

Master Adaptive Learning and Lifestyle Medicine for Community Health Settings

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Master Adaptive Learning in an Immersive, Distributed Curriculum for Community Health

Description: This project aims to answer the question, “What are the effects of Master Adaptive Learning (MAL) in an immersive, distributed curriculum designed for community health?”

Methods: This mixed-methods, participatory study takes place at ATSU-SOMA with 440 MSI-IV students, 10 PGY1 residents, and 10 faculty, beginning in 2018. We propose to collect and analyze specific digital and written responses during specific courses over five years.

Need/Gap Addressed

How and to what extent...

- does our distributed, immersive training model shape MAL skills?
- does this training model positively affect the formation of professional identity as humanitarian physicians?

MAL Learning Domains

Self regulation, clinical reasoning, effective teamwork, health technology, self-efficacy, values & ethics, adaptive community health, problem solving, and professional identity.

MAL Team

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The Problem of Practice

Both projects build from our prior work in community oriented primary care in community health center settings.

MS2 are apprenticed into provider teams at specific health centers. For the next three years, they must learn to swim in the fast-paced world of serving vulnerable populations. Students may apply for residency at a health center.

Students need to learn to adapt and thrive while serving vulnerable populations in high-stress, urban and rural health center environments.

ATSU-SOMA's Affiliated Health Center Training Sites



- Adelante Healthcare, Phoenix, AZ
- Beaufort-Jasper-Hampton Comprehensive Health Service, Inc., Ridgeland, SC
- Community Healthcare Center, Wichita Falls, TX
- El Rio Community Health Center, Tucson, AZ
- Family HealthCare Network, Visalia, CA
- HealthPoint Health Center, Renton, WA
- HealthSource of Ohio, Mt. Orab, OH
- Near North Health Service Corporation, Chicago, IL
- North Country HealthCare, Flagstaff, AZ
- Northwest Regional PCA, Portland, OR
- San Ysidro Health, San Ysidro, CA
- Sunset Park Family Health Center-Silver, Brooklyn, NY
- Sunset Park Family Health Center-Blue, Brooklyn, NY
- Southern Illinois Health Foundation, Alton, IL
- The Wright Center for Community Health, Scranton, PA
- Unity Health Care, Washington, DC
- Waiānae Coast Comprehensive Health Center, Waiānae, HI

Integration of Experiential Lifestyle Medicine and Wellness into an Osteopathic Medicine Curriculum

Description: This project interweaves lifestyle medicine into the UME curriculum, all four years.

Methods: We combined osteopathic health and wellness (OWL) and American College of Lifestyle Medicine objectives. Through experiential activities, students learn to observe and evaluate lifestyle choices. Students complete wellness assessments throughout the program.

Need/Gap Addressed

Wellness and self-care are emerging as vital components of a healthy lifestyle. Osteopathic training emphasizes whole person wellbeing, as well as observation and evaluation of lifestyle choices. Lifestyle modification is key to the prevention and treatment of chronic disease. These topics are essential to a medical curriculum highlighting physician wellness and population healthcare. These skills support wellness at three levels: provider, patient and community.

OWL Learning Domains

Growth mindset, personal and professional development, wellness observation and assessment, peer-led mindfulness training, culinary medicine, and positive psychology.

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