AMERICAN ACADEMY OF FAMILY PHYSICIANS
STRONG MEDICINE FOR AMERICA

FMIG Program of Excellence (PoE) Application

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: Virginia Commonwealth University School of Medicine
2. FMIG Name: Student Family Medicine Association
3. ◉ Main Campus or ○ Regionally Separated (branch) campus

   a: If regionally separated (branch) campus, name: _____
4. Number of students in your medical school: Approximately 800

   a: If your campus is a regionally separated (branch) campus, number of students on your campus: _____
5. Number of active FMIG members: 401 registered members, approximately 40 students attend noon programs, 20-22 attend most workshops
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: Michelle Wagner, Adam Robinson
11. Primary Student Leader Email Address: wagnermd3@vcu.edu, robinsonaa2@vcu.edu
12. Primary Student Leader Phone: 804.405.4361, 804.523.0636
13. FMIG Faculty Advisor Name(s): Judy Gary, MEd
14. FMIG Faculty Advisor Email Address: jsgary@vcu.edu
15. FMIG Faculty Advisor Phone: 804.828.5685
16. Institutional Mailing Address: P.O. Box 980251, Richmond, VA 23298-0251

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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?

The Student Family Medicine Association (SFMA) has had a long and strong history at VCU and within the Commonwealth of VA. This year presented a new challenge to our organization. The School of Medicine underwent a major curriculum revision which compressed the traditional first two years of medical school into 18 months. Leadership cycles which typically span from May to May will shift in the future to December to December. In this transition year, the term was very short (May-December). From the start, our officers were keenly aware of their brief tenure. They hit the ground with program planning before the academic year was underway and did concerted outreach to put a new leadership team in place before they transitioned to board review in January. They recruited 19 new officers who quickly picked up the reins. With that many students invested, we have several co-lead positions:
-- Co-Presidents work with the faculty advisor and other club officers to ensure that all events and activities run smoothly. They coordinate meetings and set agendas. Together they are responsible for organizing the students who attend our state academy meeting each year, take the lead role at VCU for collaborating with other organizations to host National Primary Care Week, and write / coordinate the submission of our Program of Excellence application.
The Secretary records and distributes planning group minutes. Additionally, the Secretary advertises FMIG events to medical students by posting to event calendars and contributing to the bi-weekly event bulletin, which is distributed to the first and second year students.
-- The Treasurer is responsible for the finances of the group which entails managing the bank account, coordinating event reimbursement, and reporting on finances to the family medicine department and Virginia Academy of Family Medicine. The Treasurer is also responsible for securing funding from the VCU School of Medicine Dean's Fund.
-- Our AAFP Membership Coordinator organizes SFMA's participation (volunteers, materials, and refreshments)in the school club fair early in August where most students are recruited for AAFP members. Following that, the Membership Coordinator does ongoing outreach to encourage new members throughout the year.
State Academy Rep participates in statewide student and resident conference call meetings and listserv conversations. This person also has occasion to attend some of the academy board meetings where he/she represents the student/resident group. The representative shares pertinent information with our FMIG.
-- The Food Coordinator organizes food for events from a variety of vendors; often a role that is combined with Treasurer.
-- Our Guest Speaker Coordinator invites guest speakers to our events and also helps publicize events. The coordinator works with other officers to plan, organize, and run our lunch lectures. This officer is responsible for the introduction of speakers at lunch lectures, moderating the discussion if needed, and writing thank you notes following programs.
-- The Workshop Coordinator is responsible for suggesting clinical workshop ideas and coordinating with our faculty adviser to plan these evening events. He or she facilitates registrations and coordinate participant selection. The coordinator also writes a thank you note following the event.
-- Our Community Service Coordinators organize all of the SFMA community service efforts (e.g. Una Vida Sana, Armstrong High School Community Health Fair, Chesterfield School Physicals, etc). The coordinators manage the logistics, work with faculty, coordinate student volunteers, and maintain a log to report community service activities.
We've recently created a new position, our Sports Events Coordinator. This individual works with family physicians who staff sporting events to recruit student volunteers.
-- We generally meet once a month to plan events that take place each month between August and April. While students of all levels are encouraged to participate in SFMA programs, third and fourth year students are rotating on different schedules that often preclude them from planning in participating in typical FMIG activities. As in the past, the department supports an extension of FMIG called fmConnect. fmConnect is faculty driven and targeted at the specific needs of third and fourth year students through periodic evening programming. fmConnect is publicized to students upon the completion of their M3 clerkship. fmConnect students receive guidance from faculty and residents in preparing for and debriefing the interview season, preparing for the Kansas residency fair, ranking, etc. This all culminates in a family medicine match celebration that includes M3's, M4's and all of the SFMA officers.

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18. Describe your FMIG's mission and goals.

Our goals are enduring and therefore don't change significantly from year to year. The mission of SFMA is to provide all students, but especially first and second years with information and experiences that expose them to the specialty of Family Medicine, its value in the health care system, and the role of family physicians. The group's goals are achieved through active programming (lectures, workshops, socials, community service, attendance at conferences, etc). fmConnect's mission is to connect M3 & M4 students considering family medicine residency training with information, resources, and networking opportunities. The goals of fmConnect are achieved through quarterly information/social gatherings, conference opportunities, and regular communication via a listserv. Faculty advising and elective planning are also components of the fmConnect program.

19. Describe the role of your FMIG Faculty Advisor.

The group has a designated faculty advisor and a staff member who helps to support the group. Judy Gary, MEd., Assistant Director, Medical Student Education, has served as the FMIG Advisor for many years. She meets with the group and individuals regularly, providing guidance, assistance with physician networking, and over all consistency. She collaborates regularly with the local academy staff, facilitates communication within the group, and assists officers with program promotion as needed. Judy Gary plans, coordinates, and co-facilitate with Melissa Bradner, MD all fmConnect programs. Ms. Erin VanVleet-Jester, Student Services Coordinator, provides logistical support for both SFMA and fmConnect. Both groups have the full support of the Chair and department faculty and staff. Physicians from the central department, affiliated residency programs, and community faculty are regular contributors to our student activities. Department faculty/staff are present at all planning meetings and programs.

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 or (913) 906-6000, ext. 6722.

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PROGRAM/PROJECT/INITIATIVE 8

- Title of FMIG event, project, or initiative: National Primary Care Week
- Date(s) and time(s) held: 5 events: 10/06/14, 10/07/14, 10/08/14, 10/09/14, and 10/10/14
- Number of students/student work hours it took to organize: 8 students, 14 work hours
- Number of students who participated: 102 students attended
- 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.): Internal Medicine Interest Group, AMSA

❑ 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.

Each year, VCU SFMA hosts a series of events for Primary Care Week to encourage students to learn about how primary care functions within the field of medicine and in the greater community. We partnered with the Holland lecture series to bring Dr. Steven Woolf, director of the Center for Health and Society at VCU, to discuss his research on the trend of high cost, low value in the United States. To further emphasize the value of primary in the US healthcare system and its unique challenges, we hosted a lecture by Dr. Chris Lillis in partnership with the American Medical Student Association. In addition, we hosted two lectures highlighting working in primary care in the hospital setting, partnering with the Internal Medicine interest group to present the myriad faces of primary in the hospital and incorporating a family doctor, a pharmacist, and a nurse practitioner to discuss collaborative care. In addition, we hosted a film screening of the Remote Area Medical documentary accompanied by a student/doctor panel discussion.

Dr. Woolf highlighted the multifactorial forces that affect the cost and the quality of US health care. In this lecture, students learned about socioeconomic factors leading to poorer health outcomes and the trend of directing the American healthcare system away from primary care and into subspecialties. He directly contrasted this with the systems in other countries that emphasize primary care and therefore have better health outcomes and lower costs. Dr. Woolf spoke principally from his experience directing the panel working on the research publication, US Health in International Perspective: Shorter Lives, Poorer Health through the National Research Council and Institute of Medicine. Forty-six medical students attended his lecture.

Dr. Woolf's policy-oriented lecture perfectly set the stage for Dr. Lillis's presentation on the power of medical student and physician advocacy to reach better health outcomes for the patients we serve. In this lecture, we learned how many doctors and medical students are making their voices heard on the policy level to advocate for their patients and for better access to primary care. He emphasized how even for students and physicians who have never been politically active before, this type of advocacy is an accessible, effective, and necessary way to ensure that primary care works to improve our nation's health outcomes.

Through our partnership with the internal medicine group, we brought in a panel of primary care physicians in various fields to discuss their work and the importance of primary care. These speakers included an OB-GYN, a pediatrician, a family physician, and an internist. We further emphasized the role of primary care in a hospital setting through a collaborative care lecture given by Dr. Steven Crossman, a family physician; Dr. Pam Parsons, a doctor of nursing practice and nurse practitioner; and Dr. Dave Dixon, a clinical hospital-based pharmacist. Thirty students attended this lecture.

The final event of primary care week was a film screening of a documentary on the Remote Area Medical (RAM) clinics. RAM is a free two-day clinic set up throughout Appalachia to provide care to some of the least insured, poorest people in America; the documentary featured the RAM clinic in Bristol, Tennessee in 2012. VCU Student Family Medicine Association volunteers with RAM every summer in Wise County, Virginia with Dr. Whitehurst-Cook, a family physician at VCU. Following the film, Dr. Whitehurst-Cook and two medical students who had accompanied her discussed their experience and answered questions about their experience with the clinic.

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PROGRAM/PROJECT/INITIATIVE 8

- Title of FMIG event, project, or initiative: Community Outreach in Richmond, VA
- Date(s) and time(s) held: 6 Events: 8/28/14; 9/20/14; 9/27/14; 10/18/14; 11/20/14; 11/22/14; 3/21/14
- Number of students/student work hours it took to organize: 3 students, 18 hours
- Number of students who participated: 61 students
- 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.

SFMA capitalizes on opportunities to engage in the greater Richmond community. Members continually host and participate in a number of diverse community events, which focus on health advocacy, clinical skills, patient care and education, and inter-professional experience (IPE). Some of the community events sponsored by SFMA have included: Chesterfield School Physicals, Una Vida Sana (UVS), Homeless Project Connect, and Armstrong High School Community Fair.

Chesterfield School Physicals took place at Chesterfield Middle School on August 28, 2014. The SFMA coordinated the event and recruited a group of 8 VCU medical students to work with physicians and residents at Chesterfield Family Practice (CFP) to conduct sports physicals for approximately 150 students who attended middle school in Chesterfield. Participants performed eye exams, blood pressures, and BMI measurements on students and shadowed CFP physicians and residents as they performed physical exams.

Una Vida Sana (UVS) is a program designed to provide health screening, risk assessments, and patient education to a primarily under-served Hispanic population. These events allow VCU students to strengthen inter-professional relationships, build patient rapport, and practice clinical skills. Additionally, VCU family medicine faculty members, Dr. Mark Ryan and Dr. Steve Crossman, have served as clinical leaders at each of these events. On September 20, 2014, SFMA hosted a training session for 25 medical, nursing, and pharmacy student volunteers. During the session, students learned about the program and practiced the clinical skills necessary to participate in the community events. Following the training session, SFMA sponsored UVS events at three different locations in the Richmond area, each of which served approximately 40 patients. VCU students performed blood pressure screenings, blood glucose and cholesterol checks, BMI calculations, a cardiovascular risk assessment, patient counseling, and referrals for follow-up care at local clinics when indicated.

On November 20th, 2014, SFMA members participated in Project Homeless Connect at the Greater Richmond Convention Center. This is another IPE in which 5 medical students performed basic screening tests and reviewed clients' past medical histories before being seen for dental care. The screenings included blood glucose and blood pressure screenings and gave students a window to interact with individuals lacking adequate housing. Upon completion of the screenings, medical students were given the opportunity to shadow dentists and observe dental procedures, providing a setting wherein dental and medical students can grow in their understanding of a shared commitment to provide health care.

SFMA will participate in the Armstrong High School Community Fair on March 21st, 2015. This annual event serves to promote health and wellness to children and adults of the Richmond community. SFMA members will help participants navigate the numerous stations in order to obtain the appropriate screenings, receive pertinent education, and to schedule any necessary follow up care.

We will be taking on a new outreach project this spring with the Richmond SportsBackers. Six medical students will be volunteering to staff the medical tents of upcoming races in the Richmond area.

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PROGRAM/PROJECT/INITIATIVE 8

- Title of FMIG event, project, or initiative: Community Outreach Beyond Richmond, VA
- Date(s) and time(s) held: 01/26/15, 02/02/15, 02/16/15, 02/27/15-02/28/15 (Mission of Mercy), 07/18/14-07/20/14, 07/17/15-07/19/15 (Remote Area Medical Clinic)
- Number of students/student work hours it took to organize: 3 students, 10 hours
- Number of students who participated: 46
- 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.

Beyond the work that SFMA does within Richmond, SFMA members also travel to communities to participate in varying projects that also allow the students to develop skills and relationships while also providing valuable care and services to community members. Most recently, the SFMA organized and promoted participation in the Mission of Mercy (MOM) clinic in Suffolk, VA from February 27-28, 2015. 8 VCU medical students traveled to the King Fork Middle School, where they volunteered to provide health screenings and patient education over the course of two days. In partnering with the MOM clinic, these students were able to gain invaluable hands on experience, while also enabling over 600 patients to obtain dental care. The work included extensive patient education around smoking cessation and regular exercise, as well as diets to lower blood pressure, reduce cardiovascular risk, and improve diabetes outcomes. The student volunteers provided basic screenings to ensure patients were medically fit for dental procedures, but also calculated and explained cardiovascular risk, helped patients find free clinics close to their homes, and talked to patients about stressors in their lives in an effort to lower their blood pressures enough to get the dental treatments they desperately needed. Students also appreciated the opportunity to practice the motivational interviewing skills that they learned in a SFMA lunch lecture the week before. Additionally, this event allowed participants to collaborate with physicians, nurses, and pharmacists, dental students, and pharmacy students.

SFMA members are looking forward to a similar experience in Wise, VA at the Remote Area Medical (RAM) clinic, which takes place every summer. Student volunteers work alongside other healthcare professionals to provide medical screenings and basic care to hundreds of uninsured and underserved patients in rural Virginia. The 2014 opportunity was highlighted and promoted in the documentary screening/discussion hosted during the fall semester; students who took part in the opportunity shared their experience and answered questions. SFMA is hoping to once again coordinate an opportunity for a number of volunteers to participate; this 2015 opportunity will take place from July 17-19, 2015.

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PROGRAM/PROJECT/INITIATIVE 8

- Title of FMIG event, project, or initiative: Family Medicine Workshops
- Date(s) and time(s) held: 5 Events: 8/20/14 at 5 PM; 9/23/14 at 6:30 PM; 12/02/14 at 6 PM; 01/29/15 at 5:30 PM; 03/17/15 at 6:30 PM
- Number of students/student work hours it took to organize: 2 students, 15 hours
- Number of students who participated: 109 students
- 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.

In recent years the number of student interest groups that host workshops has increased tremendously.The workshops provided by SFMA are aimed to not only introduce and allow students to practice physical examination techniques, but also to expose students to different aspects of family medicine. The physicians we invite to lead workshops are encouraged to discuss family medicine, their training in the field and their experience practicing in a variety of settings in the Richmond area. The workshops were selected based on student interest surveys filled out by students who are members of SFMA. The workshop coordinators worked with the faculty adviser to reach out to the physicians who hosted the event. Then, the workshop coordinators established date and time, publicized the event, and managed the lottery system for selecting participants.

Our first workshop was held just after the first year medical students learned their first physical exam. The workshop was designed to help both first and second year students practice physical exam skills in small groups with physicians and residents from VCU and St. Francis residency program. The 21 students in attendance were split into groups of 4 or 5 and paired with a resident or physician who provided feedback as the students performed exam techniques on one another. Each physician ran a station that was designed to highlight a different physical exam including head and neck, musculoskeletal, and abdominal exam.

Once again, we hosted a workshop at the Bon Secours Washington Redskins Training Facility with the St. Francis Primary Care Sports Medicine Fellowship Program. This year, the fellowship program director, Jeffrey Roberts, MD, and his team of residents introduced basic sports medicine skills, specifically upper and lower limb injuries. Groups of four to five students rotated through various stations, each focusing on a particular component of a musculoskeletal examination, such as shoulder, ankle, foot, or knee. Each student was able to practice and observe with immediate feedback from the supervising physician. Twenty two students, both first and second year medical students, participated in the workshop.

Another workshop brought back by popular demand was the Osteopathic Workshop led by Riverside Hospital family physician, Joy Elliott, DO. She discussed the difference between a DO and MD education and then spent the majority of the allotted time introducing several osteopathic medicine techniques. There was ample opportunity for student practice with feedback and guidance from Dr. Elliott. Twenty students, both first and second year medical students, participated in the workshop. Their feedback from post-workshop surveys were all very positive, noting in particular the appreciation of hands-on aspect of the workshop.

Chesterfield Family Practice, a local VCU residency program, hosted 24 students for yet another workshop back by popular demand. Students rotated through six stations in small groups with residents, who simulated patients with behavioral and mental health issues. Each group had an attending who served to answer questions and advise students at each station. At each station the students interviewed the patient and then discussed their differential diagnosis. After rotating through all the stations the entire group got together to discuss their experiences.

An upcoming Ultrasound workshop will be held by VCU's St Francis Family Medicine residency program. Students will be instructed in the technique of using ultrasound in the context of both sports medicine and OBGYN purposes with simulated and actual patients. Students will experience how family medicine physicians use ultrasound in their practice, and gain some hands-on experience with this highly utilized clinical tool.

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PROGRAM/PROJECT/INITIATIVE 8

- Title of FMIG event, project, or initiative: Membership Outreach and Leadership Transition
- Date(s) and time(s) held: 08/06/14 (SOM Organizational Fair), 09/19/14, 11/14/14, 12/08/14, 01/13/15, 01/15/15, 03/02/15 (SFMA Planning Meetings)
- Number of students/student work hours it took to organize: 10 hours of planning meetings, 33 students
- Number of students who participated: 19 student leaders in 2015, 14 student leaders in 2014
- 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.

During the first week of classes, our school arranges an activity fair for student organizations and interest groups. At the SFMA table, students learned more about family medicine opportunities on and off campus, as well as the group's emphasis on early involvement in leadership. Every event planned by SMFA is forwarded to the entire school in order reach a wide audience and allow as many students as possible to participate in family medicine workshops, conferences and community service activities. SFMA's commitment to outreach even extends beyond our own medical school. Although SFMA is a VCU organization, our members are advocates of family medicine interest groups at other schools too. This past January, six students from VCU attended the VAFP Conference. This was a remarkable opportunity not only to meet Virginia family physicians, but also exchange ideas with medical students from other schools within the state. At one student workshop, we all shared ways that our respective medical schools had generated interest in family medicine among students, and the projects these groups were undertaking within their communities. The general consensus was that more opportunities for medical students to explore the field - whether through practical workshops or lectures on accessible family medicine topics - would be greatly valued. One of our SFMA group members also forwarded the idea of collaborative student-led family medicine projects with groups from other medical schools. Therefore, SFMA has not only been a key player in family medicine interests at our school, but also at a state level by working together with other like-minded students at other medical schools.

In order to reach out to students and to provide meaningful workshops, lunch lectures and service opportunities, SFMA needs dedicated leaders. The group's strength in part lies in the active involvement of medical students from the very beginning of their medical education. In the fall of 2013, VCU changed the curriculum, and in doing so reformatted the academic calendar. Consequently, the current second year medical students in SFMA needed to pass off their leadership duties to first year medical students several months earlier than they had in times past to ensure adequate preparation for Step 1. This at first seemed daunting, as it required commitment to a cause from students who had only months earlier started medical school. However, since SFMA had encouraged first year medical students to attend their planning meetings and participate in workshops, conferences and lunch lectures, filling these positions was very successful, and the interest in leadership roles was so great that elections had to be held. As of December 8, 2014, the SFMA group has been led primarily by a group of nineteen first year medical students highly involved in family medicine both at VCU and within the greater community.

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PROGRAM/PROJECT/INITIATIVE 8

- Title of FMIG event, project, or initiative: Introduction to Family Medicine, Innovations, and Lunch Lectures
- Date(s) and time(s) held: 5 Events: 09/08/14 at 12 PM; 10/27/14 at 12 PM; 12/02/14 at 12 PM; 01/25/15 at 12 PM; 02/24/15 at 12 PM
- Number of students/student work hours it took to organize: 4 students, 9 hours
- Number of students who participated: 155
- 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.

The objective of this initiative was to expose students to innovative lunch lectures that introduced students to the dynamic field of family medicine. Based on student feedback and previously successful topics, SFMA reached out to various members of the family medicine community to share their experiences with students. The following sessions allowed both SFMA members and non-members to meet and learn together while enjoying the lunch provided by SFMA.

A Motivational Interviewing session with Dr. Melissa Bradner allowed our students to learn from and then evaluate different interviewing techniques. Students discussed the impact of interviewing technique on patient behavior change. As physicians in training, students were able to ask questions about improving doctor-patient communication as it applies to compliance.

A Direct Primary Care lecture, given by Larry Bauer, CEO of the Family Medicine Education Consortium, introduced the innovative concept of restructuring the payment framework of family medicine practice to improve the quality of patient care. This contrasted the traditional primary care coverage system with a new approach to health care coverage.

Dr. Anthony Fleg, a family physician who has worked extensively with the Navajo population in New Mexico, offered a lunch lecture centering around empowering patients and communities through a population health perspective. The lecture encouraged students to look beyond the clinical setting and address the needs of communities by collaborating with community members. Students learned about the role of family medicine in public health interventions and community development.

An interactive Q & A session with Dr. Richard Hoffman, director of the VCU Chesterfield Family Medicine residency program, reinforced our student curriculum with clinical dermatology cases in family medicine. This was particularly popular because it was scheduled to match the student's current classroom learning.

An upcoming lunch lecture focusing on introducing loan repayment program opportunities will help students strategize their prospective careers in family medicine. Connecting students with a panel of current National Health Service Corps health professional scholars provides mentorship to individuals interested in future career opportunities.

SFMA welcomes student feedback and ideas for future events to improve our planning.

CONTINUED

PROGRAM/PROJECT/INITIATIVE 8

- Title of FMIG event, project, or initiative: Wintergreen Conference and Professional Development
- Date(s) and time(s) held: January 30-February 1, 2015
- Number of students/student work hours it took to organize: 2 students, 4 hours
- Number of students who participated: 6 students
- 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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During the winter of 2015, the VAFP hosted the annual Wintergreen Conference, which offers numerous workshops for physicians, residents, and medical students. The VCU Student Family Medicine Association rented a house at Wintergreen Resort and sponsored seven VCU students to attend the conference. This was a rare opportunity for first year medical students to attend the VAFP Wintergreen Conference and gain exposure to family medicine. A highlight of the workshops was the "Direct Primary Care Model" by Dr. Forest that stirred great interest amongst conference goers. This was of particular interest because of the ongoing challenges of Primary Care and the new Affordable Care Act. There were two student-directed workshops that gave medical students the opportunity to interact with one another in a smaller, intimate setting. The "Clinical Decision Making Workshop for Medical Students," hosted by VCU's Dr. Mark Ryan, was an interactive session that challenged students to develop a differential diagnosis and a final diagnosis for a unique case study. This hands-on group approach facilitated discussion, critical thinking, and medical interviewing skills. It was a refreshing method to provoke students to think outside the box and integrate our medical education in the clinical setting. VCU students also took part in a planning meeting with students from other Virginia medical schools, aimed at generating student interest in primary care and expanding the role of medical students in future VAFP events.

The VAFP Wintergreen Conference also provided a great opportunity for VCU students to develop ideas for future professions in family medicine. The VCU Student Family Medicine Association hosted a preceptor dinner at the VCU rental house with family medicine practitioners from across Virginia. As part of the dinner, the VCU students facilitated a round-table discussion on Direct Primary Care, engaging the family physicians in a lively discourse on the future of family medicine. The experience offered an opportunity for VCU students to meet and get to know family physicians in an informal setting. Because there was a one-to-one ratio of physicians to students, the participants in the discussion were able to freely exchange ideas with one another. The discussion lasted late into the evening, and both students and physicians agreed that the chance to have a frank dialogue about significant issues in primary care was the highlight of the conference weekend.

CONTINUED

PROGRAM/PROJECT/INITIATIVE 8

- Title of FMIG event, project, or initiative: _____
- Date(s) and time(s) held: _____
- Number of students/student work hours it took to organize: _____
- Number of students who participated: _____
- 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.

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