

AREA OF CONCENTRATION	PROGRAM CHAMPION	CLINICAL CHAMPION(S)	ADMINISTRATIVE CHAMPION	GOALS & OBJECTIVES
Behavioral Health and Addiction Medicine	Linda Myerholtz	Michael Baca-Atlas	Amanda Harvey	<ul style="list-style-type: none"> • enhance skills and knowledge in behavioral health care delivery models (integrated care, co-located care, reverse co-location, telepsychiatry, crisis management and inpatient care) • facilitate the growth of assessment and intervention skills in behavioral health domains; can be designed to focus on particular populations (i.e. children, Spanish speaking patients, etc) • gain enhanced skills in addiction medicine counseling and treatment • enhance skills around providing primary care for patients with severe mental illness • apply an equity lens to issues surrounding behavioral health and addiction medicine care
Family Centered Perinatal Care	Ashley Rietz	Morgan McEachern, Narges Farahi	Ashley Heidinger	<ul style="list-style-type: none"> • gain additional experience and expertise in working with reproductive-age birthing persons and children • receive regular mentoring/advising from FM faculty actively engaged in family centered perinatal care • incorporate additional high-volume obstetric experiences, neonatal intensive care training, breastfeeding and lactation support, perinatal psychiatric care, prenatal ultrasound, family planning into residency • recognize the roles that individual and systemic bias play in perinatal care, and enhance understanding of racial disparities in perinatal care
Geriatrics	Mallory McClester Brown	Karen Halpert, Margaret Helton	Ashley Heidinger	<ul style="list-style-type: none"> • gain additional exposure and enhanced skills in caring for older adults in various outpatient and inpatient

				<p>settings (including hospital, clinic, continuing care retirement communities, PACE)</p> <ul style="list-style-type: none"> • enhance communication skills and knowledge of logistics around goals of care, advanced care planning, and palliative care • contribute to generalizable knowledge and department/residency program learning about issues related to the care of older adults • develop an intersectional understanding of ageism and other forms of oppression/bias, along with the impact of this on care for older adults • For those who are interested, gain skills and experiences to prepare for a potential fellowship in Geriatrics
Global health	Molly Duffy	Sylvia Becker-Dreps	Amanda Harvey	<ul style="list-style-type: none"> • Complete individualized educational and elective opportunities to integrate global health training • Develop a sense of the avenues and logistics by which global health may be integrated into a family medicine career • If interested, obtain an interdisciplinary AOC in global health from the UNC Office of International Activities • Receive mentoring/advising from FM faculty actively engaged in global public health • Complete training in foundations of global health through the UNC SOM/SPH • Participate in special projects at campus wide local global health organizations • Cultivate an understanding of responsible, equitable, and community-oriented global health work
Health Care Leadership	Victoria Boggiano	Amir Barzin	Ashley Heidinger	<ul style="list-style-type: none"> • Develop an understanding of academic and community-based health systems and their operation

				<ul style="list-style-type: none"> • Observe and/or participate in leadership activities at the departmental, institutional, community, state and/or national level • Identify and meet with leadership mentors within the department and institution • Develop skills in areas that are necessary for leadership, to potentially include writing, quality improvement, and relational leadership models • Cultivate an understanding of responsible, equitable, and community-oriented leadership and how that may be integrated into a Family Medicine career
HIV/HCV Care	Matt Zeitler	Rick Moore	Amanda Harvey	<p>Extensive goals available in AOC document; briefly:</p> <ul style="list-style-type: none"> • Demonstrate proficiency in HIV- and Hepatitis C-specific history taking, including exposure history, prior treatment regimens, and historical responses to treatment • Develop HIV-specific knowledge base in screening, ART, prophylaxis/mgmt. of opportunistic infections, harm reduction • Develop Hepatitis C-specific knowledge base in screening, treatment, mgmt. of complications • Track CME and clinical requirements that will be a component of eligibility for accreditation as an HIV Specialist through the American Academy of HIV Medicine • Participate in opportunities for community engagement surrounding HIV and Hepatitis C care or related topics (i.e., injection drug use, pre-exposure prophylaxis) • Recognize the intersection between HIV and HCV disease states with biases and systemic oppression

				within our society, exploring this on an individual and systemic level
LGBTQ+ Individual and Community Care	Modjolie Moore	Riley Smith, Rupal Yu, Rita Lahlou, Jen Martini, Matt Zeitler	Amanda Harvey	<ul style="list-style-type: none"> • Train residents to provide excellent, respectful, comprehensive care for LGBTQ+ patients • Offer a high-volume clinical experience in gender-affirming care, allowing residents to build a panel of transgender and gender-diverse patients to care for longitudinally throughout their training • Provide additional training in the prevention of HIV through pre-exposure prophylaxis • Empower residents to build longitudinal relationships with local organizations serving our LGBTQ+ communities • Augment resident-specific LGBTQ+ health interests • Encourage advocacy and engagement in LGBTQ+ health promotion and educational efforts within and outside of the department
Lifestyle Medicine	Rachel Hughes	Victoria Boggiano	Amanda Harvey	<ul style="list-style-type: none"> • Complete the Lifestyle Medicine Residency Curriculum and obtain Lifestyle Medicine Certification • Identify and meet with mentors within the department and institution who share passion for Lifestyle Medicine • Identify and cultivate greater understanding of the work of multidisciplinary team members in providing effective Lifestyle Medicine interventions and care • Cultivate an understanding of the impact of cultural factors, systemic oppression, and other societal factors on Lifestyle Medicine feasibility, practices, and impact

				<ul style="list-style-type: none"> Engage meaningfully with community members in community-centered activities that promote health and health behaviors
Medical Education	Molly Duffy	Kelly Smith	Ashley Heidinger	<ul style="list-style-type: none"> Gain additional experience and expertise in medical teaching in one-on-one, small group, and large group settings Reflect on selfhood as a teacher, teaching practices, and growth through regular mentoring/advising from a FM faculty actively engaged in education Increase understanding of best practices for creating inclusive learning environments and incorporating equity into teaching practices Participate in activities aimed at honing teaching skills, including formal lectures, journal article reviews, practice teaching sessions with feedback, one-to-one mentoring, and observation of master teachers Participate in the TARHEEL program through the UNC Academy of Educators
Medical Spanish	Gaby Castro	Caroline Roberts	Ashley Heidinger	<ul style="list-style-type: none"> Develop proficiency in Medical Spanish through participation in Chicle and engagement in regular practice of Medical Spanish skills Complete a local, national, or international Medical Spanish immersion experience Complete a quality improvement and/or scholarly project around care for Spanish-speaking patients in our department and/or resident education of care for Spanish-speaking patients Identify inequities and systemic issues affecting the health of Spanish-speaking populations in our area and country, as well as strengths and triumphs of these populations and opportunities for advocacy

Migrant + Refugee Health	Modjolie Moore	Rana Alkhalidi	Ashley Heidinger	<ul style="list-style-type: none"> • Complete additional clinical experiences focused on migrant and/or refugee health (to potentially include additional time at Migrant Farmworker Clinic, UNC med student N-648 clinic, SHAC, Refugee Community Partnership) • Develop an understanding of key issues in migrant and refugee health (broadly, and in our community specifically) through engagement with articles, workshops, and community-based educational experiences • Identify inequities and systemic issues affecting the health of migrant and refugee populations, as well as strengths and triumphs of these populations and opportunities for advocacy
Narrative Medicine	Jen Martini		Amanda Harvey	<ul style="list-style-type: none"> • Develop an understanding of key elements of narrative medicine and avenues for integration into clinical practice • Engage in narrative medicine practice with members of our program and GME community through participation in the UNC longitudinal interdepartmental narrative medicine elective • Prepare a narrative medicine-based project for publication and local or national presentation • Develop enhanced understanding of the intersection of narrative medicine with key concepts of health equity and individual and community agency
Point-of-Care Ultrasound	Ryan Paulus	John Doughton	Ashley Heidinger	<ul style="list-style-type: none"> • Understand basic ultrasound principles and clinical application • Learn more advanced POCUS topics • Upon completion of the AOC, participants will be signed off to independently perform cardiac, pulmonary, MSK, soft tissues, vascular (AAA and DVT),

				<p>and abdominal scans once they complete 25 scans (15 directly supervised, 10 indirectly supervised)</p> <ul style="list-style-type: none"> • Participate in POCUS education and teaching with residents and medical students • Engage in scholarly work around POCUS and conversations around the current evidence • Explore the relationship between POCUS and care access and clinical decision making through an equity lens
Reproductive Health and Abortion Care	Rachel Hughes	Debbie Phipps	Amanda Harvey	<ul style="list-style-type: none"> • Receive training to competency in full-spectrum reproductive health care, including abortion provision • Offer a high-volume clinical experience in medical/procedural abortions through the 2nd trimester • Network with providers throughout the state providing similar care • Augment resident-specific reproductive health interests (eg: vulvar work, colposcopy, obstetrics) • Practice engagement and advocacy with reproductive justice efforts within and outside of the department
Research/Scholarship	Gaby Castro	Katrina Donahue	Ashley Heidinger	<ul style="list-style-type: none"> • Complete training in Evidence-Based Medicine and analysis of literature • Complete training in IRB application and approval • Identify and meet with research/scholarship mentors within the department and institution • Work with faculty mentors to develop a research question and complete a scholarly project for publication or presentation • Cultivate an understanding of responsible, equitable, and community-oriented research and scholarship, and how that may be integrated into a Family Medicine career

Sports Medicine	Jen Martini	Nailah Adams	Ashley Heidinger	<ul style="list-style-type: none"> • Learn in depth skills involving injury assessment, treatment, and return-to-play criteria • Develop increased understanding of multidisciplinary sports medicine care through work with athletes, coaches, physical therapists, and athletic trainers • Increase proficiency in MSK ultrasound diagnostic scanning of normal large, medium and small joint regions • Develop an understanding of the avenues for community engagement and partnership through sports medicine, with a health equity lens • For those who are interested, gain skills and experiences to prepare for a potential fellowship in Sports Medicine • Establish longitudinal coverage as a team physician of a high school and/or college sports team
*In development/future:				
ADOLESCENT MEDICINE				
HEALTH EQUITY + ADVOCACY				<ul style="list-style-type: none"> • Build on the HEALS curriculum by developing a deeper understanding of concepts of health equity, community engagement, and advocacy • Contribute to generalizable knowledge in health equity and advocacy through the completion of a community project and/or scholarly activity • Develop a deeper understanding of the history and current structures/systems of the local and state community that contribute to health equity • Identify and increase understanding of local organizations working to advance health equity and/or doing effective community-centered advocacy work

HOSPITAL MEDICINE				
PALLIATIVE CARE				

Program Champion -: *This person serves as the “point person” for administering the AOC and helping to facilitate progress during residency.*

Responsibilities include:

- Work with Jen to create the formalized AOC document/checklist
- Review checklist for requirements and ensure progress in the AOC during residency
- Act as the point person for resident advisors if questions arise
- Connect residents to Clinical Champions
- Serve as the liaison with Rachel/Clark to ensure cohesiveness between AOC completion and residents’ Individualized Learning Plans (ILP)
- Serve as a connection between residents who have selected AOC to build community

Clinical Champion(s) -- *These people serve as additional sources of guidance and clinical expertise, helping to mentor residents throughout the AOC, providing connections, and helping to make AOC experience more robust*

- Assist the program champion in creation of the formalized AOC document/checklist
- Help residents and Program Champion to design electives that help fulfill AOC requirements
- Act as mentor/consultant with resident on scholarly work and educational activities/products, including identifying platforms for dissemination of scholarly work
- Help connect residents to other clinical champions within and outside the department
- Serve as a connection between residents who have selected AOC to build community

Administrative Champion (Ashley or Amanda)

- Assist with scheduling of elective time, including clinic schedules
- Enter elective time 4 months in advance on both resident and advisor calendars for conversation trigger