

# Honors Program in Bioethics and Professionalism: Research Seminar

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## Purpose

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

## Requirements

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

## Capstone Project

- Goal = develop a topic, issue, case or formative experience into an academic resource.
  - Poster, academic paper, pedagogical tool
  - June 19-20, 2009 deadline
  - Potential links with residents

# Undertaking Research

- How to Start
  - What areas of medicine, bioethics, or health policy interest you?
  - In what are you already involved?
- Brainstorm areas then *narrow*

# Research Question

- Literature search
  - What has already been done?
  - Where are the gaps?
- What are the aims/goals of the research project?
  - What do you hope to learn/contribute?
  - What type of information/data?

## Research Process

- Measurement
  - How will you measure/assess the project and its intervention (service vs. survey)?
- Methods
  - What are the soundest methods to address *this* question?
  - What are the most feasible or practical ways to address this question given constraints (time, resources)?
  - Strengths and limitations

## Research Process

- Results
  - What type of data or end product is expected?
- Analysis
  - What does data/information indicate (or not)?
  - What can be learned from the results?
  - So what?
- Presentation in June
  - How best to communicate to colleagues?

# Examples of Capstone Projects

- Service
- Empirical
- Pedagogical
- Conceptual

## Project Types: Service

### **1. "Gade kisa mwen kab fè!": Strategies for Developmental Intervention of Orphanage Children in Haiti.** (Olivia Cronin)

This project was aimed at developing a reproducible mission-based strategy for minimizing developmental delays in institutionalized children abroad. In order to accomplish this, Olivia coordinated a team of 11 occupational, speech and physical therapists who traveled to Haiti with 3 central objectives: (1) offer recommendations for systems- and process-based institutional changes, (2) implement a certificate training program to orphanage caregivers on Infant and Child Development, and (3) evaluate delays and interventional possibilities in high-risk children.

### **2. Proviso United with Loyola Students for Educational Enrichment (PULSE): Reflections on a Student-Initiated Mentoring Program.** (Marlana Li & Jessie Marks)

This poster presentation summarized the development of the PULSE program, which introduces local underprivileged teens to the health care field by providing unique opportunities to interact with students and faculty at Loyola SSOM. In addition, the project showcased personal reflective quotes from both the high school participants and their medical student mentors."

## Project Types: Empirical

1. **“Reportable child abuse and neglect”**. (Katie Mang-Smith) Research used a series of case vignettes to identify variations in defining reportable medical neglect among various kinds of caregivers.
2. **“An Exploration of the Use of Common Laboratory Tests on Hospitalized Patients at Loyola University Medical Center”**. (Charlie Chen, Jeffrey Senasu, & Sameer Shah)  
A retrospective analysis of the ordering habits by residents at LUMC over the last four years. Authors found that labs were ordered on a daily basis without a consistent rationale, thereby contributing to increasing healthcare expenditures.

## Project Types: Pedagogical

1. **“Creating a Medical Spanish Web-based Translating Database for Medical Students and Faculty.”**  
(Alexander Rankin)  
Designed a user-friendly medical Spanish website for clinicians.
2. **“Preventive Medical Care for Individuals with Down Syndrome”**. (Teresa Asam)  
Capstone project on preventive health screening for aging Down's Syndrome patients. This included creating various clinical screening templates.

## Project Types: Conceptual

### **"Capacity Evaluation of the Nonverbal Patient".** (Alexander Timchak)

This presentation stemmed from a challenging bioethics case in which a young patient was rendered quadriplegic and nonverbal from a gunshot wound to the neck. The patient was only able to communicate with eyebrow raising, and both the ethics committee and the psychiatry consult team worked together to determine his capacity to consent to surgical procedures to prolong his life. Traditional and novel approaches to determine capacity to consent to procedures in a nonverbal patient were reviewed, including a discussion on advances in computerized optic technologies that are available to help quadriplegic patients communicate.

## Project Types: Conceptual

### **"The Ethics of Neurosurgical Interventions: Issues of Consent and Personal Identity".** (Joshua Wind)

Capstone research focused on ethical issues raised by new neurosurgical interventions, e.g., deep brain stimulation, into behavioral disorders.

# Survey Research

Lena Hatchett, PhD

# Institutional Review Board

Elaine Fluder, MSN  
Director, Human Research  
Protections Program

# Contact Information

- Website
- [http://bioethics.lumc.edu/education/honors\\_program.html](http://bioethics.lumc.edu/education/honors_program.html)
  
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