

Application: 11516

Brumbaugh, Shannon

Page: Applicant Information

This is the application form for the Program of Excellence (PoE) Award for FMIG/SAACOPP's at medical schools. If you have any questions as you complete the application, please email studentorgfunding@aafp.org.

This application form will allow you to save and return to your work at a later date. You can also invite others to help you complete this application by clicking the "Manage Collaborators" button. For more details about this program, as well as specific instructions for family medicine student groups, visit the [AAFP website](#)

Applicant's Name

Brumbaugh, Shannon

FMIG/SAACOPP Group Name

Penn State College of Medicine FMIG

Award Application Type

Overall Award Application > Overall Award Application - US MD Program

International medical school

Not Applicable

Medical School State

Pennsylvania

Medical School Name

Pennsylvania State University College of Medicine

Medical School City

Hershey

Main or branch campus

Main campus

Students on campus

MS/OMS I, MS/OMS II, MS/OMS III, MS/OMS IV

FMIG Network Region

Region 3: Mid Atlantic (DC, MD, MI, OH, PA, VA, WV)

Mailing Address

500 University Drive, H154
PO Box 850
Hershey Pennsylvania 17033 US

Number of Students

608

Branch Number of Students

N/A

Active FMIG/SAACOPP members

95

Students serving in Leadership Positions

4

Applied for Award in the past

YES

Won Award in the past

YES

Page: Group Leadership

Please complete the following information about your group's faculty advisors.

Faculty advisor name

Andrew Lutzkanin, MD

Faculty advisor email

alutzkanin@pennstatehealth.psu.edu

Family physician?

Yes

Add to Faculty Advisor Online Community

Yes

Additional faculty advisor name**Additional faculty advisor email****Family physician?****Additional faculty advisors**

Please complete the following information about your group's staff support.

alias394a7c658f5641ce8d6ac2cd2a02b05c

Yes

Staff supporter name

Diane Ferron

Staff supporter title

Program Specialist, Education; Family Medicine Clerkship Coordinator

Staff supporter email

dferron@pennstatehealth.psu.edu

Please complete the following information about your group's student leaders.

Students in Leadership Positions

Leadership transition

February

Primary student leader name

Shannon Brumbaugh

Primary student leader title (ex: FMIG president)

FMIG President, Resident Liaison

Primary student leader class year

MS/OMS II

Primary student leader email

sbrumbaugh1@pennstatehealth.psu.edu

Additional student leader name (2)

Melody Wang

Additional student leader title (2)

FMIG Vice President, Social Media Chair

Additional student leader class year (2)

MS/OMS II

Additional student leader email (2)

mwang3@pennstatehealth.psu.edu

Additional student leader name (3)

Lilly Su

Additional student leader title (3)

FMIG Secretary, Community Outreach Chair

Additional student leader class year (3)

MS/OMS II

Additional student leader email (3)

lillysu@pennstatehealth.psu.edu

Additional student leader name (4)

Francesco Satriale

Additional student leader title (4)

Treasurer, FMIG Primary Care Day Chair

Additional student leader class year (4)

MS/OMS II

Additional student leader email (4)

fsatriale@pennstatehealth.psu.edu

Additional student leader name (5)**Additional student leader title (5)****Additional student leader class year (5)****Additional student leader email (5)****Additional student leaders****Page: Overall or Categorical Award and Group Information****Category or Special Consideration**

N/A applying for Overall Award

FMIG Operation

Our FMIG typically has a large group of student leaders, ranging from 8 to 12 students. However, for the academic year 2020-2021 our board consisted of only four second year medical student leaders. Due to the smaller than normal board, each board member doubled up on responsibilities. In late fall of 2020, we added two first year representatives who provided additional assistance in planning and carrying out events. Due to COVID restrictions, we were unable to complete some of our normal programming, which eliminated the need for some of the former positions.

In addition to the student leaders, our group receives support from our faculty advisor, our programming aide, Diane, and from the Penn State Department of Family and Community Medicine as a whole. Diane primarily assists with any logistical needs we may have and also with disseminating information to the larger student body and the department. The Department of Family and Community Medicine provides support through their eager participation as speakers and mentors for our events as well as financial assistance for some events.

Our board members and, when possible, our faculty advisor met virtually each month to discuss the programming for the club. This year, our meetings frequently consisted of brainstorming for how to adapt events to a virtual platform as well as the planning for and debriefing after the events.

The student leaders this year fulfilled the following primary responsibilities:

- President: lead the monthly meetings, oversee and attend all FMIG events, act as the primary contact between the group and our advisor, act as the liaison between the group and the Department of Family and Community Medicine, coordinate with other student organizations to plan collaborative events
- Vice President: assist the president; also acted as the Social Media Chair to advertise events
- Secretary: take notes at meetings, assist other board members; also acted as the Community Outreach Chair to coordinate projects for giving back to the community including Project Fellowship at the Milton Hershey School
- Treasurer: monitored the club finances; also acted as the Primary Care Day Chair to coordinate and oversee the planning and follow through for our annual Primary Care Day event

Goals

The mission of the Family Medicine Interest Group at the Pennsylvania State College of Medicine is to provide health professional students with the opportunities to develop the humanistic aspect of medicine, to participate and enhance the wellness of community, and to explore the diversity and future careers in the field of family medicine. Our goal is to promote family medicine as a specialty, raise student membership in FMIG, and collaborate with other student groups to highlight the diversity of a career in family medicine.

We strive to organize all of our events, programs, and activities with this mission in mind and are dedicated to its success in providing information and support to our members and community. We value our long-standing relationships with the Department of Family and Community Medicine, the Pennsylvania Academy of Family Physicians, and the American Academy of Family Physicians and the vast resources and support that these groups offer. We strongly believe that with all the resources and support, we are able to continue providing both our members with the information they need and the community with support.

Additional goals specific for this academic year included demonstrating the importance of family medicine in the response to the COVID pandemic and also the crucial role that family physicians play in caring for underserved populations. We addressed these topics through lunch lectures which highlighted several family medicine physicians who were and continue to be leaders in filling these roles at our institution and in the broader community. We strive to continue to demonstrate the value that family medicine provides to the greater health care system and promote the exploration of this vital field among our student body.

Faculty Advisor

For the 2020-2021 academic year, our dedicated FMIG Faculty Advisor was Dr. Andrew Lutzkanin. Dr. Lutzkanin provided support, encouragement, and guidance throughout the year as we brainstormed, planned, and followed-through with various events. He had a more hands-off approach, allowing the student leaders to take charge of where we wanted to go with the group and how to achieve our goals. At the same time, he was there to provide advice when requested to help us further improve our plans or to troubleshoot potential challenges. Dr. Lutzkanin was particularly valuable to the planning of the annual Primary Care Day, as he provided insight from his years of assisting with the event.

Page: OVERALL PROGRAM/PROJECT/INITIATIVE #1

Title of Program

Primary Care Day

Date and Time

10/31/20 from 9:30am-3pm

Work Hours to Organize

20 students/120 work hours

Participation

200

Choose Categories

Community Service: This is something your FMIG/SAACOFP does to promote professional and/or leadership development among your members., Professional development: This is something your FMIG/SAACOFP does to promote professional and/or leadership development among our members. , Exposure to family medicine and family physicians: This is something your FMIG/SAACOFP 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/SAACOFP 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/SAACOFP does to educate students and increase their understanding of and appreciation for the broad range of opportunities in family medicine. , Significant changes/improvement made on an existing FMIG/SAACOFP program. , Collaboration with another campus group: Please include which group (SNMA, another primary care interest group, etc.)

Collaboration

SNMA, SPS, WHIG, GHIG, AMWA, IMIG, SMIG, PIG, LionCare Clinic

Description

Each year, Penn State College of Medicine organizes Primary Care Day, which has been running for almost three decades. This event involves undergraduate students from all over Pennsylvania who come to learn more about primary care and its many opportunities. This year, given the COVID-19 pandemic, the event was virtual and held over Zoom, but was still inclusive of almost all aspects that are typically included in Primary Care Day. A multidisciplinary approach is taken towards planning the day's events, and involves contributions from a variety of Penn State student organizations, which include the Student National Medical Association (SNMA), American Medical Women's Association (AMWA), Women's Health Interest Group (WHIG), Global Health Interest Group (GHIG), Student Pediatric Society (SPS), Internal Medicine Interest Group (IMIG), Psychiatry Interest Group (PIG), Sports Medicine Interest Group (SMIG), and LionCare Clinic, our local free clinic in Harrisburg. Planning and coordination across groups was facilitated by our FMIG president and our Primary Care Day Chair. Leading up to the event, leaders from each organization met several times per month to organize speakers, design and develop the schedule, and discuss workshops. Over 150 college students from across Pennsylvania spent the day interacting with panels, engaging in discussions, and participating in skill-based workshops to enhance their knowledge of primary care.

To begin the day and kick off the main session, students received a lecture on what primary care is, and the many specialties that are considered under the umbrella of primary care. Following, a presentation was given on Penn State's unique 3-year accelerated programs in both family medicine and internal medicine, which is building its reputation for saving students time and reducing debt in their journey to becoming a primary care physician. The family medicine 3-year program is in its 7th year running. Next, students participated in a primary care panel, which included physicians from a variety of family medicine backgrounds, including special training in obstetrics, sports medicine, and addiction medicine. For the keynote lecture, one of Penn State's family medicine physicians lectured on primary care and its role in global health, showing the breadth of possibilities of what can be done with primary care training in medically underserved countries. New to the program this year, we included a session on diversity in medicine, which covered the importance of equitable care amongst those of different races and those belonging to the LGBTQ+ community. Finally, the last aspect of the main session included an admissions panel, which covered the important aspects of a competitive application to medical school. Following an action-packed morning, we gave students time for lunch, and then entered breakout rooms to engage in a Q/A with our medical student volunteers. This Q/A was open format, and allowed time for attendees to ask whatever was on their mind about primary care or life in medical school.

The afternoon provided students the opportunity to attend three, thirty-minute workshops. This year, the planning committee needed to be creative in what could be offered, considering the virtual nature of this year's event. Ten workshops were offered this year, which included a presentation by GHIG, patient simulations by WHIG, PIG, SPS, and IMIG, a presentation on wilderness medicine put on by SMIG, and presentations on research, mindfulness in medicine, as well as a Q/A session for the primary care 3+ programs offered at Penn State. At the conclusion of the event, students were able to take a virtual tour of Penn State's campus. In previous years, a tour would be given in person. Overall, the events for the day were highly rated, with an average score of 4.3/5. The most impactful session for the day based on its rating was the Primary Care Panel, which scored 4.7/5. Based on these high marks, the planning committee was led to believe that our goal of furthering the knowledge of primary care in our undergraduate attendees was accomplished. We were left satisfied with our effectiveness given the challenge of organizing an entirely virtual event, and preserving our ability to educate without being in the physical presence of our attending students.

Page: OVERALL PROGRAM/PROJECT/INITIATIVE #2

Title of Program

Mystery Diagnosis Lecture Series

Date and Time

4/30/20, 5/14/20, 9/15/20, 10/27/20, 1/27/20 each from 12:00-1:00 pm

Work Hours to Organize

2 students/ 10 hours

Participation

Average of 10-15 students per session

Categories

Professional development: This is something your FMIG/SAACOPF does to promote professional and/or leadership development among our members. , Exposure to family medicine and family physicians: This is something your FMIG/SAACOPF 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/SAACOPF 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/SAACOPF does to educate students and increase their understanding of and appreciation for the broad range of opportunities in family medicine.

Description

The Mystery Diagnosis lectures are our way of providing opportunities for students to both develop critical thinking skills in forming differentials and establish meaningful relationships with the Family Medicine residents who host each lecture. In order to allow everyone to participate, we ask the residents to make the case in relation to the current block being taught.

The residents typically go through each case in a stepwise manner, from the history of present illness to the physical exam findings and lab results. Rather than directly lecturing us, however, the residents always leave time and space for us to voice our opinions on the case, such as what additional questions we would want to ask, how our list of differentials has changed with the new information given, or what kind of management is important to the patient in the case. Due to these cases being based on actual patients that the residents have encountered, students are able to not only review and apply what they have learned in class into a clinical setting, but also understand the complexity of medicine by how often a patient's clinical presentation may deviate from what is provided in a textbook.

These informative lectures are usually done in person, but have been presented on Zoom for this past year due to the pandemic. Despite these changes, however, the residents have adapted well, and are doing a great job and keeping students engaged. We hope these Mystery Diagnosis lectures can inspire students to see the beauty of family medicine, and how our physicians are ready to tackle even the most challenging of cases across all the different organ systems.

Title of Program

*See description

Date and Time

*See description

Work Hours to Organize

*See description

Participation

*See description

Categories

Other

Other**Description**

Unsure why this one has character count rather than word count. So, this one was skipped. Additional programs described in #4-7.

Page: OVERALL PROGRAM/PROJECT/INITIATIVE #4**Title of Program**

Family Medicine Response to COVID-19 Lunch Lecture

Date and Time

8/25/20 from 12:00-1:00pm

Work Hours to Organize

4 students/ 4 work hours

Participation

About 20 students

Categories

Exposure to family medicine and family physicians: This is something your FMIG/SAACOPF 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/SAACOPF 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/SAACOPF 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/SAACOPF

Description

Our lunch lecture on the Family Medicine Response to COVID-19 was intended for students to understand the role of primary care in the context of a global pandemic. For our event, we had four panelists from the department of Family Medicine who spoke about various topics related to their experiences as Family Medicine physicians and how the COVID-19 pandemic has impacted them.

During the panel, we asked the physicians to elaborate more on why they chose family medicine, what their typical week looked like and how it changed with COVID-19, and how interactions with medical students have changed. We were able to discuss things that are now much harder, such as finding enough social distance to exist as a clinic or having to limit the amount of patients that can be seen at once. On the flip side, students learned about the promising emergence of tele-health, and how it acted as a quick solution for allowing physicians to continue providing care safely. In addition, with COVID-19 being a disease that affects so much of the body, there was unprecedented interdisciplinary work within the hospital, as Family Medicine physicians quickly banded together with physicians from Infectious Disease and Hospitalists to create TURF- The Undifferentiated Respiratory Failure team. With multiple hands on deck, they were able to work closely to manage any patients with severe respiratory symptoms while simultaneously containing the outbreak of the disease.

While the Family Medicine department was integral in adapting direct patient care in response to COVID-19, the panelist also stepped up to the plate and facilitated other valuable innovations. In addition to being clinicians, several of the panelists are devoted educators as well and led the way for various adaptations to enable medical students in the pre-clerkship and clerkship years to continue getting clinical experience in the safest way possible. Since all of the rapid changes induced significant stress for the faculty in the Family Medicine department and the health system in general, one of our panelists initiated weekly guided mindfulness meditation sessions on Zoom to assist faculty and students in maintaining wellness throughout the challenging times.

Despite the many difficulties that the Family Medicine community faced with the numerous limitations brought on by COVID-19, our panel left students feeling inspired towards their future careers as medical professionals. The panelists demonstrated how the broad training of Family Medicine made them uniquely prepared to step into a variety of roles during the pandemic response. We were able to see how our panelists never let the challenging conditions question their ability to serve the community, and how they instead took the time and energy to adapt and adjust so that they could continue providing quality care to their patients and quality education to the next generation of physicians. They showed us the beauty of perseverance, and teamwork, and left us with the sense we were on the right track to be just as integral to the medical system in the future.

Page: OVERALL PROGRAM/PROJECT/INITIATIVE #5

Title of Program

LGBTQ+ Care in Family Medicine

Date and Time

10/21/20 from 12-1pm

Work Hours to Organize

6 students/ about 4 work hours

Participation

About 15 students attended live and additional students requested the recording

Categories

Exposure to family medicine and family physicians: This is something your FMIG/SAACOFP 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/SAACOFP 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/SAACOFP 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/SAACOFP , Collaboration with another campus group: Please include which group (SNMA, another primary care interest group, etc.)

Collaboration

Sexual and Gender Minority Alliance (SGMA)

Description

As part of the second year endocrinology and reproduction block, we had one session dedicated to covering various aspects of LGBTQ+ care. Due to changes from the pandemic, that lecture was recorded and students were unable to directly ask the lecturer additional questions. In response to that and the desire for some additional information on the important topic of providing high quality care to people in the LGBTQ+ community, FMIG in collaboration with the Sexual and Gender Minority Alliance (SGMA) on campus organized an additional event to further explore the topic. For this event, we invited one of the faculty in the Family Medicine department who has centered his career around providing care for those living with HIV and the LGBTQ+ community to facilitate a more in depth discussion.

The event included discussions on the unique health needs of the LGBTQ+ community, how to communicate respectfully, taking an inclusive sexual history, STI screening and prevention recommendations, and transgender health all with the overarching theme of the role of Family Medicine in LGBTQ+ care. The presentation was formatted with case vignettes to foster discussion among the participants about their knowledge on the topic or how they would have improved upon a described interaction. This enabled students to practice applying the information to more realistic situations to improve their comfort level with addressing the needs of the LGBTQ+ population.

Since the presenter was Family Medicine trained, he was able to discuss how his training and experiences paved the way for him to provide much needed care to LGBTQ+ individuals. He began his career practicing full-scope outpatient Family Medicine in an underserved community. Overtime, he started caring for a number of LGBTQ+ individuals and people with HIV which led him to further explore educational materials to better equip himself for providing the best care possible for those patients. Through the story of his journey, he demonstrated the flexibility within Family Medicine which allowed him to fill the gap in care that he had witnessed in his patient population. He also highlighted how Family Medicine emphasizes developing long-term relationships with patients and how that facilitates improved care for individuals in the LGBTQ+ community, many of whom have had negative experiences with the healthcare system previously. Overall, this event enabled students to delve deeper into caring for the LGBTQ+ community as well as how Family Medicine physicians are uniquely equipped to address the gap in health care that many LGBTQ+ individuals are experiencing.

Page: OVERALL PROGRAM/PROJECT/INITIATIVE #6

Title of Program

Caring for Underserved Populations through Family Medicine

Date and Time

1/13/21 from 12-1pm

Work Hours to Organize

5 students/ 4 work hours

Participation

27

Categories

Exposure to family medicine and family physicians: This is something your FMIG/SAACOPF 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/SAACOPF 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/SAACOPF 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

Description

This event was a lunch lecture held via Zoom in which we discussed various ways that Family Medicine physicians can get involved in caring for underserved populations. For this event, we had a panel of four Family Medicine faculty who have had various experiences with providing care in an underserved setting. Their experiences included rural community medicine; global health; LionCare which is a student run free clinic in Harrisburg, PA; and Student-run and Collaborative Outreach Program for Health Equity (SCOPE), a mobile student-run free clinic that aims to address local health disparities in central Pennsylvania.

During the event, the panelists discussed how they got involved in underserved medicine and how their Family Medicine training equipped them to help address the healthcare disparities that people in underserved areas face. They compared experiences working with underserved populations in a variety of settings, such as rural, urban, and international. A unifying theme from their experiences was that no matter where the population is located, practicing medicine in an underserved area can have significant impacts on that community.

Throughout the discussion, they also shed light on the systemic issues of the healthcare system and how it disproportionately affects underserved populations. To highlight this, they shared some of their biggest challenges and frustrations that they have experienced when trying to provide care to underserved populations and how they were resilient in the face of those difficulties. In addition, they illustrated how they were able to incorporate providing these needed services to the underserved communities with other personal and professional responsibilities. This topic was highly variable as some panelists worked full-time in underserved communities while others only had a small proportion of their weekly work schedule or used their personal time to provide care to these populations in need. Their passion for trying to address the healthcare disparities in any way they could resonated throughout the talk. It was inspirational for the students to see how many different ways there are to get involved with underserved medicine and to make an impact if it is something you are passionate about.

Page: OVERALL PROGRAM/PROJECT/INITIATIVE #7

Title of Program

FMIG Skills Night

Date and Time

11/18/20 from 6-8pm

Work Hours to Organize

1 primary student and 1 resident/ 6 work hours

Participation

24 students

Categories

Professional development: This is something your FMIG/SAACOFP does to promote professional and/or leadership development among our members. , Exposure to family medicine and family physicians: This is something your FMIG/SAACOFP does to expose its members to family physicians in your medical school or the community , Promoting the scope and diversity of family medicine: What your FMIG/SAACOFP does to educate students and increase their understanding of and appreciation for the broad range of opportunities in family medicine. , Significant changes/improvement made on an existing FMIG/SAACOFP program.

Description

While our FMIG has hosted skills nights in previous years, they were often in collaboration with other groups, such as the Women's Health Interest Group which only highlighted the role that Family Medicine plays in women's health, or they were focused on helping students to review key physical exam skills. The Skills Night that we hosted this year was designed to allow students to learn about and practice performing a variety of exams and procedures which family physicians frequently do, in order to emphasize the broad scope of practice in Family Medicine. We had six different stations which included blood draw, IUD placement, musculoskeletal exam, pelvic exam, skin biopsy, and suturing. Each of the stations were led by one of the Family Medicine residents which also allowed students to learn more about residency and a career in Family Medicine.

The event was held in the simulation center on campus which allowed for students to practice on the mannequins and other models which are available. While we were able to have the event in person, due to the pandemic, only 24 students could participate in order to maintain social distancing and the safety of all involved in the event. The majority of the students who attended were first year medical students with a few second year students also in attendance. The small group sizes were beneficial as it allowed each student to get more hands-on practice of the various procedures.

Students who participated commented afterwards via an anonymous survey on their experience, which was overwhelmingly positive. The feedback consisted of comments about how helpful it was to have the hands-on practice, especially since that was the first time many of the students were able to perform these exams and procedures. Other comments emphasized the positive interactions with the residents and appreciation for how encouraging and helpful they were both with leading their respective stations as well as answering general questions about Family Medicine. Overall, the event was successful in teaching students how to perform various exams and procedures as well as informing them about the broad field of Family Medicine.

Page: OVERALL PROGRAM/PROJECT/INITIATIVE #8**Title of Program****Date and Time**

Work Hours to Organize

Participation

Categories

Description