

# 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:*

### University of Minnesota Medical School - Duluth Campus

1. Medical School Name: University of Minnesota Medical School - Duluth Campus
2. FMIG Name: Duluth Family Medicine Interest Group (FMIG)
3.  Main Campus or  Regionally Separated (branch) campus  
a: If regionally separated (branch) campus, name: Duluth Campus
4. Number of students in your medical school: ~950
5. Number of active FMIG members: 100
6. Number of students serving in FMIG leadership positions: 10
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:

#### Rebekah Fiers

10. Primary Student Leader Name: Rebekah Fiers
11. Primary Student Leader Email Address: fiers008@umn.edu
12. Primary Student Leader Phone: [REDACTED]
13. FMIG Faculty Advisor Name(s): Raymond Christensen
14. FMIG Faculty Advisor Email Address: rchriste@d.umn.edu
15. FMIG Faculty Advisor Phone: [REDACTED]
16. Institutional Mailing Address: 1035 University Dr., Duluth MN 55812

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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 run based on the structure of our Constitution and bylaws. FMIG student leaders are elected by their classmates in the first year of medical school. The President (MS2) establishes and maintains operation procedures, drafts meeting agendas, and connects the group with the FMIG sector of the American Association of Family Physicians as well as our region coordinator. The Vice President (MS2) may act in the absence of the President and is responsible for the editing minutes and agendas. New this year we elected the MS1 board members as President-elect, Vice-President elect, Secretary elect, and treasurer elect. Since our time at the regional campus is limited, we thought this structure would allow the MS1 students to be understudies to the MS2 leadership. We believed this helped to promote younger leadership which will help guide the group's leadership knowledge in the coming year. The Treasurer assists the Staff Liaison in receiving and distributing funds and coordinates fundraising activities. The Secretary is responsible for keeping meeting minutes and submitting them to our FMIG Google folder for the respective year. The Student Membership Ambassador (MS2) maintains membership records and acts as the AAFP/FMIG Student Membership Ambassador. The Student Membership Ambassador Elect (MS1) will succeed the Student Membership Ambassador when the Student Membership Ambassador leaves office. These two individuals are responsible for running recruitment and recruiting students to join FMIG at the beginning of the school year.

The Executive Committee holds meetings every other month. Agendas are drafted before each meeting and shared with the group ahead of time to encourage open discussion. There was also a document drafted to keep track of event planning details, involvement, and workload for each event set-up. The treasurer also maintains a document regarding the money we receive and the grants we applied to.

As in years past, we elected members to represent students at the Duluth campus to serve at our State Chapter (MAFP) level as Board Members (Student Director or Alternate Student Director) and at the House of Delegates (Student Delegate and Alternate Delegate). A few of our members also represented us at the AAFP National Conference for Residents and Students. Last year we sent 8 members of the Duluth FMIG to attend along with main campus students and residents. Students also attended the Resident and Student Congress and aided in evaluating resolutions.

18. Describe your FMIG's mission and goals.

Our mission and goals were similar to years past, but we tailored our goals to meet the Executive Team's interests. Many of our members who went to the National Conference came back with a strong interest in promoting the breadth of practice options that Family Medicine can provide, thus we were excited to expand our mission and goals to reflect what we were exposed to in Kansas City.

**Mission:**

To enable students to work together as we explore interests in Family Medicine.

**Vision:**

To achieve optimal medical student interest in Family Medicine.

**Goals:**

Achieve and maintain 80% membership among students at our campus.

Host presenters for speaking and discussion events.

Apply for Program of Excellence award in 2020.

Host a community service project in 2020.

Pair with community and student organizations to achieve goals and initiatives.

Participate in nationwide FMIG efforts and discussion.

Increase interest in diverse Family Med interest.

Develop procedural skills in Family Medicine settings.

19. Describe the role of your FMIG Faculty Advisor.

Our Faculty Advisor has been involved with this group for 17 years. He has provided extensive leadership experience, medical knowledge, and professional resources/contacts. The Faculty Advisor maintains that projects planned are in the best interest of the Duluth FMIG. The position also fulfills some of our obligations as an official student organization. The term for this position is one year and there are no renewal limits. The Faculty Advisor is a valuable stakeholder, and we have been very fortunate to work with and have our ideas challenged by him. We open the invitation to the advisor to attend all Executive Committee meetings, and we try to schedule meetings during times when he can attend; however, we are able to run and manage the meetings without him. All meeting agendas are sent to the advisor and staff liaison to look over and approve a few days before meetings.

## **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.*

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**PROGRAM/PROJECT/INITIATIVE 1**

- Title of FMIG event, project, or initiative: Polar Plunge Participant Team
- Date(s) and time(s) held: 2/15/20 12-4 pm
- Number of students/student work hours it took to organize: 2 student organized; 5.5 hours
- Number of students who participated: 2 Students jumped
- 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.

This year our 13-member team raised \$1,828 (almost \$500 more than last year) for the Polar Plunge in Duluth. The money raised by this event goes to Special Olympics Minnesota, which offers children and adults with intellectual disabilities year-round sports training and competition. We've done this for at least six consecutive years. It is a fun event that brings faculty and students together for a great cause. It builds a sense of cohesion between students and faculty who participate and everyone feels good about working to support a great cause. The jump was on February 15th (Lake Superior was a whole 34 degrees). The medical school team is set up by two FMIG members (MS1 and MS2) who collaborate with staff and students. This event allows students and staff to get out in the community, and it shows the Medical School and FMIG's interest in being involved in community efforts and the well-being of all patients. We hope to continue this event next year and include pharmacy students for an interprofessional team.

**PROGRAM/PROJECT/INITIATIVE 2**

- Title of FMIG event, project, or initiative: Family Medicine Mixer
- Date(s) and time(s) held: 9/31/2019 6-8 pm
- Number of students/student work hours it took to organize: 1 student, 10 hours
- Number of students who participated: 45 students, 5 residents
- 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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- Professional development: This is something your FMIG does to promote professional and/or leadership development among your members.
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- 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: \_\_\_\_\_

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The Family Medicine Mixer was a new event this year. One of our goals this year as an FMIG was to put on a social networking event that would help first years, second years, and family medicine residents in Duluth to get to know each other. We hoped to promote connection and networking. The intent of the event is to help students learn more about life as a resident, expectations for residency, and what to know specifically as a resident with the Duluth Family Medicine Residency Program. The residents had a variety of interests within family medicine including obstetrics, cesarean section training, and sports medicine focus allowing students to learn about the variety of opportunities within family medicine.

Additionally, as the event was held at the beginning of the year, we hoped to foster networking among new medical students. We thought this event was very beneficial to our students in order for them to achieve a greater understanding of family medicine as a career and to get more information on residency, but in a less formal and more relaxed setting. This event was held in downtown Duluth with residents from the Duluth Family Medicine Residency. We received the number of residents who were able to attend and then also sent out sign-up forms to all medical students. Faculty and attendings were also invited to the mixer as well. Dinner was supplied by our FMIG. When students arrived, they were able to walk around freely and discuss residency life and family medicine at their leisure while also creating connections with the residents.

Again, this mixer was a new event this year, but we had a very successful turnout. Some goals for bettering this event next year would include continuing to recruit more medical students by hanging up fliers and marketing the event on Facebook pages for both classes earlier. This event was held on a Monday evening which seemed to be a nice night for both classes to take a break from studying. Also, next year we hope to have more than 5 residents come. To recruit more residents would include sending them the information much earlier and making sure to be in contact with them as to what day would work best for them as well.

**PROGRAM/PROJECT/INITIATIVE 3**

- Title of FMIG event, project, or initiative: Lunch Lecture Series: Diversity of Communications; Medicare, Medicaid, MNSure; Dysautonomia Support Network
- Date(s) and time(s) held: 10/30/2019; 11/11/2019; 2/25/2020 12-1pm
- Number of students/student work hours it took to organize: 2, 4, 2 students respectively ~ 5 hours each
- Number of students who participated: 35, 55, 30
- 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.

These lectures were collaborations with other student groups and organizations meant to supplement our classroom learning with topics that will allow us to better serve our future patients. These were all new topics this year.

The Diversity of Communications lecture was co-sponsored in collaboration with the Class Diversity Office who came up with the idea and contacted the lecturer. FMIG supported the event through managing sign up, marketing, and ordering lunch. FMIG has collaborated with the class diversity officers in the past and we hope to continue to do so. The lecturer for this event was the Director of Clinical Education in the Department of Communication Sciences and Disorders at the University of Minnesota Duluth. She spoke about effective communication, awareness of how our culture/assumptions/biases influence language, communication and pragmatic skills, and what resources are available to medical teams. The lecture included interactive activities: using a limited words and phrases to communicate with each other. This was important for students to attend in order to improve skills to be an effective communicator with patients. This is crucial to giving the best possible healthcare when interacting with patients of all abilities daily in family medicine.

The Medicare, Medicaid, and MNSure lecture was a collaboration with the Partners in Health Engage student group. We collaborated together on funding and marketing. This event has a dual purpose of exposing students to the different options for healthcare in Minnesota and federally while also allowing students to hear from a state legislator. Dr. Jennifer Schultz is a state representative and professor of economics at the University of Minnesota Duluth. She does research on economics and health services and is on the Committee for Health and Human Services which is why we asked her to lecture. This lecture was a response to comments from our peers noting that we do not have enough education on health insurance resources in preclinical years. Dr. Schultz highlighted the differences in Medicaid between states depending on if they accept additional federal funding to support their program. She explained the difference between medicare, medicaid, and MNSure and who is eligible. Many students were surprised to learn about eligibility and found the session interesting and informative. This session helped fill the gap in our curriculum in understanding the resources available to our future patients to get access to healthcare. We hope to continue collaborating with Dr. Schultz for future lectures.

The Dysautonomia Support Network lecture was an idea proposed by a first-year medical student working closely with this support network and desired to help students learn how to care for patients with dysautonomia. We worked with this student in order to send out a sign-up form for the event, advertise, set up the Zoom meeting with people who are a part of the Dysautonomia Support Network, and provide lunch for the students who attended. We thought this would be a great event to host because many people worldwide are living with one or more forms of dysautonomia. Patients who experience this often experience very long diagnostic delays and at times must travel great distances for medical care. By getting more information, students learned how they can help patients with dysautonomia within a primary care setting. This is important, especially in rural communities, to provide patients with the care they deserve.

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- New event for this FMIG.
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- Collaboration with another campus group.

Please indicate which group (SNMA, another primary care interest group, etc.): Diversity officer, PIH Engage, FMIG Member

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

**PROGRAM/PROJECT/INITIATIVE 4**

- Title of FMIG event, project, or initiative: Wound Care Workshop: Clinical Pearls of Managing Chronic Wounds as a PCP
- Date(s) and time(s) held: 3/5/2020 5:30-7 pm
- Number of students/student work hours it took to organize: 1 student, 6 hours
- Number of students who participated: 20
- 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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- Professional development: This is something your FMIG does to promote professional and/or leadership development among your members.
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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.

- 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: Promoting interprofessional collaboration

Our curriculum only covers very basic acute wound care, yet the incidence of obesity, diabetes mellitus and other chronic health conditions continues to increase in this country. Primary care providers are managing chronic wounds more and more. This was the first time we hosted this event. The idea for this event came from one of our board members who noticed that some preceptors tended to be uncomfortable with their knowledge regarding chronic wound care. To improve students' understanding of chronic wound care management and the resources for physicians, we invited a wound care nurse practitioner to teach us about the ideology behind healing a chronic wound and to expose students to wound ostomy and continence nurses (WOCN) as a resource in their future practice. The session objective was to teach the basics that a primary care physician in a rural area might need to know. Family physicians especially in rural areas are expected to be able to treat chronic wounds in the clinic or long term care setting and these topics are not well taught in the preclinical years. About 20 students attended this event we capped it at 25 to keep the session small. The lecture included information on the basics of wound healing, reasons chronic wounds do not heal, and the purpose of wound care in aiding the natural healing process. Students passed around different wound care products for all different kinds of wounds. Then we went through a few specific cases: decubitus ulcers, vasculitis, etc. Lastly, students had the opportunity to ask questions about wounds they had seen and about the different dressings. The WOCN also spoke about her role as a nurse practitioner at Hennepin Healthcare in Minneapolis Mn, and how she can be a resource to physicians treating wounds in the clinic setting. This event will help student care for their future patients and become familiar with interprofessional collaboration in patient care.

**PROGRAM/PROJECT/INITIATIVE 5**

- Title of FMIG event, project, or initiative: Health Policy and Advocacy Workshop
- Date(s) and time(s) held: 2/18/20, 12-1 pm
- Number of students/student work hours it took to organize: 1 student ; 3 hours
- Number of students who participated: 15
- 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.
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In collaboration with a 4th year medical student and former Duluth FMIG board member, we put on an advocacy workshop. Students explored what advocacy means to them and how they have been advocates in the past. Many students think of contacting legislators as a form of advocacy, such as Minnesota Medical Association (MMA) day at the capital. Fewer students thought of research, involvement in the AAFP and local chapters, and social media as forms of advocacy. For example, Dr. Leslie Rose, a current family medicine resident in Minnesota, became famous for her TikTok videos about the dangers of vaping. Students discussed the benefits and dangers of using social media as a platform. Many agreed that having a clear and concise message is key. The presentation also included an explanation of the Minnesota state legislature and how laws and policy is passed. Majority of students were surprised to find out how much a committee can control what is seen on the legislative floor. Current and upcoming legislative efforts were discussed which provided students with the resources to get involved in something they were passionate about. Some current legislation discussed included: affordable insulin for diabetic patients, prior authorizations and 3rd party interference in patient care, support for immunization rates, and support of Tobacco 21. Feedback from students who attended the event was positive and students felt more informed.

This was the first year that the Duluth FMIG put on this event. In the future, we hope to implement more events of this kind. Especially focusing on current advocacy and educating students on how to get involved even during medical school. We hope to adapt this even in collaboration with the Minnesota AFP and MMA in years to come.

- 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.
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- Collaboration with another campus group.

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

- Other: Collaboration with MS4 student

**PROGRAM/PROJECT/INITIATIVE 6**

- Title of FMIG event, project, or initiative: Getting creative with Zoom: Zooming through the Match
- Date(s) and time(s) held: 5/4/20 12-1pm
- Number of students/student work hours it took to organize: 3 students; 4 hours
- Number of students who participated: N/A - future event but we had a big interest from both 1st and 2nd years - last year 60 +
- 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.
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  - 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: Networking with other students
- 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 Strolling through the Match event was held the last 2 years and it was a well received event with both first and second year attendees filling the room. This year due to closure of the campus and stay at home orders, we had to get creative and came up with "Zooming through the Match." Since our campus is split, we only spend the first two years in Duluth and the other two in the Twin Cities, so we have very little contact in our first two years with 3rd and 4th year students. The purpose of this event is to discuss the process of the Match and all the details that go into Electronic Residency Application Service (ERAS). Students will be able to ask questions about leadership opportunities, clerkship opportunities, and longitudinal programs that may have impacted acceptance to the programs they matched with. MS4 students can share tips and advice for MS1 and MS2 students just starting to think about residency. This year we have MS4 students who are graciously participating over Zoom. The panelists are going into a variety of specialties including Family Medicine and they matched with programs all over the country. Additional benefits of the event this year are giving students an event to connect to each other while being isolated at home and also to support our MS4 counterparts in celebrating their achievements despite having their match events cancelled.

**PROGRAM/PROJECT/INITIATIVE 7**

- Title of FMIG event, project, or initiative: Primary Skills Events
- Date(s) and time(s) held: 12/6/2019, 12/9/2019; 6-8 pm
- Number of students/student work hours it took to organize: 2, 1 students respectively; 3 hours each
- Number of students who participated: Prehealth event: 11 pre-health, 5 medical students; MS2 Suturing event: 6 students, 4 residents
- 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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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.): Pre-Health Undergrad Clubs

Other: Promoting Estab sh ng a re at onsh p w th undergrad

- 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.

Teaching Pre-Health Students Basic Suturing Techniques was an event that we held this year with both the Pre-Dental and Pre-Medicine Club from the University of Minnesota-Duluth. This was the first year we held this event and hope to continue in the years to come. The idea came about after the Pre-Dental Club contacted us about hosting a suturing session to teach basic techniques. We decided to then also invite the Pre-Med Club to increase the number of attendees. We capped this event at 20 undergraduates, so that the members of FMIG could effectively teach basic suture technique with a small number of students. We supplied the suture supplies and each undergraduate student supplied their own pig's feet to practice on. We mainly taught simple interrupted suturing and knot tying. Feedback from the undergraduate students was that they all had a great time and learned a lot. This event was a great way for us medical students to practice some of our suturing techniques through teaching others and form relationships with undergrad students thinking about medical school.

We hoped to get more connected to the pre-health students on campus this year and this event was the perfect way to do so. Some students had questions about medical school and a couple had even been accepted. FMIG students had a fun time teaching and meeting pre-health students. Next year we hope to do this event again, with more students and time to plan. They all had the ability to sign up 10 students per club, but the Pre-Dental Club only had 2 students show up. Hopefully next year, we will be able to bring in more students to help teach them.

The Second Year Suturing Clinic was a great opportunity for 2nd year medical students to work with family medicine residents to improve existing suture skills and learn some new ones. Students were able to learn single hand and two-handed knot tying, information about suture material, when to tie various knots, and practice throwing different stitches. This event was specifically only open to second years so we could focus on refining more advanced techniques. Having a smaller group of medical students was also nice in that we had a close 1:1 ratio of medical student to resident. Medical students were able to freely ask questions and have their form corrected and improved. We also discussed residency in general and potential future collaborations.

Feedback for this event was positive from both students and residents. Future sessions will likely have a more in-depth presentation on the different times of suture material, so students are able to feel and understand why one type is used over another.

**PROGRAM/PROJECT/INITIATIVE 8**

- Title of FMIG event, project, or initiative: National Rural Health Day Event
- Date(s) and time(s) held: 11/21/20; 7-8 am
- Number of students/student work hours it took to organize: 1 student primarily; 2 hour
- Number of students who participated: 100+
- 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: Social Event

- 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 is the second year, our group had the opportunity to partner with our Alumni Association and the University of Minnesota Medical School Foundation to celebrate National Rural Health Day. The FMIG co-sponsored breakfast for this event in honor of past Rural Medical Scholars research projects. The event was a little different than last year where we had more of an initial program. Instead this year it was a more informal social gathering where students and faculty started their days enjoying breakfast together and explore the various posters from physicians around our state. Through this event, students and staff were able to learn from past students' projects and speak with family physicians who have dedicated their time and efforts to their patients and students. It was a fun event, and it inspired students to see and appreciate the changes and impacts that family medicine has made in rural communities in the state and country. Additionally, it allowed the Duluth FMIG to show our support for rural health care. This event was well attended and received, and we hope to do more partnerships with other campus organizations in the future.