

# 625N Integrative Medicine

This rotation is for UCI students only.

Students must obtain permission from the course director prior to enrollment in this course.

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**Course Name** 625N Integrative Medicine  
**Course Director** Robert M. McCarron, D.O., DFAPA, FAIHM, FAMP

## 1. Course Director, Coordinator and General Administrative Information

### FACULTY AND STAFF

Name	Office Location	Phone	Email
Director: Robert M. McCarron, D.O., DFAPA, FAIHM, FAMP	856 Health Sciences Rd, Suite 4416		rmccarro@hs.uci.edu
Coordinator: Laurie Skorheim	856 Health Sciences Rd, Suite 4408	949-824-6273	lskorhei@hs.uci.edu

### DESCRIPTION

This is an outpatient rotation focused on giving students the opportunity to observe the practices of a wide variety of multidisciplinary Integrative clinicians practicing at the Susan Samueli Integrative Health Institute in Irvine, Integrative clinicians at UCI Health Newport Beach and inpatient Acupuncture at the Medical Center in Orange. The student role in the clinics includes participation and observation in discussions of Integrative assessments and treatment plans for patients and a full day in Cardiac Rehabilitation where they will be working directly with patients. Students will also complete several online Integrative education modules, focused journal and textbook readings, and complete a short reflection paper assignment at the end of the rotation.

### PREREQUISITES

Must be a fourth-year medical student. UCI students must have successfully completed the third-year curriculum.

### RESTRICTIONS

UCI students only. Students must obtain the permission of the Elective Program Coordinator prior to enrollment. This elective is primarily designed for MS4 HEAL-IM program medical students, although it's open to non-HEAL-IM MS4 medical students as space and scheduling allows. This course does not accept international students nor students outside of UCI.

## **COURSE DIRECTOR**

Robert M. McCarron, D.O., completed a dual residency in internal medicine and psychiatry at Rush University and received board certification in psychiatry, psychosomatic medicine, and internal medicine. He completed a two-year fellowship in integrative medicine at the Academy of Integrative Health and Medicine. While on faculty at the University of California, Davis and Irvine Schools of Medicine, he started the only two California-based combined internal medicine / psychiatry residency programs. In these roles, he received grant support to create and implement a “Med Psych” curriculum that can be used in the public mental health system by psychiatry residency training programs. Dr. McCarron is the Founding Director of the University of California, Irvine (UCI) Train New Trainers (TNT) Primary Care Psychiatry (PCP), Primary Care – Child and Adolescent Psychiatry (PC-CAP), and Primary Care – Training and Education in Addiction Medicine (PC-TEAM) Fellowships, which are one-year programs designed to train primary care providers in the essentials of adult psychiatry, pediatric psychiatry, and SUD behavioral health. He is a Professor in the Department of Psychiatry and Human Behavior and the Associate Dean of Continuing Medical Education at the UCI School of Medicine. In addition, he is the Director of Education for the UCI Susan Samuelli Integrative Health Institute and the Director of the Health Education to Advance Leaders in Integrative Medicine (HEAL-IM) Program. Dr. McCarron serves on the ACGME Residency Review Committee for Psychiatry. He is also a 2024-2025 Chairperson of the APA Assembly Committee on Psychiatric Diagnosis and the DSM, and a California National Alliance on Mental Illness (NAMI) Board Member, Executive Committee Vice President, Governance Committee Chair, and Recruiting/Venting Committee Chair. Dr. McCarron is a past president of the Central California Psychiatric Society, California Psychiatric Association, and Association of Medicine and Psychiatry. He served as the Medicine / Psychiatry Section editor for *Current Psychiatry* and Associate Editor for *The Primary Care Companion for CNS Disorders*.

Dr. McCarron has numerous publications in the areas of medical education; unexplained physical complaints; pain management; depression and anxiety in the primary care setting; preventive medicine; medical / psychiatric cross-disciplinary education; and psychiatric integrated care. He served on the DSM 5-TR Advisory Board for mood disorders, has written numerous journal articles, and has edited six textbooks on clinical education: three with a focus on teaching the essentials of primary care-based psychiatry, one on primary care-based pain management, and the other two providing an innovative approach to teaching psychiatrists the essentials of preventive and collaborative care medicine. He spends much of his time consulting on how best to provide “cross-disciplinary training” at the interface of primary care medicine, chronic pain management, psychiatry, and integrative medicine, and is a national thought leader in psychiatric integrated education care.

Dr. McCarron has received recognition for his national leadership and expertise in cross-disciplinary medical / psychiatric / whole-person integrated education and

research from the UC Davis School of Medicine Vice Chancellor; American College of Physicians; Association of Medicine and Psychiatry; Academy of Consultation Liaison Psychiatry; American College of Psychiatrists; Orange County Medical Association; American Association of Directors of Psychiatric Residency Training; American Psychiatric Association; NAMI; and Steinberg Institute.

### **COURSE COORDINATOR**

Laurie Skorheim is the course coordinator for the 625N Integrative Medicine Elective course. She has coordinated education program at UC Irvine since 2022, including the HEAL-IM Mission-based Program, Post Graduate Trainee Program for Naturopathic Residents, Integrative Cardiology Fellowship Program and the UC Irvine SSIHI AIM Health & Wellness Coaching Certificate Program.

### **INFORMATION FOR THE FIRST DAY:**

**Location/Time to Report on First Day:** At least two weeks in advance of the rotation, Laurie Skorheim will send out information about your individual schedule along with other rotation logistics - students are encouraged to reach out with any questions. Generally, white coat, business casual attire, and close toed shoes will be fine for clinic visits. Please wear your badge at all times.

**SITE:** UCI Samueli Institute in Irvine, UCI Health in Newport Beach, and the UCI Medical Center Integrative Medicine consultation service.

**DURATION:** two to four weeks. The two-week elective is comprised of only rotating through a core subset of Integrative clinics. The four-week rotation includes an expanded rotation experience with the Integrative team, as well as time to complete additional Integrative educational modules. Although the two-week rotation is acceptable to satisfy this curriculum element of the HEAL-IM Program, it is highly recommended that HEAL-IM track students take the four-week rotation.

**Scheduling Coordinator:** UCI students please email [lskorhei@hs.uci.edu](mailto:lskorhei@hs.uci.edu) to make a scheduling appointment.

**Periods Available:** The time of the course must be pre-approved by the elective coordinator at least three months prior to the start of the course. No exceptions.

**NUMBER OF STUDENTS ALLOWED:** Generally, two students per rotation are allowed.

### **WHAT STUDENTS SHOULD DO TO PREPARE FOR THE COURSE**

**By end of March in MS3 year:** Respond to survey link re: desired dates and alternate availability during the MS4 year, as well as any specific areas of educational interest for the rotation.

**Prior to First Day of Elective:** Refer to Canvas Course

**COMMUNICATION WITH FACULTY**

Questions about logistics should be directed to the Course Coordinator. Direct questions, comments, or concerns about the course can be directed to the Course Director. Contact information and office location are at the beginning of this document.

The Course Director is also available to meet in person. Please email [lskorhei@hs.uci.edu](mailto:lskorhei@hs.uci.edu) to arrange an appointment. To ensure that your email will not be lost in the large volume of email received, please use the following convention for the subject line:

SUBJECT: COURSE NAME, your last name, your issue (e.g. 625N, Smith, Request for appointment)

**2. Course Objectives and Program Objective Mapping**

The following are the learning objectives for the 625N course. Students are expected to demonstrate proficiency in these areas in order to satisfactorily complete the course. In addition, the extent of a student's mastery of these objectives will help guide the course evaluation and grade.

<b>Course Objective</b>	<b>Mapped UCI School of Medicine Program Objective</b>	<b>Sub Competency</b>	<b>Core Competency</b>
Demonstrate understanding of common categories of Integrative therapies, including their proposed mechanisms, safety/efficacy profile, potential indications, benefits, risks, and contraindications.	A-4. Knowledge of population health, epidemiology principles and the scientific basis of research methods relevant to healthcare	Population Health and Epidemiology	Knowledge
Identify health conditions for which an integrative health approach may be beneficial.	B-6. The ability to function effectively within the context of complexity and uncertainty in medical care	Patient Management	Skillful
Describe the importance of self-care and provide guidance and education re: healthy lifestyle behaviors.	B-5. The ability to practice effective preventive medicine by identifying, addressing and advocating for	Patient Management	Skillful

	strategies to maintain health and well-being, to identify and treat disease early where appropriate and to advise on lifestyle practices		
Demonstrate respect and understanding of patients' interpretations of health, disease and illness that are based upon their personal cultural beliefs and practices.	C-3. Sensitivity and awareness of diverse cultures, health beliefs and social factors impacting patient health and illness	Cultural and Social Awareness	Altruistic
Identify and use validated, evidence based educational and patient care resources that offer guidance on the safe and effective application of Integrative Health practices.	B-4. The ability to search medical literature, including electronic databases, and to locate and interpret up-to-date evidence to optimize patient care	Evidence-based medicine	Skillful
Communicate respectfully with allied health Integrative practitioners and work collaboratively with a multidisciplinary healthcare team.	C-1. Honesty and integrity reflecting the standards of the profession, in interacting with colleagues, patients, families and professional organizations	Professionalism	Altruistic

### 3. Course Resources

#### TEXTS AND READINGS: SUGGESTED

#### Reference Textbooks to use during the rotation:

- **Integrative Reference Textbooks:** Both are **available in SSIHI Clinic Resource Library** – students are strongly encouraged to consult them during the rotation to help answer Integrative care questions that come up during the rotation.

- **Textbook of Integrative Medicine**, 5th edition, by David Rakel, MD. Comprehensive review of Integrative approaches to a broad array of common clinical problems.
- **National Geographic Guide to Medicinal Herbs**, by David Kiefer, MD, Tierona Low Dog MD. Detailed guide to medicinal use of a wide variety of botanical supplements.

**Online Integrative Resources to use during the rotation:**

- **Natural Medicines Database:** Accessed through our Grunigen Medical Library <https://naturalmedicines.therapeuticresearch.com/>
- **University of Wisconsin Integrative Health Educational Resources** – a treasure trove of Integrative teaching resources for clinicians and patients – multiple handouts and videos on wide range of topics related to providing evidence-based Integrative patient care:  
<https://www.fammed.wisc.edu/integrative/resources/>

**Other Online Learning Modules: Required for four-week elective (optional but recommended for two-week elective) from The Andrew Weil Center for Integrative Medicine (modules available without cost)**

- **Environmental Health: an Integrative Approach**. This is a six-hour module that covers environmental toxicants and the documented rise of complex chronic illness, such as obesity, metabolic syndrome, cancers, neurodevelopmental disorders and reproductive health.
- **Andrew Weil Center for Integrative Medicine (modules available without cost) Introduction to Contemplative Care:**
  - **Introduction to Contemplative Care**: Three-hour module designed for those interested in working in hospice care and with end-of-life patients.
- **IM4US (Integrative Medicine for the Underserved)**: wonderful group of clinicians working to bring Integrative care to underserved communities, together with educating clinicians on the optimal ways to provide Integrative Healthcare to disenfranchised communities. They have toolkits for:
  - IM approaches to pain
  - Nutrition and health
- **Optional Integrative Medicine Journal Readings**
  - Spiro, A. & Perlman, A. (2016, August 4). A holistic approach to health care can lower costs and improve quality. Hospitals & Health Networks Magazine. Available from
  - Kligler, B., Teets, R., & Quick, M. (2016). [Complementary/integrative therapies that work: A review of the evidence](#). Am Fam Physician, 94(5), 369-374.
  - Nguyen, C. (2017, January 12). Resident summary of Kligler article on effective IM interventions.
  - Bell, I. R., Caspi, O., Schwartz, G. E., Grant, K. L., Gaudet, T. W., Rychener, D., ... & Weil, A. (2002). Integrative medicine and systemic

outcomes research: issues in the emergence of a new model for primary health care. Archives of internal medicine, 162(2), 133-140. doi:10.1001/archinte.162.2.133

## 4. Major Exams, Assignments and Grading

### MANDATORY SESSIONS

Session Title	Location
Integrative clinic assignments	See individual schedule

### MAJOR ASSIGNMENTS AND EXAMS

#### All Students taking elective: End of Rotation One Page Reflection Paper

**Assignment** All students taking the elective must complete and submit a one-page reflection paper in order to receive credit for the rotation. The paper should have two sections:

- **Section 1:** A brief narrative overview of educational highlights of the rotation for the student, including anything that the learner found surprising or unexpected.
- **Section 2:** Five key educational take-aways or learning pearls that the learner will apply in their future clinical practice. Where possible, reference each pearl with an appropriate reference citation from a journal article, web resource or textbook.

### GRADING

Medical Students are graded using the following scale: Honors (H), Pass (P), Fail (F), and Incomplete (I). For further information, please review the Grading Policy.

The student's final grade will be submitted on the standard UC Irvine elective form. If the student fails, the elective a grade of "F" will be permanently recorded on his/her transcript. The student can repeat the course for a second grade. However, the "F" will not be removed from the transcript.

You have 30 days from the date of the grade to appeal any aspect of this grade. Please contact your Clerkship/course Director should you have any questions

### Requirements for "Pass":

To receive a grade of Pass, students must demonstrate successful performance in all the following areas:

- Knowledge
- Patient Care

- Practice-Based Learning
- Interpersonal & Communication Skills
- Professionalism
- Systems-Based Practice

**Requirements for “Honors”:**

To receive a grade of Honors, students must demonstrate exceptional performance in all the following areas:

- Knowledge
- Patient Care
- Practice-Based Learning
- Interpersonal & Communication Skills
- Professionalism
- Systems-Based Practice

**Grounds for “Incomplete”:** You will not be issued a grade until all elements of the course have been completed.

**REMEDIATION**

Remediation, if needed, will be designed by the Course Director to suit the issue at hand.

**Grounds for “Fail”:** You will receive a grade of "Fail" if the requirements for passing the course have not been met. Please refer to the [Grading Policy](#) for the impact of the "Fail" grade to the transcript.