

THE UNIVERSITY OF ARIZONA.

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## INTEGRATIVE MEDICINE IN RESIDENCY

- SITE LEADER RESPONSIBILITIES
- SAMPLE SITE IMPLEMENTATION PLANS



## **IMR Site Leader Responsibilities and Time Commitment**

- 1) Serve as the point person for the IMR at residency program.
- 2) Create syllabus – or implementation plan – for including IMR in residency program.
- 3) Introduce IMR to residents – make certain they create online profiles, take assessments before beginning curriculum.
- 4) Schedule complementary on-site activities – some examples: visit to local whole foods store to read labels on supplements, yoga session, meditation session, watching IMR videos as a group.
- 5) Oversee completion of coursework for residents enrolled in the IMR – send periodic reminders to complete coursework.
- 6) Participate in monthly phone conference calls with other site leaders.
- 7) Any additional site-specific requirements you may have in your residency program.

An IMR site leader can expect to spend a minimum of 10% time administering IMR-related activities.

## EXAMPLES OF IMR SITE IMPLEMENTATION PLANS

University of Arizona Family Medicine Residency  
IMR Implementation Plan

Code for number of hours: (hours working online)/(hours in small group activities)

PW: Prevention and Wellness Unit (to be done in first year)

GS: Getting Started Unit, to be done at the beginning of each year and end of third year

TIM: Tool in Integrative Medicine Unit (to be done in all three years)

CI: Chronic Illness Unit (to be done in all three years)

Intern Orientation: (PW) Introductory Session: 0/1, (GS) Wellness and other Assessments: 2/1, (PW) Introduction to Integrative Medicine: 1/1, (PW) US Preventive Services: 2/1, (PW) Nutrition: 4/1, (PW) Sleep: 1/0, (PW) Physical Activity: 2/1  
Total 12/6=18 hours

Dermatology: (PW) Supplements: 3/0, (PW) Clinical Integration: 4/0  
Total: 7 online hours

EM/Urgent care: Acute Care unit: 7 online hours

Sports Medicine/Ortho: (TIM) Manual Medicine: 8 hours, (CI) Chronic Back Pain: 6 hours. Total 14 online hours

Behavioral Medicine: (PW) Stress and Mind-Body Medicine: 2/2, Motivational Interviewing: 0/2, (TIM) Mind Body Medicine: 2/4  
Total: 4/6= 10 hours longitudinally throughout 3 years

PG 2 Core: (GS) Assessments: 2/1, Manual Medicine workshop: 0/3, (TIM) Botanicals: 4/2, (TIM) Integrative Assessment and Treatment Plan: 4/4, Spirituality: 2/1, Energy Medicine: 2/2  
Total: 14/13= 27 hours

Pediatric Clinic: Pediatric Topics unit: 9/0 hours, Obesity: 6/0  
Total 15 online hours

GYN/MCH: Women Health Unit: 16 online hours

Geriatrics/Community Medicine/Surgery: (CI) Rheumatology: 6/0, Diabetes: 6/0, Cancer Survivorship: 6/0, GI topics: 6/0, HIV: 6/0  
Total 30 online hours

Cardiology/Elective/other: (CI) Approaches to Cardiovascular Health and Nutrition and Cardiovascular Health: 23 online hours (This is a very relevant course for our patient population.)

PG 3 Core: (GS) Assessments: 2/1, Practice Management: 4/1, Whole Systems: 6/8, Environmental Medicine: 6/1. Total: 18/11 = 29 hours



# ST. LUKE'S FAMILY MEDICINE RESIDENCY

## IMR Guide by Rotation

Revised 10/1510

<b>PGY1</b>	<b>Orient.</b>	<b>AMTS</b>	<b>AMTS</b>	<b>AMTS</b>	<b>OB</b>	<b>OB</b>	<b>OB</b>	<b>Peds Wards</b>	<b>FM-A</b>	<b>CCU or Cards Consult</b>	<b>ER</b>	<b>NICU</b>	<b>Surg 1</b>
	Getting Started 2 Prevention/Wellness 20				Women's Health Prenatal Care & Lactation 3				Diabetes Mellitus II 6 GI/BS/Gastritis 6	Hyperlipidemia 6 Coronary Artery Disease 4	Acute Care 7	Special Topics Environmental Medicine 6	Chronic Illness Obesity 6
<b>PGY2</b>	<b>FMTS</b>	<b>FMTS</b>	<b>OB</b>	<b>Peds Wards</b>	<b>GYN 1</b>	<b>Peds ER</b>	<b>ICU</b>	<b>GER</b>	<b>Ortho 1</b>	<b>FM-B</b>	<b>FM-B</b>	<b>URO/ Elective</b>	<b>Psych</b>
					Women's Health Dysmenorrhea 1 Menopause 2 Depression 2 PMS/PMDD 1 1	Introduction to Pediatric/Integrative Medicine 1 Asthma/Allergies (1 hr group lecture) 4	Tools in IM Integrative Medicine Treatment Plans 4 Energy Medicine 2	Chronic Illness Osteoarthritis & Rheumatoid Arthritis 6	Chronic Illness CD/Nutrition 6 Hypertension 4			URO/ Elective Special Topics HIV 6	Special Topics Cancer Survivorship 6 Tools in IM Spirituality 2
<b>PGY3</b>	<b>AMTS</b>	<b>AMTS</b>	<b>DERM **</b>	<b>ENT/ Ophtho</b>	<b>Ortho 2/ Women's Health</b>	<b>Sports Med</b>	<b>Peds Office</b>	<b>Surg 2**</b>	<b>FM-C</b>	<b>Practice Mgmt/ Elective</b>	<b>Practice Mgmt/ Elective</b>	<b>Elective or OB* **</b>	<b>Elective **</b>
				Tools in IM Motivational Interviewing/ Behavioral Change 2	Women's Health Interactive Case Scenario 1 Fibromyalgia 2 Osteoporosis 2 Eating Disorders 2	Tools in IM Manual Medicine 8	ADD/ ADHD 2 Chronic Pain Syndrome 2	Chronic Illness Chronic Back Pain 6	Chronic Illness Chronic Back Pain 6	Tools in IM Practice Management 4	Tools in IM Integrative Medicine Intake Process 1 Botanicals 4 Mind-Body Medicine 2	Tools in IM Whole Systems 8	Tools in IM Integrative Medicine Intake Process 1 Botanicals 4 Mind-Body Medicine 2

\*High Track OB

\*\*These are rotations where the current 2<sup>nd</sup> & 3<sup>rd</sup> yrs may complete Prevention/Wellness (20 hrs)

SUGGESTION: block 1-2 hrs per week for dedicated IMR time

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Aurora Family Medicine Residency Program

All residents & faculty are required to complete "Getting Started" & "Prevention/Wellness".

- Interns will complete all 200 hrs IMR over 3 years.
- Current 2<sup>nd</sup> yrs will complete 160 hrs IMR over 2 years.
- Current 3<sup>rd</sup> yrs will complete 60 hrs IMR over 1 year.

(NOTE: Interns, 2<sup>nd</sup>, & 3<sup>rd</sup> yr residents-about 30 hours of IMR will be completed as group activity in lectures.)

# Maine-Dartmouth IMR SYLLABUS

New Website: <https://integrativemedicine.arizona.edu/main/login.html>

## PGY-1

### ORIENTATION

IMR Curriculum:

IMR VIDEO and SYLLABUS

GETTING STARTED:                      Resident Self-Assessment  
    Knowledge Assessment  
    Wellness Assessment  
    Questionnaires A-1, B-1, C-1

PREVENTION & WELLNESS:              Introduction to IM  
    US Preventive Services Guidelines  
    Nutrition and Diet  
    Supplements and Prevention  
    Physical Activity  
    Stress and Mind-Body Medicine  
    Spirituality  
    Sleep and Health

CLINICAL INTEGRATION:                7 Cases

### Distribution of reserved time in your rotation schedule:

SURG A/W    8 hours in 2-3 hour blocks  
ER A/W       2 hours  
GERI         2 hours  
OB            4 hours in (2) 2 hours blocks

OFFICE: (7) 2 hour blocks during office hours when you are on the following rotations: FMI, PEDS, ORTHO/SPORTSMED

FIELD TRIP TO AVENA Botanicals Herb Garden, ROCKPORT, ME  
SEPT 14, 2010 2-4 PM

**Maine-Dartmouth  
IMR SYLLABUS**

**PGY-2**

<b>Rotation</b>	<b>Hours</b>	<b>Unit: Course</b>
	1.5	<b>Getting Started:</b> Resident Self-Assessment 2 Knowledge Assessment 2 Wellness Assessment 2 Questionnaires A-2, B-2, C-2
GYN	7	<b>Women's Health Unit:</b> <ul style="list-style-type: none"> <li>• PMS/PMDD</li> <li>• Dysmenorrhea</li> <li>• Prenatal Care</li> <li>• Menopause</li> </ul>
NF (night float)	8	<b>Women's Health Unit:</b> <ul style="list-style-type: none"> <li>• Osteoporosis</li> <li>• Eating Disorders</li> <li>• Fibromyalgia</li> <li>• Depression in Women/ICS</li> </ul>
ER	6	<b>Acute Care Unit:</b> <ul style="list-style-type: none"> <li>• Otitis Media</li> <li>• Gastroenteritis</li> <li>• Upper Respiratory Infection, Adults</li> <li>• UTI</li> <li>• Vaginitis</li> <li>• Acute Back Pain</li> <li>• Chest Pain/ GERD</li> </ul>
PEDS	6	<b>Pediatrics Unit:</b> <ul style="list-style-type: none"> <li>• ADHD</li> <li>• Chronic Pain Syndrome</li> </ul>
MCH	4	<b>Pediatrics Unit:</b> <ul style="list-style-type: none"> <li>• Allergies and Asthma</li> </ul>
ICU	6	<b>Integrative Medicine Tools Unit: (choose 2 of the 4)</b> <ul style="list-style-type: none"> <li>• IM Patient Intake</li> <li>• Botanicals</li> <li>• Mind-body Techniques in Practice</li> <li>• Motivational Interviewing</li> </ul>
BLOCK 6	6	<b>Integrative Medicine Tools Unit: (choose 2 of the 4 - combination of Community Medicine, Research, and IM)</b> <ul style="list-style-type: none"> <li>• IM Patient Intake</li> <li>• Botanicals</li> <li>• Mind-body Techniques in Practice</li> <li>• Motivational Interviewing</li> </ul>

## Maine-Dartmouth IMR SYLLABUS

### PGY-3

Residents will **set their own schedule** to complete the Year 3 Courses & Modules on their own. Progress reports and completions are viewed every month.

Hours	Unit: Course
<b>1.5</b>	<b>Getting Started:</b> Resident Self-Assessment 3 Knowledge Assessment 3 Wellness Assessment 3 Questionnaires A-3, B-3, C-3
<b>38</b>	<b>Tools in Integrative Medicine:</b>
8	Manual Medicine
8	Whole Systems
4	Energy Medicine
4	IM Treatment Plan
2	Spirituality
8	Practice Management
<b>58</b>	<b>Chronic Illness:</b>
	Approaches to Cardiovascular Disease
1	Introduction
2	Metabolic Syndrome
6	Dyslipidemia
6	Hypertension
4	Coronary Heart Disease
4	Patient Case
6	Approaches to Diabetes
6	Obesity
6	GI Disorders
6	Approaches to Rheumatology
6	Chronic Back Pain
<b>18</b>	<b>Special Topics:</b> Environmental Medicine HIV Survivorship



## The IMR Responds to Resident Interest in Integrative Medicine and Enhances Resident Recruitment

An online survey assessed all incoming residents who matched at the eight Family Medicine IMR pilot sites between 2008 - 2010 (n=197). A total of 152 residents completed the survey (77.2% response rate). A control group of residents from programs that did not offer the IMR (n=80) received a similar questionnaire. Of control residents, 58.8% (n=47) completed the survey.

### 1. Residents are Highly Interested in Learning IM During Residency

- 88% of IMR residents at the pilot sites had high to moderate interest in learning IM during residency.
  - And, 60% of control site residents shared this high interest in learning IM.

### 2. Residents Greatly Want to Apply IM in Clinical Practice after Graduation

- 88% of IMR residents at the pilot sites also had high to moderate interest in applying IM in their clinical practice after graduation.
  - Again, 60% of control site residents also had high interest in applying IM in practice after graduation.

### 3. IMR Enhances Resident Recruitment

- 47% of IMR residents at the pilot sites reported that the IMR was *very important* or *important* in their ranking decision.
- The presence of the IMR curriculum ranked as fourth in reasons for resident ranking decisions after geography, quality of faculty, and academic reputation of the program.

## Residents Show Very High Rates of IMR Course Completion

Upon finishing each online course, residents click a “finish” button that automatically records the completion of that course. A course completion percentage rate is computed for each resident for each year of the curriculum and for the class as a whole. Residents are required to complete at least 80% of the courses to graduate. Preliminary data are available for the PGY1 and PGY2 residents from the eight Family Medicine pilot sites of the 2011 graduating class (n=63).

- The Year 01 curriculum is comprised of eight courses. The mean percent of course completions by the 2011 PGY1s was very high, 97.8 % (range 96.8%-100%).
- The Year 02 curriculum consists of sixteen full courses. The mean percent course completion rate by the PGY2s was also high, 83.7% (range 60.1% – 96.2%).

## Residents Rate the IMR Courses Very Highly

Residents rate each course on the basis of key course evaluation indicators including how well course content met the stated learning objectives, the utility of the course for clinical care, and the smooth functioning of the online technology. Additional space is included for open-ended comments. Preliminary data for the combined Year 01 and Year 02 courses are available for the PGY1 and PGY2 residents from the eight Family Medicine pilot sites of the 2011 graduating class (n=63).

- 94% of residents said the courses adequately or definitely **met the stated learning objectives** (range 84.6% – 98%).
- 90% of residents said the courses were useful of very useful for their **clinical utility** (range 77.8% – 98.7%).

- 85% of residents said the **online technology** functioned smoothly or very smoothly (range 67.4% – 97.4%).
- Typical resident **open-ended comments**:

“I most valued the information about natural therapies, how to prescribe them, and the evidence for them.”

“Great set of modules. These are situations we all see in clinic at least a few times a day and these modules provided great resources to provide to patients.”

“Oftentimes patients are frustrated when we don’t prescribe antibiotics/medication and this is a way to provide information and treatment that is appropriate.”

“I liked the format of video where I could see the interaction between the provider and the patient.”

“Combining and comparing the integrative medical remedies and the medications. It helps me put it all together in my head as to what tools I have to treat my patients with.”

### **Residents Have a Statistically Significant Increase in Medical Knowledge**

Medical knowledge questions are associated with each year of curriculum content. Preliminary data for Year 01 and Year 02 knowledge items are available for the PGY1 and PGY2 residents from the eight Family Medicine pilot sites of the 2011 graduating class (n=63).

- For Yr 01 knowledge scores, the mean percent correct increased from 50.98% to 64.71%, ( $t(50)=-6.129, p=0.001$ ).
- For Yr 02 knowledge scores, the mean percent correct increased from 43.82% to 51.37%, ( $t(45)=-3.397, p=0.001$ ).