
Leveraging the Academic/VA Partnership: Bringing Whole Health to Medical Trainees

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Bringing Whole Health to Medical Trainees

- 4 different academic programs





Panel
Discussion-
Working with
Learners

What were your goals for your learners with respect to Whole Health education?

How did you integrate this into your rotations/curricula?

What resources have been helpful for curricular development?

Panel
Discussion-
Teaching
What Matters
Most

How did you teach asking
Mission/Aspiration/Purpose
(MAP)?

What were the
challenges/considerations for
different clinical practices or
environments?

Panel
Discussion-
Overcoming
Challenges

What are some of the challenges you faced incorporating Whole Health at your institution?

How did you overcome these?

Fargo VA

University of North Dakota School of Medicine

- Resident education with a focus on bringing integrative medicine to traditional outpatient rotations
 - Collaboration with our Whole Health team including time with their staff to *augment* dedicated integrative medicine training
- Integrative medicine is emphasized during clinical care
 - Didactics, dedicated curricula with worksheets & exercises, in-clinic education (focused conversations and treatment plans) and BFA training incorporated
- Started with a hybrid Primary Care rotation
 - 25-30% dedicated to Whole Health clinical time and experiential learning
- Expanded to dedicated integrative medicine rotations (IM, FM and Psych)
 - Similar core content but less traditional PC clinic time
 - Emphasis on integrative medicine for their future practice

Portland VA

Oregon Health & Science University

- For all OHSU residents
 - Orientation sessions at start of academic year (approx. 100)- sunset due to schedule constraints
 - Introduction to Complementary and Integrative Health (100 min) with experiential elements (every 3 yrs as part of standing 3-year ambulatory curriculum)
 - Integrative medicine/ Whole Health electives
- Additional sessions for residents with VA continuity clinic (approx. 50)
 - Informational session at start of academic year (co-led by physician and health coach, 30 min)
 - Additional experiential session mid-way through the year focusing on using a Whole Health approach to explore one's own health and well-being (90 min)
- Education for faculty and clinic staff
 - Close to 50% of faculty have attended longer Whole Health trainings
 - Clinic staff have attended Whole Health trainings
 - 10 minute Whole Health moments at start of every monthly meeting
- Local considerations
 - Culture
 - Whole Health Flagship, resourcing
 - Whole Health and Whole Health-adjacent research
 - CPRS order menus



Greater Los Angeles VAHCS

University of California, Los Angeles

- DGSOM Medical Students:
 - Longitudinal Curriculum on Integrative Medicine MS1-MS4
 - WH introduced during 1st year didactic & clinical skills sessions
 - Clinical and Experiential Sessions at VA during MSK workshop
- Internal Medicine Residency:
 - Ambulatory Care Core Curricular Content:
 - Didactic + Experiential Workshop for ALL IM Residents
- Preventative Medicine Fellows:
 - VA/UCLA Whole Health & CIH elective rotation
 - Veteran's Garden elective
- NP Residents:
 - Training in WH & CIH (BFA, aromatherapy)



Atlanta VA

Emory University School of Medicine

- Transitional Medicine Residents, PA Residents and NP/PA students are introduced to Whole Health during their Primary Care rotation
- Preventive Medicine Fellow elective Whole Health rotation
- Introduction to Whole Health for Internal Medicine Residents during 1st year Resident Orientation
- Introduction to Whole Health for Emory Undergrads as part of Health and Human Studies course



EMORY
UNIVERSITY
SCHOOL OF
MEDICINE

Panel Discussion- Key Take-Aways

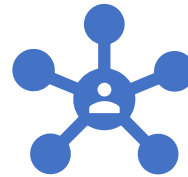


What were your top lessons learned?

Consider starting electives and building rotations including justifying the educational value before expansions

Emphasize the benefit to long-term medical practices in various settings

Specify content for each type of learner



What advice do you have for others trying to teach Whole Health to their trainees?

Consider your circle of influence and relationships/partnerships

Find like-minded allies and additional champions



What do you see as additional needs or opportunities in trainee education as relates to Whole health?

Reach out to additional training programs across various subspecialties

Reinforcement over time

Evaluation

Contact Information and Resources

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- Dr. Stephanie Brown-Johnson
 - Atlanta VA – stephanie.brown-johnson@va.gov
- VA Resources:
 - Whole Health website <https://www.va.gov/WHOLEHEALTH/>
 - Whole Health patient handouts <https://www.va.gov/WHOLEHEALTH/veteran-handouts/index.asp>