ACADEMIC INTEGRATIVE FAMILY MEDICINE FELLOWSHIP

Institute for Family Health

Mount Sinai Downtown Residency in Urban Family Medicine

**Didactic Curriculum**

**Overview**

 The training program consists of a combination of workshops, lectures, and structured content-oriented instruction offered through Mount Sinai and community. These workshops occur weekly and 2 hours length, and provide an in-depth knowledge base for physicians in both the Integrative modalities and the therapeutic applications of these modalities to specific medical problems. The curriculum will give participants the knowledge base needed to incorporate Integrative Medicine into both their clinical practice and their teaching activities.

 The fellowship program has always offered education on the CAM therapies in the context of the underlying philosophy of an integrative, whole-person approach. The training program proposed here will provide a coherent, systematic overview of the field of CAM from the perspective of the “conventional” health care provider. In general the program will emphasize experiential and case-based learning. Small group discussion will be the preferred teaching mode. Lecture time will constitute a relatively small percentage of the didactic curriculum. The curriculum is outlined below.

**Curriculum Content**

The content of the program is based on a format equally divided between case conferences and didactic workshops. Content modules then are divided between “modality-based” sessions which cover specific therapeutic approaches used extensively, and “system/condition-based” sessions which demonstrate the application of these approaches, as well as other strategies, to specific medical conditions. These are all “workshop-style” sessions, with an emphasis on discussion and on the use of cases from the participants’ clinical practices to illustrate the important teaching points. The remaining modules are in the “case conference” format.

The case conference element of the program presents a unique opportunity to discuss a range of cases with a multidisciplinary faculty, which includes practitioners of allopathic medicine, Chinese medicine, chiropractic, psychotherapy, homeopathy, and nutrition. Participants present cases from their own practices or cases on which they have precepted to a multidisciplinary faculty for feedback on how the integrative approach might apply to that case. Each conference has at least two of the faculty present, to ensure diverse inter-professional viewpoints. The challenges of reconciling and integrating the diverse approaches to healing available to the integrative practitioner will be highlighted in this case conference format. These case conferences have been an invaluable tool in the full-time BI fellowship, and have greatly enhanced the faculty development fellowship experience as well.

**1.Modality modules**

Prior to beginning the systems-oriented curriculum, several sessions will be offered to orient the participants to the basic principles of the field, to research issues, and to a number of the major modalities. For each of the modality-oriented units, the expectation of participants will be that they become knowledgeable regarding the following:

1. basic theory/principles of the modality
2. evidence for and against efficacy for specific conditions (where such exists)
3. safety issues
4. licensing/credentialing issues

A partial list of the modality modules and some of the faculty leaders who willprovide the instruction is included below. Each of these modality-modules consists of two half-day sessions.

**Fellowship Program: Selected Modality Modules**

1 Principles of Healing-Oriented Medicine Ray Teets, M.D.

2. Botanical Medicine Ray Teets M.D.

4. Narrative Medicine Bryant Williams, Ph.D.

3. Nutritional Supplements Jaime Schehr, N.D., R.D.

5. Hypnotherapy/ Ben Kligler, M.D.

6. Mind-Body Medicine Patricia Bloom, MD

7. Chinese Medicine Arya Nielsen, L.Ac., Ph.D

8. Manual Medicine Brandon Cooper, D.O.

**2. Systems-oriented modules**

These modules focus around organ/functional systems such as cardiovascular conditions, neurological conditions, etc., and will be taught by faculty with expertise in the specific area. They provide a more in-depth exploration of the role of CAM in chronic disease management. Each of these modules discusses an integrative approach to the given system as a whole in addition to discussing treatment options for a number of specific conditions within that system. Emphasis in each case will be on teaching strategies for the issues likely to arise around the particular condition or system under discussion.