



**DEPARTMENT OF FAMILY
AND COMMUNITY MEDICINE
ANNUAL REPORT FISCAL YEAR 2021**



Improving health transforming lives

MISSION

Promoting health of individuals, families, and communities through education, research and service

VISION

A world where everyone has outstanding primary healthcare

VALUES

Integrity-commitment-respect-care-leadership-justice-altruism-knowledge

MISSION

PROMOTING HEALTH OF INDIVIDUALS, FAMILIES, AND COMMUNITIES *THROUGH EDUCATION RESEARCH AND SERVICE*

We strive to accomplish this mission by:

- Teaching healthcare students and professional's humanistic patient care and community health.
- Providing care and comfort to patients and communities through family medical practice and public health initiatives.
- Discovering innovative opportunities to serve populations and areas that lack access to quality healthcare.
- Providing exceptional education in behavioral sciences, humanities, bioethics, geriatrics, population health, and palliative care.
- Conducting innovative, collaborative research to advance knowledge, improve education, and promote health of individuals, families, and communities.
- Building interdisciplinary relationships and collaborations based on active and open communication and trust.
- Serving our community by working to eliminate disparities and improve the well-being of everyone we contact.

VISION

A WORLD WHERE EVERYONE HAS OUTSTANDING PRIMARY HEALTHCARE

VALUES

- **INTEGRITY:** We uphold the qualities of integrity, including honesty, loyalty, and dependability, in all our interactions with others.
- **COMMITMENT:** We commit to working together with joy and understanding to serve our learners, colleagues, department, university, and community.
- **RESPECT:** We respect the dignity of all persons and embrace the diversity of our community.
- **CARE:** We help those who are in need and express genuine care, hope, and compassion for each other.
- **LEADERSHIP:** We lead responsible change in teaching and research through shared visions and critical reflection.
- **JUSTICE:** We support non-conformity in seeking fairness and upholding what is just.
- **ALTRUISM:** We believe in the power of relationships and the therapeutic offering of self in the advancement of health and wellness of all.
- **KNOWLEDGE:** We strive to seek, acquire, and make knowledge through individual and collective efforts.

The Department of Family and Community Medicine's diverse network of clinical and academic based faculty teach in virtually every aspect of the curriculum at Northeast Ohio Medical University (NEOMED). From the introductory psychosocial clinical medicine courses, the required clerkships in the M3 year, to electives and research opportunities throughout all four years, to the SOAR Student Run Free Clinic (SRFC), we are integral to the education of our students throughout their academic careers.

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DFCM Core

Name	Rank
John Boltri, M.D., F.A.A.F.P.	Professor and Chair
Michael Appleman, M.Ed.	Instructor
Julie Aultman, Ph.D.	Professor
Kristin Baughman, Ph.D.	Associate Professor
Marquita Belen, M.D.	Associate Professor
Alicia Bond, M.D.	Assistant Professor
Rachel Bracken, Ph.D.	Assistant Professor
Kathleen Enoch	Program Coordinator
Joanne Fabick	Administrative Coordinator
Rebecca Fischbein, Ph.D.	Assistant Professor
Katherine Fleck, R.N.	Clinic Manager
Stacey Gardner-Buckshaw, Ph.D.	Assistant Professor
Alex Heintzelman, M.D.	Assistant Professor
Paul Hartung, Ph.D.	Professor
Rebecca Johnson	Curriculum Coordinator
Kristen Knepp, Ph.D.	Assistant Professor
Denise Kropp, B.S., B.S.Ed.	Instructor
Amy Lee, M.D., M.P.H., M.B.A.	Professor
Chelsea Luli, M.Ed.	Administrative Coordinator
Lacey Madison, M.B.A., M.Ed.	Director of Operations and Instructor Promoted 01/11/21
Mary Massie-Story, M.D.	Clinical Assistant Professor
Heather McEwen, M.L.S., M.S.	Assistant Professor
Janet Raber, R.N., C.D.E.	Adjunct Instructor
Margy Sanders, M.A., L.S.W.	Associate Professor
Marissa Shepherd, C.P.A.	Executive Director
Mary Sherman	Administrative Coordinator
Janice Spalding, M.D.	Professor, retired 05/31/21
David Sperling, M.D.	Professor
Julie Stier	Administrative Coordinator
Patti Thornborough, M.S.Ed.	Instructor
Kim Trowbridge, M.Ed., M.C.H.E.S.	Instructor

Executive Summary

The Department of Family and Community Medicine (DFCM) contributes to the College of Medicine (COM) and the University through numerous areas including medical and graduate education, residency education, and community outreach. The DFCM is strategically aligned with all six NEOMED pillars which include targeted contributions in Education, Discovery, Service and Community Engagement, Growth, and Administrative and Academic Support Operations and are aligned with the COM goals to shape physician leaders, engage our students, faculty, and staff, foster excellence in collaborative research and scholarship, cultivate and strengthen COM's identity, and enhance COM's economic stability and sustainability.

Accolades

- The Department of Family and Community Medicine received grants in excess of \$2.7 million and recouped over \$517 thousand in salary recovery.
- Family medicine physicians contributed to patient care with Summa and Aultman and returned clinical income to the department of \$104,050.
- In response to the COVID-19 withdrawal of medical students from clinical sites nationally, the DFCM created 10 electives with six DFCM directors to accommodate 56 students.
- The Department of Family and Community Medicine contributions include innovative programming to achieve strategic advancement at NEOMED and with local, regional, and statewide partners. Highlighted projects in FY21 include:
 - integrating primary and mental health care,
 - the enhancement of the geriatric workforce through interdisciplinary team learning with a regional focus,
 - expansion of services and additional funding for the SOAR Student Run Free Clinic,
 - increased funding for regional direction of Area Health Education Centers for developing pipelines to health professions careers,
 - continued statewide collaborative on medical school curriculum addressing the opioid crisis,
 - DFCM faculty and staff production of 52 research and scholarly publications and presentations at state, national and global conferences,
 - ongoing support for over 16 students in research and dissemination fellowships, and
 - ongoing support of nearly 200 students, M1-M4 in the Integrated Pathway programs.

Contribution to NEOMED Student Education

The Department of Family and Community Medicine provides leadership, instruction, and administrative talent to the development, implementation and delivery of the curriculum transformation and new systems-based curriculum using peer instruction delivery.

Curriculum Transformation

DFCM Curriculum Leadership and Instruction		
Year	Systems Based (New)	Traditional (Existing)
M1	Population Health Introduction to Clinical Skills Patient, Physician and Community I Patient, Physician and Community II Integrated Case Exercise	N/A
M2	Patient, Physician and Community III Patient, Physician and Community IV Patient, Physician and Community V AFMT: Primary Care Delivery Systems	Principles of Clinical Medicine II Health Systems and Community III, IV Human Values in Medicine IV
M3	Applications of Clinical Medicine M3 Family Medicine Clerkship Summer Research Series M3 Electives: Rural Health Independent Study Urban Health Independent Study	Applications of Clinical Medicine M3 Family Medicine Clerkship Summer Research Series Human Values in Medicine V (will become PCC 6)
M4	Community Experience: IPE Principles of Public Health Experience* Capstone and Clinical Epilogue: Ethics or Humanities Electives Social Determinants of Health Quality Improvement Outreach Student Run Free Clinic Administrator Bioethics Research	Community Experience: IPE Principles of Public Health Experience* Professionalism Elective Clinical Ethics or Humanities Epilogue Social Determinants of Health Quality Improvement Summer Research Series Outreach Student Run Free Clinic Administrator Capstone and Clinical Epilogue
M3/M4 COVID Response Courses	M3 COVID Response Courses: COVID Infection: Social Determinants of Health M4 COVID Response Courses: SOAR Expanding Outreach SOAR Behavioral Health SOAR social media Virtual Med Camp Portage County Health District Assistance Youngstown City Health Department Contact Tracing Canton City Health Department Long-Term Care Facility Needs Assessment Local Health Department social media Bioethics Research COVID-19 Ethics Education	
*Patient, Physician, and Community includes previous courses Foundations of Clinical Medicine (FCM), Community Experience, Health Systems and Community, Human Values in Medicine, and Principles of Clinical Medicine.		

Curriculum Transformation (Cont.)

- Dyad Leaders: Aultman, Baughman, Belen, Bracken, Frederickson, Hartung, Lee
- Peer Instruction Question Design: Baughman, Fischbein, Lee
- Curriculum Transformation Committee: Madison (Implementation Team), Appleman (Content Team), Hartung (Content Team)
- COM Curriculum Committee Members: Appleman, Aultman, Bracken, Lee
- COM Pre-Clinical Curriculum Committee Members: Aultman, Baughman, Belen, Hartung, Lee

Contribution to Clinical Partner Programs

Family Medicine Clinical Partners

The department continues to build relationships and provide training, workshops, and research opportunities to more than 264, healthcare professionals from residency and hospital partners.

Innovative and Collaborative Programming

Programming in Healthcare Transformation

- HRSA Integrated Behavioral Health and Primary Care
- HRSA Primary Care Training Enhancement
- HRSA Geriatric Workforce Enhancement Program
- Northeast Ohio Network® (NEON®)
- Accelerated Family Medicine Track
- Rural Medical Education Pathway
- Social Justice Pathway
- Urban Primary Care Pathway
- Summer Research Series
- Medical Student Training in Aging Research
- All Medical Schools Development of an Opioid Medical School Training Curriculum
- Ohio's Region III Area Health Education Center supports pipeline to NEOMED
- Northeast Ohio Area Health Education Center
- William Carlos Williams Poetry Competition
- Healer's Art
- Soul and Science of Caregiving

Proposed Innovative Collaborative Programming

- Center for Integrated Primary and Mental Health Care
- Incorporation of Telehealth into the Medical School Curriculum

Specialty Offices and Programs

- Office of Palliative Care
- Office of Public Health Practice
- Area Health Education Centers (NEO)
- Office of Bioethics and Humanities
- Integrated Pathways
 - Accelerated Family Medicine Track (AFMT)
 - Rural Medical Education (RMED) Pathway
 - Social Justice Pathway (SJP)
 - Urban Primary Care Pathway (UPCP)

Contribution to the Exceptional Student Experience

Student Interest Groups at NEOMED

DFCM faculty serve as advisors for 19 student interest groups.

- AAFP-Family Medicine Interest Group
- AAFP-Primary Care Leadership Collaborative
- American Medical Student Association
- American Medical Women's Association
- Asian Pacific American Medical Student Association
- Bioethics Club
- Geriatrics Interest Group
- Health Equity Club
- Medical Students for Choice
- Medical Student Pride Alliance (MSPA)
- Outreach Student Interest Group
- Palliative Care Interest Group
- Phi Delta Epsilon
- Physicians for Human Rights
- Public Health Interest Group
- Rural Medicine Interest Group
- Scientista
- Secularism and Spirituality in Medicine Alliance (SSMA)
- Urology Interest Group

Family Medicine Activities for Students

- American Academy of Family Physicians (AAFP) Primary Care Leadership Collaborative
 - One of 12 medical schools invited to participate in this national leadership training
- Conference and research collaboration with NEOMED faculty
- NEOMED Family Medicine Interest Group (FMIG) won national Program of Excellence award for “Excellence in Promoting the Scope of Family Medicine”
- Leroy Rogers, M.D. Summer Preceptorship Program
- Summer research fellowships and poster session
- Family and Community Medicine and Internal Medicine Scholarship Day
- Student travel and faculty support at annual conferences such as:
 - AAFP Meeting for Medical Students and Residents, NAPCRG Annual Meeting, STFM Annual Spring and Fall Conferences, FMEC, and Society of Student Run Free Clinics
- Pipeline programs such as AHEC, Biomed, and engagement of 8 partner undergraduate institutions
- Created new Primary Care Champions Mentorship Program in which medicine students mentor pre-health students from underrepresented and disadvantaged backgrounds.
- SOAR Student Run Free Clinic at NEOMED

Community Impact

The Student Run Free Clinic at NEOMED

DFCM faculty are integrally involved in the award-winning student-run free clinic, Student Outreach to Area Residents (SOAR), LLC., providing high quality, non-emergent, no-cost comprehensive primary healthcare to the underserved in Portage County and surrounding areas. Since its inception, the SOAR SRFC has seen over 1,200 patient care visits and won the **2017** and **2020 Free Clinic of the Year** by the Charitable Healthcare Network (formally the Ohio Association of Free Clinics).

Clinic Metrics	Fiscal Year					
	2017	2018	2019	2020	2021	Total
Clinic Days	14	20	31	38	44	147
New Patients	53	73	94	58	44	322
Follow Up Visits	50	156	192	236	283	917
Patient Visits	103	229	286	294	327	1,239
Free Labs	139	248	412	403	254	1,456
Prescriptions	140	493	580	436	420	2,069
Telemedicine Visits ¹				84	154	238
Behavioral Health Visits				27	67	94

Detailed Description of DFCM Initiatives

COM Electives

- **Applications of Clinical Medicine (M3):** Two-week Bioethics and Humanities elective opportunity. Student's research or round in clinical environments related to clinical ethics.
- **Rural/Urban Health Independent Study (M3):** Four-week elective where students develop their independent study on a pressing rural/urban health issue of interest. Topics are developed with the elective director and results/outcomes are presented to students in the Rural/Urban Pathway, respectively. Preference is given to students in the Pathway programs.
- **Professionalism Elective that focuses on Clinical Ethics or Humanities (M4):** One-month elective providing student shadowing and research experiences in clinical ethics.
- **Outreach Clinic Administrator (M4):** This popular elective provides a unique total experience where students must use their knowledge and skills to run a practice. Provides a holistic experience in clinical medicine. Students receive first-hand experience of how to operate, manage, coordinate and provide care in a free clinic setting.
- **Bioethics Research (M4):** A four-week Bioethics and Humanities research elective where students implement a designed research project, which may involve clinical experiences to complement the research methods employed.

DFCM Graduate Education

- **Consortium of Eastern Ohio Master of Public Health:** Partnership between the University of Akron (UA), Cleveland State University (CSU), NEOMED, and Youngstown State University (YSU). This nontraditional program is geared toward the working professional who would like to broaden his or her role in improving community health, enhance current job skills, or seek career advancement.
- **Graduate Certificate in Public Health:** Public Health has grown to encompass many disciplines and to focus on disease prevention in communities and across health care settings. The Graduate Certificate in Public Health provides foundational skills and knowledge in public health for those who wish to create healthier communities. This certificate consists of six required courses for a total of 18 credits.
- **Graduate Certificate in Public Health Research:** Public health has grown to encompass many disciplines and to focus on disease prevention in communities across health care settings. The Graduate Certificate in Public Health Research provides foundational skills and knowledge conducting health research with local communities. This certificate consists of four required courses for a total of 12 credits.
- **Graduate Certificate in Public Health Administration:** Public health has grown to encompass many disciplines and to focus on disease prevention in communities across health care settings. The Graduate Certificate in Public Health Administration provides foundational skills and knowledge in working with local communities, government agencies and community-based non-profit agencies to develop health initiatives and evaluate their outcomes. This certificate consists of four required courses for a total of 12 credits.

- **Master of Arts in Medical Ethics and Humanities:** Provides the opportunity for students and healthcare professionals to examine how health system stakeholders shape and are shaped by the meaning and value of health, disease, illness, and disability. Requires completion of 32 credit program including master's thesis. Two Tracks: Medical Ethics and Medical (Health) Humanities.
- **Medical Ethics and Humanities Certificate Program:** Students have the option to select either a Medical Ethics Certificate with an emphasis on Clinical Ethics, or the Health Humanities Certificate. These certificates address professional, humanitarian, and ethical responsibilities in providing optimal care to patients and their families, and addressing issues among colleagues and institutions including, but not limited to, effective utilization of scarce or limited resources, disclosure of conflicts of interest, balancing healthcare delivery with clinical research, and developing therapeutic relationships considering controversial public health policies and laws. The Health Humanities Certificate emphasizes important concepts and issues, such as concepts in health and disease from humanities-based perspectives (e.g., history, philosophy, literature, etc.)
- **Health Research Graduate Certificate:** Provides students with an opportunity to enhance their professional education or to serve as a pathway toward graduate education in health sciences. Students who enroll in this certificate are exposed to essential research knowledge and training, competitive skills useful for recruitment in postgraduate programs (i.e., residency), and early career grant funding. Students will refine their research interests, gain exposure to new research methods and technologies, develop their leadership skills, and help them identify potential career opportunities in clinical, academic, or industry settings where research fluency is increasingly applied and sought after. This 10-credit program can be completed in as few as two semesters or while students are enrolled in other graduate or professional programs.
- **HRSA PCTE Fellowship:** (2017-2021) Train and provide financial support for faculty (see HRSA PCTE next page).

DFCM Partner Programs (no. of participants and clinical partner hospitals)

- Family Medicine Council: Lead partnership of consortia partner family residency directors
- Advanced Life Support in Obstetrics® (ALSO®) Course (49 participants from 7 clinical partners)
- Birth Workshop (51 participants from 7 clinical partners)
- Neonatal Resuscitation Workshop (21 participants from 4 clinical partners)
- Northeast Ohio Regional Scholarship Day (136 participants from 6 clinical partners) - NEON® manages the Northeast Ohio Regional Scholarship Day that includes and supports our partner residencies. This program helps residencies meet the ACGME scholarship requirements.

DFCM Innovative Programming

- **HRSA Primary Care Training Enhancement (PCTE) Grant:** designed to achieve the quadruple aim in healthcare by transforming healthcare through provision of the knowledge and skills necessary for improving systems of care, building multidisciplinary teams, and improving health provider work-life.
 - Population health management
 - Understanding and addressing health disparities
 - Implementation of continuous quality improvement

- Development of primary care research expertise
- Understanding and implementing the dimensions of wellness in everyday work
- This collaborative program includes family medicine, general internal medicine, and behavioral health from 9 residency programs, and 2 federally qualified health centers (FQHC). We partnered MetroHealth of Cleveland for training, mentoring, and implementation.
- **HRSA PCTE Opioid Supplement for Medical Assisted Treatment (MAT) Grant:** Through a partnership between NEOMED and MetroHealth of Cleveland this project addresses the opioid addiction crisis in Ohio. Research shows that patient adherence to treatment is higher when relationships are strong between patients and primary care providers (PCPs). Despite the challenges posed by the current opioid crisis, most clinical training programs offer limited exposure to patients suffering from addiction, leaving clinicians unprepared. To address this need, NEOMED and MetroHealth offered opioid use disorder and MAT training specifically designed for PCPs including physicians, residents, physician assistants and nurse practitioners.
- **HRSA Integrated Behavioral Health and Primary Care (IBHPC) Grant:** Awarded in 2019
 - Innovative integrated behavioral health (BH) and primary care curriculum for medical and physician assistant students that uses the student run free clinic as the primary teaching platform.
 - Designed to train the next generation of diverse primary care (PC) providers to serve in rural and underserved communities.
 - Curricular integration of provider wellness strategies based on the eight dimensions of wellness.
 - Development and implementation of a telehealth curriculum for students focused on underserved patients.
 - New Social Justice Pathway for students planning to serve patients and families living in socially and economically disadvantaged communities.
 - Student training to treat substance use disorders, including opioids, by integrating Screening, Brief Intervention, and Referral to Treatment (SBIRT) training for PC settings into our curriculum.
- **OMHAS Ohio All Medical School Collaborative for MAT Curriculum:**
 - Led by NEOMED and funded by Ohio Department of Mental Health and Addiction Services (OMHAS)
 - Collaborative led by NEOMED all seven Ohio medical schools developed a train-the-trainer program to educate faculty to teach and implement a medical student curriculum in response to the opioid epidemic.
 - Thirty-six separate modules covering a comprehensive range were created and provided through NEOMED's library as an open-source curriculum enabling long-term sustainability.
- **Ohio's Region III Area Health Education Center (AHEC):** Links four community-based centers: the Akron-Region Interprofessional, the Canton Regional, Cleveland-Region Interprofessional, and Eastern Ohio to plan and develop educational programs based on their assessment of local resources, health personnel needs and the interest of each community. Hosts an annual summer MEDCAMP. A 2-day program at NEOMED for underrepresented college students interested in healthcare careers.
- **Northeast Ohio Network® (NEON®):** The practice-based research network of the DFCM, supports the research and scholarly efforts of our affiliated residency programs with a focus on disease prevention, management of common health problems including chronic illnesses, elimination of health disparities, and outcomes of educational processes and interventions.
- **Integrated Pathways:** All pathway programs are designed as student-centered learning communities. Pathway students receive 1-on-1 advising and support, engage in small group learning, and train in diverse and underserved settings.
 - **Accelerated Family Medicine Track (AFMT)** is a unique three-year program providing students the opportunity to proceed through an accelerated curriculum graduating from NEOMED one year early to enter a NEOMED affiliated Family Medicine residency immediately upon graduation.

- **Rural Medical Education Pathway (RMED)** supports medical students who aspire to serve Ohio's rural communities. Builds on NEOMED's reputation by equipping students with the knowledge and experiences that positively reflect rural primary care practice through experiential learning opportunities. Promotes student excellence through scholarly interest, knowledge, and procedural skill development.
- **Social Justice Pathway (SJP)** focuses on diverse and underserved communities and modeled after the successful Rural Pathway. SJP students receive training on the issues of stigma, systemic forms of injustice, social determinants of health, and how the power of language impacts the provision of care. The pathway spans all four years of medical school to supplement the M.D. degree curriculum through academic, research, service, and social activities.
- **Urban Primary Care Pathway (UPCP)** is a student-centered learning community for students interested in serving diverse and underserved urban populations. The UPCP provides students opportunities to engage with urban issues, train in urban areas, and become advocates for urban health.
- **William Carlos Williams Poetry Competition:** The national competition receives hundreds of entries, which are judged by the Wick Poetry Center at Kent State University. The top three prize-winning poems receive a monetary award (\$300, \$200, and \$100 for first, second, and third place, respectively) and are considered for publication in the Journal of Medical Humanities. In addition, the first-, second-, and third-place prize winners are invited to NEOMED as featured readers in the annual awards ceremony in April. (Travel expenses are paid by NEOMED's Department of Family and Community Medicine.)
- **HRSA Geriatric Workforce Enhancement Program (GWEP):**
 - Builds on our longstanding academic, geriatric, primary care and community-based partnerships (with Summa and many other organizations).
 - Focused on improving knowledge and skills of the primary care workforce.
 - Educate students, primary care physicians, residents, fellows, community-based providers, patients, families and caregivers in Ohio to improve knowledge of the primary care needs of older adults, including Alzheimer's Disease and related dementias.
 - Implement an experiential training program including Project ECHO for students, PCPs, faculty, and patients/families/caregivers leading to a Geriatric Resource Certificate (GRC).
 - Transform clinical training environments with direct integration of geriatrics into PC practice and mentoring by an integrated Care Management Interprofessional Team (CMIT) addressing SDOH.
 - Two-day CME conference for NEOMED's partners at NEOMED, *Caring for Ourselves While Caring for Others: A Unique Perspective*. Students attend this conference free of charge.
- **Soul and Science of Caregiving:** A media-based education opportunity for caregivers in every walk of life. The series is particularly useful for healthcare professionals working in hospital, long-term care, and home care settings. The Office of Palliative Care has partnered with the Office of Faculty Development to offer CME for this program. Special program tracks will adapt the Soul & Science of Caregiving for older adults as well as for faith communities of all traditions and persons dealing with transitions, loss, and bereavement issues.
- **Healer's Art:** An innovative Discovery Model curriculum in values clarification and professionalism for first- and second-year medical students. Designed in 1991 by Rachel Naomi Remen MD, the Healer's Art utilizes principles of adult education, contemplative studies, humanistic and transpersonal psychology, cognitive psychology, formation education, creative arts, and storytelling to present and explore human dimensions of medicine rarely discussed in medical training.
- **Medical Student Aging and Research (MSTAR):** Provides medical students with an enriching experience in aging-related research and geriatrics at national centers of excellence. Administered by The American Federation for Aging Research and the National Institute on Aging, the program offers students an eight- to

twelve-week structured research, clinical, and didactic program in geriatrics. MSTAR recipients are invited to present a poster at the Annual Meeting of the American Geriatrics Society.

- **Summer Research Series:** A six-session seminar series for students and open to interested faculty focusing on topics related to research including formulating the research question, regulatory oversight and Institutional Review Boards, qualitative methods, quantitative methods, and poster and presentation development. Students present posters regarding their final research project.
- **Center for Integrated Primary and Mental Health Care (CIPMHC):** The CIPMHC is composed of the departments of Family and Community Medicine, Internal Medicine, Pediatrics, and Psychiatry working towards development of a new level of health care professionals and a robust health care delivery model that integrates primary and mental health disciplines. Student learning will be enhanced through a more holistic approach to care. Faculty will have opportunities to extend their expertise through integrated discipline philosophy in the practice and teaching of clinical skills. Students, faculty, and patients will benefit from the research breakthroughs and scholarship initiatives that the CIPMHC will advance.

Proposed Innovative Collaborative Programming

- Master of Science in Healthcare Transformation and Leadership includes the development of an online master's degree which may include stackable certificate programs for healthcare leadership and transformation in practicing physicians, healthcare professionals, and students.

Specialty Offices and Programs

- **Office of Geriatrics:** Improves the quality of life of older adults and family caregivers through excellence in education, research and community engagement and service projects. The office manages an integrated curriculum that spans all four years of medical education. Liaison to the geriatric clinical faculty to provide students with clinical and research experiences.
- **Office of Palliative Care:** Oversees the development, coordination and evaluation of curricular content and clinical experiences to assure that all students learn the fundamental principles of palliative care for patients and families experiencing life limiting illnesses and severe chronic illnesses across the lifespan. NEOMED was mentioned in the Institute of Medicine report, *Dying in America: Improving Quality and Honoring Individual Preferences Near the End of Life*, as one of three medical schools that have incorporated palliative care and end-of-life care into our curriculum.
- **Area Health Education Center (AHEC):** The program office links four community-based centers: the Akron-Region Interprofessional, the Canton Regional, Cleveland-Region Interprofessional, and Eastern Ohio. AHEC develops pipeline programs prompting students from underserved communities to choose health profession careers. The Centers plan and develop educational programs based on their assessment of local resources, health personnel needs and the interest of each community.
- **Office of Bioethics and Humanities:** Emphasizes teaching, research, and service in the health humanities and clinical ethics. Provides student research and advisement. Collaborative relationships with external academic and clinical institutions.

- **Office of Public Health Practice:** Established as a forum for public health practice to intersect with academia, this office has since evolved to also become an advisory committee for the consortium of Eastern Ohio Master of Public Health. Members consist of public health department representatives and other health and social service agencies.
- **Integrated Pathway Programs:** The NEOMED College of Medicine and Department of Family and Community Medicine offers medicine students Integrated Pathway Programs, inclusive of four concentrations to choose from and individualize their medical school experience. Students can apply for family medicine, accelerated track, rural or urban medicine, and social justice concentrations. All pathway programs are designed as student-centered learning communities. Pathway students receive 1-on-1 advising and support, engage in small group learning, and train in diverse and underserved settings.
- **Consortium of Eastern Ohio Master of Public Health:** Consortium program with UA, CSU, NEOMED, Ohio University and YSU.

Community

- **Student Outreach to Area Residents (SOAR), LLC:** Provides high quality, non-emergent, no-cost healthcare to the uninsured, underinsured and medically underserved residents of northeast Ohio. The DFCM provides medical director and oversight. The clinic is 100% run by a dedicated group of NEOMED medicine and pharmacy students who are supervised by trained family physicians and pharmacists. The clinic is open two Saturdays a month and offers the same services a primary care physician's office does including chronic disease management, regular routine care, physical exam, basic labs, prescription for medications, medication counseling, and education all for no-cost to the patient. Awarded the **2020 Free Clinic of the Year**, the **2017 Free Clinic of the Year** by the Charitable Healthcare Network (formerly the Ohio Association of Free Clinics) and named Celebrate Portage! **2017 Best Public Health Initiative**.

Planned New Positions in DFCM

- Director, Center for Integrated Primary and Mental Health Care (1 FTE)
- Program Coordinator, Project ECHO (1 FTE) – 100% external funding
- Grants Manager (1 FTE) – 100% external funding

Promotions from DFCM

The DFCM believes in delivering professional development to faculty and staff. This practice enables NEOMED to build the competence and experience of valued employees and creates promotion pathways to enable high performer to progress. This culture of appreciation and recognition celebrates employees and their contribution to roles outside of the DFCM. The past year has experienced transitions from the DFCM into promotions into other university departments:

- Chief Strategy Officer

External Funding for Faculty and Staff

Faculty/Staff Name	Permanent Funding (FY21)	Salary Offset (FY21)
DFCM Offset		
Appleman	100%	40%
Aultman	100%	38%
Baughman	100%	50%
Boltri	100%	24%
Bracken	100%	10%
Fischbein	100%	35%
Gardner-Buckshaw	100%	76%
Hartung	100%	5%
Knepp	100%	14%
Kropp	100%	88%
Lee	40%	37%
Madison	100%	19%
Sanders	100%	70%
Subtotal DFCM		449,733
Other COM Departments Offset		
Ammon	40%	40%
Belen	100%	16%
Bonfine	100%	16%
Diaz	100%	5%
Palmer	100%	100%
Subtotal Other		67,727
Total Salary Offset		517,460

Department Grant Awards

Department of Family and Community Medicine Grants and External Funding – FY21					
Index	Principal Investigator	Project Title	Direct Costs	Indirect Costs	Total
G0098	Boltri	Primary Care Training Enhancement	476,919	37,065	513,984
G0270	Sanders	Meyers Fellowship Fund	1,768	0	1,768
G0274	Sanders	Geriatrics Workforce Enhancement Program (GWEP)	789,659	29,912	819,571
G0279	Gardner-Buckshaw	Training the next generation of diverse primary care providers to learn and serve in rural and medically underserved communities through a new, innovative integrated behavioral health and primary care	435,102	30,698	465,800
G0285	Thornborough	Area Health Education Center Point of Service Maintenance and Enhancement Award	182,592	1,348	183,940
G0299	Lee	Piloting survey methods for specific populations in cross-jurisdictional Ohio health districts	2,400	0	2,400
G0302	Sanders	Geriatric Fellowships	4,691	0	4,691
G0305	Boltri	Addressing the opioid epidemic through an all-Ohio collaborative medical school training curriculum	30,135	3,013	33,148
G0311	Thornborough	Northeast Ohio Area Health Education Center at NEOMED	134,563	0	134,563
G0337	Sanders	Geriatrics Workforce Enhancement Program COVID	57,679	4,614	62,293
G0344	Thornborough	Area Health Education Center Point of Service Maintenance and Enhancement Award	365,899	6,908	372,807
G0358	Gardner-Buckshaw	NEOMED Medication-Assisted Treatment Clinic	15,163	2,275	17,438
G0367	Aultman	Catalyzing Relationships at the End of Life	4,998	500	5,498
G0370	Boltri	Addressing the Opioid Epidemic through an All-Ohio Collaborative Medical School Training Curriculum	37,209	5,581	42,790
G0385	Baughman	MEDTAPP Diabetes Consortium	46,938	4,694	51,632
G0386	Baughman	MEDTAPP Diabetes Quality Improvement Project	15,769	1,577	17,346
G0396	Aultman	Word After Word	1,630	0	1,630
Total			2,603,114	128,185	2,731,299

SOAR Student Run Free Clinic at NEOMED Grant Awards

Index	Principal Investigator	Project Title	Direct Costs	Total
OG0005	Boltri	<i>Addressing Social Determinants of Health Through Support and Expansion of the Student Outreach to Area Residents (SOAR) Student Run Free Clinic in Portage County</i>	8,813	8,813
OG0009	Bond	<i>Emergency Assistance Grant</i>	9,640	9,640
OG0010	Raber	<i>MEDTAPP QI Data Collection Project</i>	1,000	1,000
OG0011	Boltri	<i>Uninsured Care Funds</i>	6,605	6,605
OG0012	Boltri	<i>Training the Next Generation of Diverse Primary Care Providers to Learn and Service in Rural and Medically Underserved Communities</i>	53,977	53,977
Total			80,035	80,035

Department Foundation Gifts and Fundraising

Department of Family and Community Medicine Foundation Gifts FY21			
Index	Name	Key Liaison	Amount
73079	Magoon Leadership Award	Boltri	1,948
Total DFCM Gifts FY21			\$1,948

SOAR Student Run Free Clinic Gifts and Fundraising FY21			
Index	Name	Key Liaison	Amount
SOAR	NEOMED Foundation-SOAR Student Run Free Clinic	Boltri	10,000
SOAR	Cash Contributions	Outreach	33,551
Total SOAR Gifts FY21			\$43,551

Clinical Patient Care Revenue

Clinical Income from Patient Care	Clinical Partner	Amount
Dr. Boltri	Summa Physicians, Inc.	24,900
Dr. Sperling	Summa Physicians, Inc.	22,800
Dr. Belen	Aultman	56,350
Total		104,050

Research, Publications and Presentations

DFCM faculty contributed to 52 publications and presentations in FY21.

Publications

1. Aultman, J., Dziadkowiec, O., McCallister, D., Firstenberg, M. (2021) Surgeons' Re-operative Valve Replacement Practices in Patients with Endocarditis Due to Drug Use. *International Journal of Critical Illness and Injury Science*. In Press.
2. Aultman, J., Piatt, L., Piatt, J. The Segregated Gun: Representations of the Gun in Film and Its Meaning and Impact on the Black Community, Springer Nature, Palgrave Communications *Humanit Soc Sci Commun* 7, 44 (2020). <https://doi.org/10.1057/s41599-020-0525-1>
3. Erwin, C., Aultman J., Harter, T., Illes, J., Claudio, R., Kogan, J. (2020) Rural and Remote Communities: Unique Ethical Issues in the COVID-19 Pandemic. *The American Journal of Bioethics*, 20:7,117-120, DOI: 10.1080/15265161.2020.1764139
4. McGuire, A. L., Aulisio, M. P., Davis, F. D., Erwin, C., Harter, T.D., Jagsi, R., Klitzman, R., Macauley, R., Racine, E., Wolf, S. M., Wynia, M., Wolpe, P.R., & The COVID-19 Task Force of the Association of Bioethics Program Directors (ABPD) (2020) Ethical Challenges Arising in the COVID-19 Pandemic: An Overview from the Association of Bioethics Program Directors (ABPD) Task Force. *The American Journal of Bioethics*, 20:7, 15-27, DOI:0.1080/15265161.2020.1764138
5. Aultman, J., Meyers, E. Does Using Humor to Cope with Stress Justify Making Fun of Patients? Commentary, *AMA J Ethics*. 2020;22(7): E576-582. doi:10.1001/amajethics.2020.576.
6. Aultman, J., Kingsbury, D., Baughman, K., Fischbein, R., Boltri, J. (2020). Reimagining proactive strategic planning toward patient-centered care: processes and outcomes in a medical school's department of family and community medicine. *International Journal of Health Governance*. ahead-of-print. 10.1108/IJHG-03-2020-0017.
7. Aultman, J. & Pathmathasan, C. (2020). A Call for Diversity and Inclusivity in the HEC-C Program. *The American Journal of Bioethics* 20(3): 46-50.
8. Baughman, K. R., Ludwick, R., Jarjoura, D., Yeager, M., Kropp, D. Multi-Site Study of Provider Self-Efficacy and Beliefs in Explaining Judgments About Need and Responsibility for Advance Care Planning. *American Journal of Hospice and Palliative Medicine*. 2020 Dec 9:1049909120979977.
9. Bracken, R. C. Influenza and Embodied Sociality in Early Twentieth-Century American Literature. *American Literary History* 32.3 (Fall 2020):507–34. <https://doi.org/10.1093/alh/ajaa017>.
10. Bracken, R. C. The Ghost in the Machine: Biometric Data, Medical Imaging, and Embodied Narrative. PUBLIC: Art | Culture | Ideas 60:*Biometrics: Mediating Bodies* (August 2020) 175–87.
11. Bracken, R. C., Major, A., Paul, A., & Ostherr, K. Reflective Writing about Near-Peer Blogs: A Novel Method for Introducing the Medical Humanities in Premedical Education. *Journal of Medical Humanities*. Published online April 19, 2021. <https://link.springer.com/article/10.1007/s10912-021-09693-3> .
12. Cadaret, M., & Hartung, P. J. (2020). Efficacy of a group career construction intervention with urban youth of color. *British Journal of Guidance and Counselling*. <https://doi.org/10.1080/03069885.2020.1782347>

13. Dadlani, A., Johnson, J., Fischbein, R., Gardner-Buckshaw, S., Lee, A., Boltri, J. M. Using Social Determinants Screening and Mapping Tools to Identify Needs and Resources for Student-Run Free Clinic Patients. *Ohio Journal of Public Health*, 2021; in press.
14. Fischbein, R., Gardner-Buckshaw, S., Loucek, A., Ravichandran, S., Eicher, M., Boltri, J. M. Pandemic Productivity: Student-Run Free Clinic Integrates Behavioral Health in the Wake of COVID-19. *Academic Psychiatry*, Accepted, October 2020, https://link.springer.com/article/10.1007/s40596-020-01368-w?wt_mc=Internal.Event.1.SEM.ArticleAuthorOnlineFirst&utm_source=ArticleAuthorOnlineFirst&utm_medium=email&utm_content=AA_en_06082018&ArticleAuthorOnlineFirst_20201118
15. Hartung, P. J. (2020). Life-span, life-space career theory and counseling. In S. D. Brown, & R. W. Lent (Eds.) *Career development and counseling: Putting theory and research to work* (3rd ed.) (pp. 95-127). Hoboken, NJ: John Wiley & Sons.
16. Lecat, P. J., Dhawan, N., Hartung, P. J., Gerzina, H., Larson, R., & Konen-Butler, C. (2020). Improving patient experience by teaching empathic touch and eye gaze: A randomized controlled trial of medical students. *Journal of Patient Experience*. 1-12. DOI: 10.1177/2374373520916323
17. Mistry, S., Singh, S., Mistry, M., Jinka, S., Gupta, A., & Belen, M. (2021). A Survey Analysis of TeleHealth Access to Geriatric Patients During COVID-19. *Journal of The American Geriatrics Society*. 69:S244-S244, 2021.
18. Nicholas, L., A, Fischbein, R., Ernst-Milner, S., & Wani, R. A Review of International Clinical Guidelines Related to Prenatal Screening During Monochorionic Pregnancies. (2021). *Journal of Clinical Medicine*, 10(5), 1128; <https://doi.org/10.3390/jcm10051128>
19. Walsh, W. B., Savickas, M. L., Hartung, P. J., Leong, F. T. L., & Flores, L. Y. (Eds.). (under contract and in preparation). *Career Psychology*. Washington, DC: American Psychological Association Books.
20. Zangeneh, F., Boltri, J., Dallas, A., et al. (Core writing and review team) National Diabetes Education Program. *Guiding Principles for the Care of People with or at Risk for Diabetes*, August 2018. U.S. Department of Health and Human Services' National Institutes of Health and Centers for Disease Control and Prevention. <https://www.niddk.nih.gov/health-information/communication-programs/ndep/health-professionals/guiding-principles-care-people-risk-diabetes>. Accessed December 17, 2020.

Presentations

1. Aultman, J. (Poster) *Detained at the Border: Violating the Basic Human Capabilities of Emotion and Play*, 2020 World Congress of Bioethics, Philadelphia PA June 19-21
2. Belen, M., Stockton, L. & Stolnikci, W. *Observed telemedicine simulation in teaching clinical skills in second-year medical students*. 2021 Conference on Medical Student Education. Society of Teachers of Family Medicine. Virtual. February 1-3, 2021.
3. Invited Plenary Speaker, *Toward Human Flourishing: Ethics, Advocacy, and a Call to Action for Refugees and Displaced Persons*, North American Society for Refugee Health Providers NASRHP Conference, Cleveland Ohio, June 4-6. VIRTUAL CONFERENCE DUE TO COVID <http://refugeesociety.org/speakers>
4. Boltri, J., Appleman, M., Aultman, J., Baughman, K., Fischbein, R., Gardner-Buckshaw, S, Madison, L. Spalding, J, & Sperling, D. “*Employing Systematic Continuous Strategic Planning in a Department of Family and Community Medicine to Increase Student Interest in Family Medicine*,” Family Medicine Education Consortium Webinar “Responding to the Primary Care Workforce Challenge, November 10, 2020.
5. Aultman, J. *Black Lives, White Privilege on the Silver Screen: Addressing Racial Character Tropes through Representations of Guns and Violence in Films.*” The Politics of Health, International Health Humanities Consortium Conference, Vanderbilt University, March 26-28 CONFERENCE CANCELLED DUE TO COVID – then was accepted and presented at HHC Virtually Penn State University on March 26, 2021.
6. Boltri, J., Madison, L. *Systematic Continuous Strategic Planning in a Department of Family and Community Medicine to Increase Student Interest in Family Medicine*. Association of Departments of Family Medicine Annual Conference, New Orleans, LA, February 14, 2020.
7. Bracken, R. C. *Pandemic, Promiscuity, and Contagion*, International Health Humanities Consortium Annual Conference. Penn State College of Medicine, March 2021.
8. Brown, D., Sanders, M., Drost, J., Hazelett, S., Fosnight, S., Kropp, D., Patton, R., Kidd, L. Evaluation of a Virtual Simulation for Geriatric Team-Based Care, American Geriatrics Society Annual meeting, May 2021
9. Cadaret, M. C., & Hartung, P. J. (2020, August). *Efficacy of a group career construction intervention with minority youth*. Paper presented at the 128th annual convention of the American Psychological Association. Washington, DC. (Presented virtually due to COVID-19.)
10. Drost, J., Fosnight, S., Chrzanowski, B., Smith, L., Hazlett, S., Sanders, M., Kropp, D. Using Telehealth to Mentor Community-Based Interprofessional Care, American Geriatrics Society Annual meeting, May 2021.
11. Gardner-Buckshaw, S., Boltri, J., & Fischbein, R. (August 2020). *Integrating Behavioral Health in Primary Care at a Rural Student-Run Free Clinic*. Poster presented at the Annual Meeting of the Society for Teachers of Family Medicine (STFM), Online.
12. Gardner-Buckshaw, S., Madison, L., Bond, A., Boltri, J. Better Together: Building Interprofessional Teams at a Rural Student-Run Free Clinic. Society of Teachers of Family Medicine Annual Conference, New Orleans, LA, May 6, 2021
13. Harlan, L., Labatte, A., Baughman, K., Ludwick, R. *The Role of Gender and Couple Status in Predicting Advance Care Planning Practices*. Poster presentation at: American Geriatrics Society, 2021 May 14; online conference.
14. Hartung, P. J. (2020, July). *Getting published: Strategies for success*. Invited program. National Career Development Association. Minneapolis, MN. (Conference canceled due to COVID-19).

15. Hartung, P. J. (2020, November). *Advancing international counseling psychology: Community, collaboration, service*. Invited keynote address in celebration of the International Association of Applied Psychology Centennial. <https://iaapsy.org>. (Presented virtually due to COVID-19).
16. Hartung, P. J. (2021, March). *Career construction: A creative synthesis for better career practice*. Invited keynote address, Second Biennial African Congress of Career Practitioners. Pretoria, South Africa – presented virtually due to COVID-19 pandemic.
17. Hartung, P. J. (2021, June). Career construction counseling. Presented in P. J. Hartung (Chair), *Constructing certainty amidst uncertainty through career construction counseling*. National Career Development Association. Atlanta, GA – virtual due to COVID-19.
18. Hovland, C. A., Niederriter, J., Sanders, M., Drost, J., Hazelett, S., Kropp, D., Gareri, M., Fosnight, S., Miliken, B. A., Emshoff, J. *A Virtual Education Experience Providing Modeling and Practice for Fall Risk Assessments and Interprofessional Team Fall Prevention*. American Geriatrics Society Annual meeting, May 2021
19. Martensen, L., Casapulla, S., DiMario, S., Appleman, M., Heintzelman, J.A., and Longenecker, R. *Ohio Rural Physician Training Pathways: Growing the Next Generation of Rural Ohio Physicians*. Rural Training Track (RTT) Collaborative Annual Meeting. Virtual, April 8, 2021.
20. McEwen, H, Basaran, C. 2021. *Librarian as Curriculum Mapper on a Curriculum Mapping Team*. 2021 Medical Library Association Virtual Conference. Poster. (May 2021).
21. McEwen, H, Dugan S, Stovsky E, Turosky J, and Ammon N. 2020. *Interprofessional Poverty Simulation for Healthcare Students*. Joint Midcontinental/Midwest Medical Library Association Virtual Conference. Lightning Oral Presentation (October 2020).
22. McEwen, H, Antunez, M, DeLuco, D. 2020. *PubMed Training New Librarians to Teach Healthcare Students*. Joint Midcontinental/Midwest Medical Library Association Virtual Conference. Poster (October 2020).
23. McEwen, H, McEwen, WG. 2020. *Tertiary Resources Assignment for Medical and Pharmacy Students*. Joint Midcontinental/Midwest Medical Library Association Virtual Conference. Poster (October 2020).
24. McEwen, H., Fischbein, R. 2020. *Ideas for Educating Clinicians to Discuss Pseudoscience with Their Patients*. Joint Midcontinental/Midwest Medical Library Association Virtual Conference. Poster (October 2020).
25. Mistry, S., Singh, S., Mistry, M., Jinka, S., Gupta, A., & Belen, M. *A survey analysis of telehealth access to geriatric patients during COVID-19*. 2021 Community Health Leadership Conference. University of Miami Department of Community Service. Virtual. January 23, 2021. Second Place
26. Raghupathy, R., Madan, K., Sundaram, K., & Fischbein, R. (2021). *Surveying Student Perception of Clinical Competence as a Result of Volunteering at a Student-Run Free Clinic*. Poster presented at Student Run Free Clinics Annual Conference, online.
27. Sanders, M. *Caring through the Window during Covid*, September 21, 2020, ECHO Presenter
28. Sanders, M. *Practical Tools for Dementia Care in Acute Care During Covid-19*, Oct. 26, 2020. Webinar
29. Sanders, *Caregivers are Us and We are STRESSED*, Dec. 10, 2020, Benjamin Rose Conference
30. Sanders, M. *Collaborative Model for Serving Ohio's Aging Population*, Ohio Collaborative Alzheimer's Disease and Related Dementia Project Summit. June 2, 2021

31. Sperling, D., Belen, M., Gardner-Buckshaw, S., Schroeder, S., Williams, S., Boltri, J. *MythBusters: Family Medicine Proud - Providing Students with Counter Arguments to Family Medicine Bashing*. Family Medicine Education Consortium Annual Meeting, Virtual, October 2, 2020.
32. Stolnicki, W. & Belen, M. *Medical students perceived impact of the COVID-19 pandemic on mental health and academic performance*. 2021 Conference on Medical Student Education. Society of Teachers of Family Medicine. Virtual. February 1-3, 2021