Suzanne was inducted this fall into Alpha Sigma Nu, the Jesuit Honor Society. Suzanne’s widespread commitment to Loyola includes organizing writing workshops, social activities, and feminist discussions. They actively work to increase diversity, inclusion, and awareness across campus, having led six workshops on creating gender-inclusive classrooms; serving as a tutor and mentor for McNair Scholars, a grant program that helps underrepresented populations attain PhD degrees; and serving as co-chair of EDGE (Enhancing Diversity in Graduate Education).

Three days a week Suzanne runs groups and works directly with students as an intern at Loyola Community and Family Services, a mental health clinic that serves school-age children and their families in Rogers Park. Outside of the formal internship, Suzanne also was responsible for creating and implementing a career preparation program for seventh- and eighth-grade youth.

Here, Suzanne talks about how their Loyola education has expanded their understanding of social justice and about their goal of being a resource for LGBTQIA+ youth.

What was the most meaningful volunteer, service, or student organization activity you’ve been involved in? How has it influenced you or shaped you as a person?

The most meaningful student organization I have been involved with has been EDGE. I have had the opportunity to push for community care within Loyola’s graduate school and higher education programs. I have been able to take the concept of self-care, something vital to all graduate students, and expand it. By leading educational workshops, pushing folks to question their writing, helping people navigate systems within academia, and sometimes just offering space, I have cultivated a kind of caring for myself and others that extends beyond my personal needs and helps others nurture their needs and those of their community.

What’s the most valuable lesson you’ve learned from your Jesuit education?

When I came to Loyola I had a very personal understanding of social justice as it relates to body sovereignty. Being at Loyola has allowed me to take my understanding of social justice and expand on it through theological classes as well as classes in feminist theory and social work. Coming to a Jesuit school that so values social justice has taught me the ways in which social justice can be integrated into everything. And that is an incredibly valuable lesson.

What do you hope to achieve after college, and how has Loyola prepared you?

I plan to work with LGBTQIA+ youth in some capacity. As a member of this community who did not while growing up have the necessary resources to foster those identities, I desperately wish to be those resources for young people now. I would like to help run an organization that is invested in the care of LGBTQIA+ people who have been further marginalized because of their documentation status and/or involvement with the juvenile justice system. Beyond that I do wish to teach at smaller community colleges and state schools, so there may be a PhD or two in my future, but further down the line.
I grew up in both Los Angeles and Atlanta. I started my first national non-profit at eleven years old and have been working in the public sector ever since. I attended the University of West Georgia and received a Bachelor’s of Science in Political Science. It's a wonderful little liberal arts university next to a local farm community in Carrollton, Georgia. It was at this institution that I learned the building blocks of community organizing, the importance of civic engagement, and the power of "showing up" to demand rights. I am currently a second-year Master of Public Policy Graduate student at Loyola University. My policy interests revolve around the ever present issue of Human Trafficking and international state policies that exist to define and protect victims and survivors. It is my goal to work in the Office of the United Nations High Commissioner for Human Rights (OHCHR) on issues directly concerning the Trafficking of persons around the globe.

This summer I served as Development Intern at the Obama Foundation. The Obama Foundation (OF) seeks to educate, empower, and equip young people and emerging leaders, who are looking to change their world through civic impact. The Foundation is the continuation of former President Barack Obama’s, and his wife, Michelle Robinson-Obama’s, goal to help the next generation of young people actively pursue meaningful civic and/or global change. The mission statement of the Obama Foundation is to “inspire, empower, and connect people to change their world.”

When searching for potential organizations and internship opportunities, I was drawn to the mission and ideals of the Obama Foundation. I really liked how mindful the foundation is in embodying their ideals and values - Team, Humility, Integrity, Inclusivity, Stewardship, Fearlessness, and Imagination.

My day to day tasks included supporting OF staff members achieve their goals, however, as an intern I still had the opportunity to have real input in meaningful work. I assisted with many interesting projects that will aid in the construction of the Obama Presidential Center, to be in the Jackson Park Neighborhood on the south side of Chicago. I collaborated with other interns in Washington D.C. to analyze information and data, contribute to various programs, and create finished project deliverables.

My summer at the Obama Foundation has taught me invaluable skills and helped prepare me for a future career in the non-profit industry. My experience at the Obama Foundation opened my eyes to how limitless life can be if you believe in yourself and the work that you do. It’s routine for individuals to prioritize money over mission, but that’s not the case for the staff at the Obama Foundation. Each of them has expertise and the bravery to lend their talents to reaching a goal bigger than themselves. I was continually humbled by some of individuals I interacted with. Many could work anywhere in the world, and yet they stayed and devoted long nights to helping communities they’ve never been to and people they’ve never met. I would definitely recommend interning at the Obama Foundation to other Loyola students - it’s the perfect organization to explore new fields of work and get exposure to the field in a high-profile setting.
Jenna Shapiro, a fifth year PhD student in clinical psychology at Loyola University Chicago and the 2014 Stephan D. Weiss Student Mental Health Award recipient, recently published her paper, “A meta-analysis of indicated mental health prevention programs for at-risk higher education students.” The American College Health Foundation interviewed Jenna about her research:

ACHF: What inspired you to work in the field of psychology?

Jenna: Clinical psychology combines my curiosity about human behavior with direct applications to improve wellbeing for others. I cannot imagine a more rewarding field.

ACHF: Can you please give a brief summary of your publication?

Jenna: This study evaluated mental health prevention programs targeted at reducing early signs of mental health difficulties among higher-education students. Overall, programs were considered effective if they reduced difficulties or had benefits that lasted over time. Those interventions targeting anger, anxiety, and depressive symptoms showed the greatest improvements. The type of intervention mattered, with the most beneficial programs using social skills training, relaxation, cognitive-behavioral, and general behavioral strategies to improve outcomes. Programs were successful even when brief, delivered in groups, and facilitated by paraprofessionals, such as university staff, graduate trainees, or peers.

ACHF: What was the most significant thing you learned while working on this project?

Jenna: Mental health challenges are unfortunately common among college students and identifying effective interventions can greatly improve student well-being and functioning. Prevention programs improve early signs of mental health difficulties and can be delivered in brief, group-based formats to maximize feasibility and reach for students who would benefit.

ACHF: What did you learn while working on this that you want to share with your colleagues?

Jenna: I am extremely grateful for the opportunity to pursue this project, which underscored the impact that research can have on guiding intervention work. The research highlighted the benefits of prevention programs. It also revealed there are still unanswered questions about specific intervention components and mechanisms of change that lead to success. These are areas that may benefit from further study. Despite the benefits indicated by this project, effective prevention programs for college students are currently rare or only conducted over short periods of time for research purposes. We need to do more to implement effective programs at college campuses across the country to maximize their benefits.

Read Jenna’s full paper at: https://www.ncbi.nlm.nih.gov/pubmed/28277730

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**KEY DATES AND DEADLINES FOR FALL AND WINTER**

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<th>Date</th>
<th>Event</th>
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<tr>
<td>November 21-25</td>
<td>Thanksgiving Break: No classes. Graduate Office will be open Wednesday until 2:00 and closed Thursday - Sunday</td>
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| December 1         | - Last day to file an Application to Receive a Degree for May degree conferral  
|                    | - Extension of time requests for Spring 2017 due      |
| December 8         | Fall Semester classes end                             |
| December 10-15     | Final Examinations (No exams on Sunday) Note: Wednesday is a study day. No daytime exams will be held. |
| December 15        | Last day to file a Late Application to Receive a Degree for May degree conferral ($25 late fee applies) |
| January 13         | Open registration ends                                |
| January 14         | - Spring Semester begins                              
|                    | - Late registration and registration change period begins; late registration fees apply |
| January 21         | Martin Luther King Jr. Holiday - no classes           |
| January 22         | Late and change registration ends, last day to withdraw without a W grade |
| January 25         | Incomplete grades from Summer due at the Graduate School |
Congratulations to Prof. Pamela Caughie (English), Emily Datskou (PhD Candidate in English), and Rebecca Parker (MA Candidate in Digital Humanities) for the publication of “Storm Clouds on the Horizon: Feminist Ontologies and the Problem of Gender” in the most recent issue of Feminist Modernist Studies. This article comes out of their work on the Man Into Woman Project, a digital comparative scholarly edition of Fra Mand til Kvinde (Man into Woman), the first full-length narrative of a subject who undergoes a surgical change in sex. This resource will provide searchable versions of all four editions (Danish, German, British and American) as well as the German typescript and the first English language translation of the Danish edition.

The article was also inspired by the CTSDH conference this past spring which Caughie co-organized, Transformative Digital Humanities: Feminist Interventions in Structure, Representation, and Practice. This conference brought humanities scholars, librarians, archivists, digital historians, and others to campus to connect and participate in a day of discussion that will address questions about the organizational and technical infrastructures needed to support transformative digital research and consider alternative modes of representing gender and race in digital archives.

The journal can be accessed through the Loyola University Libraries at this link (https://www-tandfonline-com.flagship.luc.edu/loi/rfmd20) by those who have a Loyola UVID.

David Atenasio (Philosophy) has been awarded one of the 2018 Mellon/ACLS Dissertation Completion Fellowships. The 67 fellows, who hail from 34 US universities, were selected from a pool of more than 1,000 applicants through a multistage peer-review process. The program, now in its twelfth year, offers promising graduate students a year of funding so that they can focus their attention on completing projects that form the foundations of their scholarly careers.

“One of the most exciting aspects of this program is that we get to support projects that will help shape the next generation of scholarship in the humanities and social sciences,” said ACLS program officer Rachel Bernard. “The fellows' work represents a broad range of time periods, regions of the world, and disciplines—including philosophy, geography, literature, music, archaeology, and history, among others—and yet many of their projects coalesce around particular themes. Themes that emerged this year include the study of indigenous peoples, transnational migrations of people and ideas, and connections between culture and the arts and political economy.”

David’s dissertation, Collective Responsibility by Agreement, argues that:

It is often challenging to distribute responsibility fairly for harms that result from collective wrongdoing. Few object to blaming an agent for making a contribution to collective wrongdoing, but it is far more controversial to attribute fault to one agent for the contributions made by other participants. This dissertation argues that co-responsibility for collective wrongdoing ought to be distributed only to those who authorize the offending actions, whether expressly or tacitly. By authorizing another to carry out wrongdoing on one's behalf, one becomes to blame for the unjustified harm caused by one's agent or agents. This project articulates an authorization theory of distributive collective, or shared, responsibility, and defends it against competing alternatives. It further argues that authorization serves as a fairer standard for distributing individual liability for collective crimes than existing norms in international law employed by the ad hoc tribunals or International Criminal Court.

**Graduate Writing Series Part 2:**
Organization and Critical Methods for Graduate Writing

**Thursday, November 29 | 4-5:30pm | Cuneo Hall 217**

The second of three in the Graduate School’s series on graduate writing this year, this second workshop is a true workshop designed around the writing projects that graduate students bring with them. This workshop will emphasize both organizational and critical methods, and the new graduate mindset and methodology with which to apply them. Attention will be very focused and participants will utilize writing practices, instructor feedback and peer workshop skills; this workshop is designed to both pay particular attention to a project of the graduate student’s selection, but also how to practice skills for ongoing application following the workshop. Attendees are expected to bring a writing project of value for development, even if it is in an early stage of articulation. Conducted by Michael Meinhardt, English Instructor. [Click here to RSVP](#).
Job Placements

Bioethics and Health Policy (BEHP-MA)
Utter, K. Vice President, Consulting in Life Sciences, Scientific Commercialization, LLC, Madison, WI (1/1/2018).
DeWeese, J. Attorney, Family Law, Coriden Glover, LLC, Attorneys at Law, Columbus, IN (1/1/2018).
Swetz, K. Editor-In-Chief, Journal of Palliative Care, Alabama (7/1/2017).

Bioethics (BIOE-DBE)
Manship, G. Research Integrity Officer, University of Indianapolis, Indianapolis, IN (9/1/2017).
Henry, B. Assistant Professor, Dalla Lana School of Public Health (DLSPH), Toronto, Canada (7/1/2017).
Sotomayor, C. Ethics Fellowship, MD Anderson, Houston, TX (7/1/2017).

Counseling Psychology (CPSY-PHD)
Floro, M. CAPS intern, UC Santa Barbara, UC Santa Barbara (8/1/2017).

English (ENGL-MA)
Martindale, M. English Teacher at UNO Charter School Network, Lesley University, Chicago, Illinois (7/1/2017).

History (HIST-PHD)
Ruth, G. Social Studies Department Co-Chair, Asia Pacific International School, Seoul, South Korea (8/1/2017).
Rivera, M. History Adjunct, Dominican University, River Forest, IL (8/1/2017).

Mathematics (MATH-MS)
Camus, M. Product Analyst, Safe Auto Insurance Company, Columbus, OH (1/1/2018).
Rix, A. data scientist / scientific programmer, University of Minnesota Institute for Health

GRADUATE STUDENT ACCOLADES

This section features select student accomplishments that have taken place since our previous newsletter.

Student Publications

Bioethics and Health Policy (BEHP-MA)
Borah, B. Longitudinal Service Learning in Medical Education: An Ethical Analysis of the Five-Year Alternative Curriculum at Stritch School of Medicine Journal of Medical Humanities, (pp. 1-10, vol. online:0) (August, 2018).
Derrington, S. Contextualizing pediatric decision making within an ethics of families The American Journal of Bioethics, (pp. 26-28, vol. 18:3) (February, 2018).
Stark, G. Catholic Social Teaching and America’s Sub-Optimal Breastfeeding Rate: Where Faith and Policy Should Meet to Combat Injustice The Linacre Quarterly, (pp. 1, vol. 0:0) (November, 2017).

Informatics, Minneapolis (9/1/2017).

Molecular Biology (MBIO-MS)
Holmes, A. Doctoral Candidate, Northwestern University, Northwestern University (9/1/2017).

Public Policy (MPP-MPP)
Hansbrough, M. Campaign Director, Mighty Earth, Washington D.C Metro Area (3/1/2018).
Hacker, T. Associate Director, Academic Approach, Winnetka, IL (2/1/2018).
Reichman, I. Policy Analyst, Department of Business Affairs and Consumer Protection, City of Chicago, Chicago, IL (12/1/2017).

Lenke, R. Senior Associate, Kivvit, Chicago, IL (11/1/2017).
Holloway, R. Program Coordinator; Living Well, University of Vermont, Burlington, VT (11/1/2017).
Muccino, A. Director of Early Childhood, Community Learning Center Institute, Cincinnati, OH (11/1/2017).
Bouleau, E. Associate Director of Major Gifts, MPN Research Foundation, Chicago, IL (9/1/2017).
Reilly-Finch, N. Foundation Consultant, Ascension Crittenton Hospital, Rochester Hills, MI (9/1/2017).

Kaundinya, P. First year practicum student, N/A, St.Catherine’s- St.Lucy, Oak Park (9/1/2017).

Theology (THEO-PHD)
Flanagan, T. Assistant Professor of Religious Studies, Maria College, Albany, NY (8/1/2017).

Bioethics (BIOE-DBE)
Sotomayor, C. Colleen M Gallagher. The Team Based Biopsychosocial Model: Having a Clinical Ethicist as a Facilitator and a Bridge Between Teams HEC Forum, (pp. 1-9, vol. online:0) (August, 2018).
Lescher, A. The Revolving Door of Treatment Refusal Ethical Times, (pp. 1, 3, vol. 15:2) (May, 2018).


Baric-Parker, J, Sr. Mary Diana Dreger; Catherine DeAngelis. Guest Editors: Women’s Health Management, (pp. 0, vol. 0:0) (November, 2017).

English (ENGL-PHD)


Child Development (ERIK-PHD)


Higher Education (HIED-PHD)


History (HIST-PHD)


Microbiology and Immunology (MIIM-PHD)


Hilt, E., Tanaka J. Dune; Travis K. Price; Evan E. Hilt; Krystal J. Thomas-White; Stephanie Kliethermes; Cynthia Brinca; Linda Brubaker; Paul Schreckenberger; Alan J. Wolfe; Elizabeth R. Mueller. Urinary Symptoms and Their Associations With Urinary Tract Infections in Urogynecologic Patients Obstetrics & Gynecology, (pp. 718-725, vol. 130:4) (October, 2017).

Philosophy (PHIL-PHD)

Thompson, D., “Ye Shall Known Them By Their Fruits:” Immigration Controls in Practice Ethics & International Affairs, (pp. n/a, vol. n/a/n/a) (July, 2018).

Thompson, D., “The Zero Tolerance Migration Policy: Two Moral Objections” Ethics & International Affairs, (pp. n/a, vol. n/a/n/a) (June, 2018).


Developmental Psychology (PSYD-MA)


Sociology (SOCL-PHD)


Social Work (SOWK-PHD)


School Psychology (SPSY-PHD)


Borah, B., Longitudinal Service Learning in Medical Education: An Ethical Analysis of the Five-Year Alternative Curriculum at Stritch School of Medicine Journal of Medical Humanities, (pp. 1-10, vol. online:0) (August, 2018).

Higginson, J., Kellie R Lange, Hellen Ransom, Clint Parker, Matthew Ledoux, Micah Hester, John D Lantos. When a Mother Changes Her Mind About a DNR Pardiatrics, (pp. 1-5, vol. 142:2) (July, 2018).


Derrington, S., Contextualizing pediatric decision making within an ethics of families The American Journal of Bioethics, (pp. 26-28, vol. 18:3) (February, 2018).


Dear Students, Faculty and Staff,

As the semester rapidly unfolds and we celebrate the month of Thanksgiving, let me take this opportunity to reach out to all of you with my own words of thanks for the extraordinary gifts that all of you bring to the graduate school here at Loyola. We are blessed that our community is a community of scholars who are so generous in sharing their talents with others. I have been duly impressed at the number of students who publish with their mentors, the high quality of teaching across the board and the degree to which the vast majority of students, faculty and staff alike, are deeply concerned with the social justice and diversity issues which lay at the heart of the university’s mission. You do yourselves and Loyola proud.

I wish all of the joys of the Thanksgiving season to you and your families.

Thomas Regan, SJ
Dean of the Graduate School