Branch Programming Handbook:
A Planning Guide & Idea Bank

A publication of the American Medical Women’s Association
Student Affairs Committee

www.amwa-doc.org
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HOW TO USE THIS BOOK

No matter your role or length of involvement in AMWA, we encourage you to be involved in developing and implementing programming at the branch level. The goal of this handbook is to allow AMWA branches to share ideas efficiently and productively. It is divided into four parts:

- **Guidelines for A Successful Project**
- **2013-2014 Calendar of Women’s and Women’s Health Observances.** Use this calendar to select themes for programs throughout the year, and tie your outreach efforts to national events!
- **Program Abstracts.** These detailed descriptions of branch programs are a great “cookbook” for putting on an event. Events are credited to originating branches where known. Build on their successes!
- **Still More Program Ideas.** Use these line item ideas as the launching point for an event – and then tell us about it!

Please also send your updates and suggestions to the Student Programs Chair at programming@amwa-student.org!

GUIDELINES FOR A SUCCESSFUL PROJECT

GETTING STARTED

Feel free to select ideas from this handbook that best fit your needs. If you don’t find what you’re looking for here, some other ways to come up with ideas for programming include:

- Assess branch, school, and community needs. What issues need to be addressed? What are other groups doing? How can you fill existing?
- Identify what your members are passionate about. How can you channel that?
- Make use of special resources available to you. Do you know of a faculty member with special experience in an area relevant to women’s issues or women’s health? Is there a department within your medical school or larger institution that would be a good resource for women’s programming?

REFER TO AMWA’S POSITION STATEMENTS

AMWA develops position papers based on resolutions passed by the organization. These papers are a great resource to help focus and inform your efforts! You can access these statements on the AMWA website.

PLAN SMART

Your time and resources are valuable, so focus them on high-yield efforts! In planning a program, the first step should always be to ask yourself: How will this program contribute to the educational, social, recreational or personal development of branch members and/or the community?
UTILIZE YOUR STUDENT AFFAIRS OFFICE

While the name of this organization varies, every medical school has a group of staff who can provide guidance, resources, assistance, and direction to help you generate quality programs and activities. This office may be a source of advertising ideas, volunteer recruitment information, leadership training, fundraising/money management tips, or referrals to other campus and community resources for event planning. Most importantly, your SAO can guide you through the channels of medical school administration and keep you within the bounds of program regulations—an essential for successful events and a successful branch!

GRANTS

If you are applying for grants, what is the application deadline? How do you schedule an appointment to meet with the grant committee? What measures are you taking to make sure you can pay your expenses up front?

AMWA LOCAL BRANCH GRANTS

Access the AMWA website to apply for Local Branch Grants.

- Purpose: To aid local AMWA branches in funding individual events to further AMWA’s mission to advance women in medicine and improve women’s health.
- Amount and Number: AMWA will offer 3 (three) grants per semester, for a total of 6 (six) grants per school year, with each grant totaling up to $300.
- Due date and disbursement of funds:
  o Due dates will be available and updated on the AMWA website
  o Applicants will be notified of the panel’s decision within 30 days of the due date.
  o Disbursement of funds will occur within 30 days of decision notification.
- Policies:
  o Applicant branches must be officially registered with national AMWA, and have a registered branch number.
  o The individual applicant representing the branch must be a national AMWA member.
  o Twenty percent of branch members (or 20 people for branches of less than 100 members) must hold national AMWA membership.
- Post-event:
  o The individual applicant must provide documentation of all expenses in the form of: Proof of facility fee (if applicable), Receipts for all purchases made, and Credit card/checks/bank statements for applicable purchases. This information must be provided within 30 days of the event to the AMWA national office.
  o The applicant must return any unused funds to the AMWA national office within 30 days of the event
  o The branch, or individual applicant representing the branch, must write an article describing the event for the monthly student e-newsletter and submit a Program Feedback Form within one month of the event.
FUNDRAISING

BRANCH T-SHIRT SALES

Get t-shirts made with fun, empowering slogans such as “Real Men Marry Doctors,” “Trust Me – I’m Almost a Doctor,” “Be the doctor your mother always wanted you to marry” etc. If you can find a classmate with artistic talent to design an image, even better!

*Note: if you are using the AMWA logo, we kindly request that you send a copy of your design to the AMWA student president (president@amwa-student.org) for approval.

DODGEBALL TOURNAMENT

Offer an attractive cash prize to lure teams fielded by individual students or other student organizations! Even if you split your winnings 50/50 with the winner, the take for your branch can still be significant. For example, charge $20/10-person team * 25 teams= $500 ($250 to AMWA, $250 to winning team or organization).

BAKE SALE

Ideas to consider:

- **Twist on an old fundraiser.** A “Men Can Bake” bake sale. Have your male classmates sign up to bake treats. (Remind them the night before!)
- **Sell themed treats.** Prior to the winter holidays, sell gift baskets with maple syrup, peppermint bark, or other seasonal treats. Offer cookie ingredients, homemade granola, or layered soup ingredients in attractive decorated jars. Or celebrate Valentine’s Day with a “red velvet and candy hearts” themed sale!
- **Ask for donations rather than setting prices.** You will be surprised at how generous your patrons may be!
- **Timing and location are important.** Can you set up in the medical center corridor? Placing your table or booth in a high traffic area can dramatically increase your revenue! Local events (your medical school talent show, undergraduate student fairs and sporting events, and craft fairs) may allow free booth space for a worthy cause.
- **Presentation is everything.** Set out nicely decorated and organized tables. Use tablecloths. The baked goods should be your best decorations. Divide them according to type (cookies, cakes) and/or serving size (whole cakes, individual cookies). If you have several tables, separate them into just pies, cakes or even one just for chocolate goods.
- **Know your customers.** Selling to hospital staff? Have boxes available and sell cookies by the dozen and entire cakes so people can bring goods back to the breakroom. Sales to students or individuals will be higher with individual packages of baked goods such as one brownie or one cupcake.
- **Think beyond baked goods.** Serve coffee in the evenings or on cold days. Sell cold bottled water or lemonade along with the baked goods on hot days or at social events like football games and picnics.
- **Sell a cookbook.** Get recipes for all of the baked goods prior to the sale. Anyone with word processing knowledge can prepare a small, inexpensive cookbook for sale.
- **Group your items:** If sales are slow, offer hourly specials. Group certain goods together for special pricing.
- **Be aware of health considerations:** Be specific on how you want the goods packaged. Some states have health codes stating that everything must be individually wrapped. Also, each baked good donated should
have an index card prominently attached that has the name of the dish and a list of non-obvious and/or outstanding ingredients (such as coconut, nuts, candied or dried fruits, or strawberries).

**RAFFLES**

This is a great way to liven up the AMWA table at an all-school event! Get raffle items or gift certificates donated or purchase them. Sell tickets ($1 per ticket or 6 for $5). Also consider a “50/50” raffle where 50% of the proceeds are given away to the winner and the other 50% are kept for AMWA. Make sure raffles are legal in your state.

**STUDY BASKETS**

Give parents and loved ones an opportunity to support their students during exams by selling study baskets!

The Touro College of Osteopathic Medicine – Harlem branch sent a flyer to families with the following text:

> Treat the medical student in your life to a TouroCOM study basket! They are buried in books and studying from morning to night! Medical school is grueling and what better way to show them you care? Baskets will be filled with products to induce a necessary sugar rush, healthy additions to feed their brains, #2 pencils so they are prepared for their finals, and lots more! Cost is $25 per basket and baskets will be delivered the week of December 7th, just in time for the last push before winter break. Please email [contact] by November 23, 2009 to place your order. Sponsored by American Medical Women’s Association, TouroCOM Student Branch. Approved by TouroCOM Administration.

Make sure to let families know what the study basket contains and how the medical student will get it (delivery, pick-up at school, etc). Purchase items like candy, chips, water, highlighters, pens, etc. from a big-box or dollar store to fill the baskets, and decorate them attractively. Spend no more than 50% of the basket price in purchasing and assembling each basket.

**School:** Touro College of Osteopathic Medicine – Harlem

“**THIS SIDE OF DOCTORING: REFLECTIONS FROM WOMEN IN MEDICINE**”

This Side of Doctoring: Reflections from Women in Medicine is an inspiring collection of stories from over 100 female physicians, both past and present. It is a wonderful “paper mentor” for women medical students about how women physicians have found balance in their personal and professional lives, and was written by AMWA 2009-2010 President-Elect Eliza Lo Chin! You can sell this book as a fundraiser.

- Take orders: Base price is 40% off the cover charge ($24.95 subject to change). You can charge any price you want and keep the profit for your branch.
- E-mail ElizaChin_md@yahoo.com with the number of books you would like. She can also personally inscribe each book. Checks can be sent to: Eliza Chin, 120 Bell Avenue, Piedmont CA 94611.
- There is a shipping cost of $1 per book. There is a 3 book minimum. The next order of books is at a base rate of $13 due to increased publisher’s prices, shipping, and tax.
**VALENTINE’S DAY “AMWA GRAMS” OR “CRUSHES”**

Sell candy-grams, “Crushes” (the soda!), or “kisses” for Valentine’s Day! Your members can have the fun of delivering messages from secret or not-so-secret admirers to designated recipients before lecture, in lab, or at lunch. Each message should be sold for a small fee (charge as much as you can but still get people to purchase multiple messages).

Don’t tell the recipient whom their secret “gram” is from. The mystery is what makes it fun. People will be delighted when they receive them and hopefully inspired to send messages of their own. Because of this, it’s best to have your fundraiser run for a week or so to ensure that all of those who want to “kiss” their fellow classmates have the opportunity to do so.

Publicity is key with this fundraiser. Make sure every member of your branch solicits as many messages as she can. Cards and chocolate kisses, in particular, are easy enough to carry around that you can get new candy-gram messages on the spot and on the fly.

**WINE TASTING**

“In the past these have been quite successful. My branch did this for World AIDS Day in conjunction with a silent auction and we were able to raise $2,500. The key is to get the wines donated. We worked in conjunction with a local supermarket and gave them great publicity. In return we received the wines and venue (they also owned a quiet yet classy little inn) for free. Tickets were sold at $15/student; venue staff checked IDs. It was held after block exams. The average medical student spends more on drinks per night, so why not offer them an event to raise awareness for a cause and socialize together? This is also a great way to raise money for your regional conference or for members’ travel!”
LOGISTICAL DETAILS

Use this basic checklist to plan a successful program. It may not be an exact fit with your event, so brainstorm prior to starting your event planning to make sure everything gets covered!

BRAINSTORMING

- What’s our goal? What kinds of events would help us meet our goal? Why is this event important?
- Who will attend our event? What do we want the participants to get from attending our event? What is the projected attendance number?
- What method do you have for organizing the event? Who is responsible for the event? Who will answer questions regarding the event?
- Pretend your event goes off without a hitch. What does that look like?

BUDGETING

- Identify dollar amounts for each anticipated expense, as well as a grand total:
  - Facilities rental
  - Food
  - Lodging
  - Publicity
  - Speaker fees/honorariums
  - Technical support
  - Travel
  - Security
  - Film licenses or permits
  - Registration fees
  - Other

- Identify dollar amounts for each source of anticipated income:
  - Admissions fees
  - Co-sponsors
  - School grants
  - AMWA grants

SCHEDULING

- What size venue do you need? What are your technology needs? What can you afford?
- Establish venue availability for dates.
- Schedule your speaker/facilitator.
- Confirm your date with your venue. Communicate your technology and set-up needs.
- Remember to include an RSVP in all advertising material

PERMITS

Check with your Student Affairs Office to determine if you need any of these permits for your event.

- Food permit
- Alcohol permit
- Outdoor space permit
- Sound permit
- Sales/fundraising permit
- Liability insurance
ADVERTISING

Identify one or two people to chair public relations. Will you use posters, e-mail listservs, chalking or sandwich boards, or another form of marketing to publicize your event? How will you pay for them?

Make sure publicity is attractive, easily understood, tasteful, and informative. Include essential information, such as name of event, date, time, place, contact information, and cost and ticket information. Allow time to design advertisements and for the advertisements to be observed by your viewing audience. The quality of the advertisements sets the tone for a successful event!

SUPPLIES

Identify one or two people to procure supplies for your event. What supplies do you need, where can you get them, and what can you afford?

WEEKS PRIOR

Confirm your reservations and make sure all details are secured. Make sure all permits are signed and ready to be picked up. Make sure all speakers are confirmed. Assign event shifts for volunteers. Create any programs, fliers, or other materials needed for the event.

DAYS PRIOR

Arrive early for the event for set-up. Meet vendors at the event and assist with set-up. Greet guests at the door. Have fun! Make sure to be aware of your venue’s clean-up requirements.

AFTER THE EVENT

Send thank you notes to speakers and volunteers. Do a post-event evaluation, which might include the following questions:

- Did we meet our goals/objectives with this event?
- Did our budget fall within constraints? Did we meet our fundraising goals?
- Did we have enough advertising/PR for the event? How could we have made this better?
- Did we have enough volunteers for the event? Did we execute the program in a professional manner? What could we have done differently to make the event better/more productive?
- Did we face any group conflict? How was it resolved? What could we have done differently?
- Would we execute a similar program in the future? What changes would we make?
- How does this program allow us to grow as individuals and as a group? Was it a good program?

PLEASE SHARE YOUR IDEAS WITH OTHER BRANCHES!

If you generate and implement a new program, please tell us about it! Other branches will appreciate the opportunity to model after your success. Please email your region director for a chance to be featured in the monthly NewsFlash and the AMWA Student Programs chair at programming@amwa-student.org to have your event included in the next edition of the AMWA Branch Programs Handbook. Thank you!
## 2013-2014 Calendar of Women’s and Women’s Health Observances

Use this calendar to select themes for programs throughout the year, and tie your outreach efforts to national events!

### August 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-7</td>
<td>World Breastfeeding Week</td>
</tr>
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</table>

### September 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>RAINN Day (Rape, Abuse &amp; Incest National Network Day)</td>
</tr>
<tr>
<td>30</td>
<td>Women’s Health &amp; Fitness Day</td>
</tr>
</tbody>
</table>

### October 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>11</td>
<td>International Day of the Girl Child</td>
</tr>
<tr>
<td>7-11</td>
<td>National Primary Care Week</td>
</tr>
<tr>
<td>10</td>
<td>National Depression Screening Day</td>
</tr>
<tr>
<td>20</td>
<td>World Osteoporosis Day</td>
</tr>
<tr>
<td>16</td>
<td>Love Your Body Day</td>
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</tbody>
</table>

### November 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>17</td>
<td>Prematurity Awareness Day</td>
</tr>
<tr>
<td>21</td>
<td>Great American Smokeout</td>
</tr>
</tbody>
</table>

### December 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>World AIDS Day</td>
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### January 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>1</td>
<td>Cervical Health Awareness Month</td>
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### February 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>2-6</td>
<td>National Teen Dating Violence Awareness and Prevention Week</td>
</tr>
<tr>
<td>3</td>
<td>National Girls and Women in Sports Day</td>
</tr>
<tr>
<td>7</td>
<td>National Wear Red Day</td>
</tr>
<tr>
<td>February 24–March 2</td>
<td>National Eating Disorders Awareness Week</td>
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</table>

### March 2014

<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>10</td>
<td>National Women and Girls HIV/AIDS Awareness Day</td>
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</table>

### April 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td></td>
<td>National Child Abuse Prevention Month</td>
</tr>
<tr>
<td></td>
<td>Sexual Assault Awareness and Prevention Month</td>
</tr>
<tr>
<td>National Infertility Awareness Week</td>
<td>20–26</td>
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<tr>
<td>-----------------------------------</td>
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<tr>
<td>STD Awareness Month</td>
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<tr>
<td>World Health Day</td>
<td>7</td>
</tr>
<tr>
<td>National Infant Immunization Week</td>
<td>April 24-May 1</td>
</tr>
<tr>
<td>Women’s Eye Health and Safety Month</td>
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### May 2014

- American Stroke Month
- Lupus Awareness Month
- National Arthritis Awareness Month
- National Mental Health Awareness Month
- National Osteoporosis Awareness and Prevention Month
- National Teen Pregnancy Prevention Month
- National Women’s Health Week | 11-17 |
- National Women’s Check-up Day | 13 |

### June 2014

- National Scleroderma Awareness Month
- National Congenital Cytomegalovirus Awareness Month

### July 2014

- International Group B Strep Awareness Month

### Information and Resources

- [US Department of Health & Human Services National Health Observances](#)
- [CDC Women’s Health Observances](#)
- [World Health Organization Annual Events](#)
- [AMWA](#)
ART CONTEST

Invite patients at local pediatricians’ offices to participate in an art contest. Your theme can be general, or specific to a topic like nutrition and fitness or smoking prevention. Distribute flyers and posters with basic rules for participation and judging, collect your entries, then select your winner and issue a press release (and copy of the winning submission) for your University and local newspapers! Make sure to display winning entries prominently, and see if local businesses will donate prizes for winners!

**Target audience:** Children and other community members

A CLASS IN MEDICAL SKILLS FOR FIRST-GRADERS

Suitable for deployment in a classroom, daycare, or afterschool setting, with the goal of teaching medical self-care – relaxation and eating and exercise, smoking and drinking and diet – and engendering scientific curiosity.

The premise (as stated to participants): “Your job is to ask good questions and think of neat ways to learn about bodies. Our job is to answer some questions and to help you figure out how to find your own answers to others.” Both medical student instructors and participants will learn that it’s all right for a group of people to get together to talk about illness and bodies – even though no one in the group knows all the answers! (Adapted from a curriculum developed by Tom Ferguson, M.D.)

Suggested structure:

- A series of standalone 60-90 minute sessions consisting of 3 parts: Organized group activity, Informal question period, Wrap-up activity
- Suggested instructor: child ratio 2:8-10

Examples of organized group activities:

- **Learning to take your pulse.**
  - Demonstration of radial pulse (in the wrist) and carotid pulse (under the angle of the jaw). The neck pulse is easier for most children to find. Have them count their pulses for fifteen seconds. (Call “Start” and “Stop.”) Write the totals on the blackboard.
  - Next, ask everyone to walk outside and run as fast as they can, once around the school or playground. Have them count their pulses for another fifteen seconds. Again record the results.
  - Ask what things besides exercise make your pulse increase (fear, excitement, fever).
  - Talk about the effect of prolonged exercise training on pulse rate. (People in better physical condition have stronger hearts and slower pulses.)
  - Talk about how the pulse can be used as a guide to exercise training. (Maintaining a target pulse for a prolonged period—twenty minutes to an hour—maximizes training effect while minimizing stress in such activities as jogging.)
- Break students into pairs and ask them to brainstorm and demonstrate an exercise (dancing, push-ups, catch, etc.)
  - **Using the stethoscope**
    - Provide an inexpensive or disposable stethoscope for each participant (can be found for as little as $2/each, and potentially reused if cleaned).
    - Hand over the stethoscopes and ask them to listen to as many things as they can in (1) the room and (2) their bodies. Expect and encourage creativity! (“My toes wiggling inside my shoes,” “the radiator making hot water,” “my hair”).
    - Reconvene as a group and go through the body, listening in turn to the vocal chords while talking, the heart, the stomach and intestines (especially just after a meal), and the lungs while taking a deep breath. The children can listen to one of the instructors’ or a partner’s body, and then their own.
    - Talk about the role of the heart in the body and review the effects of exercise training on heart rate.
    - Have everyone jump up and down or dance around for a minute, and then listen to their hearts. Discuss why it sounds a lot different (not only faster) after you’ve been outside running around.
  - **Doing yoga**
    - Find an instructor or competent practitioner (such as a fellow student) who can lead the group in safe, fun exercises
    - Do a short yoga session, emphasizing the animal poses – down dog, lion, camel, butterfly, cat, cobra, etc. (List of suggested poses)
    - Discuss (one facet of) the origins of yoga: over 5,000 years ago in India, animals were observed in nature, and noted for their particular abilities and accomplishments. Ask if participants have ever seen an animal stretch the way they did.
    - Look at pictures of animals stretching in “yoga poses” (dogs and cats stretching normally are great examples!) and ask why the animals stretch. Does it feel as good to you as it might feel to a dog or a cat to stretch that way?
    - Discuss the benefits of stretching and relaxation, and how yoga can relieve stress. What types of things causes stress? How does stress make you feel? What are other good ways to relieve it?
    - Invite participants to try making up their own poses for stress relief!
  - **Throat examination**
    - Provide flashlights (tongue blades may be helpful, but are not necessary).
    - Invite participants to inspect an instructor’s tonsils, then have them pair up, equipped with a regular flashlight, and look in each other’s throats. Kids may be fascinated by tonsils, but may not quite know what they are.
    - Children’s tonsils are usually easy to see, especially if they “pant like a dog.” (This almost always will make using a tongue blade unnecessary. If one is necessary, have participants hold their own.) Children who have had many sore throats will have larger tonsils. Those who have had tonsillectomies won’t have any. First locate the uvula, a small midline flap of skin hanging down above the back of the tongue. On either side of it are the tonsils.
    - Reconvene as a group. Explain that the tonsils’ job is to help fight germs that come in through our mouth or nose before they cause infections in the rest of the body, “like little guards.” Usually, tonsils do their job well. But sometimes bacteria or viruses get into the tonsils and infect them.
o What happens if your tonsils are fighting off an infection? If you have tonsillitis, your throat usually hurts and it’s hard to eat or drink or even swallow. You may also have a fever. Here are some other signs that bacteria or a virus are infecting your tonsils: redder-than-normal tonsils, a yellow or white coating on the tonsils, a funny-sounding voice, swollen glands in the neck. You can show a picture to the group if it seems appropriate.

o Play “make yourself sick.” Have each child think of as many creative ways of making his or her health worse as he or she can (but keep it light-hearted!).

- **Sneezing and germs**
  - Provide paper, pencils/pens/crayons, and at least two colors of glitter.
  - Have everyone in group imitate a sneeze, then a sniffle, and then a cough. Ask how they feel when they are sniffling or coughing a lot. Talk about how when we are sick and we sneeze, sniffle, or cough we need to catch them in our arm or in our shirt. If we don’t catch them, germs go into the air. Other people then breathe these germs in and now they have our germs. You cannot see germs without a microscope.
  - Show a picture of different germs or stuffed germs, and invite students to draw their own germ and imagine how it makes people sick. (Does it make you hop up and down? Does it make you sleepy? Does it make purple spots appear on your hands?)
  - Play the glitter game. (This may be better done outside!) Have 2+ students place their flat hands (palm side down) in a tray of glitter. Then have the students take turns shaking hands firmly with the other members of the group. What colors of glitter are on everyone’s hands? Do you notice more of any particular color of glitter? Why might that be? What does this activity teach you about the way germs spread? What did this experiment teach you about the importance of washing your hands?

- **Other ideas**
  - Bone health. Why is calcium important? Where can you get calcium? How do people break bones? What can you see on an X-ray?
  - Evaluate the effects of the class. Ask students to “draw the inside of their bodies” to see if they remember presented material, or administer a short “feelings about doctors” questionnaire with heads-down voting.

**Informal Question Period:**

- The group activities will provide a starting point for questions, but encourage participants to ask about anything they are curious about.

- An informal period right after a structured activity is a good time for questions. If everyone is sitting around on the floor after learning to take their pulses and somebody asks about what a pulse is, anyway, answering can lead you off onto arteries and veins and red and white blood cells and the heart as a big, muscular pump.

- Kids may exhibit a good deal of anxiety about doctor’s visits - particularly about shots and other painful procedures. If they only see the doctor when they’re ill or when they need shots they’ll learn to associate the doctor’s office or clinic with being frightened or in pain. The questions they ask may reflect their concerns—and their sense of helplessness—about what happened when they visit the doctor’s office or are in the hospital or at the vet. (You may find that in talking about death they prefer to talk about such things happening to animals.)
In responding to questions, your most important job is to help the child asking the question to fully explore the feelings that his or her questions expressed. The hardest thing may be to keep from giving a superficially correct answer at the expense of letting the child share a deeply felt concern.

If a computer or encyclopedia is available, consider helping participants use those resources to find answers to some of their own questions, and to match other questions to resources you have available.

**Budget:** Minimal supplies: disposable stethoscopes ~$2/each, inexpensive flashlights ~$4/each, paper, pens/pencils/crayons, glitter, glue. Scale by number of participants, but ~$200 max.

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**EDUCATING PARENTS & PEDIATRICIANS ABOUT READING TO CHILDREN**

Provide information, duplicable materials, and program ideas to pediatricians. Encourage them to mention the information/programs in patient visits and through new patient packets and waiting room displays.

- Offer incentives for children to bring copies of their report cards to the pediatrician’s office
- Children’s booklists organized by age/grade level
- Information on local libraries and summer library reading programs
- Information for parents on how to read aloud to children.

**Target audience:** Pediatricians, parents

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**FUN WITH MEDICINE**

This 3-hour-long program was geared towards 6th grade children. It consisted of stations and covered topics such as wound care, pin the bone on the body, a surgical scrub race, and first aid.

**Target audience:** 6th grade students

**Budget:** “Station supplies” (first aid supplies, crutches, small prizes)

**Participating groups:** Other student groups volunteering at the stations include IM/EM/Peds/Surgery interest groups, AAO, SOMA, SNMA, Women’s Health Group

**Funding sources:** School administration

**School:** Touro College of Osteopathic Medicine – Harlem

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**MODELING READ-ALOUD TECHNIQUES**

Provide children with positive reading experiences and help parents understand that a picture or storybook is an easy, portable way to keep a young child engaged in almost any situation. Model read-aloud techniques that show parents by example that reading with children is a vigorous, enjoyable process.

- Stock a shelf of gently-used culturally and age-appropriate books, children’s books, and magazines in the waiting room so children of all ages can read them and take them home if they choose.
- Develop displays of short poems, stories, and laminated posters to display in the waiting area.
- Provide posters and pamphlets about health literacy and family literacy opportunities available in the community.
- Consider providing a book to each child that visits the office.

**Target audience:** Parents, children.

**Budget:** Bulk children’s books can be bought online for $2-3 each.

**TEDDY BEAR CLINIC**

Give a short talk on going to the doctor, what the emergency department is, what surgery is, how taking your pet to the doctor is a way you show you care, etc.

Children can then bring their “wounded” stuffed animals to see you, and you can suture them, bandage them, or just give them a little check-up and reassure their “parent” that everything is fine.

**Target audience:** Preschool or kindergarten-aged children.

**Budget:** Suture material, scissors, band-aids, dressing materials, etc. may be available from your school.

**COMMUNITY HEALTH & WELLNESS**

**“BE ONE TEACH ONE” WORKSHOP FOR FEMALE HIGH SCHOOL STUDENTS**

Be One Teach One creates a safe, nurturing and challenging atmosphere in which young girls and their surrounding communities can freely explore and develop their interests in medicine and science. The program motivates young girls to aspire to reach their personal, educational and professional goals through mentorship, monthly workshops, and small group discussions.

The Harlem program is structured as series of 2-hour workshops (a 45 minute interactive lecture and an activity to reinforce what was presented).

- “Breast Cancer” focuses not only on the disease but also learning the techniques of performing early detection. The group also forms a team to participate in the NY Avon Breast Cancer Walk!
- The “Substance Abuse” workshop addresses smoking, drinking, and drugs and their effects on the anatomy of the lungs, heart and liver.
- “Nutrition and Health” explores the ideas of making healthy food choices and exercising to maintain a healthy life-style.
- “STDs/STIs” is an informative session regarding the different types, acquisition and prevention of sexually transmitted diseases/infections.
- “Grieving” is interactive session geared to equip participants with the skills necessary for dealing with a mournful event.
- The final workshop, “Science Research Projects,” consists of participants giving a short presentation on a topic from a previous workshop and how they can help educate their peers on that subject. This session also involves a panel discussion with Medical Students, Physicians, Scientists, and Teachers working in the NYC area. Additionally, the Director of Admissions at Touro College of Osteopathic Medicine-Harlem is available to explain admission requirements and answer any questions.
Target audience: Female high school student in the NYC area (50 female high school students/workshop, 5-7 female student volunteers/workshop, lecture given by a faculty member)

Budget: During the first year, the program was run entirely from gifts in kind and donations. The school covered administrative supplies (paper, color printing) and healthy breakfast items were donated by the Dairy Council etc.

Participating groups: AMWA. Contact the Student Programs Chair (programming@amwa-student.org) for a complete electronic copy of the AMWA Be One Teach One project kit!

Funding sources: See above.

School: Touro College of Osteopathic Medicine – Harlem

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**BREAST MASSES WORKSHOP**

Help your classmates improve their breast lump detection and examination skills! Host an interactive lunchtime or evening event where students can practice breast exams on silicone breast models and gain experience detecting lumps. If time permits, consider inviting a breast cancer survivor to speak at the beginning of the event before a brief didactic presentation by a clinician.

Models can often be borrowed from your student health clinic, OBGYN department, or nearby Planned Parenthood office. Student health clinicians, faculty or residents, or Planned Parenthood staff members may be willing to come teach.

Target audience: Medical students primarily, but residents, physicians, nurses and nursing students can also be invited.

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**COMMUNITY HEALTH FAIR**

A health fair is an event designed to provide basic preventive medicine and medical screening to people in your community who otherwise would not receive it, perhaps due to financial constraints, work or child care schedules, or lack of health education. All services should be free.

Consider including the following medical services:

- Cholesterol and blood pressure screenings, urine glucose tests, eye exams, dental check-ups, waist-to-hip measurements, and BMI calculations
- Basic physical exams
- Counseling and education on nutrition, breast self-examination, diabetes, and STDs
- Enrollment in CHIP (Children’s Health Insurance Plan)
- Referrals to other community health resources as appropriate
- Interpreters

Target audience: All interested medical and allied health students, licensed resident and faculty supervisors, and community members

Budget: Medical supplies and equipment for 400 clients, ~$2,000. You may be able to borrow these from a department, local free clinic, or other group (especially if working under one of their physicians’ supervision) to greatly reduce costs.
**FILM SCREENING**

Film screenings followed by a discussion are a great way to delve into specific issues. Allow yourself enough time to book a room/theatre and develop plenty of advertising for the event. Some documentaries are short enough that this can be a lunchtime event.

Provide a set of discussion questions related to the topics in the movie. Have a couple of your group members prepared to respond to the first couple questions in case no one in the audience is brave enough to break the ice. Make sure you buy, rent, or borrow the DVD/VHS and that it is works and plays on the machine you are using. Consider providing snacks. As people enter the room/theatre have a sign in sheet so you can add them to your email list. Once the movie and discussion are over always inform the audience of specific actions they can do to help the movement and always let them know when and where your group meets and what you are planning for your next event/campaign.

The Northwestern Marjorie Iglow Mitchell Multimedia Center publishes a great list of Gender Studies & Women’s Studies Documentaries, located [here](#). Many will be available at your institution library.

**LOVE YOUR BODY FASHION SHOW**

Celebrate style! And do it while calling attention to how our culture can negatively impact the way women feel about their bodies. Get local shops and stores involved. Whether you’re styling in cultural dress, after-five attire, or weekend garb—or showing off Spring collections!—embrace the lovely shapes and shades women come in. Have the emcee offer health tips and body image campaign ideas as your stylish, vibrant models strut their stuff!

**TEEN LIFE CONFERENCE – “TEACHING TEENS TO TAKE CARE OF THEMSELVES”**

The Teen Life Conference is an annual community-wide high school outreach project aimed at educating teens of Vallejo about osteopathic medicine and salient health topics, and at providing these teens access to various health screenings. Medical students, student and community organizations, and faculty give presentations, teach classes, and conduct screenings. A “passport to health” program guides participants through the fair. Introducing participants to the fair with a quick presentation and then tours in groups of 15-20 can optimize flow.

- Academic Presentations: “How to apply: Osteopathic Medical Student,” “How to apply: Physician Assistant Student,” “How to apply: Pharmacy Student”
- Club Presentations: “The ABC’s of CPR”, Climbing Skills, Diabetes Prevention and Self-Care, Hypertension, Injury Prevention, Introduction to Osteopathic Manipulative Medicine, Nutrition & Exercise, Rape ("Consent is Sexy"), STDs
- Community Presentations: Heath clubs, Health Insurance, Recreation department, Farmers’ associations, Medical centers, County prenatal care programs
- Health screenings: Blood glucose, Blood pressure, BMI, Nutrition, Skin checks, Sports health and agility testing, Vision
- Film screenings: Planned Parenthood
- First aid station
- Fitness classes: Yoga, Karate
Participants also learn about substance abuse and mental health issues at a poster session by public health students. High school student peer educators stage short skits on date rape that emphasize the prevalent use of excuses to downgrade or dismiss the crime.

**Target audience:** Community teens and their parents. Ask science and physical education teachers to provide extra credit to their students for attending.

**Budget:** Fliers for local high schools, Registration forms, Event programs, Campus maps, Climbing wall ($650), Food for “volunteer rest area,” T-shirts (~$6.00/shirt), Raffle (solicit local businesses for prizes to be raffled off during the event; try for one large prize as a draw for students)

**Participating groups:** AMWA and other health sciences student organizations

**Funding sources:** Student groups (each group contributed a set dollar amount), Community sponsors

**School:** Touro College of Osteopathic Medicine – Mare Island

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**TOWN HALL MEETING ON WOMEN’S HEALTH**

“Reaching and Serving Women through Public Health Integration.” Various national and regional government health offices and a university regional training center planned this event together to promote women’s health and disease prevention and provide health information and networking opportunities for involvement in improving women’s health outcomes in the region.

This one-day town hall meeting provided an opportunity for public officials and community members to exchange information to help facilitate improvement of health status in the region. The panel speakers represented legislation and policy at the federal and state levels and the link to improve women’s health outcomes at the community level. Break-out sessions included information on various health issues that affected the community. A luncheon speaker spoke about closing the gender health disparities gap. Participants learned about new local and national programs and initiatives in the region. Forty-three public and private partners presented and exhibited health information.

**Target audience:** Community members, including those involved in health care, academia, corporate and community-based organizations, media, industry, state and local governments, and faith-based organizations

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**WELLNESS WALK – “WALK AND TALK ALONG”**

A walk in observance of National Women’s Health and Fitness Day. Participants first gathered in a conference room to hear a 5-minute welcome from the leader and group stretch, and then they proceeded to walk as a group through the medical center. Participants were able to walk at a pace comfortable for them and engage in lively conversation with friends and new acquaintances. After the walk, some participants decided to form an informal group committed to walking at lunch time once a week.

This is an interactive way to encourage people to engage in physical activity. Find a location that has very little or no traffic, smooth and even surfaces, and alternative routes for people with disabilities as needed. Have waiver forms signed by participants and go over the route with participants before the walk begins. Prepare a short welcome, or ask an appropriate speaker to do so, and lead stretching exercises. Designate at least three organizers to walk at the beginning, middle, and end of the line to watch for problems and help participants stay on track.
Consider giving away materials at the walk, such as T-shirts, fact sheets on physical activity and other health issues, and/or bottles of water. Make sure to check the weather forecast a week before and the morning before the event. Send out an announcement with any change in plans if weather conditions look bad.

**Budget:** Fliers and giveaways, $100.

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**WOMEN’S FINANCIAL HEALTH SEMINAR**

A certified financial planner gave a free, AMWA-sponsored workshop to female undergraduates at a large public university.

The program was designed to help students plan their expenses in relation to their income, and emphasized developing a spending plan that will help students not run out of money before they have new income. It also addressed the issues surrounding the use of credit cards, including how much their use increases the costs of purchases and how using credit cards can affect one’s future access to credit, employment, and insurance.

Other topics touched briefly on included:

- Banking basics
- Budget creation
- Credit education
- Debt repayment planning
- Employee benefits
- Financial goal-setting
- Major purchases
- Savings planning
- Statement and credit report interpretation

**Target audience:** Female undergraduate students

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**GLOBAL HEALTH**

**BEAD FOR LIFE – FUNDRAISE FOR AFRICAN WOMEN**

Some branches have reported successful partnerships with organizations like BeadforLife. BeadforLife “eradicates extreme poverty by creating bridges of understanding between impoverished Africans and concerned world citizens. Ugandan women turn colorful recycled paper into beautiful beads, and people who care open their hearts, homes, and communities to buy and sell the beads. The beads thus become income, food, medicine, school fees and hope. It is a small miracle that enriches us all.” All profits from BeadforLife are invested in community development.

Bead for Life can provide jewelry items; an inspirational DVD about the beaders, BeadforLife, and how to roll a bead; a CD with original Ugandan songs and music; educational materials and biographies of some of the beaders; African recipes; and pre-paid return label (so you can return what you don’t sell free of charge).

Note: AMWA does not specifically recommend or endorse BeadforLife.

**Target audience:** Students, faculty, and staff; community members; conference/event attendees (especially at those events focusing on HIV/AIDS, Women’s issues, Poverty)

**Budget:** $0

**Participating groups:** AMWA, Bead for Life.
School: Cornell

"THE FEMINIZATION OF HIV/AIDS IN INDIA" AND THE GLOBAL INDIA FUND

A MPH professor, Dr. Amita Vyas, gave a talk about the feminization of HIV/AIDS in India, where she volunteered time to help Ashley Judd and YouthAIDS to make a film about Kamathipura, Mumbai’s red-light district. After this experience, she started the Global India Fund to link savvy investors with successful Indian non-profit organizations. This was also a networking social event where students and health care professionals shared ideas over a delicious dinner.

Target audience: >20 medical students, public health students, and physicians

Budget: Food and drinks, $150

Participating groups: AMWA

Funding sources: Funds from branch bake sale

School: George Washington University School of Medicine and Health Sciences; George Washington University School of Public Health and Health Services

DOMESTIC VIOLENCE

DOMESTIC VIOLENCE – EDUCATION AND INTERVENTION

This domestic violence program builds on professional and community awareness by training volunteers who can assist in crisis situations. To do this, you can organize a seminar series with a local emergency room that can help you develop criteria for volunteer certification in domestic violence intervention. Most of these seminars should be taught by an expert, such as the director of a local battered women’s shelter. Speakers for other sessions should include, where appropriate, counselors, a judge and a local police officer.

You will want to include the following topics in your seminar series:

- Dynamics of Family Violence: Statistics, Myths, Types of Abuse, Cycle of Violence
- Causes of Abuse
- Characteristics of Battered Persons and Why They Stay
- How Children are Affected
- Characteristics of Batterers: Warning Signs, Power and Control Issues
- Shelter Services and Other Referral Services
- Batterers Treatment Programs
- Communication Skills Needed for Crisis Intervention (two sessions)
- Family Violence and the Medical Profession
- Family Violence and Law Enforcement
- Legal Advocacy (A Prosecutor’s Perspective and A Judge’s Perspective)
- A Battered Woman Tells Her Story
- Domestic Violence Volunteer Counselor Orientation
If you choose not to offer food or refreshments, this will make it easier to hold the program without a registration fee. Program evaluations are essential to determining your program’s success and can be conducted after each session and at the end with those participants certifying as domestic violence volunteer counselors.

**Target audience:** The program should be held in a centrally located lecture hall to encourage attendance by medical students, employees, staff, and faculty.

**Budget:** Advertising (letters, posters and handouts), $75. Production of registration materials and schedules, $50. Refreshments (only for introductory seminar), $75. Pin or poster for those who complete the series and certify, $50. Total: $250.

**Participating groups:** AMA-MSS branch, AMWA branch

**Funding sources:** AMA-MSS Policy Promotion Grant

**School:** University of Texas Health Science Center at San Antonio

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**DOMESTIC VIOLENCE WEEK SEMINAR SERIES**

A lunchtime seminar series to educate medical students and physicians on domestic violence, with a focus on how to identify victims and provide assistance.

Suggested sequence of topics as follows:

1. Presentation of a general overview of violence in our society.
2. Presentation by a survivor of abuse who has lived through the cycle of family domestic violence.
3. Conduct a two-part workshop on how to identify victims, in particular women and children. The first session can be run by a local child abuse evaluation team, with the second session focused on identifying battered women and how to assist them without becoming the “benevolent tyrant.”
4. Presentation by a social worker on the medical and legal processes of intervention.
5. Participate in an event like Take Back the Night or visit an installation like the Clothesline Project.

Program attendees received a laminated referral card containing violence intervention strategies on one side and listing of resources available.

**Target audience:** Medical students primarily, but residents, physicians, nurses and nursing students can also be invited.

**Budget:** Lunches for seminars, $350

**Participating groups:** AMWA, Los Angeles Peace over Violence

**Funding sources:** Student Affairs Office

**School:** David Geffen School of Medicine at UCLA
FAMILY VIOLENCE AWARENESS MONTH PROJECT

In recognition of October as Family Violence Awareness Month, this project has two goals:

1. To increase public awareness of family violence and to educate the public about local and national agencies offering assistance to victims.
2. To raise money for a local battered women’s shelter or equivalent assistance agency.

Design a “Saturday at the Mall” program to take place at a local mall. Through this program, branch members can field questions and provide informational materials on family violence. At the same time, you can conduct a raffle to raise money for a local shelter. Area businesses can be approached for additional donations (money, food, clothing, etc.) and to provide raffle prizes. Your branch can sell tickets for $1 at your medical school and during the “Saturday at the Mall” program.

You should develop a list of local and national victim assistance agencies, which can be printed on pocket-sized cards and distributed to local physicians, residents, medical students, and the public. These cards help sustain the program’s impact by providing ready access to help for both the public and the practitioner.

**Target audience:** Educational outreach to the lay public.

**Budget:** Educational Materials $50 (brochures and posters - very popular with the children - from the Family Violence Prevention Fund and National Clearinghouse on Child Abuse. NOTE: Most materials should be free), Printing of Family Violence Cards (1000) $75, Printing of Raffle Tickets $50. Total: $525.

**Participating groups:** AMA-MSS, AMWA, AMSA, SNMA branches, American Academy of Family Physicians - National Congress of Student Members, Doctors Ought to Care

**Funding sources:** AMA-MSS Policy Promotion Grant, County Medical Society, Office of Student Affairs

**School:** East Carolina University School of Medicine

SELF DEFENSE WORKSHOP

Self-defense is about more than fighting off an attacker! It’s a set of skills—verbal, emotional, mental, and physical—that a woman can use to keep herself safe, claim space, set limits, say no, heal from past abuse or attacks, and live the life she wants to live.

Consider inviting medical center students/staff, undergraduates, high school students, or a local Girl Scout troop to share the fun! Then tailor your event to the needs of your audience, be they social service workers and clinicians who have lots of contact with the public or adolescents navigating dating and relationships for the first time. A local YMCA/YWCA, karate studio, or domestic violence agency is a great partner for this event.

**Target audience:** Medical center students/staff, undergraduates, high school students, or other community members
"HEALTH CARE CRISIS" FILM SCREENING

Film screenings followed by a discussion are a great way to delve into specific issues. Allow yourself enough time to book a room/theatre and develop plenty of advertising for the event. Some documentaries are short enough that this can be a lunchtime event.

Provide a set of discussion questions related to the topics in the movie. Have a couple of your group members prepared to respond to the first couple questions in case no one in the audience is brave enough to break the ice. Make sure you buy, rent, or borrow the DVD/VHS and that it is works and plays on the machine you are using. Consider providing snacks. As people enter the room/theatre have a sign in sheet so you can add them to your email list. Once the movie and discussion are over always inform the audience of specific actions they can do to help the movement and always let them know when and where your group meets and what you are planning for your next event/campaign.

Celebrate National Primary Care Week by empowering people to become knowledgeable participants in healthcare reform! Relevant documentaries include Critical Condition (available streaming online from PBS!), Money-Driven Medicine, and Health, Money, Fear. (Note that AMWA does not recommend or endorse these specific titles.) Your School of Public Health may be able to suggest films that focus on specific issues or populations in your community.

WOMEN IN MEDICINE/MENTORING

AMSA WOMEN LEADERS IN MEDICINE AWARD – NOMINATIONS DUE EACH SEPTEMBER

This award honors the amazing women leaders in medicine who inspire, motivate and mentor us throughout our careers. These women are chosen for their passion and commitment to social justice, advancing women, and mentoring young leaders in medicine. Nominations are accepted in September of each year, and winners are honored at the annual AMSA convention. This is a perfect venue for AMWA-AMSA interaction and collaboration!

Are you a member of AMSA as well as AMWA? Nominate your favorite inspirational AMWA leader! 😊

FAMILIES IN MEDICINE PANEL

This lunchtime panel featured an intimate but diverse group of successful male and female UCLA faculty who spoke on balancing and integrating full careers and personal lives. Speakers included a female emergency physician with 4 children, a gay urologist who with his partner had 8-year-old twins born via surrogacy, a lesbian internist with 2 adopted young children, a female anesthesiologist (and department chair) with grown children, a female general surgery resident with a new baby, and a male endocrinologist with 5 children and a pediatrician wife.

We provided speakers with a short prompt, and each introduced him/herself and highlighted his/her personal and career path and lessons learned. Students then had the opportunity to ask questions.

Target audience: 80 first- and second-year students (male and female)

Budget: Lunch, $250
Participating groups: AMWA. We were so successful at securing speakers and funding that co-sponsoring with another group didn’t seem necessary. Speakers JUMPED at the opportunity to participate in this event.

Funding sources: Iris Cantor-UCLA Women’s Health Center

School: David Geffen School of Medicine at UCLA

### FEMALE PHYSICIANS PANEL

Host a panel of female physicians. Select speakers with varied in training, lifestyles, and career spans, and let student members learn from women who have been through it all before.

Target audience: 20+ female medical students, residents, and fellows.

Budget: Lunch, $200

Participating groups: AMWA

### “RED” DESSERT AND DRINKS MIXER

Honor Valentine’s Day and Wear Red Day by celebrating all things red! Invite female physicians, residents, and medical students to mingle over red wine and red velvet desserts!

You can get the wine and baked goods donated by local businesses, or raise funds for the wine and bake the goodies yourself. If red velvet sounds overly complicated, this also works well as a “Wine & Cheese” event!

Target audience: 50+ female medical students, residents, and fellows.

Budget: $0-$100 (depending). UCLA purchased two cases of “Two Buck Chuck” from Trader Joe’s and baked desserts; Albany Medical College had 20 wine bottles donated from a local liquor store and spent ~$50 on Costco cheese and cracker platters.

Participating groups: AMWA

Funding sources: Student government; Donations; Bake sale fundraising

School: David Geffen School of Medicine at UCLA; Albany Medical College

### WOMEN IN MEDICINE CONFERENCE

Hold a Saturday conference to celebrate September as Women in Medicine month. Kick off the academic year by building relationships within your institution and learning how to take care of yourself and your career!

Consider including the following sessions:

- Keynote speech by distinguished speaker/guest of honor – a female MD from your institution, local or state government, or a prominent non-profit organization. Also consider female MD journalists or authors, television or radio personalities, etc.
- Workshops on infertility, diets and workouts, women’s heart health, breast cancer in primary care, wellness for the female clinician, depression/anxiety/insomnia.
Panels on career/family balance, advancing in academic medicine, self-care for the female clinician
- A “mix and mingle” luncheon where participants are assigned to random seating
- “Mocktail” breakout mixers by interest: health policy, international health, basic science research, etc.
- A raffle to benefit a local women’s charity, with prizes like spa treatments, bookstore gift certificates, etc.

Make sure to have participants complete a program evaluation to determine your program’s success!

**Target audience:** Female medical students, residents, and fellows.

**“WOMEN PIONEERS IN SURGERY” LECTURE**

Medicine was a very, very different field a few decades ago! Chances are that the first women to graduate from your program’s general surgery residency are still in practice in your community.

We invited the first two women to graduate from the UCLA general surgery residency to speak. Drs. Fine & Hiatt discussed their experiences as pioneers in surgery at UCLA, experiences and lessons learned in their careers since, and thoughts on the past/present/future of women in surgery.

**Target audience:** 50+ female medical students

**Budget:** $200 for dinner

**Participating groups:** AMWA, Surgery Interest Group

**Funding sources:** Student government

**School:** David Geffen School of Medicine at UCLA

**STILL MORE PROGRAM IDEAS**

**CHILDREN’S ISSUES**
- Produce a health calendar with drawings submitted by local children on a given topic
- Collect donations of clothing, books, toys, personal hygiene items, etc. and build “back to school” backpacks for children at a local shelter
- Demystifying Doctors. Educate older elementary school students on who a doctor is and what she does to become a doctor (brief presentation) and how a doctor assesses health and illness (perform non-invasive personal exams of the students consisting of blood pressure, pulse, respiratory rate, and reflexes).
- Halloween carnival for diabetic children
- Children’s Health Insurance Program (CHIP) outreach

**COMMUNITY HEALTH & WELLNESS**
- Breast self-exam workshop and mammogram education
- Breast cancer physician expert and survivor speaking event
- Health fairs with cholesterol, blood pressure, and blood glucose screenings, eye exams, and/or dental checkups. Provide education about modifiable risk factors (for hypertension, heart disease, etc.) Possible venues include shopping centers, homeless shelters, transit centers, etc.
- Smoking cessation program
- Working with diverse populations workshop for students, clinicians

**DOMESTIC VIOLENCE**
- Battered Women’s Shelter Project. Hold a clothing drive and/or volunteer for a local women’s shelter

**FITNESS AND NUTRITION**

- Adolescent health community outreach to local high schools, afterschool programs, juvenile halls, etc., covering: Sexually transmitted diseases, AIDS awareness, Smoking and general health education, Teen pregnancy prevention, Drug and alcohol awareness, Suicide prevention
- Komen Race for the Cure, Revlon Run/Walk, or other local 5k or 10k. Form a branch team and/or volunteer as a branch service activity
- Exercise workshops
  - Yoga, pilates, free weights demonstrations/classes and education on related health topics (stress, strength/flexibility, bone density)
  - Workshops on common musculoskeletal complaints
  - Discussion of fit-life balance (making time for exercise)
- Group walking event/hike
- Wellness workshops. Art as stress management, Health & healing through meditation, Improving your memory, etc.
- Healthy eating on a budget seminar or heart-healthy cooking class
- Understanding obesity & its consequences workshop

**SEXUAL HEALTH**

- Workshop on sexually transmitted diseases, contraception options
- Staying safe in relationships
- Guide to emotional and sexual intimacy
- Dealing with low sexual drive
- Information for LGBT individuals on accessing health services
- Workshop for students and clinicians on barriers to care and how best to serve LGBT patients

**WOMEN IN MEDICINE/MENTORING**

- “Buddy” program for students, undergraduates with quarterly dinners
- Choosing a medical specialty workshop
- Pursuing a career in academic medicine presentation
- CV writing workshop