

**Overview & Instructions for
The Honors Program in Bioethics & Professionalism**
Program Coordinator: Katherine Wasson, PhD, MPH

Purpose:

The Stritch School of Medicine (SSOM), drawing on its Jesuit and Catholic heritage, encourages the development of the character & intellect of its students and has a culture of excellence in professionalism. SSOM has a large number of students who are active in a self-directed curriculum related to bioethics, health policy, service to the underserved, and professionalism. The honors program in bioethics and professionalism asks the student to go one step further to systematically document and reflect upon this self-directed curriculum. Those who complete this program are recognized as having earned honors in bioethics and professionalism from the Neiswanger Institute for Bioethics and Health Policy. The outstanding record of achievement of these students is recognized in the following manners:

1. Expected successful completion of the Honors program is appropriate to include in the **Dean's** letter recommending the student for residency. (Students who wish this information to be included in their letter complete the poster presentation of their honors project by the first week of July at the beginning of their 4th year.)
2. A listing of the successful completion of the Honors program on the student's final **transcript**.
3. Students completing the program are recognized at **graduation**.

*Students entering the Honors program are eligible to apply for the **MD-MA program in bioethics & health policy**. (Students interested in this option should contact Dr. Parsi during the first week of June.)*

TO ENROLL AND PARTICIPATE IN THE HONORS PROGRAM

- First, complete the **Registration sheet** that is on the Honors Program website. http://bioethics.lumc.edu/education/honors_program.html
- You'll be asked to name two people who interest you as an **advisor**. Please select either one of the bioethics faculty: John Hardt, Kayhan Parsi, Mark Kuczewski, Katherine Wasson. Send the completed sheet to Katherine Wasson, kawasson@lumc.edu
- You'll receive an e-mail telling you that you are enrolled. A link to the portfolio system will appear in MyLumen. Click on this link.

Once in the program...you'll need to do three things within the first month:

1. Enter the **Statement of Purpose** and **Reflection on Year One** from your registration sheet into the portfolio (By **June 8, 2009**).
2. You'll need to enter **goals** related to bioethics & professionalism at least once per year. (The first set are due by **June 8, 2009**.) You will be asked to look at your goals midway through the year and revise as appropriate. You should try to have goals for at least two activities per year that would sum to at least 24 hours of activity.

Faculty mentors receive an automated prompt when you make a submission to the portfolio. They should enter comments in a timely fashion on your goals and progress.

The Big Picture: How the Program Works

- 1. Goals**
- 2. Activities**
- 3. Reflection on Activities**
- 4. Honors Seminar & Capstone presentations**

1. **Goals** - You'll need to enter **goals** related to bioethics & professionalism at least once per year. (The first set are due by **June 8, 2009**). You will be asked to look at your goals midway through the year and revise as appropriate. In other words, goals are not etched in stone but change as some plans become unrealistic or new opportunities present themselves. You should enter such changes as they occur during the year. You should try to have goals for at least two activities per year that would sum to at least 24 hours of activity
2. **Activities** – This is anything you do related to bioethics, health policy, public health, service to the underserved, communication & interpersonal skills, leadership, or professional development. You must participate in at least two activities per year and reflect upon them (These activities must plausibly involve at least 24 hours of time. We do not ask a precise accounting of time but your list of activities must have a prima facie plausibility along these lines.). See lists below of suggested activities.
3. **Reflection on Activities** – This is the heart of the program. You upload supporting materials at intervals to demonstrate progress toward goals; such material will usually be a reflection on this work. These reflections help you to see how you are evolving as a future member of the medical profession. While these reflections need not be long or cumbersome, they should usually bring together your observations of the people you served, your response to them, and the role of the medical profession. (See reflection questions on honors program webpage. You need not answer the questions in list order but these may serve as prompts to guide your reflection process. Submitting a page or two of such reflections on an activity is usually suitable. Of course, reflections will vary based on the kind of activity you are describing.)
4. **Honors Seminar & Capstone presentations** – During the second or third year of medical school, you should attend an **honors seminar**. These half-day programs present examples of previous students' capstone projects and explain requirements for doing research such as IRB approval.

Capstone presentations are usually done in poster format and involve a 10 minute public presentation in the first week of July at the start of M-IV. Some presentations involve original research such as surveys or interviews. Other presentations are conceptual in nature or involve educational interventions.

ACTIVITIES

A. **Required Activities** (Completed during M-3 and M-4)

- Honors seminar
- Poster Presentation Project (relevant in M-III or M-IV depending on student - Must be done in the first week of July prior to the start of the fourth year of medical school to receive recognition in Dean's letter for residency application; students can complete it in January of M-IV and graduate with honors but this cannot be noted in applying for residencies.)

B. **Suggested sources of Selective Activity:**

- Participation in activities of the Bioethics Interest Group (B.I.G.)
- Participation in activities that develop community education or teaching skills, e.g., Tar Wars (Family Medicine), STATS (Students Teaching AIDS to Students; an AMSA project), STEM (Support Team Effort by Medical Students; Pediatrics), STEPS (Students teaching Pediatric Students)
- Participation in Ethics Grand Rounds, AIDS Week, Ethics Awareness Week
- Participation in Innovations in Leadership training
- Participation in an International Service Immersion (ISI) trip
- Participation in other service activities, e.g., free clinic, PADS, volunteer work at the Community Health Center, Community Night, etc.
- Other activities approved by the student's advisor that are equivalent in substance, mission, effort to those listed.