

# 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. It is highly recommended that all writing and editing be completed in a shared document (like a Google Document) or in Word, especially if multiple people are contributing to or reviewing the application material. When ready to submit the application, transfer the information into this PDF. *Please fill in the following:*

1. Medical School Name: \_\_\_\_\_
2. FMIG Name: \_\_\_\_\_
3.  Main Campus or  Regionally Separated (branch) campus  
a: If regionally separated (branch) campus, name: \_\_\_\_\_
4. Number of students in your medical school: \_\_\_\_\_  
a: If your campus is a regionally separated (branch) campus, number of students on your campus: \_\_\_\_\_
5. Number of active FMIG members: \_\_\_\_\_
6. Number of students serving in FMIG leadership positions: \_\_\_\_\_
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: \_\_\_\_\_

CONTINUED



**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?

18. Describe your FMIG's mission and goals.

19. Describe the role of your FMIG Faculty Advisor.

### **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 Marselle Bredemeyer at [poe@aafp.org](mailto:poe@aafp.org) or (913) 906-6368.*

CONTINUED

**PROGRAM/PROJECT/INITIATIVE 1**

- 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: \_\_\_\_\_
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One way that our members serve the community is through our long-standing Tar Wars Program. Goals for this initiative include: 1. Giving our FMIG members a chance to interact with young people, specifically 4th graders, and an opportunity to practice their skills as health educators. 2. Provide a supportive learning opportunity for children to better understand their bodies and consequences of decisions, specifically tobacco use in various forms, on their health. 3. Decrease future smoking rates in the community by reaching children before they start smoking.

This program serves to educate upper elementary students about the hazards of tobacco use and highlights both the negative consequences and reasons why people choose to smoke. This program focuses on the immediate, short-term and long-term negative effects of tobacco. Topics of discussion include the hazardous chemicals in cigarettes, various negative health effects of tobacco, financial burden of tobacco addiction, and various forms of tobacco including chewing tobacco, E-cigarettes, and hookah. Volunteers also complete activities with the students such as a fibreathing through a strawfl exercise to demonstrate the physical effects of long-term smoking and emphysema.

Our FMIG is also involved in various STEM events throughout the state of Iowa, on and off campus. We work with students of various ages, from elementary school to high school. Some activities include medical student panels, demonstration of laparoscopic practice and displaying plastinated organs. Notably, we collaborate with the CCOM Pediatrics Interest Group to participate in the Teddy Bear Clinic at Iowa River Landing, working with children to expose them to the healthcare system and become more comfortable in a health setting. FMIG members volunteered in the admissions and handwashing station to teach children about taking vital signs and proper handwashing techniques.

This year we implemented two additional community service opportunities. We partnered with multiple other CCOM interest groups to begin a fundraising program to support an effort to provide breastfeeding supplies to mothers in the NICU at UIHC. We had tentatively planned a stroller walk in August of 2020 to help raise funds for this effort which was postponed due to the COVID-19 pandemic. We will continue to pursue this new effort for community outreach and service in the coming year. Secondly, with our pre-existing relationship with the area elementary schools through Tar Wars, we began implementing the AAFP-endorsed Ready, Set, Fit campaign to the area 4th graders. Ready, Set, Fit is a program that teaches children the importance of physical activity, nutrition, and emotional well-being. Due to elementary teacher requests, we have modified the program slightly to combine all three lessons into one presentation. During each session, students have a chance to discover how they can incorporate the three components of fitness into their own lives to develop a well-balanced lifestyle. Goals of Ready, Set, Fit include: 1. Educate children that balance, variety, and moderation are key to maintaining overall health. 2. Allow children to understand the importance of physical activity and recognize new, fun ways to be active in attempts to combat the rising obesity rate in Iowa. 3. Normalize conversation about emotions and mental health in addition to providing children with healthy coping mechanisms and resources when they experience negative thoughts and emotions.

Improvements we have made this year include obtaining surveyed feedback from elementary school faculty and presenters regarding our Ready, Set, Fit and Tar Wars presentations, to allow us to continuously improve these programs. We have also eliminated in person training for our presenters, as we have struggled in the past at finding a training date that worked for all interested presenters. We now provide presenters with presentation materials and a detailed presenter's guide prior to their scheduled presentation, and follow up prior to their presentation to assess the presenters' proficiency on the material. Though we have not had any recurrent presenters from previous years, we have not received any negative feedback regarding this training style.

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