

Lifestyle and Integrative Medicine for Everyone (LIME), a Longitudinal Medical School Curriculum Thread

Adam Beucler¹ B.S., Katie MacVittie¹ B.A., Cristen Lescallett², Mladen Golubic³, M.D., Ph.D.,
FACLM, Aaron Marshall³ Ph.D

Osher Center for Integrative Health

Introduction

Current medical school curriculum at the University of Cincinnati contains various references to lifestyle and integrative medicine, but fails to expand. Lifestyle and integrative medicine are present in most hospitals and are indicated for various medical conditions, but the current curriculum fails to give medical students adequate information on their basic principles. Additionally, medical students experience higher levels of stress and burnout than the U.S. average, conditions that lifestyle and integrative medicine can be effective for. This curriculum update is a longitudinal thread beginning for the University of Cincinnati College of Medicine Class of 2028 entitled Lifestyle and Integrative Medicine for Everyone (LIME). The thread aims to use preclinical years to teach medical students about lifestyle and integrative medicine practices, both for their patients' health and their own.

Methods

Three medical students reviewed each lecture in the medical school preclinical curriculum for the class of 2027 to identify areas to include LIME-related content. Three to four lectures were identified per curriculum block, with themes meeting a set of LIME learning objectives. Students then found peer-reviewed literature to support lifestyle and integrative medicine connections to each lecture. Two to eight additional lecture slides were then drafted with a LIME theme to demonstrate the connection. These slides were presented as a draft embedded in current lecture slides to the course director of each block. With course director approval, the lecture slides were then presented by students to each lecturer for inclusion. Revisions were made until a minimum of three lecture connections were added to each curriculum block. Surveys will be used to assess the effectiveness of the curriculum in its first year.

Results

Four blocks of preclinical lectures have been updated with a LIME introductory lecture beginning in August 2024. After a pilot survey on endocrine LIME additions, 77% of students reported that they agreed or strongly agreed with a statement that they would like to learn more about lifestyle medicine for the benefit of their patients. 67% agreed or strongly agreed that they would like to learn more about lifestyle medicine for their personal benefit.

Conclusion

The LIME curriculum is a longitudinal thread added to the medical school curriculum for the University of Cincinnati College of Medicine class of 2028. The curriculum aims to teach students about lifestyle and integrative medicine principals for the benefit of their future patients and the future physicians themselves. Pilot studies on LIME lectures have found an interest in lifestyle principals. Medical students have created LIME content for the first four curriculum

blocks for the class of 2028. Future research will involve surveys on strengths and weaknesses of the current LIME curriculum and extending lecture additions into the second year for the class of 2028.

Contact: beucleaa@mail.uc.edu

Key words: Lifestyle, Integrative, Curriculum, Medical Education, Preclinical

Lifestyle and Integrative Medicine for Everyone (LIME), a Longitudinal Medical School Curriculum Thread

Adam Beucler¹ B.S., Katie MacVittie¹ B.A., Cristen Lescallett² B.S., Mladen Golubic³, M.D., Ph.D., FACLM, Aaron Marshall³ Ph.D



Intro

- **Current** medical school **curriculum** contains many references to lifestyle and integrative medicine, but **fails to expand**
- Lifestyle and integrative medicine is a critical component of the care of patients in a variety of conditions

Objective

The goal of this thread is to equip students with knowledge on lifestyle and integrative modalities to **apply to patient care and their own lives**

Curriculum Components

1. Stand-alone **lectures**
2. LIME-themed slides adding to current lectures
3. Additions to **clinical skills** encounters
4. Discussions in student **Learning Communities**

We have created Lifestyle and Integrative Medicine for Everyone (LIME), an embedded addition to current pre-clinical curriculum to emphasize lifestyle, body-based, and mind-body therapies to improve the health of patients and physicians themselves



Methods

1. Students worked to **identify** 3-4 **lectures** in each block containing LIME-based content
2. We **developed additional slides** (2-8) based in **peer-reviewed literature** to expand on current LIME content
3. We **presented** developed slides **to course directors and lecturers** to incorporate into the curriculum for the class of 2028

Next Steps

1. **See through presentation** of LIME materials in the first year of the **class of 2028**
2. **Gain feedback** and assess knowledge gained **through surveys** in the class of 2028 to identify
3. **Edit the curriculum for the class of 2029** based on feedback from our first year of presentations

I would like to learn more about the 6 LSM categories for the benefit of my future patients



I would like to learn more about the 6 LSM categories for the benefit of my personal benefit



Acknowledgements

Integrative Medicine MSSP Student funding is through the generous Stephen T. Turner, MD Integrative Health and Wellness Education Fund.