



FMIG Program of Excellence (PoE) Application

Please fill in the following:

1. Number of students in your medical school: 750
2. Number of active FMIG members: 122
3. Check all that apply to you:
 - 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.)
4. Our FMIG has won this award in the past:
 - YES What years?
 - NO
5. We intend to apply for [Select one]:
 - Overall award
 - Award for Excellence / Innovation in: [Select one]

INSTRUCTIONS FOR THE PROGRAM OF EXCELLENCE AWARD APPLICATION:

- You must use this template for your application. Please complete all sections (unless #8 does not apply to you).***
- The length of this document should be between five and 15 pages. Any longer or shorter and your application will not be considered.***
- In answering questions #3-6, describe what your FMIG learned from the previous year(s), what enhancements/changes you made or what innovations were developed.***

1. Contact Information:
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2. FMIG Operation: Provide a brief overview of how your FMIG operates, including your leadership structure, mission statement and goal(s), student involvement and retention, and the role of your faculty advisor.

The FMIG at the University of Washington has a collaborative and egalitarian leadership structure. Any medical student interested in Family Medicine is eligible to become a FMIG leader. No officers are elected and all FMIG leaders have an equal say in the group's activities. This fluid structure allows the work associated with FMIG events to be shared equitably among the leaders. Leaders are able to volunteer to organize and participate in events that they are interested in and for which they have time.

Our mission is to stimulate and enhance interest in Family Medicine as a future career among medical students at the University of Washington. To accomplish this goal, the FMIG sponsors programs and activities for medical students to learn more about Family Medicine and current issues affecting the specialty. Additionally, the FMIG is aware of needs of the community and tries to increase awareness through participation in community service activities. The FMIG is affiliated with and received support from the Washington Academy of Family Physicians (WAFP) and the Predoctoral Section of the University of Washington Department of Family Medicine. Students are encouraged through the FMIG to become active in WAFP and AAFP as student trustees or other representative positions. A FMIG leader, acting as a student representative, also attends the Predoctoral Section monthly meetings.

In addition to active participation in the WAFP, AAFP and UW Predoctoral Section, FMIG leaders and members are involved in student-organized events that introduce students to family medicine, discuss issues related to family medicine and teach skills applicable to family medicine. Students also volunteer time to community service.

The University of Washington School of Medicine (UW SOM) serves a large geographical area - the "WWAMI region" - which is approximately 25% of the area United States. This large area provides excellent opportunities to be trained in many different settings, but it does provide challenges for full student involvement and retention in the FMIG. In their first year of training, UW SOM students are spread at 7 sites around WWAMI region in 5 states. The FMIG includes these students outside of Seattle as much as possible through site liaisons and encourages first year students who are interested in Family Medicine to be involved in activities offered by the Family Medicine Department, such as the Underserved Pathway and the Rural/Urban Underserved Opportunities Program. All UW SOM students are in Seattle for their second year and can fully participate in FMIG activities. However, in the third and fourth years, students are again scattered across the WWAMI region. Third and fourth year students are invited to continue as FMIG leaders and active FMIG members. Much of the work of coordinating this large and dispersed population is done through electronic communication.

Our faculty advisor helps to maintain continuity in this ever-changing group of students. She holds the historical knowledge of the group - what has been done in the past, when, and how - and shares that with us. However, she allows the FMIG leaders to use this information to create their own programming, in whatever way they feel is best for the students at a specific time.

3. Community Service: What does your FMIG do for the community? [If you have several community outreach activities, list all of them.] Also, if your FMIG collaborates with your school's SNMA chapter, describe your activities here.

The FMIG has two main community events. The first is the FMIG Leaders Holiday Hygiene Drive, conducted in conjunction with the University's Community Health Advancement Program. The drive collects everyday hygiene items - such as socks, undergarments, soap and shampoo and conditioner - for local outreach agencies. This year, three agencies were targeted in the drive and

they were contacted by FMIG leaders to solicit a "wish list" of items most needed by their population. Donations were collected in bins placed throughout the health sciences center from mid-November to December. FMIG and CHAP leaders then assembled the donations into individual care packets for residents and clients of the agencies. The second major community service activity conducted by our FMIG is the Tar Wars Program. The Tar Wars program is coordinated in Washington by Jessica Solberg with the Washington Academy of Family Physicians. The orientation was organized by Jessica and Dr. Christina Kelly, a family physician who has been involved with Tar Wars for many years. The orientation was attended by ten first- and second-year medical students. Dr. Kelly guided us through the national Tar Wars. She provided helpful advice along the way, both about the best ways to manage the different activities and some strategies for getting the students really involved and excited. We ended by discussing plans for taking this program into the classroom. Jessica has made contact with a number of schools and the students will now act as Tar Wars advocates, visiting the schools and providing a hard copy of the information, answering any questions the principals or teachers might have, and putting a face to the program that they can expect to see again.

4. Professional Development: What activities does your FMIG do to promote professional and/or leadership development among its members? If you describe a program that has been in existence for a number of years, please explain its *current significance*.

The FMIG holds several clinical skills workshops to help members prepare for their clinical training and to introduce them to the variety of care conducted by Family Physicians. Each workshop is described in detail below.

IUD Insertion Workshop

The UW Family Med Residency, in conjunction with Group Health Family Medicine Residency, sponsored an IUD workshop for medical students and residents on September 24th, 2008. Approximately 30 students attended and eight residents and faculty assisted in teaching IUD placement. Dr. Norma Jo Waxman, from the Family Med Department at UCSF, began the session with a presentation about intrauterine devices and contraception. Dr. Waxman also imparted many of the experiences she has had throughout her practice in managing contraception with patients. After the hour-long presentation all of the students were instructed on the placement of the two intrauterine devices. Each student was given a practice kit, complete with an IUD and a small plastic model. The students then practiced sounding the uterus model for depth, inserting speculums, and placing the IUDs in the models.

FMIG Baby Beeper Program

The Baby Beeper Project allows first and second year medical students to see the role of the family physician in maternity care. This program is based on a similar successful program at OHSU. An orientation session to the Baby Beeper project covered basic information for each site, student roles and responsibilities, and an overview of the labor and delivery process and post partum care. Students who signed up during the test week were paged for deliveries that occurred during the evening.

FMIG Vital Signs Workshop

The Swedish Family Medicine residents and faculty held a Vital Signs Workshop for the first and second year medical students. The residents began with a short presentation on how to take basic vital signs such as pulse and blood pressure and then explained the clinical significance of abnormal values. In addition, they covered advanced vital signs such as orthostatic blood pressures and ankle/brachial indices. After the presentation, students split into six small groups



for hands on practice.

skill and students rotated through six stations. The workshop lasted about 90 minutes.

Each resident taught a different

FMIG Basic Suture Workshop

Dr. Mark Beard gave a half-hour tutorial on suturing and demonstrated basic suturing technique. Students then had a chance to practice independently on pig feet. University of Washington Family Medicine faculty and residents were available to assist students throughout the workshop. As students began to master basic suturing skills, more advanced techniques were presented, including mattress suturing. The doctors circulated between the students, and the ratio of doctors to students was about 1:6. The University of Washington residency program supplied all tools and suture necessary for this workshop.

FMIG Casting & Splinting Workshop

The residents and faculty from Valley Medical in Renton presented a workshop on Casting and Splinting Techniques. Students were instructed on the indications for casting and splinting and application of a short arm splint and short leg splint were demonstrated. Students were also shown how to convert these short arm and leg splints into short arm and leg casts.

The FMIG has several events planned for the remainder of this school year. These events include an EKG workshop, where residents and Faculty from the Swedish First Hill program will work with students in small groups to decipher EKGs in the setting of patient cases; an OB Skills Workshop, in conjunction with the Group Health Family Medicine Residency Program; and a Musculoskeletal Exam Skills Workshop, arranged with the Valley residency program.

5. Exposure to Family Medicine and Family Physicians: Tell us what your FMIG does to expose its members to family physicians – in your medical school or community – and how the scope of family medicine is demonstrated.

The University of Washington has a strong tradition of exposing all students to primary care specialties, including Family Medicine. In order to build on what students learn in their basic coursework, the FMIG provides opportunities for students to meet and interact with Family Physicians. Students were able to hear from a variety of Family Physicians at "What is a Family Doc?", a panel discussion was hosted about the variety of practice and lifestyles of family physicians. Six local family physicians were present from a spectrum of practice environments and patient populations. The panel was asked pre-prepared questions about the differences in their practices, lifestyles and patient populations. They also answered questions from the medical students in the audience about these same issues.

To expand the perspective beyond the Seattle area, the FMIG held a second event involving a panel of Family Physicians. The FMIG Rural Medicine Panel invited 8 physicians from rural practices or in rural medical education to talk about their experiences in rural America. The group of physicians addressed questions from the audience of students including: reasons they went into family medicine, their background, why they like practicing as a family physician, residency information and how they handled the difficulties of practicing in a rural location. The session was informal and very encouraging and informative. The FMIG leaders who organized the event received a great deal of positive feedback about it.

The broad scope of practice of Family Physicians will be further investigated in a Complementary/Alternative Medicine Lecture to be conducted later this year. This lecture/discussion will be offered jointly with the Organization of Holistic Medicine.

6. Promoting the Value of Primary Care: Describe what your FMIG does to tell members about the role of family medicine in enhancing primary care. This could include talking about the patient-centered medical home and the primary care workforce or coordinating activities with other primary care interest groups (internal medicine, pediatrics, OB/GYN or emergency medicine).

To introduce students to FMIG and Family Medicine, the FMIG participates in the yearly UW School of Medicine Student Activities Fair. This year, FMIG leaders organized a booth where they advertised upcoming FMIG events, promoted membership in the AAFP and WAFP and encouraged first year students to become leaders with the organization. The FMIG also participated in the Department of Family Medicine Predoctoral Open House, where FMIG leaders were available for student questions during the Department of Family Medicine's Open House. Fliers detailing the activities of the FMIG and the events planned for the year were available for students to pick up and review.

This fall we were honored to have AAFP president Dr. Ted Epperly give a presentation on the role of the medical home in current and future health care. Following the presentation, students asked questions about the health policies of the presidential candidates and the state of a patient's right to their digital medical record.

The discussion of health policy and the role of Family Medicine was continued with a lecture and discussion lead by Dr. Jeff Huebner. Dr. Huebner is a Clinical Instructor in the Department of Family Medicine and currently practices at the Renton Community Health Center. Dr. Huebner presented an informative and comprehensive summary of the key issues currently plaguing our healthcare system in general, and specifically primary care, and he outlined the healthcare reform proposals of the Obama administration. The presentation was interactive and spurred an enthusiastic discussion about our healthcare system, past approaches to tackling key issues, and proven as well as innovative ways these issues can be addressed with money and resources provided by President Obama's healthcare proposals. Dr. Huebner also shared some of the challenges from a policy perspective of working in underserved primary care and some of his experiences in health policy making and reform. He ended by providing resources and opportunities to learn more about health policy and to be involved in guiding the future of the healthcare profession.

7. Measures of Success: What programming elements has your FMIG considered successful? How do you track measurable improvements? This could include increasing membership, showing improvements in Family Medicine match rates among active FMIG members, or receiving recognition from your medical school/state chapter/AAFP.

The clinical skills workshops organized by our FMIG are always quite successful. For example, the Basic Suture workshop had approximately 30 students in attendance and a waiting list of 40 students. The FMIG tries to respond to students' needs through formal and informal surveys of students following events. For example, Students who participated in the first Baby Beeper program were surveyed afterwards regarding their experiences. Based on the surveys, the program is currently under review and changes will be made to improve both the orientation and the experience for students.

The University of Washington had twenty-five students match in Family Medicine this year. The percentage of students matching in Family Medicine is increased from last year by 25%.

8. Special Consideration for First-Time Applicants or Those Wanting to Show Significant Enhancement in Programming, Membership or Operation: If your FMIG has never submitted an



application for this award, or if your FMIG has made significant strides in a particular area, tell us why you think you should be considered for this award. [If this does not apply to you, you do not need to fill out this section.]

Thank you for your submission!