

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: University of Wisconsin School of Medicine and Public Health
2. FMIG Name: Family Medicine Interest Group
3. Main Campus or Regionally Separated (branch) campus
a: If regionally separated (branch) campus, name: _____
4. Number of students in your medical school: 720
a: If your campus is a regionally separated (branch) campus, number of students on your campus: _____
5. Number of active FMIG members: 483
6. Number of students serving in FMIG leadership positions: 5
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: David Marshall, Vincent Borkowski, Gabrielle Q., Jeremiah K., Collin L.
11. Primary Student Leader Email Address: dmmarshall@wisc.edu, vborkowski@wisc.edu
12. Primary Student Leader Phone: 608-347-7011
13. FMIG Faculty Advisor Name(s): Jacqueline Gerhart
14. FMIG Faculty Advisor Email Address: jacqueline.gerhart@uwmf.wisc.edu
15. FMIG Faculty Advisor Phone: 608-846-3741
16. Institutional Mailing Address: UW Health Sciences Learning Center Room 2375, 750 Highland Ave, Madison

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?

One of the greatest feats the University of Wisconsin School of Medicine and Public Health FMIG (UWSMPH FMIG, UW FMIG) accomplished during this past year was further expansion of the FMIG Summer Leadership Retreat. The incoming student leaders (rising M2's) met together off-campus for a fun-filled and productive day in which they created a mission statement, a vision statement, and defined student leadership roles for the year. Additionally, many of the year's' activities are able to be planned that day by focusing on the student goals and objectives, thus making transition into the following school year much more fluid. It also allowed the UW FMIG to showcase family medicine during the first week of M1 orientation in August, since the new M2 leaders were already prepared with unique programs and volunteer opportunities for both incoming and returning students. The UW FMIG plans to carry out a similar retreat and organizational scheme during this upcoming academic year.

Here are the items UW FMIG focused on at the 2016 retreat and will use as a framework again during the upcoming 2017 retreat. The overarching goal is to become more student-driven and increase the focus on Family Medicine:

Student Leadership Development: The Office of Medical Student Education (OMSE) Leader, Dr. David Deci, and our FMIG Faculty Advisor, Dr. Jacqueline Gerhart, discuss the goals and structure of a student-led organization. They then help each student discover and recognize their own leadership skills. Students can evaluate what they envision their role as a leader to be and how their skills can be used both individually as well as in a team setting to achieve their highest potential. Student leaders then used this self-awareness to devise leadership roles that best fit their personalities, goals, and leadership styles. This past year, the result was the creation of four positions: Membership Director, Outreach Director, Education Director, and Director of Regional and National Relations. Upcoming roles will be determined at the 2017 retreat.

Relationship Building and Creating Connections: Student leaders get to know each other on a more personal level, not just as fellow classmates. The UW FMIG strives to create camaraderie between the new student leaders, faculty, staff, and resident members, thereby creating an organizational foundation built on trust and respect.

Creating a mission and vision: Students are encouraged to contemplate improvements and opportunities for growth of the UW FMIG. Student leaders create a new mission statement and generate a list of goals to accomplish for the coming year. When making decisions and planning, the mission and vision statements continually resurface when considering the relevance of an event or initiative. These statements allow for heightened focused on important questions such as, "What is family medicine?" and "Does the time and money we put into this reap the rewards of fulfilling our mission?" If the answer to the latter question is "no", then the event or initiative is either reworked or abandoned.

Organizing FMIG events and draft schedule: Students review the calendar of events from the previous year, rank which events are most important to them, and discuss what new events they would like to try. Instead of asking for faculty permission, the student leaders simply discuss whether a new opportunity or event is aligned with the mission and vision for the year. If it is, student leaders have the autonomy to go forth with planning and implementation as well as the ability to fund the event with FMIG dollars, as appropriate. The new student leaders are now in charge of the bank account and are recognized as the true leaders; the Faculty Advisor and FMIG Coordinator, Joyce Jeardeau, provide support and guidance.

Website creation: The UW FMIG has also creates an updated website that is connected with the University of Wisconsin Department of Family Medicine. The website includes photos of our leaders, news about our goals and recent endeavors as well as an upcoming schedule of events. Our website is viewable with this link: <https://www.fammed.wisc.edu/med-student/fmig>. Now that the website is part of the University of Wisconsin Department of Family Medicine, the UW FMIG is much more visible to faculty and residents and is able to get more publicity, leading to increased funding. Furthermore, students feel a sense of pride for their recognition on this website as the leaders of such a large organization on campus.

Of note, the UW FMIG operating budget starts at \$0 every year. The only "funding" we receive from the Department of Family Medicine (DFM) is a small amount that goes to our Faculty Advisor and FMIG Coordinator for the compensation of their time. The UW FMIG does not receive any allotted funding from our medical school. All of our events are funded by donations and each event is solicited individually, requiring our students to garner funding for each event every year.

18. Describe your FMIG's mission and goals.

The mission of the UWSMPH FMIG is to excite, promote, and support student interest in the specialty through active learning, mentorship, and exposure to the wide scope of Family Medicine.

Goals for the year (2016-2017 Core Values / Action Plan):

1. Identify interests, mentorship opportunities, and the role of the family physician.
2. Develop skills and medical education within family medicine.
3. Increase networking and leadership within our FMIG and with other family medicine stakeholders.
4. Build excitement and a social community around family medicine.
5. Serve our community and the underserved.

19. Describe the role of your FMIG Faculty Advisor.

Dr. Jacqueline Gerhart is the UW FMIG Faculty Advisor. As a Wisconsin native, Dr. Gerhart is a badger through and through, as she received her undergraduate degrees from UW-Madison and also graduated from UW's own Family Medicine Residency program in 2011. Prior to residency, she was involved in the FMIG at Mayo Clinic where she attended medical school. She served as a UW FMIG resident liaison during her residency here in Madison. After finishing her graduate medical education, she stayed on as faculty at the UWSMPH, and started as the UW FMIG Faculty Advisor in the fall of 2012. Her first year with the UW FMIG, she continued similar events as had been done in the past, while also helping student leaders as they came up with new events together. While many of the events were quite successful, there wasn't a sense of cohesiveness or excitement within the FMIG student leaders as she so desired; she says it seemed as though they craved more leadership and autonomy. In 2013, Dr. Gerhart, along with our FMIG Coordinator, Joyce Jeardeau, established a new structure. They devised that the faculty and staff would provide guidance; however, it would be the students that create the agendas, run the monthly meetings, plan and publicize the events, and define their own roles within the FMIG team. That year, the students seemed much more engaged, organized and passionate about pushing the FMIG boundaries. In the following years, Dr. Gerhart and Joyce provided were able to provide more formalized autonomy to the FMIG student leaders. As discussed above, Dr. Gerhart and Joyce organize the FMIG leadership retreat, where student leaders generate their own mission and vision statement while recognizing their own innate leadership potential. Student leaders form their own leadership roles and simply use faculty guidance for gathering information and building interest in some of the newer programs. Dr. Gerhart attends nearly all meetings and events and is a frequent speaker at UW FMIG noon talks. She also was the Course Director for our first BLSO course which took place in the spring of 2016. Dr. Gerhart continues to support the passion for family medicine blossoming from within the UW FMIG student leaders.

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.

PROGRAM/PROJECT/INITIATIVE 1

- Title of FMIG event, project, or initiative: “What is Family Medicine?”
- Date(s) and time(s) held: Aug 29, 2016
- Number of students/student work hours it took to organize: 4 students and 4 work hours
- Number of students who participated: 93 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.

Every year, in August, we host a “What is Family Medicine?” event, which is sponsored by the AAFP. This year, Dr. David Deci, our UWSMPH Director of Medical Student Education and a seasoned family physician, introduced and welcomed the keynote speaker, AAFP president, Dr. Wanda Filer. After giving an overview of the current healthcare system in the U.S., Dr. Filer continued on to describe Family Medicine as a “pluripotential” specialty and brought in her personal stories, which made her speech so much more engaging and interesting. The “What is Family Medicine” event was held as a lecture-discussion format, which allowed for some of the students’ biggest questions to be answered. The discussion touched on scope of practice, policy and overall happiness within a career in family medicine. With our school being in the top 10 schools who graduate students into Family Medicine, this event truly introduces our student body to Family Medicine and serves often as an eye-opener for students who may not otherwise have thought of Family Medicine as a career. Additionally, this event provides publicity and encourages excitement for the upcoming year of FMIG events.

In summary, the “What is Family Medicine” talk kicks off the fall semester and the “Dinner with the Doctors” (discussed later in the application) kicks off the spring semester, serving to re-energize students and re-connect them with their local family physicians at the beginning of each new semester.

PROGRAM/PROJECT/INITIATIVE 2

Procedures Fair

- Title of FMIG event, project, or initiative: Procedures Fair
- Date(s) and time(s) held: November 16, 2016
- Number of students/student work hours it took to organize: 8 students, 30 hours; 35 faculty/resident/student volunteers
- Number of students who participated: 132 (112 MD and 20 PA 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.
- 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.
- Professional development: This is something your FMIG does to promote professional and/or leadership development among your members.
- Current issues or innovations in family medicine.
- 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.
- New event for this FMIG.
- 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.
- 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 UW Department of Family Medicine (DFM) offers the extremely popular Family Medicine Procedures Fair each spring. At this event, both medical students and PA students are given the opportunity to experience the broad scope of family medicine and to learn procedural skills by participating in two hands-on workshops of their choice. This year, we offered 15 different workshops: suturing, casting, joint injections, splinting and taping, osteopathic manipulation, OB skills, GYN procedures and contraception, phlebotomy, IV procedures, vasectomy and circumcision, diabetes and asthma management, toenail removal, C-spine stabilization in the wilderness and yoga. 9 of these workshops were offered in two separate sessions to give an opportunity for most of the student to attend their top-choice workshop.

These workshops were taught by 12 family medicine faculty members, 3 fellows, and 15 residents, from programs around the state (academic and community). In order to keep third and fourth year students involved, 5 of those who are interested in family medicine assisted the faculty and residents in the workshops.

Each year, students are often surprised at the vast array of procedures that can be included in the scope of a family medicine practice. This year, one of our main goals was to make sure that each of the 132 students that participated was aware of this breadth by the time the evening concluded. In order to accomplish this, we used the slogan "THIS IS FAMILY MEDICINE" on all of our advertising and signage for the event as well as decorated with AAFP posters and signs.

Thanks to funding from the UW DFM, FMIG, and numerous other sponsors, as well as donated supplies from local health care centers, we are able to host this event at no cost for students. In addition to receiving valuable, one-on-one instruction at the workshops, students also receive a free dinner and homemade ice cream from UW-Madison's world-famous Babcock Creamery.

The Department of Family Medicine takes care of the majority of the planning for the event, but the FMIG leaders were recruited to assist with setup and tear-down on the day of the event. Our FMIG also purchased and served the ice cream to students at the end of the event. In exchange for a dish of ice cream, students submitted evaluations of the event, which are used to make changes for the next year in order to continue improving the event.

PROGRAM/PROJECT/INITIATIVE 3

Fourth Year Planning (Match Tips, Chili and Chocolate, Meet the Match)

- Title of FMIG event, project, or initiative: September 7th, 2016; February 16th, 2017; April 27th, 2017
- Date(s) and time(s) held: September 7th, 2016; February 16th, 2017; April 27th, 2017
- Number of students/student work hours it took to organize: 3 students with 2 hours for each event
- Number of students who participated: Match Tips - 24, Chili and Chocolate - 31, Meet the Match - 44
- 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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| <ul style="list-style-type: none"> <input type="checkbox"/> Community service: This is something your FMIG does for the community. <input checked="" type="checkbox"/> Professional development: This is something your FMIG does to promote professional and/or leadership development among your members. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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. | <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Current issues or innovations in family medicine. <input type="checkbox"/> New event for this FMIG. <input checked="" type="checkbox"/> Significant changes/improvement made on an existing FMIG program. <input type="checkbox"/> Collaboration with another campus group. Please indicate which group (SNMA, another primary care interest group, etc.): _____ <input type="checkbox"/> Other: _____ |
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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.

At our school, third and fourth-year students are spread out across the state throughout much of the year. This makes it difficult to include them in most FMIG events. Nevertheless, we are always successful in planning events that engage and serve our 3rd and 4th year students.

Our academic year starts with the event for the third and fourth year students called “Match Tips.” The event is a panel discussion with usually 2-3 residents, 1-2 attending physicians and 2-3 program directors from residencies around Wisconsin. The attendees ask questions about matching and residency in general. Students are able to get honest feedback about what the program directors are looking for in candidates and how to best present themselves in their applications. The residents talk about what their day-to-day life is like in residency and how they decided on specific residencies to apply to. It was an exciting event this year that generated a lot of positive feedback from the students who were able to attend. This year, we made a slight change to the event in comparison to years past. We realized that it was difficult for some of the students, who were away from Madison, to attend the event; as a result, we also made video podcasting available to those students. They were provided the link to the event and were able to ask their questions over the chat, which were read out loud to the panel by the FMIG leader. However, the video podcast was not recorded because we wanted to encourage the students to participate in the event by asking their questions in real time and get an up-to-date information instead of watching last year’s video.

Following “Match Tips”, during February, we host an annual event for the third-year students called “Core Day Chili and Chocolate,” which is scheduled on a night all students are required to be back in Madison for instruction. At this round table meal of chili and chocolate, our Faculty Advisor and FMIG Coordinator present the third-year students with information regarding the WAFP’s student resources, fourth-year family medicine electives, and the AAFP National Conference of Family Medicine Residents and Medical Students. Family medicine residents and fourth-year students planning to match in family medicine are also invited to this event, allowing the third-year students to ask questions about choosing family medicine as a specialty. We have significantly changed the format for the evening this year. In the past, the event took place in a lecture hall, and the information and resources were presented as a short lecture, allowing a brief time for questions. Presently, we have used a much more welcoming venue for the event, and all who attended sat around a large table, creating a more engaging and informal environment. Our Faculty Advisor and FMIG Coordinator gave a brief presentation and distributed the details so that students could reference them later. This allowed for over an hour for questions, and our Faculty Advisor, as well as the 2 residents in attendance, were able to give more personalized answers and advice. Students who wanted even more formal and personal career mentoring were then able to contact Dr. Deci (the Director of Medical Student Education for Family Medicine) and Dr. Gerhart (our FMIG Faculty Advisor) for one-on-one counseling. This year, this resulted in more than 29 students engaging in additional individual mentoring, totaling over 40 hours of mentoring.

Finally, around the end of the academic year we plan another event that is geared primarily towards 2nd and 3rd year medical students, called “Meet the Match”. This is mostly an opportunity to congratulate the 4th years on their Family Medicine acceptance and also use this time as a Q/A session, while the students are enjoying delicious Babcock ice-cream. The 4th years share their experiences of going through the application, interview, ranking and matching processes and why they chose Family Medicine as their specialty choice.

PROGRAM/PROJECT/INITIATIVE 4

Community Service ("Truckload of Toiletries" + "Knits for Neighbors")

- Title of FMIG event, project, or initiative: 11/15/16 to 1/31/17 (Truckloads); 11/15/16 to 12/16/16 (Knits for Neighbors)
- Date(s) and time(s) held: 4 FMIG students, 5-7 hours
- Number of students/student work hours it took to organize: Approximately 750 (MD, PA, RN, etc.)
- 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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| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Community service: This is something your FMIG does for the community. <input type="checkbox"/> Professional development: This is something your FMIG does to promote professional and/or leadership development among your members. <input type="checkbox"/> 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. <input type="checkbox"/> 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. | <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Current issues or innovations in family medicine. <input checked="" type="checkbox"/> New event for this FMIG. <input type="checkbox"/> Significant changes/improvement made on an existing FMIG program. <input type="checkbox"/> Collaboration with another campus group. Please indicate which group (SNMA, another primary care interest group, etc.): _____ <input type="checkbox"/> Other: _____ |
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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.

Community service has always been a strength of our medical student community. Students at our medical school are involved in a wide variety of efforts including MEDiC, a network of student-run free clinics throughout Madison, and DOC (Doctors Ought to Care), a health education outreach program providing a variety of health-oriented presentations to local elementary, middle and high school students. Both of these service opportunities are funded by our Department of Family medicine, but due to their large size and scope, do not fall under our FMIG umbrella.

However, our FMIG does have a service project to call its own, which is called “Knits for Neighbors,” and this year marked its sixth year running. “Knits for Neighbors” is a clothing drive aimed at providing warm clothing to the disadvantaged during the cold Wisconsin winters. From November 15th, 2016 to December 16th, 2016, we collected six trash bags full of warm clothing items, such as jackets, sweaters and blankets, then disbursed them to the public via our student-run free clinics in collaboration with MEDiC. It was our first year that we teamed up with our local student-run free clinics (MEDiC) to help with distribution. This new partnership allowed us to give our donations directly to a fellow student organization, and it may even lead to new intake questions on clothing and toiletries for upcoming donation drives. Overall this project should help protect many of our patients from the harsh Wisconsin winters while also allowing students to investigate and address basic health needs right in the free clinic. There’s no better way for students to see and address community needs than by being a part of the process first-hand, and we have good faith in the MEDiC clinics to distribute these items equitably in order to provide the most benefit from the donations of our generous medical school community.

Concurrently, for the first time we also participated in the nationwide AAFP toiletries collection project called the “Truckload of Toiletries”. From November 15th, 2016 until January 31st, 2017, we collected 122 pounds of donation! We again teamed up with our local student-run free clinics (MEDiC) to help with distribution. Overall this project should help many of our patients with general personal well-being and hygiene since donations included everything from toothbrushes to facial cleansing pads and contact solution, and much more. This event hopefully helped reconnect M4s with our FMIG as they reminisced about MEDiC and FMIG events while traveling from hotel to hotel and gathering donations along the interview trail.

PROGRAM/PROJECT/INITIATIVE 5

Family Medicine Noon Talks (Scope Talks)

- Title of FMIG event, project, or initiative: 09/29/16 (Sports Med), 11/03/16 (ECG), 02/23/17 (Mental Health), 04/06/17 (OB)
- Date(s) and time(s) held: 1 student/ 2 working hours for each event
- Number of students/student work hours it took to organize: Sports Med - 18, ECG - 80, Mental Health - 37, OB - TBD
- 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.
 - 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: _____
- 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 our summer retreat, the FMIG leaders unanimously voted to focus this year's lunch talks on elucidating the breadth and depth of a family medicine practice, giving students optimal exposure to all of the possibilities for providing care as a family physician.

Dr. Erin Hammer provided a great start to our "Scope of Practice" series with her talk on Sports Medicine and her fellowship following family medicine residency. She talked about her path to family medicine as it allows you to be flexible in your career or, as she put it "was perfect for me because I'm ambivalent". She described her day-to-day work with local football teams and the pivotal role in mental health screening that primary care physicians play. She then took questions on research, work-life balance and the flexibility of her career all while praising her family medicine colleagues. It was a very inspiring and insightful way to start the series.

We also hosted an EKG workshop, conveniently scheduled shortly before the medical students' cardiovascular system exam. 80 students learned how to read EKGs and discussed difficult cases. A family physician, Dr. Beasley, gave useful tips on how to interpret an EKG and how to manage a patient with cardiovascular symptoms. This talk highlighted how family physicians have a role in primary care cardiology and it allowed us to show our faculty's expertise in subject matter that is typically taught by cardiology specialists in the curriculum.

Our third noon talk on Mental Health was delivered by Dr. Hamrick, our valued associate professor of family medicine and director of the Geriatric Fellowship program at UW Health. She primarily focused on the mental health of our geriatric population and how depression and anxiety presentations are different in those groups compared to the younger individuals. She kept the students engaged by periodically bring up multiple choice "boards-style" questions and discussing the answers afterwards. This event once again exemplified the versatility of the family medicine and how one can choose to pursue geriatrics and focus on mental health. We got a lot of positive verbal feedback from the attendees and will most likely consider the same event in the future.

The last noon talk of the year will be given in April by our very own FMIG Faculty Advisor, Dr. Jacqueline Gerhart, and her colleague, Dr. Bethany Howlett. They will be discussing women's health and obstetrics within the scope of family medicine.

PROGRAM/PROJECT/INITIATIVE 6

Basic Life Support in Obstetrics (BLSO)

- Title of FMIG event, project, or initiative: April 23, 2016 and Fall 2017; April 27th, 2017 (BLSO for Internship Prep Course)
- Date(s) and time(s) held: 6 students/ 50 student work hours
- Number of students/student work hours it took to organize: 72 (2016); 27 students (internship prep course, April 2017)
- 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.

- Community service: This is something your FMIG does for the community.
- Professional development: This is something your FMIG does to promote professional and/or leadership development among your members.
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- 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.

Basic Life Support in Obstetrics (BLSO) has been a highly sought after UW FMIG event for several years now. We first instated the BLSO curriculum into our FMIG repertoire in 2014. In 2016 we held BLSO again and had 72 MD and PA students participate; 21 volunteer faculty, residents and students helped the event run smoothly. In 2017, UW FMIG will be helping run the BLSO event for M4 students matching into Family Medicine as a part of the "Internship Preparation Course". Additionally, UW FMIG will be hosting another BLSO course for MD and PA students in the fall of 2017 due to a recent redesign of the entire MD curriculum.

The 2016 course generated immense interest and excitement about family medicine; it also was revered by some of the UWSMPH students as, "hands down, one of the best experiences in medical school." The M2 students who took BLSO last year also provided qualitative feedback, stating that the skills they learned from BLSO greatly helped them on their third year clinical rotations in OB and Primary Care. The BLSO course is a nostalgic event that holds deep roots in the UW Department of Family Medicine. BLSO was created in 2012 by the AAFP based on the ALSO (Advanced Life Support in Obstetrics) course, which was created in 1991 here at UW-Madison and subsequently sold to the AAFP in 1995. The curriculum is now the standard of care throughout the country (and much of the world) for obstetrical care in Family Medicine. The UW FMIG is honored to have one of the original authors of the ALSO course, John Beasley, instruct during our own BLSO courses. Additionally, two of our other course instructors, Lee Dresang and Ann Evensen, currently serve on the ALSO Board of Directors and routinely teach the ALSO and BLSO curriculums abroad. Our FMIG Faculty Advisor, Jacqueline Gerhart, chaired the course for the past few years and is a core instructor as well. The FMIG leaders painstakingly fundraised approximately \$9,500 to support the course's high operating budget in 2016. The Wisconsin Academy for Family Physicians (WAFP), the UW medical school, the UW Department of Family Medicine (DFM) and the students themselves all contributed their time and money to make this event a success. Community faculty are also solicited to "sponsor a student" by providing a \$50 contribution, which provides the funding for one student's attendance. In return, each sponsored student writes a personal thank you note to the community faculty member discussing how the course impacted them personally and how it will promote their future career in Family Medicine.

The goal of this event is to showcase the specialty of FM as a leader in women's health and maternity care. All of our faculty that lead the BLSO course are family physicians currently practicing full spectrum obstetrics. Having had 21 instructors and 72 students in 2016, this event allows for an intimate ratio of about 1 instructor to every 4 students--a wonderful hands-on teaching experience and the opportunity for close mentorship. Of the 21 instructors, a few were residents this past year. This allows UW family medicine residents exposure to teaching and provides the students with a view of what their "next steps" will look like in their career in family medicine. In 2015, our student leaders presented a poster at the AAFP National Conference of Residents and Medical Students. In 2016, they presented at the Society of Teachers in Family Medicine (STFM) Annual Meeting. This year, the BLSO curriculum has been adopted formally into the UWSMPH curriculum as part of the "Internship Preparatory Course" for M4 students matching into family medicine. The UW FMIG will be assisting with this formal curriculum event.

PROGRAM/PROJECT/INITIATIVE 7

- Title of FMIG event, project, or initiative: "Dinner with the Doctors"
- Date(s) and time(s) held: January 23rd, 2017
- Number of students/student work hours it took to organize: 4 students and 4 hours work
- Number of students who participated: 85 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.

Another annual event that is used to welcome students into the world of family medicine at the start of second semester is the "Dinner with the Doctors" event. It takes place at a classic local restaurant, the Essen Haus, and is sponsored by the Wisconsin Academy of Family Physicians (WAFP). This year, 64 students, 4 residents and 17 physicians attended. Students, residents and physicians were encouraged to network as they ate appetizers. Students sat at small tables of 4-8 people--each with a Family Medicine physician at their table to converse with and answer any questions about Family Medicine the students might have. Our group contained a wide variety of physicians including academicians, community physicians, public health champions, and those in private practice. Residents and faculty members guided a discussion around the following questions: "Why did I choose Family Medicine?", "What is my scope of practice?", and "What do I see as the role of a Family Physician in society?" In addition, we preselected a diverse number of physicians to come up onto the stage and share their personal journey that led them to the field of family medicine. The students had an opportunity to hear from the physicians who have done full-scope practice, OB/GYN, research, and full-time traveling-doctor work. In talking with attendees after the event, it was clear that students were inspired by hearing the overwhelmingly positive sentiments from family physicians of all ages and backgrounds as they reflected on their personal careers as well as the future trajectory of family medicine.

PROGRAM/PROJECT/INITIATIVE 8

Community Outreach Events (Lake View Health Day)

- Title of FMIG event, project, or initiative: Community Outreach Events (Lake View Health Day)
- Date(s) and time(s) held: May 2016 and May 2017 (future date)
- Number of students/student work hours it took to organize: 10 students, 4 hours each
- Number of students who participated: Lake View Elementary School children - about 200

• 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.
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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.

Every year, FMIG participates in a “Health day” event hosted by the UW Health Northeast Family Medical Center at Lake View Elementary School where students spend the day rotating through stations that promote healthy lifestyles. In the past, activities have ranged from proper hand-washing to yoga and obstacle courses. In addition, students and clinic staff have taught school children various health topics such as basic first aid, how to stay safe in an emergency situation, how to call for help, and how to check for the ABC’s (Airway, Breathing, Circulation). The event usually takes places in May and we are anticipating about 10 FMIG students to volunteer with the event again this year. Working with the Northeast Family Medical Center staff and volunteering with the students at Lakeview have been a rewarding experience which has helped us better fulfill our goal to become more involved in the community.