

## OVERALL AWARD

**APPLICATIONS ARE DUE APRIL 1, AND CAN BE SUBMITTED ELECTRONICALLY VIA EMAIL TO  
POE@AAFP.ORG. YOU MUST USE THIS TEMPLATE FOR YOUR APPLICATION.** Please fill in the following:

1. Medical School Name: Medical College of Wisconsin
2. FMIG Name: Family Medicine Student Association (FMSA)
3.  Main Campus or  Regionally Separated (branch) campus  
a: If regionally separated (branch) campus, name: \_\_\_\_\_
4. Number of students in your medical school: 817  
a: If your campus is a regionally separated (branch) campus, number of students on your campus: \_\_\_\_\_
5. Number of active FMIG members: 240 active members
6. Number of students serving in FMIG leadership positions: 19
7. Check all that apply:
  - Our school does not have a department of family medicine.
  - Our FMIG has minimal support from our state chapter.
  - Our school has minimal faculty support (*i.e. from Dean, Dept. Chair, etc.*).
8. Has your FMIG applied for this award in the past:  YES  NO
9. Has your FMIG won this award in the past:  YES  NO

**Contact information:**

10. Primary Student Leader Name: \_\_\_\_\_
11. Primary Student Leader Email Address: \_\_\_\_\_
12. Primary Student Leader Phone: \_\_\_\_\_
13. FMIG Faculty Advisor Name(s): \_\_\_\_\_
14. FMIG Faculty Advisor Email Address: \_\_\_\_\_
15. FMIG Faculty Advisor Phone: \_\_\_\_\_
16. Institutional Mailing Address: \_\_\_\_\_

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**FMIG OPERATION**

Please answer the following three questions to describe your FMIG's structure and approach to operation. These questions will help describe the environment and provide the background for the programming/initiatives/projects section of the application.

17. How is your FMIG structured? What roles do student leaders play?

Our FMIG is structured around a board of directors that is led by two Co-Presidents, a Secretary, and a Treasurer. Our board is composed of fourteen members, mainly 2nd year medical students, who oversee our community service projects and programming for medical students. This year 8 of our board members attended the national AAFP conference along with 6 other FMSA members. The function of each board position is detailed below:

**Co-Presidents (2):** Both Co-presidents work together to: conduct board meetings, coordinate two FMSA Blood Drives in coordination with the Blood Center of Wisconsin, represent our FMIG at the AAFP national conference and Family Medicine Midwest Conference, help plan the development of an FMIG at the Medical College of Wisconsin's (MCWs) two new regional campuses in Green Bay and Wausau, represent our FMIG at MCWs Council of Presidents (leaders of all student organizations on campus), and with the assistance of the M1 liaisons plan our annual Strolling through the Match event.

**Secretary:** The Secretary is in charge of enrolling our members as national AAFP members, running our FMIGs Twitter account, and taking minutes at the monthly meeting.

**Treasurer:** The Treasurer is in charge of managing our budget, acquiring funding from our medical school's Student Assembly, and applying for grants and scholarships for our FMIG.

**Genetics Chair:** The Genetics chair is a new position created this year with the goal of promoting the awareness of the availability of genetic testing in family medicine, newborn screening, and clinical genetic pathology. The chair coordinated two lunch talks for students: Introduction to Genetics in Family Medicine and Ethical Concerns in Genetic Testing with faculty in the Genetics Department.

**Fundraising Chairs (2):** The fundraising chairs put on the FMSA Book Sale at the beginning of each school year where students sell their old textbooks to incoming students and the Scrub Sale for Anatomy Lab. These two events allowed FMSA to raise \$3260.25 to fund our community service efforts, Procedures Fair, and lunch talks.

**Muses Chair:** This chairperson coordinates MCW Muses: A Celebration of Medicine and the Humanities. This event is co-sponsored by the Department of Psychiatry and is a daylong event where students, faculty, and MCW employees perform music, poetry, and present artwork in an effort to recognize the role that the humanities play in medicine.

**Patient Education at the Saturday Free Clinic Chairs (2):** These chairpersons develop educational resources for patients, train medical students to become patient educators at MCWs free clinic – Saturday Clinic for the Uninsured, and coordinate medical student volunteers.

**Health Room Helpers Chair:** Coordinates training session with the Wauwatosa School District Nurse and volunteer schedules to put medical students in local middle and elementary schools during recess to staff their health rooms.

**Tar War Chairs (2):** Trains medical students to discuss anti-smoking education at local middle and elementary schools and maintains contacts with local school teachers and administrators to schedule volunteer times throughout the year.

**M1 Liaisons (2):** These first year medical students coordinate, along with the Co-Presidents, the biannual Blood Drives and the Strolling Through the Match event which features M4s from MCW who recently matched into Family Medicine along with current MCW residents and Residency Program Directors.

**Liaison to the MCW Green Bay Campus:** As our medical school is putting the finishing touches on our new regional medical school campus in Green Bay, our FMIG and the leadership of MCW has deemed FMSA one of the core student groups that needs to be formed as soon as students begin matriculating in July of 2015. This chair was created this year to aide in the planning of student life on the new campus, funding for regional campus student events, and the creation of a new FMIG that will exist in partnership with our FMIG at MCWs Milwaukee campus.

**National Primary Care Week (NPCW)/Procedures Fair Chair:** This chair is responsible for organizing and planning our NPCW programming as well as our annual Procedures Fair. This chair takes on a number of responsibilities including recruiting faculty and residents to help staff the procedures fair, recruiting speakers for NPCW, supplying food for all events, and achieving high student attendance at all events.

**Readv. Set. Fit! Chair (2):** Readv. Set. Fit! Chairs coordinate a community service program that recruits, trains, and schedules

18. Describe your FMIG's mission and goals.

The mission of FMSA is to provide the Medical College of Wisconsin with solid resources for students to explore the values and philosophy of family medicine. Our goals are to increase student knowledge about the field of family medicine, provide insight into what a career in family medicine might be like and offer abundant community service opportunities to interact with different populations that may be encountered in family medicine.

As an organization, we have 5 goals that we address each year. These include:

1. To increase interest in Family Medicine by exposing students to the wide variety of opportunities that are available in Family Medicine.
2. To offer opportunities to learn about how changes in health care reform will affect future physicians.
3. To expand community service opportunities and improve the quality of programming offered through FMSA.
4. To broaden networks available to students through FMSA by connecting with local, state, and national resources.
5. To support the ongoing expansion of the Family Medicine Learning Community at MCW.

Each year, the board drafts additional specific goals. Our goals for this year were:

1. To keep our community service groups accountable for volunteer participation. As a group, FMSA offers numerous community service opportunities. Such opportunities include Tar Wars, Health Room Helpers, Ready, Set, Fit! and Patient Education. Each of these groups start the year with a sizable number of volunteers, but keeping people committed as the year gets busier can prove to be a challenge. However, at the beginning of this year we made it one of our goals to keep volunteers accountable for what they signed up for at the beginning of the year. We have lived up to our goal as demonstrated by the number of participants that our board members report at each board meeting. The numbers have stayed consistent throughout the year and there has been better retention than last year.

2. Establish a foundation at the forthcoming regional campuses in Green Bay and Central Wisconsin. With the regional additions to the MCW community, FMSA was selected as one of the five student groups that will immediately be available to

19. Describe the role of your FMIG Faculty Advisor.

Our faculty advisor, Dr. Karen Hulbert, attends the majority of our monthly board meetings. If her schedule does not permit her to attend, Dr. Leslie Patterson (the Family Medicine Learning Community coordinator) and Heather Lotz (the Family Medicine Department program coordinator) are both in attendance. Dr. Hulbert offers support and resources as needed and also serves as a connection for recruiting physicians to volunteer at events that we put on as a group (i.e. procedures fair, residency dinner). Although students do most of the room reservation and organization for FMSA events, we must give Heather Lotz much credit as she helps us reserve the room and set up food for our monthly board meetings. Heather is also involved in organizing the trip to the AAFP national conference each year. Dr. Leslie Patterson also works closely with students who are particularly interested in family medicine and helps connect them with resources and mentors in the department. Overall, all three of these individuals are valuable and available resources for all FMSA members and act as vital components of the FMSA organization at MCW.

## **FMIG PROGRAMMING, INITIATIVES, AND PROJECTS**

In this section of the application, please describe your FMIG programming. Each block of questions should reflect one program, initiative, or project. In total, you may submit eight programs, initiatives, or projects, meaning that you may fill out the block of questions up to eight times total to reflect up to eight individual programs, initiatives, or projects.

While there is an eight program/initiative/project maximum, there is NO MINIMUM. You are not required to fill out eight separate entries. Certain programs can be combined into one entry. For example, National Primary Care Week Celebration can be one programming entry, and you can describe the week's activities and how they fit into that initiative.

*Questions during the application process can be directed to Sam Carlson at [poe@aafp.org](mailto:poe@aafp.org) or (913) 906-6000, ext. 6722.*

**PROGRAM/PROJECT/INITIATIVE 8**

- Title of FMIG event, project, or initiative: Patient Education

- Date(s) and time(s) held: Every Saturday (September through May) 8:00AM - 1:00 PM

- Number of students/student work hours it took to organize: 5 Board Members - 130 hours

- Number of students who participated: 114 at the Saturday Clinic for the Uninsured & 37 at the Philippines Center

- Choose the categories that apply. Please choose all that apply, but be discerning with your selections. Chosen categories should strongly apply to your program/initiative/project.

Community service: This is something your FMIG does for the community.

Professional development: This is something your FMIG does to promote professional and/or leadership development among your members.

Exposure to family medicine and family physicians: This is something your FMIG does to expose its members to family physicians in your medical school or the community.

Promoting the value of family medicine as primary care: This is something your FMIG does to tell members about the role of family medicine in enhancing primary care. This could include the patient-centered medical home, primary care workforce, National Primary Care Week Activities, or other collaborations with primary care interest groups.

Promoting the scope and diversity of family medicine: What your FMIG does to educate students and increase their understanding of and appreciation for the broad range of opportunities in family medicine.

Current issues or innovations in family medicine.

New event for this FMIG.

Significant changes/improvement made on an existing FMIG program.

Collaboration with another campus group.

Please indicate which group (SNMA, another primary care interest group, etc.): Saturday Clinic for the Uninsured

Other: \_\_\_\_\_

- Please describe the event, project, or initiative. Your answers should reflect the program, its goals and objectives, details about how the idea was generated, how the program was set up, collaboration or community participation, FMIG leader roles, FMIG Faculty Advisor roles, how family medicine was communicated through the initiative, program execution and student participation, and how your FMIG evaluated success of the program to plan for the future. If this was an existing program, what changes and improvements did your FMIG make this year? You will have a 750 word count limit for this section.

The Patient Education program began to fill a need at the Medical College of Wisconsin's student run free clinic, the Saturday Clinic for the Uninsured (SCU) and the Philippines Center. Both clinics exclusively serve uninsured patients and are staffed by MCW faculty and run by students with other local healthcare systems providing the clinic space, laboratory, and referral network. Patients begin lining up for care at 6 am every Saturday and can sometimes not be seen until 10 am. In an effort to more efficiently use this time, Patient Education was created to educate our patients about their chronic medical conditions and promote healthier lifestyles. The program has doubled in size, in terms of student volunteers, from last year and has more than quadrupled in size from only 2 years ago.

The program leadership consists of 2 Co-Presidents (who serve on the FMSA board), one Vice President, one Secretary/Treasurer, and one Philippine Center Coordinator. The large increase in student involvement in this program can be attributed to the overhaul of the educational resources that took place this year. 71 outdated resources with health literacy requirements that were too high in many instances on 10 different topics were updated to 36 resources, each of which selected because it required a lower health literacy rate, on 36 different topics ranging from DASH education on a low sodium diet, influenza vaccinations, alcohol consumption, and smoking cessation. Each student volunteer is trained on how to decide which resources to use for each patient to best fit their health needs and goals. Both patient and student interest in the program has increased due to high quality and simple resources provided. For the first time this year, Patient Education was also able to provide dental packets to every patient seen at SCU and healthy snack goody bags for patients who received education on "How to Read a Nutrition Label", a new resource created by the Patient Education board. By completely revamping our educational curriculum, it has empowered both the patients we serve at the Saturday Clinic for the Uninsured and our student volunteers to help tackle difficult lifestyle modifications and take a more active role in our patients' overall health.

The Patient Education program fits well into our FMIG because it continues to provide high-quality community service to the Milwaukee community and it enables our student volunteers to gain a strong understanding of how a staple of family medicine, patient education, is applied in the clinic. At both of the clinic sites, the Philippines Center and the Saturday Clinic for the uninsured, Patient Education ensures that patient care goes beyond addressing the chief complaint. Students are given opportunities to hone their communication skills during their pre-clinical years and gain an appreciation for what family medicine can provide to patients. This exposure to interact with patients on a weekly basis in a primary care setting is what has driven the program's success. It empowers students early in their medical education to focus on the importance of enabling patients to understand and take control of their health. Student participation in this program is at an all time high precisely because students realize this unique community service opportunity provides them with the ability to play a pivotal role in the patients' health while learning to communicate effectively with patients.

**PROGRAM/PROJECT/INITIATIVE 8**

- Title of FMIG event, project, or initiative: Procedures Fair

- Date(s) and time(s) held: 3/25/15 5:00 PM - 8:00 PM

- Number of students/student work hours it took to organize: 1 student - 20 hours

- Number of students who participated: 75

- Choose the categories that apply. Please choose all that apply, but be discerning with your selections. Chosen categories should strongly apply to your program/initiative/project.

- Community service: This is something your FMIG does for the community.
- Professional development: This is something your FMIG does to promote professional and/or leadership development among your members.
- Exposure to family medicine and family physicians: This is something your FMIG does to expose its members to family physicians in your medical school or the community.
- Promoting the value of family medicine as primary care: This is something your FMIG does to tell members about the role of family medicine in enhancing primary care. This could include the patient-centered medical home, primary care workforce, National Primary Care Week Activities, or other collaborations with primary care interest groups.
- Promoting the scope and diversity of family medicine: What your FMIG does to educate students and increase their understanding of and appreciation for the broad range of opportunities in family medicine.
- Current issues or innovations in family medicine.
- New event for this FMIG.
- Significant changes/improvement made on an existing FMIG program.
- Collaboration with another campus group.

Please indicate which group (SNMA, another primary care interest group, etc.): OB/GYN Interest Group and Medical S

- Other: \_\_\_\_\_

- Please describe the event, project, or initiative. Your answers should reflect the program, its goals and objectives, details about how the idea was generated, how the program was set up, collaboration or community participation, FMIG leader roles, FMIG Faculty Advisor roles, how family medicine was communicated through the initiative, program execution and student participation, and how your FMIG evaluated success of the program to plan for the future. If this was an existing program, what changes and improvements did your FMIG make this year? You will have a 750 word count limit for this section.

This year our Procedures Fair featured four workshops we have held in the past: Casting, Joint Injections, Suturing, and Advanced Life Support in Obstetrics (ALSO) – Baby Delivery simulation, and one workshop new for this year: IUD Insertion with simulators. This fair demonstrated the broad scope of Family Medicine to students and provided students the opportunity to interact with family medicine residents and faculty. Each student had the opportunity to participate in three of the five workshops based on their interests. Family Medicine faculty and residents teach all of the workshops (3-4 physicians per workshop), which provided students in their pre-clinical years a unique opportunity to interact one on one with family medicine physicians.

Students ate dinner before the workshops began and the AAFP 2015 National Conference was discussed in detail. Medical students and residents who attended the national conference in the past discussed their experiences. Our FMIG has been fortunate to receive funding from the Wisconsin Academy of Family Physicians in the past to send all interested students to the national conference and we hope to continue this by informing students interested in family medicine about this great opportunity.

The suturing workshop had students practicing several different suturing techniques (simple interrupted, simple uninterrupted, vertical and horizontal mattress) on pigs feet, which will hopefully give them a leg up in several of their future clerkships. Students practiced casting on each other and removing the casts once their casts dried. Joint injections emphasized anatomic landmarks and needle placement on several different joint models. Baby delivery featured models from the simulation center at our medical school as well as a focus on delivery complications using the Advanced Life Support in Obstetrics teaching method.

IUD Insertion was added as a workshop for this year to eliminate the need for a waiting list to attend the fair and give students more options for activities. Being able to accommodate all interested students was a goal we had not been able to accomplish before the addition of this fifth workshop this year. This workshop was run in collaboration with the OB/GYN Interest Group (student group) and Medical Students for Choice (student group) who provided the IUDs and female models necessary.

This fair is a great introduction to some of the hands-on and procedure based medicine that family medicine physicians practice. For students with limited prior exposure to family medicine, the workshops do a great job of exposing students to a side of family medicine they were previously unaware of and allowing students to interact closely with residents and physicians. They also provide students with a low-pressure environment to practice techniques that will help them on the wards.

**PROGRAM/PROJECT/INITIATIVE 8**

- Title of FMIG event, project, or initiative: National Primary Care Week

- Date(s) and time(s) held: 10/6/14 - 10/10/14

- Number of students/student work hours it took to organize: 4 student - 40 hours

- Number of students who participated: 190

- Choose the categories that apply. Please choose all that apply, but be discerning with your selections. Chosen categories should strongly apply to your program/initiative/project.

- Community service: This is something your FMIG does for the community.
- Professional development: This is something your FMIG does to promote professional and/or leadership development among your members.
- Exposure to family medicine and family physicians: This is something your FMIG does to expose its members to family physicians in your medical school or the community.
- Promoting the value of family medicine as primary care: This is something your FMIG does to tell members about the role of family medicine in enhancing primary care. This could include the patient-centered medical home, primary care workforce, National Primary Care Week Activities, or other collaborations with primary care interest groups.
- Promoting the scope and diversity of family medicine: What your FMIG does to educate students and increase their understanding of and appreciation for the broad range of opportunities in family medicine.
- Current issues or innovations in family medicine.
- New event for this FMIG.
- Significant changes/improvement made on an existing FMIG program.
- Collaboration with another campus group.

Please indicate which group (SNMA, another primary care interest group, etc.): Latino Medical Student Association

- Other: \_\_\_\_\_

- Please describe the event, project, or initiative. Your answers should reflect the program, its goals and objectives, details about how the idea was generated, how the program was set up, collaboration or community participation, FMIG leader roles, FMIG Faculty Advisor roles, how family medicine was communicated through the initiative, program execution and student participation, and how your FMIG evaluated success of the program to plan for the future. If this was an existing program, what changes and improvements did your FMIG make this year? You will have a 750 word count limit for this section.

The goal of FMSA's National Primary Care Week (NPCW) programming is to increase student awareness about the field of primary care, specifically career opportunities, current topics/changes, and address community need. We addressed these goals with four events: a primary care panel, a suture workshop, a urban & international family med lunch talk and a private practice in the Latino community lunch talk. New to our National Primary Care Week programming this year was collaboration with the Latino Medical Student Association who co-sponsored two of our NPCW lunch talks.

We kicked off the week with one of our most popular events, our primary care panel. We collaborated with the Pediatrics Student Association and American College of Physicians (ACP). We invited 7 primary care providers from Family Medicine, Internal Medicine, and Pediatrics to sit on our panel. The providers ranged from MBAs to Associate Residency Directors to Community Health Workers and each had a very interesting perspective to bring to the table. The providers opened with some background on their careers and expertise which led to the 55 students asking the providers questions ranging from challenges facing primary care physicians, to differences among the primary care fields and even questions about residency opportunities. We were lucky enough to have one Family Medicine resident on the panel who could talk about her experience with residency. After the event students were also able to do a little bit of networking while asking more specific questions. We also invited students to join us for a suture workshop. The workshop was run by seven local Family Medicine residents and faculty who volunteered to teach basic suturing skills to first, second and third year students. Our advisor was able to secure a generous donation of all the necessary supplies from the Department of Family Medicine. Sixty students attended our workshop.

We followed the suture clinic with a talk from MCW Alumni Dr. Tom Bachhuber. He spoke to 45 first and second year students about his practice at the 16th Street Community Health Center in Milwaukee working with primarily Spanish speaking patients and his recent Mission Trips to Africa. He captivated the audience with his personal photos from his work as the only doctor within a four hour range in Malawi. He also discussed how he self taught himself Spanish in order to better connect with patients at the 16th Street Clinic in our local Milwaukee Community. After the talk Dr. Bachhuber stayed to provide lots of information about shadowing opportunities with him and his colleagues and giving students personal advice on the best way to pursue careers in International Medicine. This lunch talk was put on in collaboration with the Latino Medical Student Association.

We closed the week with another new event partnered with the MCW Latino Medical Student Association. Dr. Lopez spoke to 30 students about his experience as a bicultural provider. He focused his talk on how he runs his private practice serving a primarily Spanish speaking community. At this stage many first and second year medical students have only been exposed to Primary Care in an academic setting so this was a very valuable talk to broaden the knowledge base of attendees. In addition the partnership with the Latino Medical Student Association will likely be carried on throughout the year and into the future. Overall, our NPCW activities were very successful. We had a total of 190 student attendances and worked with 17 physicians and residents. We also successfully collaborated with other student groups who reach students interested in primary care. Next year, we plan to continue our current events, expand our suture clinic, and are considering adding one additional casual networking event.

**PROGRAM/PROJECT/INITIATIVE 8**

- Title of FMIG event, project, or initiative: Ministry Health Care Informational Talk

- Date(s) and time(s) held: 1/30/15 - 12:30PM - 1:30 PM

- Number of students/student work hours it took to organize: 2 students - 4 hours

- Number of students who participated: 32

- Choose the categories that apply. Please choose all that apply, but be discerning with your selections. Chosen categories should strongly apply to your program/initiative/project.

Community service: This is something your FMIG does for the community.

Professional development: This is something your FMIG does to promote professional and/or leadership development among your members.

Exposure to family medicine and family physicians: This is something your FMIG does to expose its members to family physicians in your medical school or the community.

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- Please describe the event, project, or initiative. Your answers should reflect the program, its goals and objectives, details about how the idea was generated, how the program was set up, collaboration or community participation, FMIG leader roles, FMIG Faculty Advisor roles, how family medicine was communicated through the initiative, program execution and student participation, and how your FMIG evaluated success of the program to plan for the future. If this was an existing program, what changes and improvements did your FMIG make this year? You will have a 750 word count limit for this section.

Ministry Health Care, a healthcare system based in Central & Northern Wisconsin, gave an informational lunch talk discussing their Medical Student Loan Repayment program, available to all medical students, and away rotation opportunities available to students in the 3rd & 4th year of medical school. Their medical student loan repayment program was of particular interest to medical students interested in family medicine and a career in Wisconsin. It offers \$200,000 student loan repayment paid out while students are still enrolled in school in exchange for a five-year commitment to work at a Ministry Clinic of their choice following a residency of their choice in family medicine, internal medicine, or Med-Peds. A Ministry representative, whom the board had the pleasure of meeting at the national AAFP conference this past summer, came and discussed the opportunity to a group of 32 medical students who were interested in family medicine & a career in Wisconsin. This year also marked the first time that one of our current FMSA members and MCW student was accepted into the loan repayment program. Gretchen Wagner, a current M3 at MCW and FMSA member, pursuing a career family medicine in Central Wisconsin was accepted into the program last summer. The most beneficial part of the talk was listening to Gretchen explain her interest in the program and why she chose to pursue this opportunity. She first heard of the program at the same talk by Ministry last year at a FMSA board meeting during her second year of medical school. To hear from a medical student who shares your interest in family medicine was a great opportunity for students to learn more about career opportunities and loan repayment programs available to students pursuing a career in family medicine.

The Ministry Representative also discussed away rotation opportunities available to medical students during both the third and fourth years. Students have the option of both family medicine and emergency medicine rotations at a Ministry site of their choosing in Central & Northern Wisconsin. By exposing students to rural family medicine electives in their third and fourth year, it can help students gain an experience they would not have otherwise had if they done all of their rotations in Milwaukee. Our own Family Medicine Department at MCW does an excellent job of informing students of what family medicine entails, but our FMIG also recognizes that nothing can replace an away rotation for students interested in rural family medicine.

Going forward our FMIG will certainly be inviting Ministry Health Care to speak again at the Medical College of Wisconsin. Within our FMIG we have already seen the benefits of having students learn more about career opportunities and loan repayment programs available to students who are planning on becoming family medicine physicians.

Promoting the scope and diversity of family medicine: What your FMIG does to educate students and increase their understanding of and appreciation for the broad range of opportunities in family medicine.

Current issues or innovations in family medicine.

New event for this FMIG.

Significant changes/improvement made on an existing FMIG program.

Collaboration with another campus group.

Please indicate which group (SNMA, another primary care interest group, etc.): \_\_\_\_\_

Other: \_\_\_\_\_

**PROGRAM/PROJECT/INITIATIVE 8****Blood Drives**

- Title of FMIG event, project, or initiative: Blood Drives
- Date(s) and time(s) held: 10/31/14; 01/23/15; 05/01/15 all from 10:00AM - 5:00PM
- Number of students/student work hours it took to organize: 1 student - 8 hours
- Number of students who participated: Through the first two drives = 64 student donors
- Choose the categories that apply. Please choose all that apply, but be discerning with your selections. Chosen categories should strongly apply to your program/initiative/project.

- Community service: This is something your FMIG does for the community.
- Professional development: This is something your FMIG does to promote professional and/or leadership development among your members.
- Exposure to family medicine and family physicians: This is something your FMIG does to expose its members to family physicians in your medical school or the community.
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- Promoting the scope and diversity of family medicine: What your FMIG does to educate students and increase their understanding of and appreciation for the broad range of opportunities in family medicine.
- Current issues or innovations in family medicine.
- New event for this FMIG.
- Significant changes/improvement made on an existing FMIG program.
- Collaboration with another campus group.  
Please indicate which group (SNMA, another primary care interest group, etc.): \_\_\_\_\_

- Other: In Conjunction with Blood Center of Wisconsin

- Please describe the event, project, or initiative. Your answers should reflect the program, its goals and objectives, details about how the idea was generated, how the program was set up, collaboration or community participation, FMIG leader roles, FMIG Faculty Advisor roles, how family medicine was communicated through the initiative, program execution and student participation, and how your FMIG evaluated success of the program to plan for the future. If this was an existing program, what changes and improvements did your FMIG make this year? You will have a 750 word count limit for this section.

FMSA collaborates with the Blood Center of Wisconsin to bring three different blood drives to campus throughout the school year. These events create opportunities for students and staff to contribute to the blood center at a convenient location right here on campus.

FMSA students are responsible for advertising and recruiting student participants, as well as reserving space and setting up for the event. Advertising for this event includes postings on social media, emails and posters. Students also work with Heather Lotz to spread information about the blood drive to the family medicine connections in the Curative Care Building. Room setup requires two to three students to bring equipment off of the blood center trucks and arrange them in the room. We have a reliable and enthusiastic contact at the Blood Center of Wisconsin, Jim Yee, who does most of the work to execute the blood drives once they are scheduled and set-up. We average about 50-60 donations each drive, with around 25-30 student contributors. These blood drives are crucial to the center's blood stores, especially during the winter months in Wisconsin when stores reach an all-time low. The blood center counts on FMSA as a consistent contact for these events each year since we are their connection to room reservation and advertisement to the students.

The blood drives help connect students to the community in a unique way that is different from many of the other volunteer opportunities that we offer through FMSA. These blood drives provide a convenient location for students to help save lives from the same building where they attend class each and every day. Donating may seem like a small action, but it helps students to feel as though they are contributing to an essential resource in our community. In the future it would be ideal to continue the expansion of our advertisement to the communities at Children's Hospital and Froedtert since they are close and connected to the Medical College. This has the potential to further increase donor numbers and foster relationships between FMSA and the hospital communities on campus.

**PROGRAM/PROJECT/INITIATIVE 8**

- Title of FMIG event, project, or initiative: Health Room Helpers

- Date(s) and time(s) held: September through May 11:30 AM - 12:30 PM

- Number of students/student work hours it took to organize: 1 coordinator - 40 hours

- Number of students who participated: 40 student volunteers each with 6-8 hours over the year

- Choose the categories that apply. Please choose all that apply, but be discerning with your selections. Chosen categories should strongly apply to your program/initiative/project.

- Community service: This is something your FMIG does for the community.
- Professional development: This is something your FMIG does to promote professional and/or leadership development among your members.
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- Promoting the scope and diversity of family medicine: What your FMIG does to educate students and increase their understanding of and appreciation for the broad range of opportunities in family medicine.
- Current issues or innovations in family medicine.
- New event for this FMIG.
- Significant changes/improvement made on an existing FMIG program.
- Collaboration with another campus group.

Please indicate which group (SNMA, another primary care interest group, etc.): Pediatric Student Association

- Other: \_\_\_\_\_

- Please describe the event, project, or initiative. Your answers should reflect the program, its goals and objectives, details about how the idea was generated, how the program was set up, collaboration or community participation, FMIG leader roles, FMIG Faculty Advisor roles, how family medicine was communicated through the initiative, program execution and student participation, and how your FMIG evaluated success of the program to plan for the future. If this was an existing program, what changes and improvements did your FMIG make this year? You will have a 750 word count limit for this section.

Health Room Helpers (HRH) is a program that was designed to help lighten the burden of office staff at elementary schools in the Wauwatosa School District. One district nurse is required to divide her time between five different elementary schools. During recess, when services are in high demand, office staff becomes overwhelmed to fulfill the duties of the nurse. FMSA developed the HRH program to help meet the demands that are put upon office staff during their busiest time.

Over 40 HRH volunteers divide their time to cover three days a week at five local elementary school health rooms over the lunch hour. The students are expected to assist any kids who come into the health room with minor bumps and bruises or even more serious accidents like a chipped tooth. The M2 HRH liaison makes sure the program runs smoothly by setting up the training session at the beginning of the year, contacting the elementary schools, scheduling and sending out shift reminders. Last year some problems were encountered with scheduling during the second semester when M1's started their clinical apprenticeship. In order to alleviate this problem, the M2 liaison created a Google doc for students to share their clinical apprenticeship schedule. This simple but new method for organizing shift coverage during schedule change made a drastic difference.

The goal of HRH is to not only better our community by providing help to local elementary schools but to also give students an opportunity to interact with the pediatric population. This promotes professional and leadership development in our members because it is a commitment that they must uphold for both the school staff and students. The popularity of HRH has been sustained through many years now. There is a consistent participation of about 40 students each year who volunteer their time in the community through this opportunity. The medical students have provided positive feedback about their time volunteering for HRHs and enjoy the break from classes to help out in the community. Likewise, the elementary school staff is thankful to have medical students who are willing to volunteer their time and help their day run more smoothly.

**PROGRAM/PROJECT/INITIATIVE 8**

- Title of FMIG event, project, or initiative: Strolling Through the Match
- Date(s) and time(s) held: April 15th, 2015
- Number of students/student work hours it took to organize: 2 students - 4 hours
- Number of students who participated: Estimated Attendance = 75
- Choose the categories that apply. Please choose all that apply, but be discerning with your selections. Chosen categories should strongly apply to your program/initiative/project.

- Community service: This is something your FMIG does for the community.
- Professional development: This is something your FMIG does to promote professional and/or leadership development among your members.
- Exposure to family medicine and family physicians: This is something your FMIG does to expose its members to family physicians in your medical school or the community.
- Promoting the value of family medicine as primary care: This is something your FMIG does to tell members about the role of family medicine in enhancing primary care. This could include the patient-centered medical home, primary care workforce, National Primary Care Week Activities, or other collaborations with primary care interest groups.
- Promoting the scope and diversity of family medicine: What your FMIG does to educate students and increase their understanding of and appreciation for the broad range of opportunities in family medicine.
- Current issues or innovations in family medicine.
- New event for this FMIG.
- Significant changes/improvement made on an existing FMIG program.
- Collaboration with another campus group.  
Please indicate which group (SNMA, another primary care interest group, etc.): \_\_\_\_\_
- Other: \_\_\_\_\_

- Please describe the event, project, or initiative. Your answers should reflect the program, its goals and objectives, details about how the idea was generated, how the program was set up, collaboration or community participation, FMIG leader roles, FMIG Faculty Advisor roles, how family medicine was communicated through the initiative, program execution and student participation, and how your FMIG evaluated success of the program to plan for the future. If this was an existing program, what changes and improvements did your FMIG make this year? You will have a 750 word count limit for this section.

Every April FMSA hosts Strolling Through the Match. This event provides an opportunity for current medical students to receive information about the match process from the perspective of both local residency directors and the M4 students that recently matched into a family medicine residency. The event will start off with a casual dinner where M1s-M3s can meet and connect with the recently matched M4s and residency directors. After the dinner, we will have a panel discussion where each of the M4s can share the experience they had with the match process and answer any questions from the group. To wrap up the event, the local residency directors will give their view on what they are looking for in family medicine residency applicants.

In the past we have distributed Strolling Through the Match booklets from the AAFP in order to send attendees home with some sort of hard copy of the information they will be receiving. Feedback about this event brought our attention to the fact that students would like to have some sort of resource to take away from the event. By listening to this feedback we have been able to improve student's experience at the Strolling Through the Match dinner.

Traditionally this event is coordinated by the up-and-coming M1 liaisons for FMSA. This is their opportunity to organize an event while the M2 presidents are still around to help and answer any questions they encounter. These M1s have served on the board all year and will be taking over the co-president positions come next year. This helps the leadership transition progress more smoothly from year to year. In addition, we receive help from the program coordinator for the Department of Family Medicine (Heather Lotz) to find residency directors and students who are willing to contribute to the event.

The goal for the event is to provide students with a considerable look into the match process with an emphasis on Family Medicine. Subjects we would like to address include: preparation during medical school for family medicine residency, the family medicine match process, a typical day in the life of a family medicine resident, how and why M4s chose to pursue a career in family medicine, and details to take into consideration when choosing a family medicine residency program.

**PROGRAM/PROJECT/INITIATIVE 8**

- Title of FMIG event, project, or initiative: Tar Wars
- Date(s) and time(s) held: September through May
- Number of students/student work hours it took to organize: 2 students - 6 hours
- Number of students who participated: 5 student volunteers
- Choose the categories that apply. Please choose all that apply, but be discerning with your selections. Chosen categories should strongly apply to your program/initiative/project.

- Community service: This is something your FMIG does for the community.
- Professional development: This is something your FMIG does to promote professional and/or leadership development among your members.
- Exposure to family medicine and family physicians: This is something your FMIG does to expose its members to family physicians in your medical school or the community.
- Promoting the value of family medicine as primary care: This is something your FMIG does to tell members about the role of family medicine in enhancing primary care. This could include the patient-centered medical home, primary care workforce, National Primary Care Week Activities, or other collaborations with primary care interest groups.

- Please describe the event, project, or initiative. Your answers should reflect the program, its goals and objectives, details about how the idea was generated, how the program was set up, collaboration or community participation, FMIG leader roles, FMIG Faculty Advisor roles, how family medicine was communicated through the initiative, program execution and student participation, and how your FMIG evaluated success of the program to plan for the future. If this was an existing program, what changes and improvements did your FMIG make this year? You will have a 750 word count limit for this section.

Tar Wars is a tobacco free education program that is run through FMSA. The goal of Tar Wars is to educate students in the community about the detrimental effects of tobacco before they make a decision for themselves on whether or not to use tobacco products. By educating students at a young age, the hope is to discourage tobacco use when they are exposed to it in the future.

The program is made up of first and second year medical students who are supervised by two M2 board members. There are five M1 students who have been volunteering to give presentations in the community throughout the year. This year we set a goal for this group to increase school contacts for their presentations. We succeeded in this goal by partnering with the schools used by Health Room Helpers and using personal connections in the New Berlin area. This year M1 volunteers traveled to New Berlin to give the Tar Wars presentation to the 2nd grade class. Each presentation generally lasts about one hour. These are interactive sessions that get the students involved in learning about the detrimental effects of smoking through activities such as a straw demonstration, usage of a lung model and observation of a jar of tar. Volunteers have expressed that these presentations can be tailored to any age group and both small and large classroom sizes. For a future goal, we would like to expand this program to even older elementary school and middle school kids. Last year, when Tar Wars volunteers were giving a presentation to 1st graders, a 7th grade teacher expressed interest in having the students come and give a talk. This is something that we will be pursuing in the next year under a new set of leadership.

This year, our Tar Wars program also helped coordinate the FMSA booth at the Neighborhood Health Fair. The Neighborhood Health Fair is an event put on each year by APAMSA (Asian-Pacific American Medical Student Association) and offers different booths with each focusing on various health topics. The fair is open to all community members for free and provides education and resources such as blood pressure checks, nutrition information and blood glucose tests. The demonstration was an excellent way for our Tar Wars group to reach out to many different populations concerning the effects of tobacco on health.

Overall, our Tar Wars program provides students with the opportunity to engage with different populations and educate them about the detrimental effects that tobacco can have on your health. This is a skill that they will be able to carry with them throughout their career and is one that is particularly important in family medicine.

- Promoting the scope and diversity of family medicine: What your FMIG does to educate students and increase their understanding of and appreciation for the broad range of opportunities in family medicine.
- Current issues or innovations in family medicine.
- New event for this FMIG.
- Significant changes/improvement made on an existing FMIG program.
- Collaboration with another campus group.

Please indicate which group (SNMA, another primary care interest group, etc.): \_\_\_\_\_

- Other: \_\_\_\_\_

## MCW - POE Application Addendum

### 17. Structure of FMIG:

Our FMIG is structured around a board of directors that is led by two Co-Presidents, a Secretary, and a Treasurer. Our board is composed of fourteen members, mainly 2<sup>nd</sup> year medical students, who oversee our community service projects and programming for medical students. This year 8 of our board members attended the national AAFP conference along with 6 other FMSA members. The function of each board position is detailed below:

**Co-Presidents (2):** Both Co-presidents work together to: conduct board meetings, coordinate two FMSA Blood Drives in coordination with the Blood Center of Wisconsin, represent our FMIG at the AAFP national conference and Family Medicine Midwest Conference, help plan the development of an FMIG at the Medical College of Wisconsin's (MCWs) two new regional campuses in Green Bay and Wausau, represent our FMIG at MCWs Council of Presidents (leaders of all student organizations on campus), and with the assistance of the M1 liaisons plan our annual Strolling through the Match event.

**Secretary:** The Secretary is in charge of enrolling our members as national AAFP members, running our FMIGs Twitter account, and taking minutes at the monthly meeting.

**Treasurer:** The Treasurer is in charge of managing our budget, acquiring funding from our medical school's Student Assembly, and applying for grants and scholarships for our FMIG.

**Genetics Chair:** The Genetics chair is a new position created this year with the goal of promoting the awareness of the availability of genetic testing in family medicine, newborn screening, and clinical genetic pathology. The chair coordinated two lunch talks for students: Introduction to Genetics in Family Medicine and Ethical Concerns in Genetic Testing with faculty in the Genetics Department.

**Fundraising Chairs (2):** The fundraising chairs put on the FMSA Book Sale at the beginning of each school year where students sell their old textbooks to incoming students and the Scrub Sale for Anatomy Lab. These two events allowed FMSA to raise \$3260.25 to fund our community service efforts, Procedures Fair, and lunch talks.

**Muses Chair:** This chairperson coordinates MCW Muses: A Celebration of Medicine and the Humanities. This event is co-sponsored by the Department of Psychiatry and is a daylong event where students, faculty, and MCW employees perform music, poetry, and present artwork in an effort to recognize the role that the humanities play in medicine.

Patient Education at the Saturday Free Clinic Chairs (2): These chairpersons develop educational resources for patients, train medical students to become patient educators at MCWs free clinic – Saturday Clinic for the Uninsured, and coordinate medical student volunteers.

Health Room Helpers Chair: Coordinates training session with the Wauwatosa School District Nurse and volunteer schedules to put medical students in local middle and elementary schools during recess to staff their health rooms.

Tar War Chairs (2): Trains medical students to discuss anti-smoking education at local middle and elementary schools and maintains contacts with local school teachers and administrators to schedule volunteer times throughout the year.

M1 Liaisons (2): These first year medical students coordinate, along with the Co-Presidents, the biannual Blood Drives and the Strolling Through the Match event which features M4s from MCW who recently matched into Family Medicine along with current MCW residents and Residency Program Directors.

Liaison to the MCW Green Bay Campus: As our medical school is putting the finishing touches on our new regional medical school campus in Green Bay, our FMIG and the leadership of MCW has deemed FMSA one of the core student groups that needs to be formed as soon as students begin matriculating in July of 2015. This chair was created this year to aide in the planning of student life on the new campus, funding for regional campus student events, and the creation of a new FMIG that will exist in partnership with our FMIG at MCWs Milwaukee campus.

National Primary Care Week (NPCW)/Procedures Fair Chair: This chair is responsible for organizing and planning our NPCW programming as well as our annual Procedures Fair. This chair takes on a number of responsibilities including recruiting faculty and residents to help staff the procedures fair, recruiting speakers for NPCW, supplying food for all events, and achieving high student attendance at all events.

Ready, Set, Fit! Chair (2): Ready, Set, Fit! Chairs coordinate a community service program that recruits, trains, and schedules medical students to teach elementary school students the importance of maintaining healthy, active lifestyles.

Community Service Chair (1): Coordinates student volunteers for the Special Olympics Sports Physical Day, which is put on by the MCW Department of Family Medicine. Medical students provide free sports physicals for the athletes.

18. Describe your FMIG's mission and goals.

The mission of FMSA is to provide the Medical College of Wisconsin with solid resources for students to explore the values and philosophy of family medicine. Our goals are to increase student knowledge about the field of family medicine, provide insight into what a career in family medicine might be like and offer abundant community service opportunities to interact with different populations that may be encountered in family medicine.

As an organization, we have 5 goals that we address each year. These include:

1. To increase interest in Family Medicine by exposing students to the wide variety of opportunities that are available in Family Medicine.
2. To offer opportunities to learn about how changes in health care reform will affect future physicians.
3. To expand community service opportunities and improve the quality of programming offered through FMSA.
4. To broaden networks available to students through FMSA by connecting with local, state, and national resources.
5. To support the ongoing expansion of the Family Medicine Learning Community at MCW.

Each year, the board drafts additional specific goals. Our goals for this year were:

1. To keep our community service groups accountable for volunteer participation. As a group, FMSA offers numerous community service opportunities. Such opportunities include Tar Wars, Health Room Helpers, Ready, Set, Fit! and Patient Education. Each of these groups start the year with a sizable number of volunteers, but keeping people committed as the year gets busier can prove to be a challenge. However, at the beginning of this year we made it one of our goals to keep volunteers accountable for what they signed up for at the beginning of the year. We have lived up to our goal as demonstrated by the number of participants that our board members report at each board meeting. The numbers have stayed consistent throughout the year and there has been better retention than last year.

2. Establish a foundation at the forthcoming regional campuses in Green Bay and Central Wisconsin. With the regional additions to the MCW community, FMSA was selected as one of the five student groups that will immediately be available to students at these new campuses for the 2015-2016 school year. The current co-presidents (Mallory Koula and Michael Bergquist) have been working with the Council of Presidents throughout this school year to ensure that students at these new campuses will have resources available to them through FMSA. Eventually we are planning for the regional campuses to take over the responsibilities of managing their section of FMSA, but we have identified that they may need additional help and resources for the first few years. However, it is intended that FMSA at Milwaukee will remain closely connected with those at the regional campuses so that we can all share resources and opportunities with one another. To continue this transition

next year, we have established an M1 liaison, Stephanie Kerswill, who will be in charge of helping set up an FMSA branch at each of these regional campuses.

3. Addition of the Genetics Chair. Last year a student contacted the FMSA with an interest in creating a new board position that would organize lunch talks and other opportunities for students to learn more about the role genetics plays in family medicine. This is a unique and exciting new opportunity that we were able to incorporate as a part of FMSA.

4. Increase our participation at the state and national level. We have accomplished this goal by sending 16 students to the national AAFP conference in 2014.