We feel confident that her strong background in bioethics will serve as a solid foundation for any ethical challenges she will face as a future physician".

**Alexandria Cummuta**

**Title:** "Narrative Medicine: Developing a Professional Identity in the Modern Era of Social Media"

**Description:** Alex worked in collaboration with Dr. Eugene Lee, M.D. to complete her Bioethics and Professionalism Honors Program capstone, “Narrative Medicine: Developing a Professional Identity in the Modern Era of Social Media.” The majority of students enrolled in Dr. Lee’s Narrative Medicine elective reported low confidence levels regarding social media and indicated the potential for future professional usage if they had received more education and engagement on the topic. After extensively researching narrative medicine, professional identity formation, and social media, Alex designed a supplemental education proposal. The proposal utilized various organizational guidelines and protocols, informative multimedia, peer-reviewed articles, recommendations regarding role models, and facilitated discussion and reflection.

**Philip Ghobrial**

**Title:** "Ethical Considerations for Subject Recruitment in Human Dyad Research"

**Description:** This project, titled “Ethical Considerations for Subject Recruitment in Human Dyad Research,” analyzed the ethical issues associated with recruitment and withdrawal protocols in research involving paired subjects. This study was pursued due to a lack of published ethical standards to guide the development of such protocols in research that possesses the potential to create interpersonal strain or conflict among subject pairs. A review and critical analysis of the human dyad literature was conducted to identify the ethical criteria used for constructing dyad recruitment and withdrawal protocols, and a case study of an ongoing clinical trial was subsequently performed to analyze the key ethical issues that may accompany dyad research participation. The insights gained from this project are being utilized to develop a framework paper that will provide further analysis of these unique ethical issues and supply investigators with guidelines for improving research design and methodology.

**Laurel Gordon**

**Title:** "Medical Students' Knowledge of, Experiences with, and Attitudes about Direct-to-Consumer Genetic Testing"
**Description**: The project was entitled “Medical Students' Knowledge of, Experiences with, and Attitudes about Direct-to-Consumer Genetic Testing,” presented by Laurel Gordon. The aim of the project was to better understand students’ attitudes and knowledge of medical genetics and direct-to-consumer genetic testing in order to identify what supplemental material could be added to the curriculum to better prepare students for clinical encounters in these areas. Data was collected through an online survey sent out to all students at Loyola Stritch School of Medicine. Data collected suggested that most medical students do not feel prepared for clinical encounters in medical genetics and do not believe that enough about the field is learned in medical school, supporting the addition of medical genetics information to the curriculum whether it be in the form of a course-related session or an optional elective.

**Chantel Hilliard**

**Title**: "The Ethical Challenges of the African American Infant mortality rate"

**Description**: Despite there being an overall 15% decline in the infant mortality rate from 2005-2014, non-Hispanic, African Americans (Blacks) still have an infant mortality rate that is 2.2 times higher than that of non-Hispanic, Caucasians (Whites). My capstone project consisted of a thorough investigation of the factors contributing to the racial inequalities in the infant mortality rate.

**Madison McKee**

**Title**: "Women in Healthcare Leadership: a call to action and inspiration"

**Description**: This bioethics capstone project involved the creation of a white-paper aimed at providing educational statistics and current literature on women in healthcare leadership along with personal testimonies for inspiration. The objective of the project was to build a platform featuring a diverse array of women physician leaders from Loyola in order to discuss definitions and styles of leadership, various leadership experiences, perceived barriers to seeking leadership, and ways in which to mentor other women to encourage leadership. The project will be circulated by the American Medical Women's Association chapter at Loyola, and some of the project themes include identifying skills to motivate and direct a team, leading by example, supporting strengths of others through mentoring, utilizing social media, and the importance of inclusive equity. Through this piece, women should feel empowered to define their sense of leadership, become involved in leadership, and apply leadership concepts to their current and future healthcare careers.

**Julie Mina**

**Title**: "Incorporating a Mock Ethics Committee into the Stritch Bioethics Honors Program"

**Description**: Julie completed her Bioethics and Professionalism Honors Program capstone, “Incorporating a Mock Ethics Committee into the Stritch Bioethics Honors Program.” Analysis of alumni survey data showed low participation in ethics and ethics-related committees after graduation from the program. After extensively researching student clinical ethics committees, the Joint Commission requirements, and the few programs worldwide that have formed similar
committees among their medical students, Julie designed a student clinical ethics committee session to be included in the Bioethics Honors Program curriculum at Stritch School of Medicine. The eventual goal of its implementation is to make it available for all Loyola graduate and professional students to discuss real clinical ethical cases and represent themselves as stakeholders.

Michael Perrin

Title: "(Re)defining Palliative Care: A Way Forward"

Description: Palliative care is an often misunderstood service by both the public and medical professionals, many times thought of as being synonymous with end-of-life care. Not infrequently, this results in patients and their families losing the opportunity to benefit from palliative care services. The project analyzed both the definitions of both pediatric and adult palliative care and current public and professional views on palliative care in order to inform a discussion of the service’s widespread popular connotation as solely focusing on end-of-life care. The project used the Individualized Care Planning and Coordination Model, which focuses on the importance of a strong, personal patient-provider relationship, to discuss both the possibility of re-defining palliative care in order to make it more accessible to all patients, not just those who are dying, and organizational ways to inform both the public and professionals as to the many benefits of palliative care services.

Supritha Prasad

Title: "Addressing Barriers in Healthcare in Autism Spectrum Disorder: The Development of an Educational Program for Medical Trainees"

Description: For her Bioethics Honors Program Capstone, Supritha completed and presented a project entitled "Addressing Barriers in Healthcare in Autism Spectrum Disorder: The Development of an Educational Program for Medical Trainees". During the first two years, Supritha conducted an extensive literature search to identify barriers to effective healthcare for patients with autism, as well as educational models currently in place to improve healthcare for special needs populations. Utilizing this foundation, Supritha collaborated with over a dozen faculty members in the School of Medicine to design a four-year vertical curriculum for medical students, aimed at deconstructing the communication barrier between healthcare providers and patients with special needs.

Nicolas Semenchuk

Title: "Case Study: Three Components of Ethical and Sustainable Health Disparities Programming"

Description: “Case Study: Three Components of Ethical and Sustainable Health Disparities Programming” presented by Nicolas Semenchuk documents the collaboration between a community health coalition, funded by a nonprofit health system, and an area high school district, which serves communities within the health system’s catchment area. This collaboration engaged school district administrators and staff, community members, parents, and students in the development and promotion of wellness programs and practices, including rewriting the
comprehensive school wellness policy. Challenges and windows of opportunity throughout this process were expanded upon to illustrate the utility of specific participatory research methods, systems thinking elements, and the application of a critical race lens in the development of ethical and sustainable approaches to confronting health disparities.

Michelle Sung

**Title:** "Ethics and Professionalism in Clinical Clerkships"

**Description:** For my Bioethics and Professionalism Honors Program capstone project titled “Ethics and Professionalism in Clinical Clerkships,” I focused on ethics and professionalism during third year clerkships from the perspective of medical students. A need was identified to educate and familiarize Stritch School of Medicine students with approaching challenging ethical scenarios on clerkships recognizing unique factors to be considered by medical students. After devising clinical ethical scenarios and discussion questions, I conducted 2 focus groups with a total of 22 second-year medical students. My study showed that the second-year medical students subjectively benefited from thinking through and discussing challenging ethical clerkship scenarios prefaced with a detailed overview of what to expect on clerkships.

Cristina Taylor

**Title:** "Equipping the Future Generation of Physicians with the Knowledge, Resources, and Skill Set to Enter into the Opioid Epidemic as Competent and Compassionate Providers"

**Description:** This project aimed to fill a gap in the existing medical school curriculum by providing students an opportunity to learn about the practicality and challenges of prescribing opioids within a variety of specialties including OBGYN, surgery, medicine, psychiatry, EM, palliative care, and oncology. In hearing from experienced Loyola attending physicians, students were able to explore what barriers to pain management they might face in their own practices and examine what their future roles might be in fighting the opioid epidemic beyond medical school. This project was designed to set the framework for the development of a future elective that explored the background, current state of, and future directions for combating the opioid epidemic using a mix of workshops, case discussions, simulations, standardized patient scenarios, and lectures. Through these various forums, students would be able to develop the necessary skills to compassionately and effectively communicate with patients, properly manage pain conditions, responsibly prescribe opioids to reduce the prevalence of opioid use disorder, and confidently work with this important and often stigmatized patient population.

Stephanie Vereb

**Title:** "The Influence of Physician-Led Advance Care Planning Discussions on Patient Care Part 2"

**Description:** My bioethics honors presentation was entitled “The Influence of Physician-Led Advance Care Planning Discussions on Patient Care.” This project was a qualitative research project that analyzed how physician led advance care planning (ACP) discussions were different from those led by other members of the healthcare team. Data analysis also focused on how physician-led discussions could improve patient care at the end of life. The project identified an
additional research question regarding how physician-led ACP discussions influenced patient understanding and trust of doctors in end of life scenarios. This additional data analysis and manuscript publication will be completed in my 4th year of medical school, barring any unforeseen delays.

**Julia Witowska**

**Title:** "Crying with a Patient: Patients’ Attitudes towards Physician Displays of Emotion"

**Description:** My Bioethics & Professionalism Honors Program capstone presentation was entitled “Crying with a Patient: Patients’ Attitudes towards Physician Displays of Emotion”, and collaborators included Dr. Danielle Brazel, Dr. Emily Anderson and Michael Wesolowski. This project sought to better understand patients’ views on physician displays of emotion through a survey that was administered to patients at the Loyola University Medical Center. Patients were asked to rate appropriateness of physician crying across six different vignette constructs, as well as answer questions regarding demographics, their own tendencies to cry, and describe a situation in which a physician had cried with them. By better understanding the views of patients on this topic, we may be able to better prepare future physicians for emotionally challenging patient encounters, and further explore strategies for healthy management of emotions and coping in the clinical setting.

**Amir Zakhary**

**Title:** "Humans of Stritch"

**Description:** “9 students ranging from M1-M4’s at the SSOM were interviewed via Zoom by M3 Amir Zakhary about their general wellness habits, COVID-19 wellness practices, what they would implement at Stritch to facilitate wellness, and how they would advise students at SSOM to practice wellness. Students also shared inspirational quotes / figures they found motivational in their life. The goal was to build a ‘culture of ethics’ at Stritch starting with this topic of wellness so that students practice ethics & integrity inside and outside of the classroom. The responses were mixed together and presented to the Department of Bioethics.”
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 Mentor 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
for Bioethics & Department of Medical Education Spring 2021 York Educational Grant ($5,000). We plan to publish our results.

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.
175 Total Students for 2023 Class
26 Students (15% of class) Completed the Honors Program
3 Students Received Distinctions
12% of the Honors Program Students Received Distinctions

Bioethics & Professionalism Honors Program
SSOM 2023 Class

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

McKinzie Arnold
**Title:** "Applying a Bioethics Framework to a Soft Opt-out Program for Organ Donation"

**Description:** Through my first three years of medical school, I built a capstone project with the guidance of my mentor Dr. Emily Anderson in the Bioethics Honors Program. The title of my project was “Applying a Bioethics Framework to a Soft Opt-out Program for Organ Donation” where I reasoned through six steps of bioethics analysis relevant to this potential public health policy. Through an extensive literature review, I analyzed the current evidence detailing how effective a soft-opt out program might be and utilized my bioethics training to detail the potential burdens and benefits of this program including the implications for the bioethics imperatives of Autonomy and Justice. By the end of the Honors Program, I had written a twenty-five-page conceptual capstone paper and presented a poster of my work to my peers and program directors.

Mahuya Barua
**Title:** "Patient Portal Interest, Barriers, and Group Differences"

**Description:** This study sought to better understand barriers to online patient portal utilization and to increase online patient portal utilization among patients at primary care clinics affiliated with an academic medical center in the Chicagoland area. Among patients without internet, the strongest perceived benefit of signing up was becoming more engaged with their healthcare; however, concerns over the safety and security of private information prevented signup. For those with internet access, the most important factor was easier access to their healthcare providers and barriers to registration included a lack of understanding of the portal’s benefits, concerns over safety and security, as well as a perceived lack of convenience while using the portal.
Shawn Choe

**Title:** "Ethical Consideration of Social Media Use in Healthcare: Consideration of Misinformation and Social Media Utilization"

**Description:** This bioethics honor project was a theoretical project focused on utilization of social media and the effect of misinformation. The case was focused on the COVID-19 pandemic and how utilization of social media, influence of social media and its interaction with legacy media had a large impact in public health and on the patient’s perspective in healthcare. This study consisted of both literature review and case studies outlining the need for ethical standards when it came to information sharing. The work ended with scenarios and actions that physicians should take to optimize sharing healthcare information and to effectively fight against misinformation in healthcare.

Nicolette Codispoti

**Title:** "Bridge to M4 (B2M4): Development of an Innovative Residency Application Preparation Curriculum"

**Description:** Developed in response to the COVID-19 pandemic, the Bridge to M4 curriculum was designed to help medical students navigate an exclusively virtual residency application process, under the guidance of experienced faculty. This project elucidated the need for equity in advising, mentorship, and professional development as it relates to the residency application. Despite a variety of unique past experiences, Bridge to M4 empowered all students with similar resources, which in turn addressed the foundational issue of equity. Additionally, Bridge to M4 promoted student wellness by alleviating stress associated with a daunting application process.

**Cindy Cruz Alvarez**

**Title:** "Evaluating a program to increase medical students’ confidence and skills in addressing vaccine hesitancy among Spanish-speaking patients"

**Description:** One of today's significant problems is the high prevalence of minorities who lack COVID-19 vaccination, including underserved groups. Therefore, I created a program to empower future physicians through skills training, patient-centered scenarios, and collaboration between providers to increase cultural awareness. As a result, the intervention increased competency among medical students and it received particular interest in adding this type of intervention into the medical curriculum. More importantly, it increases cultural sensitivity and advocacy for Spanish-speaking patients.

Mark deBettencourt

**Title:** "Trust in the Patient-Physician Relationship"
Description: My capstone project was a qualitative research study examining the attitudes and perceptions of our medical school’s physician-educators regarding their experiences cultivating trust with their patients and teaching this skillset to medical students in both clinical and classroom settings. The project entailed creating an online survey, conducting a qualitative thematic analysis of the responses, sharing the findings with our school’s physician leadership, and presenting the findings at the end-of-the-year Bioethics Honors Capstone Presentation. I chose to conduct this research study because I have a passion for nurturing strong interpersonal connections with my patients, a skillset I think is incredibly important in my desired residency: Internal Medicine.

Rebecca Feltman-Frank

Title: "Ethical Ambiguity: A Pilot Study Identifying Vulnerability in Medical Student Slippery Slope Decision Making"

Description: For my bioethics project, I created and conducted a pilot survey that identified medical student vulnerabilities in ethical decision making complicated by fear and political pressure. The results demonstrated lapses in medical student ethical judgment. This served as a reminder of the potential of all health professionals for wrongdoing and underscored propensity towards repetition of immoral historical events. The pilot study sets the stage for future survey administration at a larger scale to ultimately highlight underemphasized ethical topics and guide areas of focus in bioethics education.

Cayla Guerra

Title: "Open Notes: A rare opportunity to reach vulnerable populations."

Description: As OpenNotes becomes the standard, physicians can learn to use it as a tool for advocacy and improved care with a focus on patients who are members of vulnerable populations. A comprehensive literature review elucidated the fact that people with low socioeconomic status, minority backgrounds, and people whose first language is something other than English all disproportionately report positive impacts on their healthcare via utilization of OpenNotes. This presents our healthcare system with an uncommon chance to help narrow the gap in healthcare equity that exists in our country’s system. A compilation of resources has been prepared and made available, including a brief instructional video, with the intent of helping students and providers assist select patients, namely those who could most benefit from reading their medical notes, access them on various platforms.

Kristin Hardy

Title: "An Exploration of the National Football League's Response to Concussions and Chronic Traumatic Encephalopathy"

Description: My capstone project is a conceptual essay in which I investigate the National Football League’s (NFL) response to head injuries and concussions. My analysis includes a discussion of the early research which suggested a link between concussions sustained through
football and Chronic Traumatic Encephalopathy (CTE), the NFLs initial reaction, and the health consequences resulting from years of negligence. Additionally, I explored the role of guiding ethical principles, especially with regards to the physician-patient relationship, that have been threatened due to an overwhelming love of the game.

Jane Harter

Title: "Role of In-Group Favoritism in Clinical Empathy"

Description: For my Bioethics Honors Capstone, I explored the impact of in-group bias on clinical empathy in the physician-patient relationship. I recognized and reviewed the benefits of clinical empathy on patient satisfaction and outcomes, but also addressed the limitations, particularly with respect to the role of bias when physicians and patients come from different backgrounds. I argued that in diversifying the physician workforce to better represent the diversity of the United States would benefit our patients by better facilitating clinical empathy at both an interpersonal level as well as in representation in medical and public health leadership.

Anneka Johnston-Dumerauf

Title: "Advancing Substance Use Disorder Education in Medical Schools"

Description: The purpose of this project is to reconstruct substance use disorder education at Stritch School of Medicine through: 1. Implementing DEA-X waiver training so that all students are certified to prescribe medication assisted treatment (MAT) on a non-restricted basis following full medical licensure and; 2. Updating the language currently embedded in Stritch's curriculum to reflect dignity and respect to individuals with substance use disorders. Stritch is a justice-centered and forward-thinking institution, with the opportunity to be at the forefront of addiction education. Advancing medical pedagogy regarding substance use disorders will lead to the production of harm reduction trained physicians with the skills, knowledge, and attitudes to fight the opioid epidemic.

**Meredith Kushner**

Title: "Transgender Healthcare Equity: The Power of Medical Student Education"

Description: Meredith focused her Bioethics and Professionalism Honors capstone project on LGBTQ+ health disparities and our power and duty as healthcare providers to eliminate barriers for LGBTQ+ patients and promote health equity. Her goal was to prioritize gaps in medical student education on LGBTQ+ healthcare and propose feasible changes that would train future providers with the necessary clinical knowledge and skills to provide equitable care to patients of all gender identities and sexual orientations. In this project, she examined the current state of LGBTQ+ health education at Stritch School of Medicine, determined areas of improvement through qualitative analysis, and proposed curricular reforms to integrate LGBTQ+ health in preclinical medical education at Stritch. Since presenting her findings to the Neiswanger Institute for Bioethics, she is working with faculty members at Stritch to integrate her recommendations for LGBTQ+
educational reform into the required medical student curriculum at Stritch. Meredith earned a distinction for her capstone project.

Ester Masati

Title: "Strengthening Albanian-American Collaboration in Medicine to Promote Advocacy for the Health and Wellness in the Albanian-American Community"

Description: For my bioethics project, I co-founded the Albanian American Medical Student Society (AAMSS) at Stritch SSOM along with Ermelinda Ndoka and Sebastian Kolaj in the fall semester of 2020, and have continued to serve as the co-president. Through this organization, we created a professional medical network between medical students, practicing physicians, local Albanian-American cultural societies and the Albanian-American patient community in Chicago. These relationships and collaborations allowed us to serve as an advising body to future medical students, raise awareness among medical students at Stritch about the intricacies of Albanian culture and their effects on the health of Albanian-Americans, and advocate for health and wellness of the Albanian-American community by organizing free medical clinics.

Kevin McKenzie

Title: "VeggieRx: Addressing Stress Through Access to Fresh Produce and Peer-learning Nutrition Discussions"

Description: Kevin led a project titled “VeggieRx: Addressing Stress Through Access to Fresh Produce and Peer-learning Nutrition Discussions” that explored the effect of increasing fresh produce availability and hosting discussions to improve the health of individuals in food insecure communities in Cook County, IL. Kevin volunteered weekly at VeggieRx, an organization that distributes free or low-cost locally grown produce as well as nutrition education and community discussions surrounding food. He led cooking demonstrations, education, and discussions and collected surveys that measured participant’s stress, self-reported health, and other health metrics. His analysis showed participants in the program had lower reported stress, increased perceptions of health, improved food access, increased access to fresh produce, and therefore programs like VeggieRx are a benefit to food insecure populations.

Elizabeth Miller

Title: "Assessment of Patients’ Social Needs during COVID-19 pandemic and Policy Recommendations for Addressing These Social Needs"

Description: The COVID-19 pandemic exacerbated socioeconomic disparities and intensified social care needs. With Loyola University Medical Center’s (LUMC) Department of Community Health and Wellbeing, we took a proactive approach by screening low-acuity, ambulatory patients with recent COVID-19 diagnoses for concerns including housing instability, food insecurity, transportation, financial strain, access to healthcare, and domestic violence and subsequently referred patients to appropriate community resources. The study aimed to identify patient
populations with the highest concentrations of social care needs, and the most prominent social needs within the communities that Loyola serves to improve the efficacy of future patient outreach efforts. Since social care needs are powerful determinants of population health outcomes, the results from this study may help guide future responses to a pandemic by health systems, as well as inform conceptual policy recommendations and ethical implications of addressing patient social needs in a healthcare setting.

Cesar Montelongo Hernandez

**Title:** “Examining the U.S Policies that Allowed Undocumented People to Become Physicians”

**Description:** Undocumented people in the U.S. lack much of the documentation that allows U.S. citizens and legal residents to be educated and work. Despite this at present there are now undocumented people that have been trained in the U.S. as physicians. Undocumented physicians are a paradox, a result of the aggregation and interaction of policies enacted over decades at the federal, state, and institutional level. This project outlines the major U.S. policies that resulted in undocumented physicians.

**Tyler Morad**

**Title:** "Disability Healthcare: A Novel Curriculum for an Innovative Elective"

**Description:** My capstone project involved the creation of a novel curriculum that focuses on integrating disability education into preclinical training. My passion for disability advocacy began as an undergraduate, and it was further cemented while working for a disability nonprofit organization during my gap year. The Disability Healthcare elective, beginning in Fall 2022, will allow students to gain valuable perspectives and insight from physicians, community leaders, and people with disabilities from the community. The course will culminate in a first-of-its-kind standardized patient experience where students will have the unique opportunity to apply communication methods learned throughout the course and elicit a history from a standardized patient with a disability.

Alexander O'Hara

**Title:** "The Impact of Social Determinants of Health in Patients Undergoing Pancreatic Resections."

**Description:** Little research has been done investigating the relationship between social determinants of health and surgical outcomes specifically for pancreatic resections. Much of the available literature has been conducted with large population-based databases that lack detailed data crucial in understanding the factors underlying these disparities in health care. Our project was centered on identifying sociodemographic factors that may impact surgical outcomes in patients with pancreatic cancer. Loyola University Medical Center is uniquely positioned to investigate these factors as a tertiary medical facility with a dedicated cancer center providing comprehensive care to a high percentage of minority and underserved patients. Our work helped
to identify several key disparities that exist in the post-operative outcomes of a cohort of pancreatic cancer patients undergoing surgery at our home institution. Future work can now address these identified disparities with the intention of providing equitable, impactful care for patients with pancreatic malignancy.

Kathleen Osea

Title: "Cada Paso: Determining Efficacy & Utilization of a Community-Based Intervention"

Description: Cada Paso is a community-based program that encourages physicians and volunteers to actively connect with community members at their community centers and organizations. Over the last 3 years, Cada Paso- Berwyn has introduced Berwyn community members to resources, with no evaluation of subsequent utilization of these resources by the community members. My capstone was a quality improvement project evaluating the effectiveness of Cada Paso as a potential model for community-based preventative healthcare outside the clinical office setting. In assessing the efficacy of Cada Paso- Berwyn, our team is working directly with community groups to provide concrete data to improve the quality of community-based preventative healthcare with the goal of reducing health disparities in the city of Berwyn.

Laelle Peterson

Title: "Medical Student Perceptions Regarding the Use of Mannequins for Remote Learning During the Covid-19 Pandemic"

Description: The early months of the Covid-19 pandemic challenged educators to integrate alternative learning methods into medical education. Medical schools were tasked with creating a cost-conscious solution that allowed for standardized and interactive physical exam instruction without compromising the quality of education. Faculty at Stritch ultimately decided to implement standardized mannequins to help aid in learning of pre-clinical physical exam skills. Stemming from my interest in Academic Medicine, my capstone project investigated second-year medical student perceptions regarding the use of these mannequins in the virtual learning environment.

Jacob J. Pozin

Title: "The Impact of Social Determinants of Health in Patients Undergoing Pancreatic Resections"

Description: Little research has been done investigating the relationship between social determinants of health and surgical outcomes specifically for pancreatic resections. Much of the available literature has been conducted with large population-based databases that lack detailed data crucial in understanding the factors underlying these disparities in health care. Our project was centered on identifying sociodemographic factors that may impact surgical outcomes in patients with pancreatic cancer. Loyola University Medical Center is uniquely positioned to investigate these factors as a tertiary medical facility with a dedicated cancer center providing
comprehensive care to a high percentage of minority and underserved patients. Our work helped to identify several key disparities that exist in the post-operative outcomes of a cohort of pancreatic cancer patients undergoing surgery at our home institution. Future work can now address these identified disparities with the intention of providing equitable, impactful care for patients with pancreatic malignancy.

J. Alex Randall

Title: "Social Contract Theory: An Argument for Health Care Nationalization"

Description: This conceptual capstone project adapted Jean Jacques Rousseau’s Social Contract Theory as the basis for an argument that the United States government has an ethical responsibility to provide health care for its people. The argument was contextualized within the U.S. conflicts of individualism vs. collectivism, freedom vs. duty to protect, capitalism vs. cooperation, and the definition of protection. Using historical precedent (ACA expansion, parens patriae, and mask mandates) and the foundation of a mutual agreement between individuals and their collective whole as a basis for a government’s purpose, I argued that the U.S. government must provide health care to maximize the protection of its people and ultimately fulfill its part of the social contract.

Gabrielle Schweitzer

Title: "MedEd Mentoring: A Semi-Structured Mentoring Program in the setting of COVID-19"

Description: Given the declining number of physicians entering careers in academia, combined with the limited understanding of medical student perceptions of academic medicine, the Academic Medicine Mentorship Program (AMMP) aimed to increase first-year medical student understanding of and exposure to various aspects of academic medicine. This was accomplished by facilitating one-on-one mentoring relationships between students and academic faculty members through matching of personal and professional data points. Evaluation of the pilot year, through qualitative and quantitative analysis, revealed that a combination of personal and professional factors, defined expectations and consistent meetings, with engaged participants may increase exposure to and understanding of various aspects of academic medicine. The AMMP is a student-led initiative that may be readily implemented at other institutions to assist in addressing the shortage of individuals pursuing a career in academics.

Lindsey Staszewski

Title: "Learning the physical exam virtually: assessing student competency and confidence in blood pressure measurement"

Description: For her Bioethics and Professionalism Honors Program Capstone presentation, Lindsey collaborated with the American Medical Association (AMA) to assess medical student performance and preparedness in learning physical exam steps during the COVID-19 pandemic.
Titled, “learning the physical exam virtually: assessing student competency and confidence in blood pressure measurement”, her study utilized a module created by herself and the AMA in order to assess its effectiveness as a possible adjunct to the current curriculum at Stritch School of Medicine. Her results were statistically significant for improvement in student competency, and it is one of few studies in literature that emphasize the student perspective of virtual education and how modules like this one may supplement the current level of assessment and practice of the physical exam at medical schools.

**Chloe Williams**

**Title:** "Trans-Inclusive Language in Healthcare: An Ethical and Practical Necessity"

**Description:** After incorporating primary accounts of and data surrounding experiences transgender and gender non-conforming (TGNC) patients have in healthcare, the need for inclusive language is clear. This project created basic training on the ethical implications and practical impact that language has, up to and including inequitable healthcare for TGNC patients. The material was delivered as an interactive lecture and is currently being incorporated into different parts of the curriculum at Stritch School of Medicine to make steps toward improved healthcare access, comfort, and trust for a widely disadvantaged community. With the success of this program's establishment, students and healthcare providers will continue to build understanding on its foundation for years to come.