LEAPs 2016 is now a fond memory. Twenty MDs, DOs, and DCs students arrived as “in-training” and left as the “future leader-healers” who have the potential to change the face of medicine.

LEAPs touched them deeply and inspired them broadly. We model and mentor leadership using the Servant Leader model. A Servant Leader has many of the same characteristics of a physician healer: setting a vision, empowering stakeholders, being selfless, and helping individuals reach their highest good. All of this is done through negotiation and coaching.
• Attached you will find the project presentations for each of the participants. It is our hope that you find their vision – individually and collectively – inspires you to work even more closely with your students and residents. Speaking for myself, I find renewed satisfaction for the work I do with my students locally and greater pride in being a member of the Consortium.
"There are only two mistakes one can make along the road to truth: not going all the way, and not starting."

Buddha
Promoting wellness through meditation

- **Contact Information:**
  Ola Pietraszkiewicz
  (860) 681-2877
  pietraszkiewicz@uchc.edu

- **Location:** UConn Health Center & South Park Inn
  Homeless Shelter

- **Pilot program:** 2017-2018 academic year
Promoting wellness through meditation

Goals

1. Provide students with an additional tool for self-care and patient care.

2. Empower students to teach patients about mindfulness by providing them with the opportunity to teach and lead the residents of South Park Inn Homeless Shelter in meditation exercises during regularly scheduled clinics.

Timeline

Fall 2016: Research successful mindfulness interventions, especially those focusing on underserved populations

Spring 2017: Reach out to South Park coordinators, recruit students to help design a mindfulness curriculum/program

Fall 2017:
1. Bring mindfulness to South Park
2. Begin offering regular meditation opportunities for students through the IMIG
Promoting wellness through meditation

**Resources**
Space, bells, cushions OR online resources (i.e. Headspace)

**Team Makeup**
Integrative Medicine Interest Group (IMIG), South Park coordinators

**Recruitment**
E-mail, class Facebook groups

**Transition**
1. Add a meditation leader position to each scheduled South Park clinic
2. Establish a subcommittee in the IMIG that will host regular meditation sessions for students
Promoting wellness through meditation

Three potential outcomes:

1. Create regular opportunities for students to engage in mindfulness practice & help change the culture at UConn
2. Empower students to educate patients about the benefits of this practice
3. Reach out to an underserved population in Hartford and provide them with a free and portable tool to manage stress

Outcomes Measurement: survey students who participate in meditation at the beginning and end of each semester to assess the potential impact on their quality of life and stress level
Integrative Medicine (IM) at Geisel

- Erin Floyd
  - erin.g.floyd.med@dartmouth.edu
  - 423-914-2595

- Program Location: Geisel School of Medicine at Dartmouth College

- Program Date & Length: Summer 2016-Winter 2017

- Recurrence:
  - yearly
Project Description:

- This project will propose implementing curricular changes to bring fundamental understanding of CAM modalities to Geisel’s required education:
  - 6 additional learning objectives to curriculum

Project Timeline:

- June–December 2016
  - Research IM in current curriculum
  - Brainstorm potential ways to incorporate IM
  - Meet, introduce ideas, and brainstorm with course directors
- January 2017
  - Present proposal and potential changes to Medical Education Committee (MEC)
Resources:
- Existing Literature
- People
  - Students
    - Myself
    - Interested peers
      - Rachael, Tommy
    - Roundtable Luncheon Conversation
      - Qualitative Needs Assessment
    - Survey
      - Quantitative Needs Assessment
  - Faculty Mentor—Dr. McDaniel
  - Dean Mentor—Dr. Ogrinc
  - Course Directors
  - LEAPS Mini Grant Funding ($200)

Recruitment Process:
- 2 peers already committed
- Host Roundtable Conversation
- Student Survey
- Talk with Faculty about feasible ways to sustainably incorporate these IM topics into PBL, lectures, etc.

Transition/Sustainability:
- Explore with MEC potential next steps
- Maintain close communication with and request feedback from course directors
Potential outcomes & measures:

- Completed outline of IM in current curriculum
- Student Body Qualitative and Quantitative Needs Assessment
- At least 4 conversations with faculty members about feasible ways to incorporate this information
- Presentation of curricular changes to MEC
Bridging Healing Traditions: Applications of Chinese Medicine in NYC

- Emma Chew Murphy, 443-756-2059
- Icahn School of Medicine at Mount Sinai, Hess Building
- Four-part workshop series:
  - from October 2016 – January 2017
  - divided into 2 hour experiential learning modules covering:
    - history and principles of TCM
    - acupuncture and acupressure; clinical applications
    - diet and herbal medicine in TCM; clinical applications
    - energy work and movement (QiGong and Tai Qi)
Bridging Healing Traditions

• This workshop series aims to develop understanding of TCM, build awareness of relevant resources in the city, and nurture interest in further learning among medical students at Mount Sinai.

• This course responds to the widespread application of TCM (often not understood or probed by conventional physicians in the health system) and increase of recent Chinese immigrants into New York City. The format will emphasize clinical relevance so that medical students feel equipped to engage and understand—rather than avoid, dismiss, or alienate—their patient’s use of TCM.

(2016)
• June – July: secure institutional partnerships and funding
• July: research and engage potential scholars/collaborators for each module
• August: finalize schedule, book room, gather materials (food, supplies, readings), develop publicity plan
• September: publicize among student groups and relevant networks
• October – January: conduct workshops

(2017)
• January - February: convene collaborators for evaluation, develop action plan for following year
Bridging Healing Traditions

Resources

- Emma Chew Murphy
- Dr. Dorothy Wang – TCM
- Dr. Ray Teets – IM advisor and family medicine fellow in IM
- Dr. Helena Hansen – medical anthropologist at NYU
- Dr. Sayantani Dasgupta – physician and scholar of immigrant rights in health
- Dr. Aaron Cook
- Dr. Ann-Gel Palermo and Sharon Washington (advisors at CMCA)

Recruitment Ideas

- Digital (email/social media) and physical distribution of event flyers throughout September
- In-person promotion to first years during orientation
- Table presence at student activities fair
- Qi Gong demonstration in student atrium

Transition ideas

- In partnership with the CMCA department, and IM student group, the project coordinator will propose an annual workshop series exploring different traditions of healing that draw upon the immense diversity of New York City patient population with the goal of equipping future physicians to better understand and engage their patients’ experience of health and healing
- Collaborators will recruit/mentor first year students as early as possible that may be interested in leading the next series

Collaborators:

- Integrative Medicine (IM) interest group
- Center for Multicultural and Community Affairs
- Asian Pacific American Medical Student Assc.
- Medical Mandarin Student Assc.
Bridging Healing Traditions

• 1) develop understanding of TCM
• 2) build awareness of relevant resources in the neighborhood and city
• 3) nurture interest in further learning among medical students at Mount Sinai

• These stated goals will be measured through a written pre- and post-survey with each module
BPS – Medical Integration
Bachelor of Professional Studies 2.0

• Seth Wytrwal – 303.517.5606
  swytrwal4@s.nycc.edu

• Program to be conducted on the campus of NYCC (New York Chiropractic College)
  – Every fall – (September-October)
  – 2 experiential weekends

• Also bi-weekly meetings as the AC/DC club (Acupuncture/Doctor of Chiropractic)
BPS – Bachelor of Professional Studies 2.0

• The intention of this program is to bring the integrative MD mind to share with the chiropractic and acupuncture students.

• To seek and call upon CAM resources in the community.

• Launch this fall, 2016 and on. This will be an ongoing seminar space to be filled by integrative MD’s and CAM practitioners.
• Resources/Specific possible names or items
• Gasoline – to travel to surrounding hospitals or MD offices
• Gift item in gratitude of teaching
• LEAPS $200 mini grant
• Team Makeup
• Seth Wytrwal
• John Demetros, DC
• Christina Ippolito, DC, LAc
• Chiro/Acu student?

• Recruitment Ideas
• Talk to VA clerks and DC’s
• Talk to Chiro radiologists working in the hospitals
• Talk to DC’s that work with MD’s
• Transition ideas
• Invite/mentor BPS peer grad in fall 2016
• 2017 it can be passed along once I graduate.
Three potential outcomes
- Community awareness (student body and geographic area)
- Support of strong desire to integrate
- Better patient outcomes

Outcomes Measurement incl data collection strategy
- Survey DC clinic patients on utilization of CAM
- Produce a survey and collect data on current DC alumni integrative measures
- Survey student body on thoughts of integration. How might they do it?
INTEGRATIVE MEDICINE IN PRACTICE

- Coordinators: Gianni Glick, MD ‘19; Bob Heffron, MD
- Location: Alpert Medical School, 222 Richmond Ave
- 9/1/16 – 11/1/16; 2-hour class every Tuesday night for 8 weeks
Elective course consisting of presentations and workshops by local integrative practitioners on topics including acupuncture, bodywork, nutrition, microbiome, plant medicine

- **Preparation** (design curriculum, recruit speakers, raise funds): 6/1/16 – 9/1/16
- **Implementation** (8 week elective course): 9/1/16 – 11/1/16
- **Evaluation/follow-up** (collect mid-term and final course evals and suggestions from students): 10/1, 11/1
INTEGRATIVE MEDICINE IN PRACTICE

- **Resources in Providence:** Ocean State Holistic Medicine; Community Acupuncture Center, Brown Integrative Med Scholarly Concentration

- **Team Makeup:** myself, mentors John McGonigle MD, Bob Heffron MD

- **Recruitment:** local connections through mentors; emailing practitioners in Providence

- **Transition:** find course leader for next semester, expand elective into mandatory preclinical curriculum
INTEGRATIVE MEDICINE IN PRACTICE

- **Measurement**: surveys assessing usefulness of class, required theoretical project brainstorming

- **Potential outcomes**:  
  1. inspired students create new IM projects  
  2. MedEd reaches enlightenment and adopts curriculum  
  3. Research collaboration between students and IM practitioners
INTRODUCTION TO AYURVEDA

Kelsey Sicker
614-307-4002
Kelsey.sicker@osumc.edu

To be held in Meiling Hall during November of 2016, lasting 2 hours and intended to recur annually
INTRODUCTION TO AYURVEDA

- **Event description**: professional-taught experiential and didactic presentations of core concepts of Ayurveda, including the doshas, nutritional strategies, and pulse reading. Students will expand their patient understanding and add to their therapeutic tools which ultimately improves patient care.

**Timeline**

- June: reach out to the integrative medicine clinic to involve their Ayurvedic specialist
- July: finalize who will be involved in presentations
- August: create a detailed schedule for the event, coordinate with school to arrange space and time for the event
- September through October: arrange Ayurvedic food, market, market, market, market
- November: show time
INTRODUCTION TO AYURVEDA

Resources:

• Dr. Hair Sharma: Ayurvedic specialist at OSU integrative medicine clinic
• Rosemary Shaw: Ayurvedic physician

Team Makeup: Students for Integrative Medicine interest group, Dr. Diane Habash

Recruitment: list-serve announcements, advertise on student group Facebook page, possibly an info session

Transition ideas: at least one Med 1 involved in the planning and organizing to coordinate following year with Dr. Habash, I can help as well
INTRODUCTION TO AYURVEDA

• **Possible outcomes:** increased awareness of Ayurveda, ability to describe/define Ayurvedic medicine techniques, enjoyment of the experience

• **Measurement:** attendance and post-event survey, collected on paper at the conclusion of the event
Food in Medicine

• Nav Badesha
• (916) 458-2712
• Medspiration@gmail.com
• Piscaderaweg, Willemstad, Curaçao & Chicago, IL.
• 06/16/2016, annual (once a semester) & a recurring 4 week elective.
• GOAL:
  To provide a cooking exercise opportunity for our first & second year medical students on the island in order to help them gain a hands on experience with cooking healthy foods & to promote mindfulness in dietary habits.

• Project Timeline:
  • Exercise is designed to be once a semester (over a time period of 1.5 hours).
  • Beginning next semester in September.
  • Recurring each semester followed by an option of an elective in integrative medicine.
Food in Medicine

• **Resources:**
  - Community grocery stores to donate
  - School kitchen
  - Dr. Sunny Handa, MD
  - Dr. Ryan Jackson, MD
  - Mr. Radek Lewkowski, MBA
  - Dr. Vanessa Baute and her e-mail is vbaute@wakehealth.edu

• **Team Makeup:**
  - Dr. Sunny Handa
  - Nav Badesha MSIII

• **Recruitment Ideas**
  - Connect through my mentor’s professional networks.
  - Email practitioners in the community
  - Put posters up at our school
  - Have students make announcements
  - Use social media to inspire students to come

• **Transition Ideas:**
  - Find new leaders each year (individuals who are inspired by the program – maybe 2-3 leaders)
  - Seek to expand the curriculum in to official clinic years
Food in Medicine

• Three potential outcomes:
  • Expand once a semester exercise into regular curriculum as a Food In Medicine course.
  • Offer a 4 week elective in Chicago to follow up on the exercise/class.
  • Increased comfort with preparing meals
  • Increased knowledge of what compromises a healthy plate.

• Outcomes Measurement incl data collection strategy:
  • Student survey’s assessing usefulness of the exercise & to collect outcomes
  • Student project brainstorming on how to make this program more useful & successful
MASSAGE-ANATOMY

-Coordinator: Hannah Chason
- Contact information: 401-465-3008 (cell); hchason@wakehealth.edu

- Program location: Group space 3rd floor of the new medical school bldg
- Program Date: Late October (corresponding with limbs and peripheral nerves)
- Program Length: 5-6 sessions, 1-hour each
- Program Recurrence: yearly
Project Description:
My project will offer 6 sessions of massage instruction to 20-30 first year students. The class will cover basic technique and reinforce the surface anatomy taught in lecture.

Mission Statement:
To expand student perspectives of healthcare and healing, enhance the medical curriculum, and promote well being among the student body.

Project Timeline:

July:
- Meet with massage teacher and anatomy professor to assess what should be taught during the sessions
- Set dates for the classes
- Determine a budget (teacher compensation, supplies)

August:
- Present opportunity to participate to first year students during LAUNCH orientation
- Apply to CIM for funding
- Finalize curriculum

September/October:
- Present class again and open enrollment
- Confirm supplies needed, finalize logistics of the class
- Supervise the class and troubleshoot as needed
MASSAGE-ANATOMY

Resources/Specific possible names or items
- Massage: Suzanne Thompson
- Anatomy: Dr. Perrault
- Space/logistics: Dr. Wofford
- Financial: Dr. Feldman (CIM)

Team Makeup
- resources listed above
- Ben Wie
- Integrative Medicine Interest Group

Recruitment Ideas
- Presentation during LAUNCH
- IMIG lunch talk presenting massage and the class
- networking among first year students

Transition ideas
- may be run by IMIG in the future
- may be supported by the CIM
- may be supported by the wellness department
- possible incorporation into the curriculum or LAUNCH
Three potential outcomes

- increased understanding of surface anatomy
- improved student wellness
- increased interest in integrative medicine

Outcomes Measurement incl data collection strategy

- evaluate difference in exam performance between students who participated in the class and those who didn’t
- survey evaluating student stress levels and happiness before and after the class
- survey evaluating interest in integrative medicine and analysis of participation in IMIG programs before and after the massage class.
The OSUCOM Wellness Room

Jeremiah J. Shaw
Project Coordinator: Jeremiah Shaw
Jeremiah.shaw@osumc.edu

Mentor: Dr. Diane Habash

Site: Meiling Hall Ground Floor

Timeframe: Indefinite
The OSUCOM Wellness Room

Through this project, we are creating a nurturing space for students to ground and recharge while engaging in intentional self care. It will be a judgement free place where the only objectives are what the students set for themselves.

- June: Meeting with Student Life.
- July: Meeting with SIM Leadership
- August: high volume intro opportunities.
The OSUCOM Wellness Room

- Resources include the Office of Student Life and the Center for IM.
- Our team will consist of myself and Kelsey Sicker, and 2-3 other students that have expressed interest in leading various aspects of the room (tea station, meditation station etc.)

**Recruitment:**
- Promotion at involvement fair.
- Activities during orientation week like yoga, tai chi, and meditation classes.
- Reference from the wellness team.

**Transition**
- Approach the most regular and passionate participants about future leadership
The OSUCOM Wellness Room

- Students find a place of peace, rest and recovery.
- Students seeking rest gain insight and interest in IM.
- Administration realizes demand for integrative self care.

- Pre and post-surveys to evaluate satisfaction and stress levels.
- Materials provided on IM information.
- Intention stones to tally usage of room.
(First Annual)
Integrative Medicine Awareness Week

Christian Adams, MS2
Marshall University JCESOM
(304)617-6531 || c.sean.adams@gmail.com
What is Integrative Medicine?

- Promoting health, achieving wellness
- Physical, mental, emotional, spiritual
- Conventional medicine and the healing arts
- Evidence-based
- Practitioner and patient partnership
Integrative Medicine Awareness Week

- **What:** Each day explore a different field (description, research, experience)
- **Why:** Educate students on IM and self-care practices
- **Where:** BCC (Auditorium 1) at a central time
- **When:** Sept. or Oct.
- **Who:** IMIG

- **Prep:** In Aug. meet with IM presenters, meet with mentor to discuss time and student involvement, and hold planning meeting with IMIG
- **Implement:** Sept. or Oct.
- **Follow Up:** Within a week
Integrative Medicine Awareness Week

- Resources: Yoga-Joan St. Clair; Mindfulness-Michael Stinnet; Acupuncture-Zanter; Massage-Scott Corso; Healing Touch-Gigi Gerlach

- Recruitment: Flyers, emails, wellness events, getting staff involved

- Team Makeup: IMIG with VP co-leading

- Transition: Find and train replacement during fourth year
Integrative Medicine Awareness Week

- Potential Outcomes: Increased awareness of IM, use of self-care techniques, increased likelihood of referral to IM services

- Measurement: Anonymous emailed survey comparing before and after the event, including satisfaction survey and recommendations for future events
Questions?
Thank You
LIGHT LEARNING INTEGRATIVE HEALING TECHNIQUES

Carla Berkowitz
Carla.Berkowitz@northwestern.edu
(760)485-0494

Robert H Lurie Medical Research Center
August 4, 2016
An annual program for M1 orientation week
LIGHT

- LIGHT is a program designed for incoming medical students to learn integrative techniques for self-care and wellness. LIGHT consists of a 3 hour workshop during orientation week where students will alternate between stations for yoga, mindfulness meditation, and nutrition.

**June:**
- Email faculty to pitch the project

**Early July:**
- Recruit faculty and student volunteers
- Email M2 students for self-care tips
- Compose resource booklet

**Late July:**
- Finalize LIGHT curriculum and schedule

**Late August:**
- Analyze data
- Discuss plans for the future

**Early August:**
- Run program during orientation week
- Collect data via surveys
Resources:
- Volunteer faculty to lead the sessions
- Yoga mats
- Nutrition curriculum and ingredients
- Resource booklet with summary of integrative therapies

Recruitment:
- Email and Facebook recruitment for volunteer staff and M2 students

Team Makeup:
- Carla Berkowitz- coordinator and intro
- Dean Wayne- faculty advisor
- Dr. Melinda Ring- faculty advisor
- David Victorson, PhD- mindfulness meditation leader
- Jill Stein, Fitness Instructor- yoga leader
- Jane Mockaitis, RD, LDN, CDE- nutrition leader
- Volunteer M2 students

Transition Ideas:
- Pass over the workshop to the WISH committee and recruit a rising M2 every year to coordinate the event
- Send a survey every year to rising M2 students for wellness tips
LIGHT

Potential Outcomes:

- Incoming medical students may feel more knowledgeable about self-care and stress reduction techniques
- Incoming medical students may feel more confident in their own ability to maintain health and wellness
- Incoming medical students may feel more confident in discussing integrative modalities with their patients

Outcomes Measurement:

- One baseline survey before the workshop begins with a follow up survey after the workshop to see how knowledge, perception, and comfort level has changed
Introduction to Integrative Medicine for First Year Medical Students

Carissa Orizondo, M.D., Clinical Lecturer, Department of Family Medicine  
carissao@med.umich.edu, 734-998-7390

Neena Iyer, M.D. Candidate, Class of 2019  
nriyer@med.umich.edu, 248-904-8530

University of Michigan Medical School, Ann Arbor, Michigan
To be completed by August 1, 2016
Introduction to Integrative Medicine

• Current problem: Medical students are sent on complementary alternative medicine visits with little preparation or introduction to alternative medicine modalities.

• Solution: Our project is the creation of an interactive module to introduce students to various alternative medicine modalities. This module will provide an introduction to the concept of integrative medicine and an opportunity for students to examine their own biases prior to the visit.

• Timeline: Project already approved by curriculum committee and will be implemented in late September/early October of 2016. Our goal is to have the materials prepared by the end of July.
Introduction to Integrative Medicine

• Resources: MSIS (Medical School Information Services), standardized patient program, Integrative Medicine faculty
• Team: Dr. Orizondo, Neena Iyer (M2), Stacie Buckler (Doctoring staff)
• Recruitment: Faculty mentor, Doctoring curriculum committee, IT staff (completed)
• Transition ideas:
  • This will be a video module that can be used for future classes.
  • We hope to recruit a medical student from the incoming class to serve as an Integrative Medicine chair on the Doctoring curriculum committee.
Introduction to Integrative Medicine

• Potential outcomes
  • Increased student satisfaction with clinical visits
  • Higher quality of interaction between students and alternative practitioners
    • Questions prepared and biases addressed ahead of time
  • Increased student understanding of the integrative approach to medicine

• Outcomes measurement
  • Pre-survey to assess student attitudes and prior knowledge
  • Post-survey identical to pre-survey for comparison
    • Additional questions regarding clinic visit
Integrative Approaches to Pain Management

• Dr. Carissa Orizondo, carissao@med.umich.edu
• University of Michigan Medical School—Lecture hall and small group rooms
• Lecture/Small Groups will occur in November 2016. We have been allotted ~3 hours. Recurrence will hopefully be every year for the second year medical students
Introduce medical students to integrative modalities for the treatment of chronic pain. There will be a brief lecture introducing the topic, then a patient panel who will present on their experiences with chronic pain and integrative medicine. Experiential sessions will follow in small groups.

Deadline of project ideas to Carissa by 6/26/2016. Submit finalized session to administration by 8/12/16. Recruit patients and local healers Aug-Sept. Session will take place November 2016. Surveys will be sent out at the end of the week for student and faculty feedback.
Integrative Approaches to Pain Management

- **Resources/Specific possible names or items**
  - Dr. Jill Schneiderhan (family medicine, specializes in integrative pain methods)
  - Local pain management specialists
  - Patients from the Briarwood family clinic

- **Team Makeup**
  - Dr. Orizondo, other students in the IMIG interest group, Dr. Schneiderhan, local healers, local patients

- **Recruitment Ideas**
  - Recruit people who treat chronic pain with IM (maybe from the VA) with funding from the department.
  - Ask Jill or Sara to give an intro talk

- **Transition ideas**
  - Have a permanent student position on the curriculum committee who is responsible for adding and adapting the IM curriculum.
Integrative Approaches to Pain Management

Possible Outcomes:
1. Students are excited about the idea of knowing more methods for the treatment of pain
2. If the session goes well and there is student interest, we could expand the IM curriculum at Michigan

Outcomes Measurement:
• Pre-survey to evaluate current attitude towards integrative medicine in the school.
• After every sequence there is an evaluation sent out to students about each lecture, so we will be able to collect some data from that.
• We will also make our own, more-detailed survey about the session and offer a coffee shop gift card raffle to encourage students to offer feedback
Mental Approaches for the Clinical Preparation Encounter

• Max Kazer, (708) 769-0060, maxkazer@northwestern.edu
• Northwestern University Feinberg School of Medicine
• June 23-30, 2016 (pilot program) and Spring 2017 (collaboration with Mind Body elective)
Mental Preparation Approaches for the Clinical Encounter

- The pilot study will evaluate the differences in levels of stress and anxiety between medical students who are taught a mindfulness meditation preparation method versus a time-matched condition in a clinic setting.
- The intervention is a 15-minute mindfulness training called PIT STOP. PIT STOP stands for Pause; Inhale; Take note of your Self (e.g., thoughts, feelings, physiological reactions) and the Task (e.g., goals, objectives, desired outcomes); Observe without judgment where the mind may have drifted and gently bring it back; and Proceed with the activity (clinical encounter).

• Timeline

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<thead>
<tr>
<th>Study Stage</th>
<th>9/1/15 – 12/31/16</th>
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<tbody>
<tr>
<td>Study Task</td>
<td>9/2015 – 12/2015</td>
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<td>1/2016 – 4/2016</td>
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<td>9/2016 – 12/2016</td>
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<td>Study Design</td>
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<td>IRB Completion</td>
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<td>Participant Enrollment</td>
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<td>Study Completion/ Follow up assessment</td>
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<tr>
<td>Analysis &amp; Dissemination</td>
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Mental Preparation Approaches for the Clinical Encounter

• Support
  – Osher Center for Integrative Medicine
  – Northwestern University Feinberg School of Medicine
  – Mentor: David Victorson, PhD

• Team
  – Max Kazer (study coordinator)
  – 6 medical students who will serve as actors in the study

• Recruitment
  – Direct email sent to first year medical students at Northwestern University Feinberg School of Medicine to participate in study

• Transition ideas
  – Integrate program into 10 week Mind Body Medicine elective for 1st year medical students in 2017
Mental Preparation Approaches for the Clinical Encounter

• Outcomes
  – Provide evidence for mindfulness as a strategy to reduce stress and anxiety in medical students
  – Reinforce the need for wellness practices to educate empathetic and compassionate health professionals

• Measurement
  – Physiological measurements via E4 Watch (temperature, galvanic skin response, etc.)
  – Surveys to measure stress, anxiety, and other aspects of self evaluation
YOU CAN'T POUR FROM AN EMPTY CUP. TAKE CARE OF YOURSELF FIRST.

LEAPS into IM 2016 Project Proposal

Sarah Burbank
“Filling Your Cup”
Self-Care for the Medical Student
Sponsored by Rush AMSA

• Three contacts:
  • Jillian Boroniec, MD: RMC Family Medicine Leadership Program Clinical Mentor
  • Cynthia Ohata, MD: Advocate Christ Medical Center Family Medicine Residency Faculty
  • David Ansell, MD: Faculty Mentor for Rush AMSA Chapter
• Location: Rush Medical College
• Fall 2016 - Spring 2017: monthly hour-long sessions (Sept - Mar).
Self-Care for the Medical Student | Rush AMSA

PROJECT DESCRIPTION:
Pre-clinical medical students face unique challenges in balancing rigorous studying, intense community service and campus involvement, and personal care. Modeled after a similar program for Family Medicine residents, this project will teach Mindfulness-Based Stress Reduction and other self-care tools to first and second year students at Rush Medical College.

TIMELINE
• July 2016: Meet with Dr. Ohata, learn about residents’ curriculum
• August 2016: Choose M1 liaison, begin planning sessions
• Sept 2016: Session 1
• Oct 2016: Session 2
• Nov 2016: Session 3
• Dec 2016: Session 4
• Jan 2017: Session 5
• Feb 2017: Session 6
• Mar 2017: Session 7
• Resources:
  • AJ Creden, MSW at Rush (met at Street Yoga training, interested in helping with student wellness program)
  • Nutrition Master’s Program students to help with cooking class
  • Funding: combination of AMSA funds, OMSP (Dean’s Office) event funds, and Department of Family Medicine

• Recruitment Ideas
  • Email to all pre-clinical medical students with google doc
  • FB link during CSI (M1 orientation)

• Team Makeup:
  • M1 Liaison, to be chosen in August
  • M2, Katy Rooney, AMSA Student Wellness Chair

• Transition: possible leaders for 2017-2018
  • 2016-2017 M1 liaison
  • 2017-2018 AMSA Board
  • Future M1 Family Med Leadership Program Student
Potential outcomes:

1. Mindfulness measures:
   - observing, describing, acting with awareness, and accepting without judgment

2. Attitudes towards self-care

3. Levels of stress

Outcome measurement:

1. Baer Mindfulness Scale*
2. Self Compassion Scale**
3. Perceived Stress Scale - 4 ***

Data collection strategy:

- Surveys with Au Bon Pain gift card as incentive, administered before and after sessions.


INTEGRATIVE MEDICINE INTEREST GROUP

Coordinator: Karen Newton
- Phone – 1 (502) 852-1914
- Email – karen.newton@louisville.edu

Location: University of Louisville School of Medicine in main lecture hall and smaller classrooms.

The program will begin in August 2016. Small group sessions will recur weekly throughout the school year, and there will be 2-3 guest speaker-led seminars each semester. Program end date in terms of data collection will be May 2017, although the program will continue thereafter.
Description

- The mission of the interest group is to provide medical students an introduction to integrative health practices, opportunities to incorporate these practices into personal wellness, and connect students to a local and national network of integrative health professionals.

- 2-3 seminars per semester highlighting various aspects of Integrative Medicine.

- Small group sessions in yoga, mindfulness meditation, nutritious cooking, and others. These will include a discussion component where students can share experiences and discuss how to incorporate evidence-based practices into patient care.

Timeline

- Preparation – July will be spent recruiting leadership, writing the group constitution, applying for RSO status, and recruitment of members.

- First general meeting will be in August to introduce students to the opportunities offered by the group.

- Student leadership will meet in August to discuss plans and ideas, and to begin reaching out to speakers for the year.

- Goal is to begin weekly small group sessions by September.

- Surveys regarding knowledge of Integrative Medicine given in August/September 2016 and May 2017 will help follow up on program success.
INTEGRATIVE MEDICINE INTEREST GROUP

Resources
- Karen Newton, mindfulness and nutrition educator.
- Recruit students to lead yoga, meditation, cooking sessions.
- Partner with Nutrition Club and Wellness committee.
- Dr. Deborah Ballard and Dr. Rachel Bucce, local physicians practicing Integrative Medicine.
- Center for Arts and Healing
- Elizabeth Martin, local art therapist.

Team Makeup
- Two co-presidents
- One secretary – responsible for taking executive council meeting minutes and sending emails to the group.
- One treasurer – responsible for managing funds and group bank account, as well as placing orders for food and supplies as needed.

Recruitment Ideas
- Have a table at the activities fair during orientation with handouts describing Integrative Medicine and benefits to personal balance and growth.
- Recruit students from other wellness-oriented organizations.
- Email all four classes of medical students with general information.

Transition Plan
- Google drive with all relevant documents and contacts.
- Recruit future leadership early in spring 2017 and establish transition meetings between each member of the leadership team. Each leader will be responsible for writing a detailed guide on their position to pass on to the next group of leaders.
INTEGRATIVE MEDICINE INTEREST GROUP

Potential Outcomes

- Students will have gained a deeper understanding of Integrative Medicine.
- Students will have begun to incorporate yoga, meditation, nutritious cooking, and other techniques learned in small group sessions into daily practice.
- Students will have begun to understand how to incorporate integrative health practices into their individual patient care approach.

Outcomes Measurement

- Questionnaire given in August/September 2016 to measure understanding of Integrative Medicine and extent of daily practice. A similar questionnaire will be given in May 2017 to evaluate the impact of the program on students’ sense of personal balance as well as their knowledge of Integrative Medicine practices.
Infusing Healing Arts into ICAM
(Integrative, Complementary, & Alternative Medicine Club)

- Project Coordinator: Jasmin Aldridge
- Contact Information:
  - (214) 552 – 9013
  - jasmin.aldridge@ttuhsc.edu
- Program location: Texas Tech University Health Sciences Center in Lubbock, TX
- Program Time Frame
  - Fall 2016 – Spring 2017
  - Twice per academic semester
  - 2-hour long didactic & interactive seminars
Infusing Healing Arts into ICAM

Mission Statement

I am infusing the healing arts practices into the current integrative medicine opportunities offered to the students and staff at Texas Tech University Health Sciences Center. This innovative addition will broaden the scope of their knowledge and also provide an enriching way to heal not only ourselves but also our future patients.

Project Timeline (from preparation to implementation to follow up)

- Summer 2016
  - Contact session presenters & facilitators to secure dates
  - Finalize each session’s flow/agenda
- August 2016
  - Confirm with all presenters their dates
  - Reserve spaces at TTUHSC for those dates
  - Finalize funding
- Sept 2016 – April 2017
  - Poster & social media advertisement of the sessions
  - Caterings secured a week in advance
Infusing Healing Arts into ICAM

**Resources in the Community**
- Dr. Annette Sobel
- Board Certified Music Therapist - Christine Neugebauer
- Professor of Theater - Bob Chanda
- Rachel Hirshorn, MFA

**Team Makeup**
- ICAM officers
- ICAM member volunteers

**Recruitment Ideas**
- Student Organization Fair during Orientation for the MS1s
- 1st P3 Week of the school year (August) for the MS2s

**Sustainability**
- Draft a detailed timeline & to-do list
- Delegate roles to potential upcoming leaders of ICAM
Infusing Healing Arts into ICAM

Three potential outcomes

1. Educate TTUHSC on the healing arts
2. Facilitate experience with the healing arts
3. Introduce a potential new method of self-care

Outcomes Measurement

✗ Pre/Post Survey at the beginning/end of each session on targeted outcomes
Mindfulness in Your Daily Life and Practice

• Jacqui Benner, (858)-357-6722, jacquelyn.benner@ttuhsc.edu

• Location
  • Texas Tech University Health Sciences Center, Academic Classroom Building

• Timeline
  • Fall of 2016 And Spring Of 2017, 5 – 6 Seminars Total
Mindfulness in Your Daily Life and Practice

• Mission Statement
  • I Am Implementing A Series Of Interactive Seminars Designed To Teach Staff And Students How To Lead A More Healthful Life Through The Act Of Mindful Living.

• Preparation: June – August 2016
• Implementation: September 2016 – April 2017
• Follow-up Survey: April – May 2017
Mindfulness in Your Daily Life and Practice

- **Resources:** Dr. Pelly, Dr. Chanda
- **Recruitment:** Elective Credit, Fliers, E-mails, Facebook Group
- **Team:** Jacqui Benner, Dr. Yan Zhang
- **Transition Plan**
  - If Made An Elective, Students Can Carry It On To The Next Year
  - All Speakers Will Be From The Surrounding Area And Thus Will Be Able To Speak Again Subsequent Years
Mindfulness in Your Daily Life and Practice

• Objectives/Outcomes
  • To Decrease Participant Stress
  • To Deepen Participant Understanding Of The Multiple Aspects Of Mindfulness
  • To Give Participants Tools To Present To Their Patients To Deal With Stress/Anxiety/Depression

• Evaluation
  • The Post Survey Will Measure Participant Use Of Mindfulness Strategies As Well As Their Understanding of Mindful Activities
Integrative Medicine Club

• Paul Bernstein. Paulbernstein@upike.edu. 646-417-2396
• Kentucky College of Osteopathic Medicine at Pikeville, Kentucky. Coal Building and Residences
• Launch Fall 2016 and beyond. An ongoing program bi-semester.
Integrative Medicine Club

- I am introducing a novel club that incorporates a healthier more mindful medical school experience that involves meditation, nutrition, and mindfulness through shared experiences.
- **3 pillars**
  - **Nutrition**: Cooking a delicious meal with great company (Healthy habits/ physical lifestyle)
  - **Meditation**: Breathing techniques/ guided class
  - **Mindfulness**: Self worth, self awareness, and self resilience through discussion, nature walks, excerpts, carrying for plants

- **Preparation and recruitment** begins this summer, implementation first two weeks of class, follow up for spring semester would be on myself and E-board and passed down to the 1st year students.
Integrative Medicine Club

- **Resources:** You tube videos, books, professor Reymeyer, Bernstein residence for cooking, nature trails, Dr. Atchley, local specialists (ie. Chiropractors, acupuncturists, massage therapists etc.)

- **Team:** will consist of students and faculty that wish to have an impact on each others lives, to build healthy habits, and to express interest in Integrative medicine

- **Promotion:** Present a table at club day, Facebook, through association with other clubs

- **Transition Plans:**
  - Ideas will be transitioned to the 1st year students who attend a select amount of club meetings
Integrative Medicine Club

• **Outcomes:**
  • 1. Less stressful approach to medical school curriculum
  • 2. Better physical and mental health
  • 3. Shed light on integrative approach to medicine

• Measurement of outcomes will come from surveys (validated stress questioners)
Resilience Elective

- Giulia Leggett (503)-720-8439 leggett@ohsu.edu
- Oregon Health and Sciences University School of Medicine
- Dates of elective: 01/09/17 to 02/17/17
There is a space created by self compassion, self care and resilience. I will be re-implementing a resilience elective for first year medical students in order to ensure the new curriculum will cultivate and strengthen healthy, engaged and resilient healers.

**Timeline:**

- Post LEAPS: one to one meetings with Cam Norris, Niki Steckler, Kim Johnson and others regarding electives on campus
- Late August through October: contact possible faculty members who can lead elective, turn in elective proposal, coordinate dates, reserve rooms
- October to December: advertise elective, meet with faculty to discuss strategies for classes, confirm catering options, Pre-evaluation
- January to February 2017: elective and mid-evaluation
- April to May: post evaluation, summarizing data into document for administration and faculty
Resources:
Niki Steckler- Assoc. Prof. Division Management  Additional faculty members and mentors

Team make up:
Cam Norris – MS2
Kim Johnson – MS3
Other members of community already involved with Wellness Elective and Residency Wellness curriculum

Recruitment ideas:
Email and social media publicity leading up to elective period
Posters around Collaborative Life Sciences Building

Sustainability:
Cam Norris will plan to continue working with the elective for his Capstone Project. In addition, current or future students interested in wellness will have the opportunity to continue building and expanding the elective as needed through their projects. Our role will be to organize summarizing documents and elective information to pass onward
Resilience Elective

Three potential outcomes:
• Tools learned to utilize in times of stress and low energy
• Improved resilience of participants in school and personal lives
• Highlighting need for curriculum implementation throughout medical training

Outcomes Measurement for quality improvement:
• Pre evaluation prior to winter break
• Middle evaluation in elective period
• Post evaluation 3-4 months following elective
• Special thanks to Rusty Kallenberg, Lauray McElhern, and the entire University of San Diego Team for supporting LEAPs. Specific thanks to Lauray, Mike Kurisu, Melanie Fiorella, and Ellen Beck for their inspiring didactic presentations. We further thank our Co-Director Marni Hillinger (Vanderbilt) and our other mentors – Joe Hardman (OHSU), Mary Guerrera (UCONN), and Aaron Cook (UCSD) – as well as their institutions.

• The success of LEAPs 2016 is due primarily to the tireless effort of our Student Director – Nuvneet Khandelwal – who will now transition to the co-chair of the Student Leadership Group.
The LEAPs 2016 participants have chosen unanimously to enter the Student Leadership Group.

Our Student Director for LEAPs 2017 is Christian Adams.

Henri Roca (VA), LEAPs Program Director, Henri.roca@va.gov

Ray Teets (Icahn at Mount Sinai), Educational Working Group Chair, rteets@institute.org