

Integrating Wellness & Nutrition: Lessons from University of Cincinnati

Sian Cotton, PhD

Director, Center for Integrative Health and Wellness

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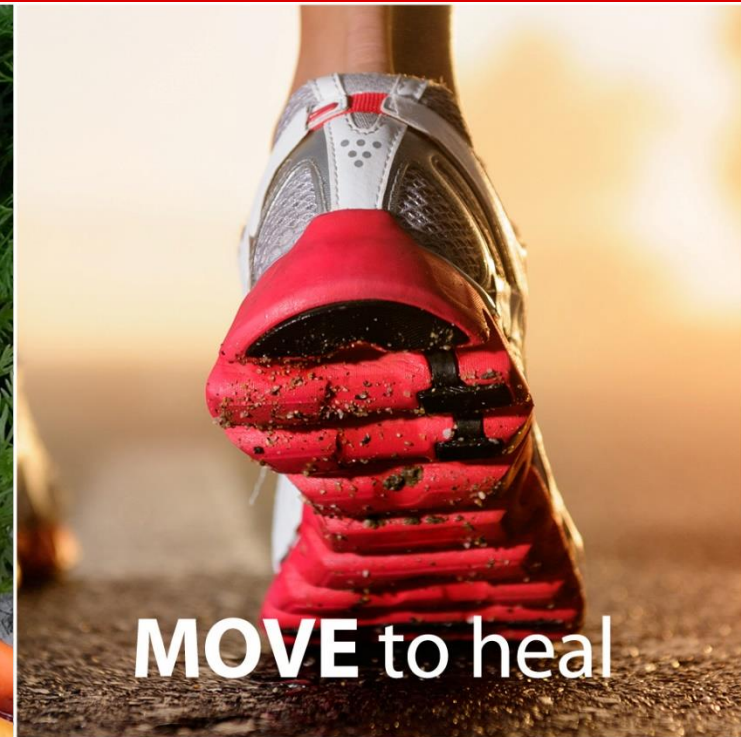
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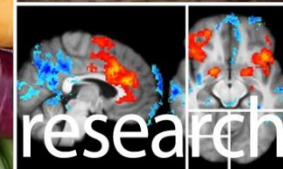




FOOD is medicine



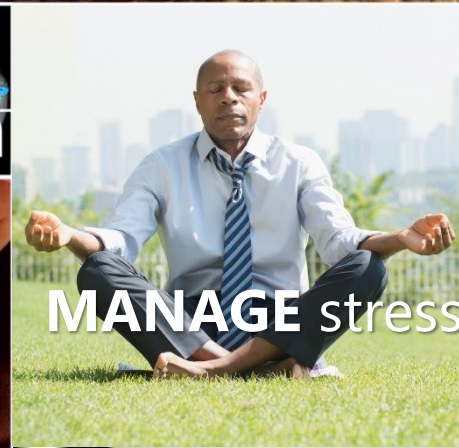
MOVE to heal



research



connect



MANAGE stress

Wellness Platform

Cancer Institute

Neuroscience Institute

Diabetes & Obesity Center

Heart, Lung & Vascular Institute

Women's Health Center

Lindner Center of Hope

Drake Center

Graduate Medical Education

Center for Integrative Health & Wellness

Objectives

1. Briefly review the crisis of chronic disease and minimal attention to lifestyle education in medical schools and healthcare provider burnout as background
2. Highlight 2 programs at UC that constitute a preventive and educational approach to fostering well-being
3. Provide overview of first program: Turner Farm Student Wellness retreats
4. Provide overview of second program: Mind-Body course, modeled after Georgetown University
5. Present information on development, outcomes, and sustainability plans for both programs as models

Caveats

Academic Health Center

One Story

THE PROBLEM

**Crisis of chronic disease:
physical and mental disorders.**



**75% of chronic diseases are influenced
by our behaviors / lifestyle**

PREVENTABLE

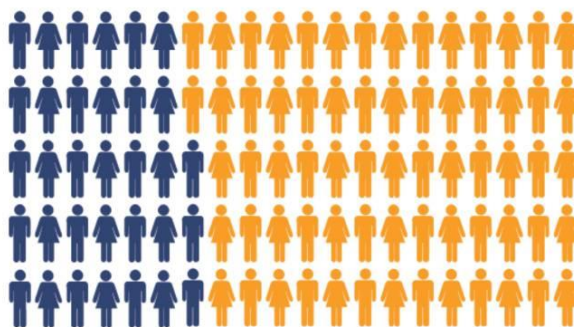
Heart Disease



600,000 die year
#1 cause of death in U.S.

Reversible with diet

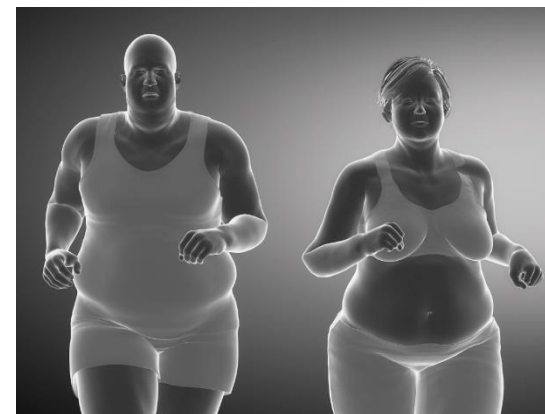
Cancer



1 in 3 cancer cases
are preventable with

Lifestyle changes

Obesity




7 in 10 overweight
33% obese in Cincinnati

Lifestyle changes

CHALLENGE

prescribe lifestyle
changes



A large group of medical students in white coats, some looking at books, with a large audience in the background.

PROBLEM
not taught in
medical schools

Nutrition (Mis)education in US Medical Schools



How Much Do Doctors Learn About Nutrition?



By [Stacey Colino](#), Contributor | Dec. 7, 2016, at 9:15 a.m.

In recent years, it has become increasingly clear that [diet plays a starring role](#) in preventing and treating certain [chronic diseases](#). And physicians are often on the frontlines of counseling patients about how their diets and other lifestyle habits can affect their health and weight – a reality that has gained added importance given the obesity epidemic. And yet, it turns out that [only 29 percent of U.S. medical schools offer med students the recommended 25 hours of nutrition education](#), according to [a 2015 report](#) in the Journal of Biomedical Education.

[See: [The 10 Best Diets for Healthy Eating](#).]

[On average, U.S. medical schools offer only 19.6 hours of nutrition education across four years of medical school](#), according to [a 2010 report in Academic Medicine](#). In a 2016 [study](#), researchers at Case Western Reserve University examined data from 25 family medicine, internal medicine and OB-GYN medical residency programs throughout Ohio: What they found is that these programs averaged 2.8 hours of instruction on [obesity](#), nutrition and physical activity counseling, and only 42 percent of them taught the residents techniques for how to perform health behavior counseling.

Integrative Medicine Education

- **NEW:** Lifestyle Medicine and Wellness Curriculum Task Force
- **Mindfulness Programs**
 - **Mind-Body Course**
- Integrative Medicine Student Interest Group
- 4th Year Complementary Integrative Medicine Elective
- **Interprofessional Initiatives across Academic Health Center**
 - **Turner Farm Student Retreats**



IMSIG presentation Nov 2015



5th Annual Sanghvi Lecture

Nutrition and Mindfulness in an Era of Global Obesity and Diabetes



Mind-Body Interface in Health and Healing

The Dr. Khushman V. Sanghvi Memorial Lectureship

UC Center for Integrative Health and Wellness

in collaboration with the
UC Heart, Lung and Vascular Institute



Integrative Medicine: Fad or Frontier?

Implications for Improving Public Health

Friday, Nov. 3, 2017

Noon to 1 p.m.

Medical Sciences Building

Kresge Auditorium

Margaret Chesney, PhD

Professor of Medicine, Emeritus
University of California San Francisco
Former Deputy Director, NIH National Center for
Complementary & Integrative Health
Immediate Past Chair, Academic Consortium for Integrative
Medicine & Health



Margaret Chesney, PhD

Program #1

Turner Farm Student Wellness Retreats

Turner Farm Teaching Kitchen



Program #1: Background

- To transform Disease Care to Wellness Care, need to educate health providers
- Transformation starts with education of students
 - traditional curriculum does not emphasize lifestyle modification
- Inter-professional learning grows into inter-professional team-based care
- Turner Farm's Teaching Kitchen as platform

Turner Farm's Mission

Turner Farm operations promote connections between people of all ages and the land that feeds them, in **body, mind and spirit**.

Through education and example, we nurture understanding of the rhythms of nature, and our place in the natural world, fostering recognition of **personal responsibility** for stewardship of the land, ourselves and development of a nurturing community.



Turner Farm



Teaching Kitchen



Student Wellness Retreats

- Seventy-five students have participated in five wellness retreats
 - 6-hour Saturday retreats
- Students from: Colleges of Medicine, Nursing, Allied Health, Pharmacy and Health Promotion
- Sign-up via email - fills within an hour
- Cost to student: \$10
- Philanthropy off-sets cost



Dr. David Eisenberg and Chef Adam Busby
at Turner Farm Sept. 2016

Turner Farm Hosted Harvest to Healing/Seed to Soul Dinners

Sept. 23 & 24, 2016



Retreat Schedule

9:30 - 10:00	Arrival/Refreshments
10:00 - 10:15	Welcome and Introduction to Turner Farm
10:15 - 10:30	Introduction to UC Center for Integrative Health and
Wellness	and the Teaching Kitchen Collaborative
10:30 - 10:45	Opening meditation
10:45 - 11:30	<i>Foundations of Disease, Nutrition and Lifestyle didactics</i>
11:30 - 11:45	<i>Q&A</i>
11:45 - 12:30	Break & Walking Tour of Turner Farm
12:30 - 2:30	<i>Chef and students prepare healthy meals while discussing</i>
<i>kitchen</i>	<i>fundamentals of healthy eating; hands-on teaching</i>
	<i>experiential/tasting prepared dishes</i>
2:30 - 2:45	Mindful Eating Experiential
2:45 - 3:15	Group Reflection, Discussion, Wrap-up









Retreat Evaluation

- *Presentations*

- Quality - 95% rated "excellent"
- Usefulness - 85% reported it would be useful
- Length - 82% said "just right"

- *Experience*

- Inter-professional exposure - 89% agreed with retreat being inter-professional
- Enjoyment - 100% would recommend to another student
- Environment - 100% reported the space to be excellent

What do you think you will change as a result of this experience?

- *Opportunities for **Professional** Change:*
 - Advocating for patient lifestyle changes with greater confidence
 - "Being more prepared to advocate for patients to get dietetic consults"
 - "Talk more about the importance of diet for many diseases, have ready information about resources like Turner Farm for patients"
 - "Encourage moving more and eating whole foods rather than eat less exercise more"

What do you think you will change as a result of this experience?

- *Opportunities for Professional Change:*
 - Seeking more evidence-based knowledge regarding integrative health
 - “Use evidence to show patients the benefits of lifestyle change”
 - “Use knowledge of phytochemicals in disease prevention, use current research in practice as things change”
 - “Dig more deeply and evaluate more critically the medical literature especially regarding integrative medicine”

What do you think you will change as a result of this experience?

- *Opportunities for **Personal** Change:*
 - Improving dietary habits
 - “Becoming more mindful with food, better understanding/ listening to my body, spice up and provide variety to my life and meals”
 - “I'm inspired to make the small changes to my lifestyle and diet”
 - “I plan on incorporating a wider variety of textures/foods into each meal, I would have never expected mixing some of these foods together”

What do you think you will change as a result of this experience?

- *Opportunities for **Personal** Change:*
 - Incorporating mindfulness in self-care
 - “Be more mindful of returning to baseline”
 - “Plan on continuous personal growth especially in the mindfulness sphere”
 - “Use mindfulness to enjoy more of life”

Additional Comments?

- *“I've thoroughly enjoyed every minute of this experience, I believe everyone should be given the opportunity to experience this”*
- *“Absolutely loved this, learning and having a chance to discuss with other healthcare students from other fields”*
- *“Loved the tour, learned a lot, would love to know how to get others involved”*

Conclusion/Future Directions

- Student Wellness Retreats at Turner Farm were highly successful
 - Sought after – Student Affairs promotes
 - Development of personal wellness skills
 - Increasing interest in Integrative Health
- Greatest challenge: funding/faculty time to sustain
- Future longitudinal student teaching kitchen sessions for continued healthy behavior change and knowledge

Program #2

Mind-Body Course



1 in 2 physicians experience burnout

Not just MDs –
all healthcare
professionals



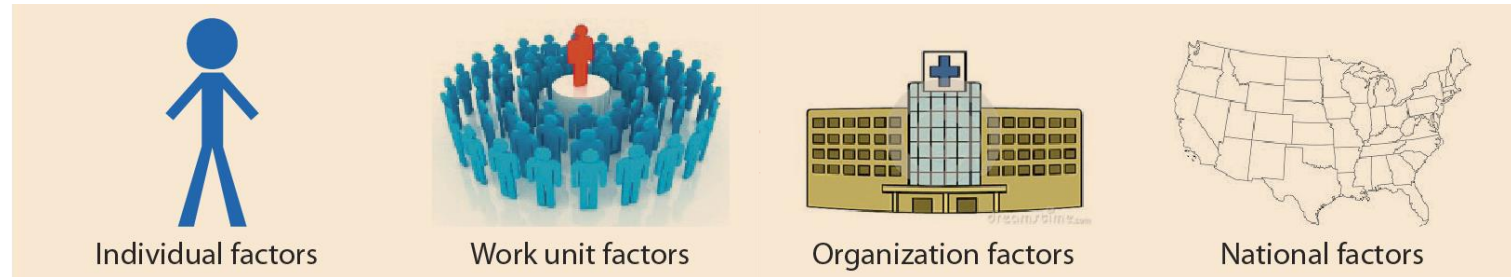
Shanafelt et al. Arch Intern Med. 172(18):1377-1385, 2012



“Burnout is a response to chronic stressors that wear on a person over time—not acute ones such as a big event or a big change”

- Christina Maslach, PhD

- 1. Emotional Exhaustion**
- 2. Depersonalization**
- 3. Low Sense of Personal Accomplishment**



Driver dimensions





Patient Experience

Population Health

Reduce Cost

Provider Satisfaction

~~The Triple Aim~~
Quadruple

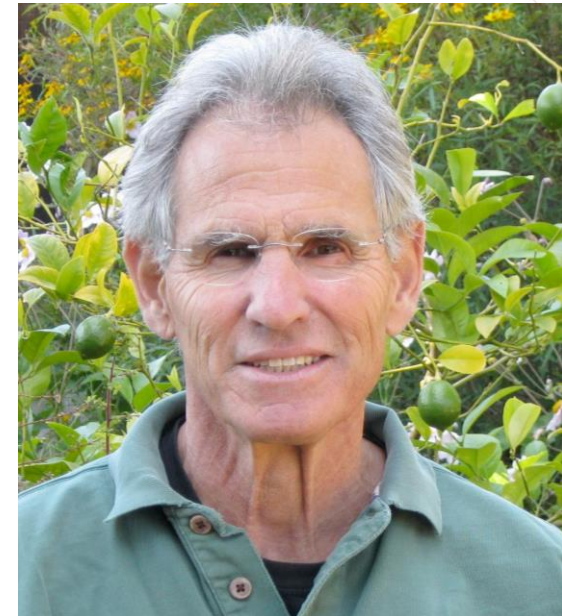
Bodenheimer. T Sinsky, C.
Ann Fam Med, 12: 573-576, 2014

Physician Well-Being: Approach Summary

	Individual	Organizational
Workload	Part-time status	Productivity targets Duty Hour Requirements Integrated career development
Work Efficiency/ Support	Efficiency/Skills Training	EMR (+/-?) Staff support
Work-Life Integration/ Balance	Self-care Mindfulness	Meeting schedules Off-hours clinics Curricula during work hours Financial support/counseling
Autonomy/ Flexibility/ Control	Stress management/Resiliency Mindfulness Engagement	Physician engagement
Meaning	Positive psychology Reflection/self-awareness Mindfulness Small group approaches	Core values Protect time with patients Promote community Work/learning climate

Mindfulness

"The **awareness** that emerges
through paying **attention**,
in a particular way,
on purpose,
in the **present moment**,
and **nonjudgmentally**,
to the unfolding of
experience
moment to moment."



Kabat-Zinn, Full Catastrophe Living, 1990/2013

The Google logo, featuring the word "Google" in its characteristic multi-colored font (blue, red, yellow, blue, green, red).The Yahoo! logo, featuring the word "YAHOO!" in a purple, serif font.The Aetna logo, featuring the word "aetna" in a purple, lowercase, sans-serif font, with a small "SM" trademark symbol.The Cleveland Clinic logo, featuring a stylized green and blue square icon to the left of the text "Cleveland Clinic" in a bold, black, sans-serif font.The UCSF logo, featuring the letters "UCSF" in a bold, dark blue, sans-serif font.

University of California
San Francisco

Articles



Interventions to prevent and reduce physician burnout: a systematic review and meta-analysis

Colin P West, Liselotte N Dyrbye, Patricia J Erwin, Tait D Shanafelt

Summary

Background Physician training and practising own care and safety, quality and outcome

Methods In this systematic review, we searched Science, and the Education to prevent and reduce provide physician-sources of evidence. potential eligibility of were changes in overall score (and high dependence changes in each outcome

Findings We identified 2617 articles, of which 15 randomised trials including 716 physicians and 37 cohort studies including 2914 physicians met inclusion criteria. Overall burnout decreased from 54% to 44% (difference 10% [95% CI 5–14]; $p < 0.0001$; $I^2 = 15\%$; 14 studies), emotional exhaustion score decreased from 23.82 points to 21.17 points (2.65 points [1.67–3.64]; $p < 0.0001$; $I^2 = 82\%$; 40 studies) and depersonalisation score decreased from 9.05 to 8.41

The most commonly studied interventions have involved mindfulness, stress management, and small group discussions, and the results suggest that these strategies can be effective approaches to reduce burnout domain scores.

Lancet 2016; 388: 2272–81

Published Online
September 28, 2016

[http://dx.doi.org/10.1016/S0140-6736\(16\)31279-X](http://dx.doi.org/10.1016/S0140-6736(16)31279-X)

See [Comment](#) page 2216

Division of General Internal Medicine and Division of Biomedical Statistics and Informatics (Prof C P West MD), Division of Primary Care Internal Medicine (Prof L N Dyrbye MD), Medical Library (P J Erwin MLS), and Division of Hematology (Prof T D Shanafelt MD), Mayo Clinic, Rochester, MN, US

Correspondence to: Prof Colin P West, Division of General Internal Medicine and Division of Biomedical Statistics and Informatics, Mayo Clinic,

ORIGINAL CONTRIBUTION

CLINICIAN'S CORNER

Association of an Educational Program in Mindful Communication With Burnout, Empathy, and Attitudes Among Primary Care Physicians

Michael S. Krasner, MD

Ronald M. Epstein, MD

Howard Beckman, MD

Anthony L. Suchman, MD, MA

Benjamin Chapman, PhD

Christopher J. Mooney, MA

Timothy E. Quill, MD

P RIMARY CARE PHYSICIANS REPORT alarming levels of professional and personal distress. Up to 60% of practicing physicians report symptoms of *burnout*,¹⁻⁴ defined as emotional exhaustion, depersonalization (treating patients as objects), and low sense of accomplish-

Context Primary care physicians report high levels of distress, which is linked to burnout, attrition, and poorer quality of care. Programs to reduce burnout before it results in impairment are rare; data on these programs are scarce.

Objective To determine whether an intensive educational program in mindfulness, communication, and self-awareness is associated with improvement in primary care physicians' well-being, psychological distress, burnout, and capacity for relating to patients.

Design, Setting, and Participants Before-and-after study of 70 primary care physicians in Rochester, New York, in a continuing medical education (CME) course in 2007-2008. The course included mindfulness meditation, self-awareness exercises, narratives about meaningful clinical experiences, appreciative interviews, didactic material, and discussion. An 8-week intensive phase (2.5 h/wk, 7-hour retreat) was followed by a 10-month maintenance phase (2.5 h/mo).

Main Outcome Measures Mindfulness (2 subscales), burnout (3 subscales), empathy (3 subscales), psychosocial orientation, personality (5 factors), and mood (6 subscales) measured at baseline and at 2, 12, and 15 months.

Results Over the course of the program and follow-up, participants demonstrated improvements in mindfulness (raw score, 45.2 to 54.4; raw score change [A], 8.9; 95%

Intervention

An intensive phase (2.5 hr/8 wk)

All day (7 hr) session (week 6-7)

A maintenance phase (10 monthly)

Each Session

15 min didactic material (weekly)

(awareness, burnout, self-care)

Formal mindfulness meditation

Body scan

Sitting meditation

Walking meditation

Mindful movement

Narrative Exercises

Appreciative Inquiry

Improved well-being and mood;
Improvements in mindfulness
associated with increased
empathy and reduced burnout

BURNOUT AND SUBJECTIVE WELL-BEING

JAMA. 2009;302(12):1284-1293

www.jama.com

For editorial comment see p 1338.

CME available online at
www.jam
and que

The consequences of burnout among
practicing physicians include not only

JAMA 302:1284-1293, 2009

Author Affiliations are listed at the end of this article.
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1284 JAMA, September 23/30, 2009—Vol 302, No. 12 (Reprinted)

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Abbreviated Mindfulness Intervention for Job Satisfaction, Quality of Life, and Compassion in Primary Care Clinicians: A Pilot Study

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ABSTRACT

PURPOSE Burnout, attrition, and low work satisfaction of primary care physicians are growing concerns and can have a negative influence on health care. Interventions for clinicians that improve work-life balance are few and poorly understood. We undertook this study as a first step in investigating whether an abbreviated mindfulness intervention could increase job satisfaction, quality of life, and com-

...participating in an abbreviated mindfulness training course adapted for primary care clinicians was associated with reductions in indicators of job burnout, depression, anxiety, and stress.

Abbreviated
points in
participants
resil-
to assess

Conclusion 1

Although the rates of chronic stress and burnout among physicians are rising, practicing *mindfulness* can reduce burnout and increase empathy

Physician (Provider), Heal Thyself

Mind-Body Medicine Course



Wellness Resource Room



What is the **Problem**?

Levels of stress and burnout alarmingly high amongst:

- Medical students and residents
- Nursing, pharmacy and allied health
- Law students
- Arts and music trainees

Implications of **Stress** and **Burnout**

Professional

- More likely to commit errors
- Negative impact on co-working relationships
- Decreased empathy
- More unprofessional behaviors

Personal

- Increased substance use
- Reduced quality of life

Efficacy of **Mind-Body Medicine**

There is considerable **scientific evidence** that **mind-body therapies** are beneficial for many health problems:

- Headaches
- Insomnia
- Anxiety/Depressive Symptoms
- Stress
- Chronic low back pain
- Disease/Treatment-related symptoms



GEORGETOWN UNIVERSITY
School of Medicine

Georgetown University School of Medicine

- Trained over 100 faculty as group leaders
- 80-100 first/second-years take course annually to learn stress reduction techniques to apply to daily life

After groups, students report:

- Greater connections and self-discovery
- Improved academic function
- Lower stress levels



Mind-Body Skills Program

9-week course teaches students adaptive stress management skills using mind-body techniques to foster **self-awareness** and **self-care**



Week 1

Orientation/
Introduction &
Drawings I

Week 2

Autogenic Training/
Biofeedback

Week 3

Sitting Meditation

Week 4

Walking Meditation

Week 5

Inner Guide
Imagery

Week 6

Journaling

Week 7

Movement
Meditation

Week 8

Forgiveness
Meditation

Week 9

Drawings II
Closing

Over 300 students have participated at UC

More Colleges are Focusing on Teaching Students in **Mind-Body Medicine**



UNIVERSITY OF
Cincinnati

UAB SCHOOL OF MEDICINE



UF College of Medicine
UNIVERSITY OF FLORIDA



W UNIVERSITY of
WASHINGTON



UND SCHOOL OF MEDICINE & HEALTH SCIENCES
UNIVERSITY OF NORTH DAKOTA



UNIVERSITY of WESTERN STATES
Integrating Health and Science



Mittuniversitetet
MID SWEDEN UNIVERSITY

Georgetown University School of Medicine **medical students, residents**

University of Cincinnati (**medicine, allied health, nursing, pharmacy, CCM, DAAP, Law, Arts and Sciences, Cincinnati Children's**)

University of Alabama at Birmingham (**medical students**)

University of Louisville (**medical students, faculty**)

University of Florida (**medical students**)

Oregon Health and Sciences University (**medical students**)

University of Washington (**medical students**)

University of Vermont (**medical students**)

University of North Dakota Medical School (**medical students**)

Charite University Medical School, Germany (**medical students**)

University of Essen-Duisenberg Medical School, Germany (**medical**)

University of Liverpool, UK (**medical students**)

Texas College of Osteopathic Medicine (**medical students**)

Stanford University, Anesthesia **Residency** Program

University of Western States (**chiropractic** and other **CAM professions**)

Oregon College of Oriental Medicine (**acupuncture** and **DAOM**)

Mid-Sweden University, Sweden (**nursing students**)

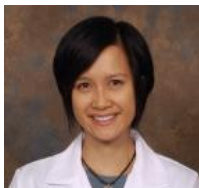
Support for Program

INTERACT
FOR HEALTH



Mind Body Skills Facilitators

College of Medicine



**Program
Coordinator**



**Data
Manager**



College of Nursing



College of Pharmacy



Mind Body Skills Facilitators



**College of
Allied Health**



**College of
Law**



In memoriam



**College-
Conservatory
of Music**



**Interact
for Health**



**Hebrew
Union
College**

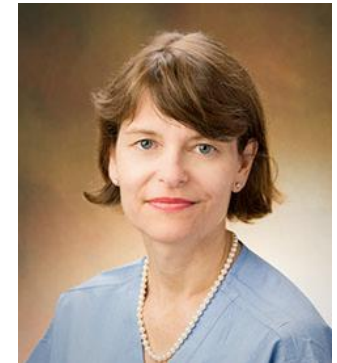
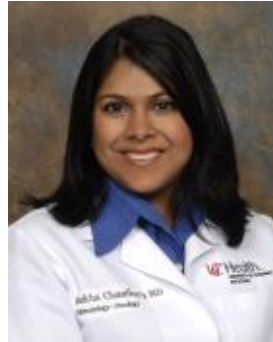


**College of
Design
Architecture
Art & Planning**



**Academic
Health Center**

10 New Mind-Body Skills Facilitators!

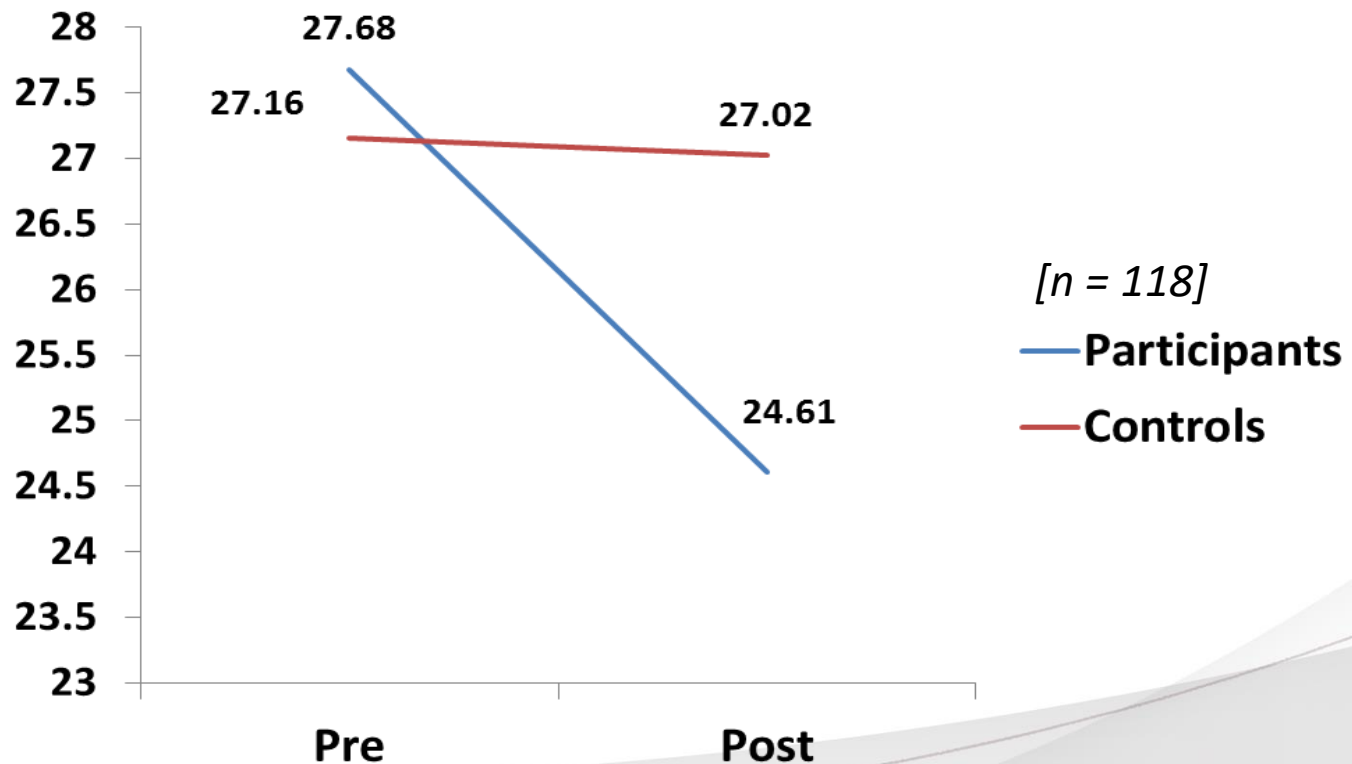


Quantitative Measures

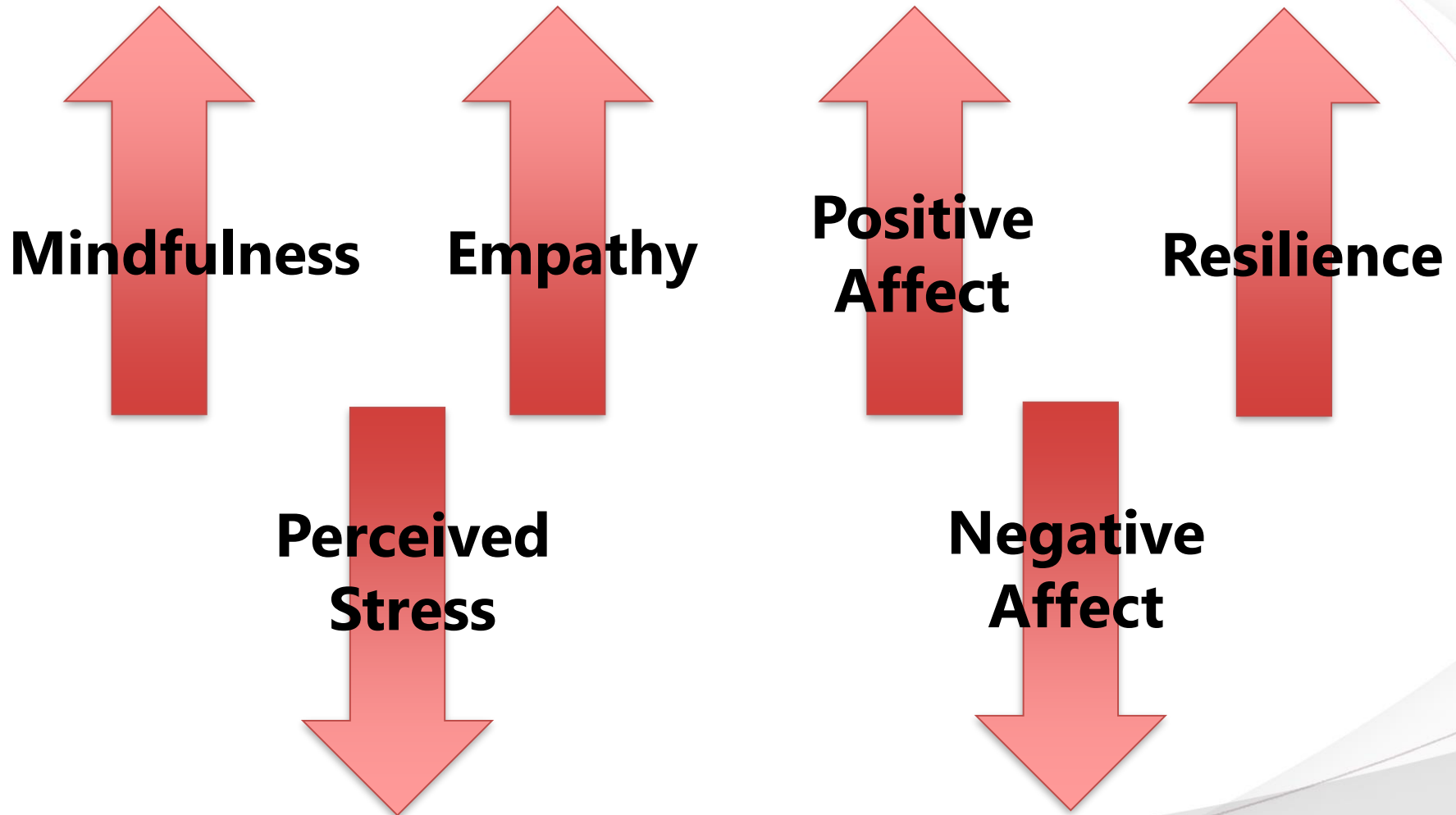
Measure	Scale/Tool	# of Items
Resiliency	2013-2017: Brief Resiliency Scale	6
Empathy	2013-2016: Interpersonal Reactivity Index (IRI)	21
	2017: IRI - Perspective Taking and Empathic Concern subscales only	14
Stress	2013-2017: Perceived Stress Scale (PSS)	10
Positive and Negative Affect	2013-2017: Positive and Negative Affect Schedule (PANAS)	20
Mindfulness	2013-2016: Cognitive and Alternative Mindfulness Scale (CAMS-R)	12
	2017: Five Facet Mindfulness Questionnaire (FFMQ)	15
Attraction to Group	2013-2016: Group Attitude Scale	20
Self-Reported Health	2016-2017: In general, would you say your health is...Excellent, Very Good, Good, Fair, or Poor? (Interact for Health)	1
Burnout	2017: Maslach Burnout Inventory emotional exhaustion and depersonalization	2
Depression, Anxiety, Fatigue, and Sleep Disturbance	2017:PROMIS® (Patient-Reported Outcomes Measurement Information System)	16

Perceived Stress

- Significant difference between groups over time ($p = .00$)
- Only the mind-body group reported a significant **decrease** in stress ($p = .00$)



Student Outcomes



Qualitative Measures

Construct	Question
Impact as person/student	How did this course impact you as a student and as a person, if at all?
Impact as physician/professional	Do you believe that this course will contribute to your professional work? If so, how?
Attitude toward medical school and/or profession/field	How has this course changed your attitude toward school, if at all?
What participant would tell others	If you could tell your Dean one thing about this experience what would it be?
	If you could tell another student one thing about this experience what would it be?

How has this course helped you?

It has helped me to **slow down. Not to make such rash decisions** or take rash actions. I can appreciate and recognize the present much better. I can also just be calm and meditate and focus on my own breathing.

This course made me feel **more empathetic to those around me**. Listening to other people share what they are going through day to day, the ups and the downs, made me appreciate how everyone has something they are going through, and it is important to be mindful of that. I also gained an appreciation of how helpful it can be for someone just to have an outlet to simply talk without fear of judgement.

...school has this way of making you doubt your abilities and has this attitude that if you aren't perfect then you aren't good enough. **This course taught me to accept who I am and that I don't need to be perfect.**

Once I stopped stressing over the need to make no mistakes and recognized that I might need help I saw my grades increase exponentially - I rarely was getting average and now I'm at the average or above it.

I feel **better focused and better able to respond to stress**. This has helped me to better deal with difficult scenarios while working with patients and studying.

Will this course contribute to your work as a physician/provider?

Yes - this course completely changed my way of thinking for the better. I hope to help some patients with what I've learned in this course, but regardless, I know I've improved myself, which will help me be a better physician.

Absolutely. I really hope to incorporate some of the things we learned into my practice later on down the line, but also, I think it will help maintain a healthy lifestyle in terms of balance, stress, and happiness as my life gets more complex and my free time becomes more and more limited.

Absolutely. I will be better equipped to take care of myself, which will translate into better care for patients.

Additionally, I can now recommend certain techniques to patients as a form of complementary/alternative medicine.

Do you feel confident in your ability to bounce back from difficulties and stressors (i.e. resiliency)?

I feel that **my ability to cope in the moment has improved**. For example, when constantly remunerating past painful experiences while trying to sleep, mindfulness meditation has helped me calm myself and clear my head a bit.

Yes, I used to get really stressed out before taking a practical or test and **now I realize it's not going to help to stress/freak out** and just study as much as I can and things will turn out okay.

Absolutely! While participating in this course, my academic curriculum was much more involved than the previous semester, often times seeming overwhelming. I found that all I had to do was **accept my stress and visualize succeeding in my assignments and tasks**. Once I was able to accomplish this (theoretically) simple task, I found I was more productive and content.

What would you tell other students?

I would highly recommend this course! The mindfulness techniques that I learned in this course have changed how I view myself and my coursework. **I feel empowered to face the challenges that lie ahead.**

Do it. Put all preconceived notions, skepticism, and worry aside and do it. You'll see a side of medical students you may not have known was there. **You'll gain a sense of community and place that you won't even know you needed.** It is wonderful.

Take this workshop. If you do one thing with your time take this workshop. You owe it to yourself and all the people you care about in your life. Some of things you learn in this course may not be your thing, but I guarantee you some of things you learn will be things that stick with you for the rest of your life. It will change the way you think about and approach stressful situations, **I would be very surprised if at the end of it, you weren't a happier, more laid back person.**

What would you tell your Dean?

Almost all students would likely benefit from at least one of the techniques taught during this class. Even if you are skeptical about mind-body medicine, taking this elective helps build relationships and trust between students from different colleges which leads to more empathy and compassion. **I believe that you will have happier, calmer, kinder students if more resources related to mind/body medicine are made available.**

Keep this program going & expand it to more people! I know classmates unable to get a spot who would have greatly benefited from it.

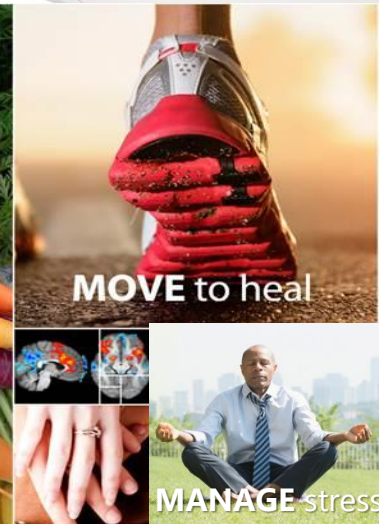
This was a much needed experience and I would **push to get this class/awareness of mind-body meditation out to everyone in the College.**

Please continue to support the health of students. I think it's clear that medical students are pretty anxious and stressed people, and that a number of the students suffer from depression. I feel that the support for them is not always there and have frequently worried about reaching out for fear of being labeled later in my career. These groups help encourage a healthier mindset and coping skills.

Summary and Final Thoughts

- Wellness, through nutrition, movement, mindfulness and connectivity is critical to expose students to early on
- Experiential versus didactic-only
- What is Required?
 - Faculty modelling
 - Integration, rather than “one-offs”
 - Resources

"Tell me and I forget, teach me and I may remember, involve me and I learn"



THANK YOU!

<http://med.uc.edu/integrative>

sian.cotton@uc.edu